



Content Area: Math

Grade Level: 2

Reporting Measure: Place Value

Level	Description
Above & Beyond (4.0)	I can tell how many ones, tens, or hundreds are in a number someone gives me (for example, when someone gives me the number 859 I can figure out how many total tens the number has).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	PV1—I can write three-digit numbers in expanded form (for example, I can write the numbers 126, 404, 980, and “five hundred seventy-seven” in expanded form). PV2—I can compare three-digit numbers using the <, >, and = symbols (for example, I can compare the numbers 848 and 756, 633 and 633, 551 and 557, 104 and 140, and 945 and “nine hundred forty-five” using <, >, or = symbols).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	PV1—I know what certain words mean (for example, <i>digit, expanded form, hundred, hundreds place, one, ones place, place value, standard form, ten, tens place, three-digit number</i>) and can do things such as: - Explain that a hundred stands for 10 tens. - Identify the place of any digit in a three-digit number. For example, when someone gives me the number 962, I can say that the 9 is in the hundreds place. - Figure out how much is meant by any digit in a three-digit number. For example, when someone gives me the number 962, I can say that the 9 stands for 900 or “nine hundreds.” - Explain that a number is equal to all the place values of the number’s digits added together. - Use models or diagrams to show how much is meant by a three-digit number. For example, when someone gives me the number 372, I can use a drawing to show that it is stands for the same amount as 2 ones, 7 groups of 10 ones, and 3 groups of 10 tens. - Explain that the expanded form of a number shows it as the all the place values of the number’s digits added together. - Write three-digit numbers using their number names and in standard form. For example, when someone gives me a diagram showing 8 groups of 10 tens, 4 groups of 10 ones, and 5 ones, I can write the number as 845 or as “eight hundred forty-five.” PV2—I know what certain words and symbols mean (for example, <i>compare, digit, equal to, greater than, hundred, hundreds place, inequality, less than, one, ones place, place value, ten, tens place, <, >, =</i>) and can do things such as: - Explain that the equals sign means that the things on either side of the sign total up to the same amount. - Explain how to write comparisons using the “less than” and “greater than” symbols. For example, I can explain that the wide end of the symbol points to the larger number and the narrow end points to the smaller number. - Explain how much bigger a place value is than the places next to it. For example, I can explain that the hundreds place represents a group of 10 tens and the tens place represents a group of 10 ones.

	• Say whether a specific place value is larger or smaller than a different specific place value. For example, I can explain that any digit other than zero in the hundreds place will stand for an amount that is larger than the amount represented by any digit in the tens place, and any digit other than zero in the tens place will stand for an amount that is larger than the amount represented by any digit in the ones place. • Compare the amounts of the same place value in different three-digit numbers. For example, when someone gives me the numbers 135 and 282, I can explain that the amount in the hundreds place of 135 is less than the amount in the hundreds place of 282. • Explain that comparing multi-digit numbers is easier when you compare the largest place values first and then work your way toward the smallest place values.
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.