# **Introduction - Grade 2 Mathematics**

The following released test questions are taken from the Grade 2 Mathematics Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 2 Mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, and 2006. First on the pages that follow are lists of the standards assessed on the Grade 2 Mathematics Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Sense – Place Value, Addition, and Subtract	ion 15	15
Number Sense – Multiplication, Division, and Fraction	ons 23	22
Algebra and Functions	6	6
Measurement and Geometry	14	14
Statistics, Data Analysis, and Probability	7	7
TOTAL	65	64

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 2 Mathematics Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

In Grade 2, the actual Mathematics question does not appear in the test booklet but is read to the students by the teacher administering the test. In this booklet, the questions are printed in bold-faced capital letters.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <u>http://www.cde.ca.gov/ta/tg/sr/resources.asp</u>.



#### THE NUMBER SENSE STRAND

Math

In Grade 2, there are two reporting clusters within the Number Sense strand: 1) Place Value, Addition, and Subtraction and 2) Multiplication, Division, and Fractions. This booklet contains released test questions for each of these clusters.

The following five California content standards are included in the Place Value, Addition, and Subtraction reporting cluster of the Number Sense strand and are represented in this booklet by 15 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

Number Sense	
Standard Set 1.0	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:
2NS1.1*	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
2NS1.2	Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$ ) to represent numbers (to 1,000).
2NS1.3*	Order and compare whole numbers to 1,000 by using the symbols $<$ , =, >.
Standard Set 2.0	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:
2NS2.1*	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$ ) to solve problems and check solutions.
2NS2.2*	Find the sum or difference of two whole numbers up to three digits long.

#### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

The following nine California content standards are included in the Multiplication, Division, and Fractions reporting cluster of the Number Sense strand and are represented in this booklet by 22 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

Number Sense	
Standard Set 3.0*	Students model and solve simple problems involving multiplication and division:
2NS3.1*	Use repeated addition, arrays, and counting by multiples to do multiplication.
2NS3.2*	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
2NS3.3*	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
Standard Set 4.0	Students understand that fractions and decimals may refer to parts of a set and parts of a whole:
2NS4.1*	Recognize, name, and compare unit fractions from 1/12 to 1/2.
2NS4.2*	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
2NS4.3*	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
Standard Set 5.0	Students model and solve problems by representing, adding, and subtracting amounts of money:
2NS5.1*	Solve problems using combinations of coins and bills.
2NS5.2*	Know and use the decimal notation and the dollar and cent symbols for money.
Standard Set 6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:
2NS6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).

#### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

\* Denotes key standards (Mathematics Framework for California Public Schools)

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Math

GRADE

Math

#### THE ALGEBRA AND FUNCTIONS STRAND/REPORTING CLUSTER

The following three California content standards are included in the Algebra and Functions strand/reporting cluster and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

#### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Algebra and Functions			
Standard Set 1.0	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:		
2AF1.1*	Use the commutative and associative rules to simplify mental calculations and to check results.		
2AF1.2	Relate problem situations to number sentences involving addition and subtraction.		
2AF1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.		

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#### THE MEASUREMENT AND GEOMETRY STRAND/REPORTING CLUSTER

The following seven California content standards are included in the Measurement and Geometry strand/ reporting cluster and are represented in this booklet by 14 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

Measurement and Geometry			
Standard Set 1.0	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:		
2MG1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.		
2MG1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.		
2MG1.3*	Measure the length of an object to the nearest inch and/or centimeter.		
2MG1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).		
2MG1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).		
Standard Set 2.0*	Students identify and describe the attributes of common figures in the plane and of common objects in space:		
2MG2.1*	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.		
2MG2.2*	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).		

#### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

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Math

# THE STATISTICS, DATA ANALYSIS, AND PROBABILITY STRAND/REPORTING CLUSTER

The following four California content standards are included in the Statistics, Data Analysis, and Probability strand/reporting cluster and are represented in this booklet by seven test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

#### CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Statistics, Data Analysis, and Probability			
Standard Set 1.0*	Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:		
2PS1.1	Record numerical data in systematic ways, keeping track of what has been counted.		
2PS1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).		
2PS1.3	Identify features of data sets (range and mode).		
2PS1.4	Ask and answer simple questions related to data representations.		

Math

**Released Test Questions** 

The questions in brackets are not printed in the test booklet. The test administrator reads these questions aloud to students.

