

Grade: 2nd

Strand: Number and Operations in Base Ten

Standard/Topic: MAT-02.NBT.01

Demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, including:

- a. 100 can be thought of as a bundle of ten tens called a “hundred”.
- b. Multiples of 100 represent a number of hundreds, 0 tens, and 0 ones.



		Sample Activities
Score 4.0 Complex	In addition to Score 3.0, in-depth inferences and applications that go beyond the target content. The student will: • Use multiple strategies to decompose three digit numbers based on their place value and explain their thinking.	For Example: show a number such as 247 and ask how many different ways could you make this number?. If you had 1 hundred and 2 tens how many “ones” would you have in 247? If you had 17 ones how many tens would you have?
	3.5 In addition to target performance, in-depth inferences and applications with partial understanding	
Score 3.0 Target	The student will: • Demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, including: ◦ 100 can be thought of as a bundle of ten tens called a “hundred”. ◦ Multiples of 100 represent a number of hundreds, 0 tens, and 0 ones. ■ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. ■ Identify the value of the digits in a three-digit number (hundreds, tens and ones) ■ Represent(construct) a three-digit number using appropriate models. (e.g. base ten drawings, equations) The student exhibits no major errors or omissions.	Identify digits: 354 is made up of 3 hundreds, 5 tens and 4 ones Identify the value of digits: 354 is made up of 300, 50 and 4 Single-step regrouping of a place value with tens and ones: 13 tens is equal to 130
	2.5 No major errors or omissions regarding the simple content and partial understanding of the target content	
Score 2.0 Simple	There are no major errors or omissions regarding the simpler details and processes as the student: • The student will recognize or recall specific terminology, such as: ◦ ones, tens, hundreds, one's place, ten's place, <u>hundred's place</u>, value, digit, <u>bundles/ groups of, regroup</u>	Identify digits: 354 is made up of 3 hundreds, 5 tens and 4 ones Construct a model to represent to represent a 3-digit number Give students a representation (model or visual) and have students write the number that corresponds with the model

	- The student will perform basic processes, such as: Identify the digits in a three-digit number (hundreds, tens and ones) Write a three-digit number that corresponds with a representation or model Represent (construct) a three-digit number using appropriate models. (e.g. base ten blocks, ten frames, connecting cubes, bundles and sticks) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial understanding of the simple, but major errors or omissions regarding the target content	
Score 1.0	With help, partial understanding of the simple and target content	
	0.5 With help, partial understanding of the simple content, but not the targeted content	