Name _____   Date _____

1. Dora has saved $314.

    a. Write the amount Dora has saved in three different ways by filling in the blanks.

        word form _____

        expanded form _____

        __ hundreds __ tens __ ones

    b. Dora's goal is to save $400. How many tens are in $400? Explain your answer using words, pictures, or numbers.

c. Dora reaches her goal of $400 in savings. She decides to set a new goal of $900. How many more $100 bills will she need to reach $900 in savings? Explain your answer using words, pictures, or numbers.

d. Dora made her new goal! She saved both ten-dollar bills and hundred-dollar bills to go from $400 to $900. Show how Dora could skip-count using tens **and** hundreds from 400 to 900. Explain your answer using words, pictures, or numbers.

Mid-Module Assessment Task	Topics A–D
Standards Addressed	

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:

   a.   100 can be thought of as a bundle of ten tens—called a "hundred."

   b.   The numbers 100, 200, 300, 400, 500, 600, 700, 800, 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.

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 and Standards Assessed	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(a) 2.NBT.1 2.NBT.3	Student is not able to accurately represent hundreds, tens, and ones.	Student shows evidence of beginning to represent 314, but the solution is incorrect for two of the three answers.	Student understands how to represent 314 correctly for two of the three answers.	Student correctly represents three ways of writing 314: - Three hundred fourteen 300 + 10 + 4 = 314 3 hundreds 1 ten 4 ones
1(b) 2.NBT.1a	Student is not able to decide on a strategy or is not able to count accurately by tens.	Student shows evidence of beginning to use a counting strategy but is unable to get the right answer.	Student has the correct answer of 40 but is unable to explain accurately using pictures, numbers, or words to clearly demonstrate reasoning. OR Student is able to show skip-counting or a bundling strategy but has an incorrect answer.	Student uses an accurate counting strategy, with the correct answer of 40, and gives a clear explanation using pictures, numbers, and/or words.
1(c) 2.NBT.1b	Student is not able to decide on a strategy or is not able to count accurately by hundreds.	Student shows evidence of beginning to use a counting strategy but has an incorrect answer.	Student has the correct answer but is unable to show sound counting or reasoning. OR Student is able to reason counting by hundreds but with an incorrect answer.	Student counts correctly by hundreds with a correct answer of 5 hundred-dollar bills, showing reasoning using pictures, numbers, and/or words.

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A Progression Toward Mastery

1(d) **2.NBT.1** **2.NBT.2**	Student is not able to decide on a strategy or is not able to count accurately by tens and hundreds.	Student shows evidence of beginning to count by tens and/or by hundreds but is unable to use both to reach a correct answer.	Student has a correct answer but does not clearly demonstrate an answer that uses both tens and hundreds. OR Student has an incorrect answer but demonstrates clearly.	Student uses tens and hundreds to count correctly from $400 to $900, using skip-counting or bundling in pictures, numbers, and/or words.

Name ___Freddy___   Date _____

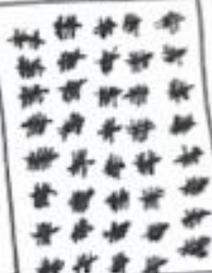1. Dora has saved $314.

    a. Write the amount Dora has saved in three different ways by filling in the blanks.

        word form ___three hundred fourteen___

        expanded form ___300 + 10 + 4 = 314___

        _3_ hundreds _1_ tens _4_ ones

    b. Dora's goal is to save $400. How many tens are in $400? Explain your answer using words, pictures or numbers.

100s	10s	1s
	(tally marks representing 40 tens)	

    40 tens are inside 400. You can
    see in the picture how I counted.
    Also, unit form. 40 tens 0 ones is 400.

c. Dora reaches her goal of $400 in savings. She decides to set a new goal of $900. How many more $100 bills will she need to reach $900 in savings? Explain your answer using words, pictures, or numbers.

I made a 10 frame!

Dora has →

100
100   100
100   100
100   100
100   100

Dora needs 5 more $100 dollar bills.

d. Dora made her new goal! She saved both ten dollar bills and hundred dollar bills to go from $400 to $900. Show how Dora could skip-count using tens **and** hundreds from 400 to 900. Explain your answer using words, pictures, or numbers.

$400

410
420
430
440
450
460
470
480
490
500

$500
600
700
800
900

She could count by tens to get to 500. Then she could count by hundreds to get to 900.

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