<b>1</b> [A NUMBER HAS NINE ONES, SIX TENS, AND EIGHT HUNDREDS. WHAT IS THE NUMBER?]						
869	896		968	986	986	
Α	В		С	D		
				CSM02136		
2 [WHAT IS THE V	ALUE OF THE FIVE I	N FIVE HUNDR	ED TWENTY-SIX?]			
526	5	50	500	5000		
020	Α	В	С	D		
				CSM00994		
3 [LOOK AT THE N	IUMBER. WHICH DIG	GIT IS IN THE TE	INS PLACE?]			
962	2	6	9	10		
502	Α	В	С	D		
				CSM10001		

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RADE CALIFORNIA STANDARDS TEST			
(2) Math Released 7	<b>Fest Questions</b>		
10 [SOPHIE DID THIS SUBTRACTION PROBLEM. WHICH ADDITION PROBLEM SHE GOT THE RIGHT ANSWER?]	IOWS THAT		
$\begin{array}{ccc} 41 & 44 & 41 \\ + 85 & + 85 & + 44 \end{array}$	$\frac{44}{+ 44}$		
A B C	D		
	CSM01017		
[11] [WHICH OF THESE CAN BE USED TO CHECK THE ANSWER TO THE PROBLEM	I IN THE BOX?]		
<b>4</b> + <b>3</b> = <b>7</b>			
<b>A</b> 7+3=10 <b>C</b> 2+5=	- 7		
<b>B</b> 7-4=3 <b>D</b> 10-3=	= 7		
	CSM02141		



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14

[TONI HAD SEVEN HUNDRED FIFTY-NINE CUCUMBERS. SHE SOLD FIVE HUNDRED SIXTY-THREE OF THEM. HOW MANY CUCUMBERS DOES TONI HAVE LEFT?]





# $\frac{17}{12} [David reads two pages every five minutes. How many pages will david have read after twenty-five minutes?]$

## **David's Reading**

Minutes	5	10	15	20	25
Pages	2	4	6	8	



\_\_\_

GRADE

Math

# 18

19

[KAYLA HAS THESE STRAWBERRIES. SHE WILL GIVE FOUR STRAWBERRIES TO EACH OF HER THREE FRIENDS. HOW MANY STRAWBERRIES WILL BE LEFT FOR KAYLA?]



# [WHICH PICTURE SHOWS HOW THREE CHILDREN SHOULD SHARE TWELVE COOKIES EQUALLY?]



— 13 —



[THERE ARE NINE BENCHES IN A PARK. THERE ARE TWO PEOPLE SITTING ON EACH BENCH. HOW MANY PEOPLE ARE SITTING ON THE NINE BENCHES ALL TOGETHER?]



14 –

<b>Released Test Questio</b>	ns			Math 2
[122] [THERE WERE TEN FROGS IN A POND. EACH FROG HAD FOUR LEGS. HOW MANY FROG LEGS WERE THERE ALL TOGETHER?]				
10	14	40	50	104
	Α	В	С	D
4 legs				CSM00037
23 [WHICH NUMBER S	HOWS THE ANSW	ER TO FIVE TIMI	ES SIX?]	
11	25		30	35
Α	В		С	D
				CSM10076
24 [WHAT FRACTIONAL PART OF THIS FIGURE IS SHADED?]				





CSM01446

— 16 —



[A TEACHER DIVIDES A WHOLE CLASS INTO GROUPS TO WORK ON A CLASS PROJECT. EACH GROUP HAS ONE-SIXTH OF ALL THE CHILDREN IN THE CLASS. HOW MANY GROUPS ARE THERE?]

![](_page_16_Figure_4.jpeg)

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Math

![](_page_17_Picture_3.jpeg)

[MONIQUE HAS FOUR QUARTERS, TWO DIMES, AND ONE NICKEL. HOW MUCH MONEY DOES SHE HAVE?]

![](_page_17_Picture_5.jpeg)

Math

\$1.25	\$1.05
<b>A</b>	<b>C</b>
\$0.75	\$1.45
<b>B</b>	<b>D</b>

CSM00998

 $\frac{32}{1000} [JENA HAS THE MONEY YOU SEE IN THE BOX. WHICH IS A GREATER AMOUNT OF MONEY THAN JENA'S?]$ 

![](_page_17_Picture_9.jpeg)

![](_page_17_Figure_10.jpeg)

CSM00026

— 18 —

Math

33

#### [SHAMIKA IS SAVING MONEY TO BUY A BOOK. SHE HAS SAVED ONE FIVE-DOLLAR BILL, THREE ONE-DOLLAR BILLS, ONE QUARTER, THREE DIMES, AND FOUR NICKELS. HOW MUCH MONEY DOES SHE HAVE SO FAR?]

