



SCIENCE • GRADE 2

Check Understanding Assessments

FOCUScurriculum

Curriculum materials for **your** content standards

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Introduction

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Check Understanding Assessments

The following is a sampling of assessments found in each *Focus on New York Standards* book. They are designed to assist you in evaluating your students' knowledge of New York's Core Curriculum in Science. Check Understanding assesses the content of each *Focus on New York Standards* book. You will find multiple choice and short answer questions that assess literal and interpretive comprehension of each book's content. In addition, these assessments will evaluate your students' ability to synthesize and apply the content and concepts identified in the New York Elementary Science Core Curriculum. Students will obtain valuable practice in answering 1-point and 2-point response questions they will encounter on the New York Grade 4 Elementary-Level Science Test.

Below Level



STANDARD 4: The Physical Setting

NYC • Grade 2 • Unit 2: Forces and Motion

Key Idea 5

Performance Indicator 5.1

Assessments

How Things Move

Print pages 18–20 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. All objects on Earth are pulled down due to

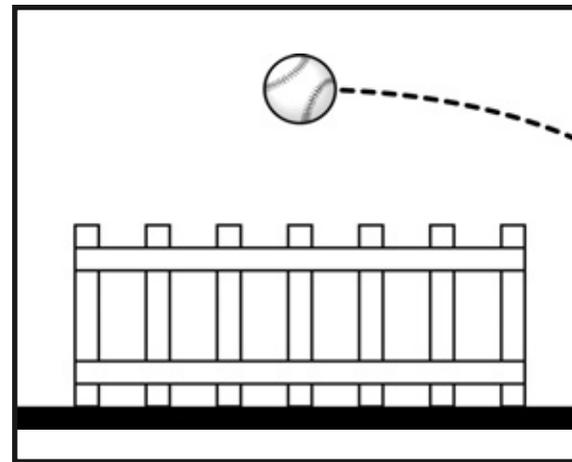
- Ⓐ gravity
- Ⓑ pushes
- Ⓒ pulls
- Ⓓ motion

Note that question 2 has only three choices.

2. When a student pushes an apple across the table, the apple

- Ⓐ is invisible
- Ⓑ is in motion
- Ⓒ is in the same location

3. The picture below shows a ball and a fence.



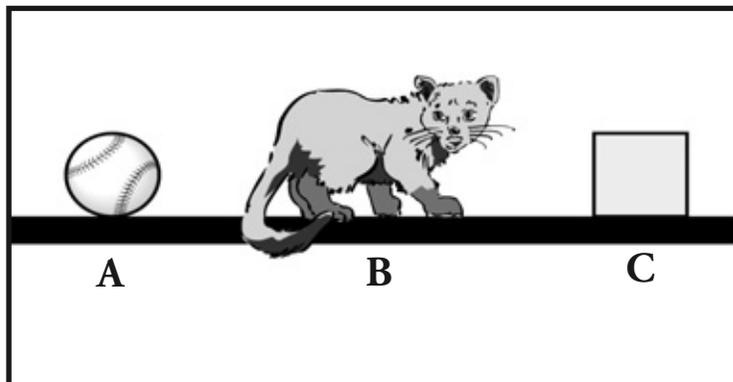
What is the position of the ball relative to the fence?

- Ⓐ The ball is below the fence.
- Ⓑ The ball is next to the fence.
- Ⓒ The ball is above the fence.
- Ⓓ The ball is inside the fence.

Check Understanding

Shade the circle next to the correct answer or write your answer on the lines provided.

4. The picture below shows a ball, a cat, and a box. The objects are labeled *A*, *B*, and *C*.



Which object is in front of the cat? [1]

Object letter: _____

Which object is behind the cat? [1]

Object letter: _____

Note that question 5 has only three choices.

5. A girl throws a ball to her friend. But, the ball does not reach her friend. She must throw the ball
- Ⓐ higher and harder
 - Ⓑ higher and slower
 - Ⓒ lower and harder

How Things Move

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer B is correct.
3. Answer C is correct.
4. C; A
5. Answer A is correct.



