

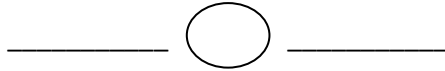
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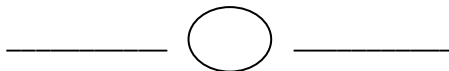
1. Mrs. Ortiz has 21 students in her second-grade class. All of them have 10 toes and 10 fingers.
 - a. Write the total number of toes of the students using hundreds, tens, and ones. Explain using words, pictures, or numbers.
 - b. One day, three students are absent. How many students are in Mrs. Ortiz's class that day? Skip-count to show the number of their toes. Explain using words, pictures, or numbers.

c. Use $<$, $>$, or $=$ to

- Compare the total number of students' fingers with the total number of students' toes in the classroom on a day when all the students are present.



- Compare the number of toes when 3 students are absent with how many there are when all the students are in class. Explain using words, pictures, or numbers.



d. Ten parents are visiting the classroom.

- How many toes do the students and parents have in all on a day when all the students are in class? Explain using words, pictures, or numbers.

- How many toes **and** fingers do the students and parents have in all? Explain using numbers.

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 each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student 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.	STEP 2 Evidence of some reasoning without a correct answer.	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	STEP 4 Evidence of solid reasoning with a correct answer.
1(a) 2.NBT.1b	The student is not able to decide on a strategy or is not able to count accurately by tens.	The student knows to use a counting strategy but is not able to determine the value of 21 tens. The student is able to count accurately past 150 by tens.	The student uses an accurate counting strategy to get the correct answer of 210 using the hundreds, tens, and ones.	<p>The student explains that 21 tens is equal in value to 210 using hundreds, tens, and ones.</p> <p>The student explains the answer using numbers, words or pictures.</p>
1(b) 2.NBT.2	The student is not able to decide on a strategy or is not able to count accurately by tens.	The student knows to use a counting strategy but is unable to get the right answer.	The student uses an accurate counting strategy to get the correct answer of 180. The student, however, is perhaps unable to see that skip-counting down is a faster way to achieve the answer.	<p>The student:</p> <ul style="list-style-type: none"> ▪ Gives correct answer of 18. ▪ Skip counts correctly to 180. ▪ Explains the answer using numbers, words, or pictures.
1(c) 2.NBT.4	<p>The student is not able to see the connection between the number of fingers and toes.</p> <p>The student is not able to use the correct comparison symbol in the equation.</p>	The student may know to use the same counting strategy as the toes in Problem 1(b) but makes a mistake for whatever reason at some point in either of the comparisons.	<p>The student uses an accurate counting strategy to get to 210 for the fingers.</p> <p>The student finds the toes and fingers to be equal.</p> <p>The student finds that 180 is less than 210.</p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Gives the correct answers of $210 = 210$. ▪ Gives the correct answer of $180 < 210$. ▪ Explains the answer using numbers, words, or pictures.

