

Name _____

Date _____

1. a. Represent 403 using place value disks.

403

- b. Write 403 in expanded form. _____
- c. Write 403 in word form. _____

2. Write each number in
- standard form**
- .

- a. 2 hundreds 3 tens 5 ones = _____
- b. 6 tens 1 hundred 8 ones = _____
- c. $600 + 4 + 30 =$ _____
- d. $80 + 400 =$ _____
- e. Two hundred thirteen = _____
- f. Seven hundred thirty = _____

3. Complete each statement.

- a. 10 tens = _____ hundred
- b. 10 ones = _____ ten
- c. _____ tens = 1 hundred
- d. $160 =$ _____ tens

4. Write the total amount of money shown in each group in the space below.

a.

\$100	\$100
\$100	\$100
\$100	\$10
\$100	\$10
\$100	\$10

b.

\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1

c.

\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100

a. _____

b. _____

c. _____

d. Write one way you can skip-count by tens and hundreds from 150 to 410.

5. Compare.

a. 456 ○ 465

b. 10 tens ○ 99

c. $60 + 800$ ○ Eight hundred sixteen

d. 23 tens 7 ones ○ 237

e. $50 + 9 + 600$ ○ 9 ones 65 tens

End-of-Module Assessment Task
Standards Addressed

Topics A–G

Understand place value.

- 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g., 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:
- 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - The numbers 100–900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and ones).
- 2.NBT.2** Count within 1000: skip-count by 5s, 10s and 100s.
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using $<$, $=$, and $>$ symbols to record the results of comparisons.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

A Progression Toward Mastery				
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.NBT.3	Student is unable to solve any of the parts correctly.	Student solves one out of three parts correctly.	Student solves two out of three parts correctly.	Student correctly: <ul style="list-style-type: none"> ▪ Draws 403 in place value disks. ▪ Writes 403 in expanded form. ▪ Writes 403 in word form. Accept various representations of 403, such as 4 hundreds 3 ones or 40 tens 3 ones, etc.
2 2.NBT.3	Student solves one or two out of six parts correctly.	Student solves three or four out of six parts correctly.	Student solves five out of six parts correctly.	Student correctly answers: <ol style="list-style-type: none"> a. 235 b. 168 c. 634 d. 480 e. 213 f. 730
3 2.NBT.1	Student solves one out of four parts correctly.	Student solves two out of four parts correctly.	Student solves three out of four parts correctly.	Student correctly answers: <ol style="list-style-type: none"> a. 1 b. 1 c. 10 d. 16

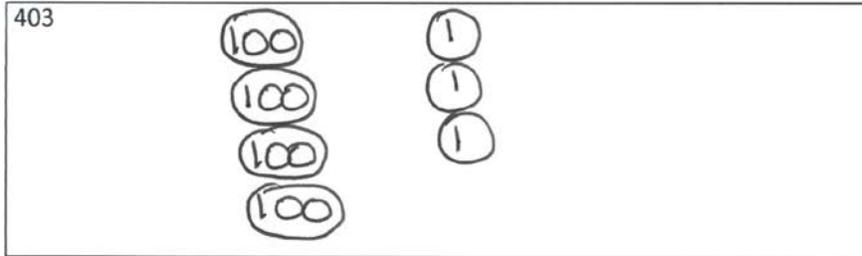


A Progression Toward Mastery				
<p>4</p> <p>2.NBT.2</p>	Student solves one out of four parts correctly.	Student solves two out of four parts correctly.	Student solves three out of four parts correctly.	Student correctly: <ul style="list-style-type: none"> a. \$730 b. \$55 c. \$505 d. Explains the answer using numbers, words, or pictures.
<p>5</p> <p>2.NBT.4</p>	Student solves one out of five parts correctly.	Student solves two or three out of five parts correctly.	Student solves four out of five parts correctly.	Student correctly answers: <ul style="list-style-type: none"> a. < b. > c. > d. = e. =

Name Freddy

Date _____

1. a. Represent 403 using place value disks.



b. Write 403 in expanded form. 400 + 3

c. Write 403 in word form. four hundred three

2. Write each number in **standard form**.

a. 2 hundreds 3 tens 5 ones = 235

b. 6 tens 1 hundred 8 ones = 168

c. $600 + 4 + 30 =$ 634

d. $80 + 400 =$ 480

e. Two hundred thirteen = 213

f. Seven hundred thirty = 730

3. Complete each statement.

a. 10 tens = 1 hundred

b. 10 ones = 1 ten

c. 10 tens = 1 hundred

d. 160 = 16 tens

4. Write the total amount of money shown in each group in the space below.

a.

\$100	\$100
\$100	\$100
\$100	\$10
\$100	\$10
\$100	\$10

b.

\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1

c.

\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100

a. 730

b. 55

c. 505

d. Write one way you can skip-count by tens and hundreds from 150 to 410.

150, 160, 170, 180, 190, 200, 300, 400, 410

5. Compare.

a. 456 \lt 465

b. 10 tens \gt 99

c. $60 + 800$ \gt Eight hundred sixteen

d. 23 tens 7 ones \equiv 237

e. $50 + 9 + 600$ \equiv 9 ones 65 tens