![](_page_18_Figure_5.jpeg)

|| [LEE HAS THE MONEY YOU SEE IN THE BOX. HOW MUCH MONEY IS THIS?]

![](_page_18_Picture_7.jpeg)

\$2.15	\$2.25
<b>A</b>	<b>C</b>
\$2.20	\$2.30
<b>B</b>	<b>D</b>

GRADE	CALIFORNIA STANDARDS TEST		
2 Math		Rele	eased Test Questions
35 [WHAT IS ANOTH	ER WAY TO WRITE FORTY-F	VE CENTS?]	
	450	¢	
\$0.45	\$4.05	\$4.50	\$45
Α	В	С	D
			CSM20427
36 [JAMES HAS TWO THIS AMOUNT OF	D DOLLARS AND FORTY-SIX F MONEY?]	CENTS. WHICH IS A COP	RRECT WAY TO WRITE
\$2.46	\$2.46¢	\$2 and 4.6¢	\$2 and .46¢
Α	В	С	D
			CSM00027
37 [ABOUT HOW LO	NG IS A DOLLAR BILL?]		
1 foot	1 inch	6 feet	6 inches
Α	В	С	D
			CSM10490

![](_page_20_Figure_2.jpeg)

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![](_page_21_Figure_0.jpeg)

[MR. LEE'S CLASS COLLECTED FIVE HUNDRED THREE CANS FOR RECYCLING. MS. WEBB'S CLASS COLLECTED FOUR HUNDRED FIFTY CANS. WHICH NUMBER SENTENCE CAN BE USED TO FIND HOW MANY MORE CANS MR. LEE'S CLASS COLLECTED THAN MS. WEBB'S?]

## 503 450

405 + 530 =	450 - 503 =
Α	С
503 + 450 =	503 - 450 =
В	D

Math

# [LOOK AT THE GRAPH. HOW MANY FISH DID HENRY AND KRISTEN CATCH ALL TOGETHER?]

Fish Caught Each 🕬 = 1 fish		
Henry		
Kristen		
Marisa		

4	6	10	12
Α	В	С	D

CSM02090

![](_page_23_Figure_0.jpeg)

[THIS COMB IS ABOUT 12 BUTTONS LONG. ABOUT HOW MANY TOOTHPICKS LONG IS THE COMB?]

![](_page_23_Figure_2.jpeg)

![](_page_24_Figure_2.jpeg)

GRADE

![](_page_24_Figure_4.jpeg)

[USE YOUR RULER TO MEASURE THE SCISSORS. HOW MANY INCHES LONG ARE THE SCISSORS?]

![](_page_24_Figure_6.jpeg)

GRADE	DE CALIFORNIA STANDARDS TEST		
<b>2</b> Math		I	Released Test Questions
48 [HOW MANY CENTIN	IETERS LONG IS THE EN	VELOPE?]	
2	3	6	7
Α	В	С	D
			CSM20281

[SEAN IS GOING ON VACATION TO VISIT HIS GRANDPARENTS. HE WILL BE GONE ONE MONTH. ABOUT HOW MANY DAYS WILL SEAN BE GONE?]

7 days	30 days	52 days	365 days
Α	В	С	D
			CSM00373

50 [NATALIE WALKED FOR ONE HOUR. HOW MANY MINUTES DID NATALIE WALK?]

![](_page_25_Figure_4.jpeg)

CSM00996

## **Released Test Questions**

Math

51 [A MOVIE STARTED AT ELEVEN O'CLOCK A.M. AND LASTED THREE HOURS. AT WHAT TIME DID THE MOVIE END?]