On Level

STANDARD 4: The Living Environment

NYC • Grade 2 • Unit 3: Plant Diversity

Key Idea 1
Key Idea 4
Key Idea 5

Performance Indicator 1.1
Performance Indicator 4.1
Performance Indicator 5.2

Assessments

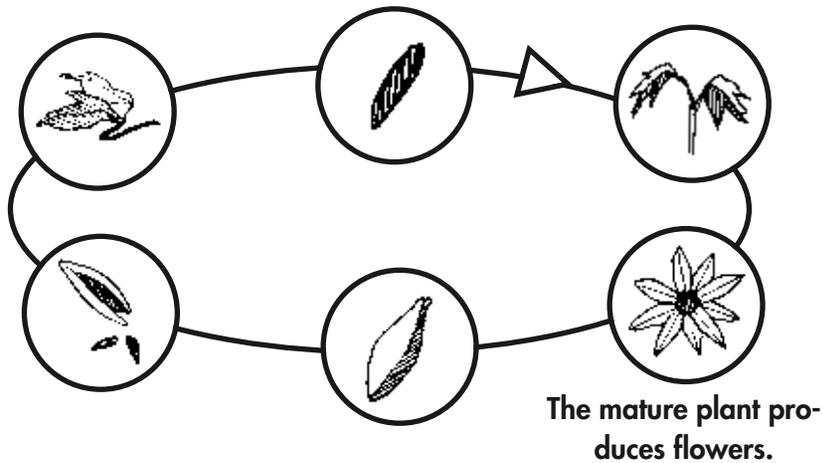
Life Cycles of Plants

Print pages 18–20 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The diagram below shows the life cycle of a seed plant.



What happens after the mature plant produces flowers?

- Ⓐ The seeds produce bulbs.
Ⓑ The seeds fall on soil.
Ⓒ The flowers produce seeds.
Ⓓ The plant dies.
2. A plant sits on a table. Which statement proves that the plant is alive?
- Ⓐ It turns toward sunlight.
Ⓑ It has flowers.
Ⓒ It is green.
Ⓓ It is in a pot.
3. Stems that grow into plants from a parent plant are called
- Ⓐ bulbs
Ⓑ seeds
Ⓒ runners
Ⓓ spores

Check Understanding

Shade the circle next to the correct answer or write your answer on the lines provided.

4. A seed contains

- Ⓐ a bulb
- Ⓑ an embryo
- Ⓒ a flower
- Ⓓ a root

5. Which plant uses bulbs to reproduce?

- Ⓐ tulip
- Ⓑ potato
- Ⓒ spider plant
- Ⓓ strawberry

6. All plants grow up, grow old, and then die. Identify **two** things that can affect a plant's life span. [2]

(1) _____

(2) _____

7. What is the last stage in a plant's life cycle?

- Ⓐ germination
- Ⓑ reproduction
- Ⓒ growth
- Ⓓ death

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer A is correct.
3. Answer C is correct.
4. Answer B is correct.
5. Answer A is correct.
6. Type of plant; available soil, light, and water;
wind; fire; and disease
7. Answer D is correct.



STANDARD 4: The Physical Setting

NYC • Grade 2 • Unit 1: Earth Materials

Key Idea 2

Performance Indicator 2.1

Assessments

What Is Soil?

Print pages 18–20 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Plants grow well in rich soils. Rich soils contain a lot of
 - Ⓐ silt
 - Ⓑ bedrock
 - Ⓒ layers
 - Ⓓ humus
2. Why don't more plants grow in the desert?
 - Ⓐ The sand particles have a regular shape.
 - Ⓑ The sand does not pack tightly together.
 - Ⓒ Water moves through sand too quickly.
 - Ⓓ Plants and animals do not decompose there.

3. What do materials need in order to decompose?

- Ⓐ water, air, and microbes
- Ⓑ air, soil, and insects
- Ⓒ soil, microbes, and nutrients
- Ⓓ nutrients, water, and insects

Note that question 4 has only three choices.

4. Weathering is best described as

- Ⓑ the breaking down of once-living things
- Ⓒ the rapid flow of water through soil
- Ⓓ the wearing away of rock over time

Check Understanding

Shade the circle next to the correct answer or write your answer on the lines provided.

5. Most soil has three layers. Complete the chart by identifying each layer based on its characteristics. [1]

Characteristics	Layer
made mostly of decomposing plants and animals; dark in color	
made mostly of rock; plant roots do not grow easily	
usually contains a lot of clay and iron; may be rusty or red in color	

6. Identify the **three** forces that cause weathering.

[1]

(1) _____

(2) _____

(3) _____

7. A soil combination that is equal parts sand, clay, and silt is called

Ⓐ humus

Ⓑ loam

Ⓒ topsoil

Ⓓ subsoil

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. Answer A is correct.
4. Answer D is correct.

5.

Characteristics	Layer
made mostly of decomposing plants and animals; dark in color	topsoil
made mostly of rock; plant roots do not grow easily	bedrock
usually contains a lot of clay and iron; may be rusty or red in color	subsoil

6. Water, wind, ice
7. Answer B is correct.