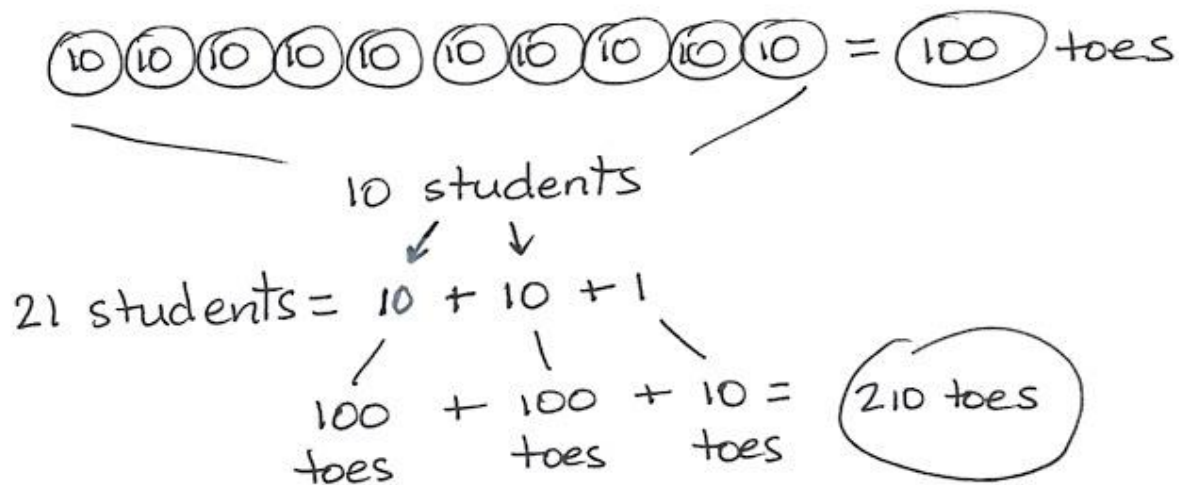
A Progression Toward Mastery

1(d) 2.NBT.1ab 2.NBT.2 2.NBT.3	<p>The student is not able to decide on a strategy or is not able to count accurately by tens.</p>	<p>The student knows to skip-count by tens to 100, but is not able to determine the value of 31 tens.</p> <p>The student knows to use a counting strategy but is not able to determine the value of 62 tens.</p>	<p>The student uses an accurate counting strategy to get the correct answer of 310.</p> <p>The student uses and shows an accurate counting strategy to get the correct answer of 620.</p>	<p>The student:</p> <ul style="list-style-type: none"> ▪ Gives the correct answer of 310. ▪ Gives the correct answer of 620. ▪ Explains using numbers, words, or pictures.
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Name Freddy

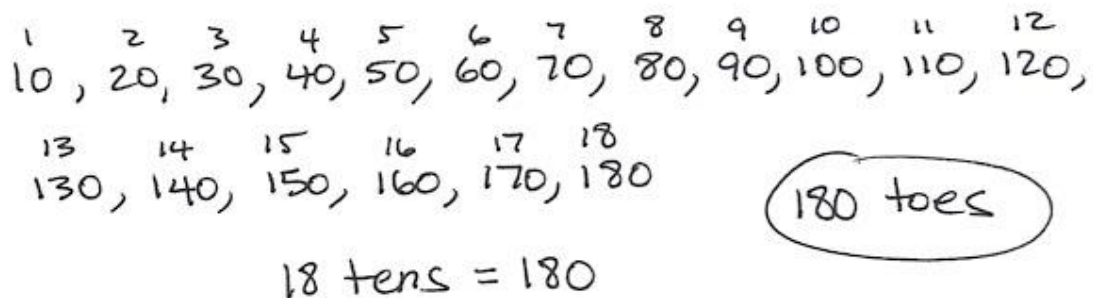
Date _____

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- a. Write the total number of toes of the students using hundreds, tens, and ones. Explain using words, pictures, or numbers.



- b. One day, three students are absent. How many students are in Mrs. Ortiz's class that day? Skip-count to show the number of their toes. Explain using words, pictures, or numbers.

$$21 - 3 = 18 \text{ students}$$



c. Use $<$, $>$, or $=$ to:

- Compare the total number of students' fingers with the total number of students' toes in the classroom on a day when all the students are present.

210 toes
210 fingers

$$\underline{210} = \underline{210} \quad \text{the same!}$$

- Compare the number of toes when 3 students are absent with how many there are when all the students are in class. Explain using words, pictures, or numbers.

21 Kids = 210 toes

$$(100) + (100) + (10)$$

$$\underline{210} > \underline{180}$$

18 Kids = 180 toes

$$(100) + (10) + (10) + (10) + (10) + (10) + (10) + (10) + (10) + (10)$$

d. Ten parents are visiting the classroom.

- How many toes do the students and parents have in all on a day when all the students are in class? Explain using words, pictures, or numbers.

21 Kids = 210 toes

Parents = $\overset{1}{(10)} \overset{2}{(10)} \overset{3}{(10)} \overset{4}{(10)} \overset{5}{(10)} \overset{6}{(10)} \overset{7}{(10)} \overset{8}{(10)} \overset{9}{(10)} \overset{10}{(10)}$
100 toes

$$210 + 100 = 310$$

They have 310 toes in all.

- How many toes and fingers do the students and parents have in all? Explain using numbers.

$$21 + 10 = 31$$

31 people have 310 toes.

31 people have 310 fingers.

$$310 + 310 = 620$$

They have 620 toes and fingers in all!