12:00 p.n	ı	1:00 p.m.	2:	00 p.m.	3:00 p.m.
Α		В		С	D
					CSM20060
52 [HOW MANY F	ACES DOES	A CUBE HAVE	?]		
	4	5	6	8	
	Α	В	С	D	

![](_page_26_Figure_6.jpeg)

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![](_page_27_Figure_0.jpeg)

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![](_page_28_Figure_1.jpeg)

![](_page_28_Figure_2.jpeg)

![](_page_28_Figure_3.jpeg)

![](_page_28_Picture_4.jpeg)

CSM20074

— **29** — This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected

based on performance on released test questions. Copyright © 2007 California Department of Education.

![](_page_29_Figure_0.jpeg)

— 30 —

Math

# 58

[THE STUDENTS IN MRS. KIM'S CLASS ARE VOTING FOR THE BOOTH THEY WANT TO HAVE AT THE FUN FAIR. SIX STUDENTS WANT FACE PAINTING. FIVE STUDENTS WANT A RELAY RACE. TWELVE STUDENTS WANT THE RING TOSS. WHICH TALLY CHART SHOWS THESE RESULTS?]

![](_page_30_Figure_6.jpeg)

Fun Fair		
Face Painting		
Relay Race		
Ring Toss	Liit	

![](_page_30_Figure_8.jpeg)

Α

![](_page_30_Figure_10.jpeg)

![](_page_30_Figure_11.jpeg)

![](_page_30_Figure_12.jpeg)

![](_page_30_Figure_13.jpeg)

D

- 31 -

![](_page_31_Picture_3.jpeg)

59 [which tally chart shows the correct number of pets in sam's pet shop?]

Sam's Pet Shop

![](_page_31_Picture_6.jpeg)

Sam's Pet Shop	
	##

![](_page_31_Figure_8.jpeg)

![](_page_31_Figure_9.jpeg)

В

![](_page_31_Figure_11.jpeg)

![](_page_31_Figure_12.jpeg)

![](_page_31_Figure_13.jpeg)

CSM20117

Math

[LOOK AT THE TALLY CHART AT THE TOP OF THE PAGE. THE TALLY CHART SHOWS THE NUMBER OF CHERRIES EACH STUDENT ATE. WHICH GRAPH MATCHES THE TALLY MARKS IN THE CHART?]

![](_page_32_Figure_5.jpeg)

![](_page_32_Figure_6.jpeg)

![](_page_32_Figure_7.jpeg)

![](_page_32_Figure_8.jpeg)

![](_page_32_Figure_9.jpeg)

GRADE

Math

 $\underbrace{61}$  [THE BAR GRAPH SHOWS THE FAVORITE FLAVOR OF JUICE FOR A GROUP OF PEOPLE. WHICH OF THE FOLLOWING TALLY CHARTS MATCHES THE BAR GRAPH?]

![](_page_33_Figure_4.jpeg)

Favorite Juice		
Apple ((()		
Orange	THT	
Grape	HH HH	

![](_page_33_Figure_6.jpeg)

Favorite Juice		
Apple	1111 1111	
Orange	((()	
Grape	1111	
	1	

Β

Favorite Juice		
Apple 1		
Orange	1111 1111	
Grape	((()	

#### С

Favorit	e Juice
Apple	1111 1111
Orange	1444
Grape	((((
[	)

CSM20449

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Math

**62** [WHAT IS THE DIFFERENCE BETWEEN THE LARGEST HEIGHT AND THE SMALLEST HEIGHT?]

Student	Student Heights	
Student	Height (in inches)	
Sara	44	
James	42	
Su Lin	49	
Randy	46	
Cara	50	

 8 inches
 12 inches
 42 inches
 50 inches

 A
 B
 C
 D

CSN00003

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GRADE	CALIFORNIA STA	ANDARDS TEST	
( <b>2</b> ) Matl	n	Relea	ased Test Questions
63 [MS. LEE'S C THE RANGE	CLASS RECORDED THE TEMPER IN TEMPERATURE BETWEEN TH	ATURE EACH DAY FOR ON IE HIGHEST AND LOWEST	IE WEEK. WHAT WAS TEMPERATURES?]
	Sunday — $65^{\circ}$	Wednesday —	<b>72</b> °
	Monday — 68 $^{\circ}$	Thursday — 68	0
	Tuesday — 75 $^{\circ}$	Friday — 64 $^\circ$	
		Saturday — 63°	0
12°	20°	63°	68°
Α	В	С	D

CSM20249

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Math

# 64

[CARRIE PRACTICES THE PIANO EACH DAY. THE TABLE SHOWS HOW LONG SHE PRACTICED EACH DAY LAST WEEK. HOW MANY MINUTES LONGER DID SHE PRACTICE ON WEDNESDAY THAN ON TUESDAY? MARK YOUR ANSWER.]

# **Piano Practice Times**

Day	Minutes
Monday	26
Tuesday	24
Wednesday	30
Thursday	35
Friday	15

6	5	4	2
Α	В	C	D

CSN00228

Math

# **Released Test Questions**

Question Number	Correct Answer	Standard	Year of Test
1	Α	2NS1.1	2004
2	С	2NS1.1	2005
3	В	2NS1.1	2006
4	В	2NS1.2	2004
5	D	2NS1.2	2005
6	Α	2NS1.3	2003
7	С	2NS1.3	2004
8	Α	2NS1.3	2005
9	Α	2NS1.3	2006
10	С	2NS2.1	2003
11	В	2NS2.1	2004
12	D	2NS2.2	2003
13	D	2NS2.2	2004
14	В	2NS2.2	2005
15	D	2NS2.2	2006
16	С	2NS3.1	2004
17	В	2NS3.1	2005
18	С	2NS3.2	2003
19	Α	2NS3.2	2005
20	В	2NS3.2	2006
21	D	2NS3.3	2003
22	В	2NS3.3	2004
23	С	2NS3.3	2006
24	Α	2NS4.1	2003
25	В	2NS4.1	2004
26	Α	2NS4.1	2005
27	В	2NS4.2	2003
28	С	2NS4.2	2005
29	D	2NS4.3	2003
30	В	2NS4.3	2005
31	Α	2NS5.1	2003
32	В	2NS5.1	2004
33	В	2NS5.1	2006
34	D	2NS5.2	2003
35	A	2NS5.2	2005
36	A	2NS5.2	2006
37	D	2NS6.1	2004
38	В	2AF1.1	2003
39	В	2AF1.1	2004
40	D	2AF1.1	2005
41	A	2AF1.2	2003
42	D	2AF1.2	2005
43	С	2AF1.3	2004

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**Correct Answer** 

В

A

В

В

С

В

D

С

С

Standard

2MG1.1

2MG1.2

2MG1.3

2MG1.3

2MG1.3

2MG1.4

2MG1.4

2MG1.5

2MG2.1

## **Released Test Questions**

**Question Number** 

44

45

46

47

48

49

50

51

52

54A2MG2.12006 $55$ A2MG2.22004 $56$ A2MG2.22006 $57$ D2MG2.22006 $58$ D2PS1.12005 $59$ D2PS1.22003 $60$ D2PS1.22006 $62$ A2PS1.32005 $63$ A2PS1.32006 $64$ A2PS1.42004		В	2MG2.1	2003
55 $A$ 2MG2.2200456 $A$ 2MG2.2200657 $D$ 2MG2.2200658 $D$ 2PS1.1200559 $D$ 2PS1.2200360 $D$ 2PS1.2200662 $A$ 2PS1.3200563 $A$ 2PS1.3200664 $A$ 2PS1.42004	54	Α	2MG2.1	2006
56         A         2MG2.2         2006           57         D         2MG2.2         2006           58         D         2PS1.1         2005           59         D         2PS1.2         2003           60         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	55	Α	2MG2.2	2004
57         D         2MG2.2         2006           58         D         2PS1.1         2005           59         D         2PS1.1         2006           60         D         2PS1.2         2003           61         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	56	Α	2MG2.2	2006
58         D         2PS1.1         2005           59         D         2PS1.1         2006           60         D         2PS1.2         2003           61         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	57	D	2MG2.2	2006
59         D         2PS1.1         2006           60         D         2PS1.2         2003           61         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.4         2004	58	D	2PS1.1	2005
60         D         2PS1.2         2003           61         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	59	D	2PS1.1	2006
61         D         2PS1.2         2006           62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	60	D	2PS1.2	2003
62         A         2PS1.3         2005           63         A         2PS1.3         2006           64         A         2PS1.4         2004	61	D	2PS1.2	2006
63         A         2PS1.3         2006           64         A         2PS1.4         2004	62	Α	2PS1.3	2005
64 A 2PS1.4 2004	63	Α	2PS1.3	2006
	64	Α	2PS1.4	2004

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Math

Year of Test

2006

2004

2004

2006

2006

2003

2005

2005

2003