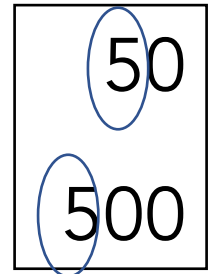


Grade 2 Unit Assessment
Place Value Concepts

Name _____

Date _____

1. The numbers 50 and 500 both have a "5" in one of their place values. Finish the sentences below.



The "5" in fifty represents 5 _____

The "5" in five hundred represents 5 _____

The "5" represents a larger value in the **50 / 500** (circle one)

2. Count on. Write the number that is one after.

44, _____ 89, _____ 36, _____

3. Skip count by 5s: 220, _____, _____, _____, _____

4. Kathy writes a number that has zero ones, zero tens and more than three hundreds. Could these numbers be Kathy's number?

Decide if each number could be Kathy's.

Choose Yes or No for each number.

500	<input type="radio"/> Yes	<input type="radio"/> No
405	<input type="radio"/> Yes	<input type="radio"/> No
800	<input type="radio"/> Yes	<input type="radio"/> No
100	<input type="radio"/> Yes	<input type="radio"/> No

5. Circle all the odd numbers.

17 20 9 14 15

6. Which number sentences are true?

Choose all that are correct.

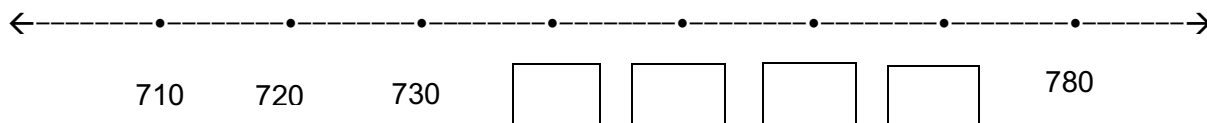
$372 = 723$	<input type="radio"/> Yes	<input type="radio"/> No
$327 > 3 \text{ hundreds } 7 \text{ tens and } 2 \text{ ones}$	<input type="radio"/> Yes	<input type="radio"/> No
$441 > 414$	<input type="radio"/> Yes	<input type="radio"/> No
$152 < 125$	<input type="radio"/> Yes	<input type="radio"/> No

7. Tyra has 216 buttons. Decide if each is a way to show 216.

Choose yes or no for each.

Two hundred sixteen	<input type="radio"/> Yes	<input type="radio"/> No
2 hundreds + 16 tens	<input type="radio"/> Yes	<input type="radio"/> No
2 hundreds + 16 ones	<input type="radio"/> Yes	<input type="radio"/> No
$200 + 10 + 6$	<input type="radio"/> Yes	<input type="radio"/> No
21 hundreds + 6 ones	<input type="radio"/> Yes	<input type="radio"/> No

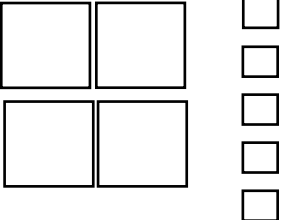
8. Skip count on the number line. Write the missing numbers.



9. Compare 462 and 459. Use $<$ or $=$ or $>$ to show your comparison.

$$462 \text{ ____ } 459$$

10. In each row, write the number in the different forms

Standard Form	Words	Expanded Form	Base 10 Blocks
123			
		$400 + 5$	
	Two hundred thirty-one		

11. Decide if each number sentence is true.

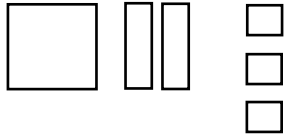
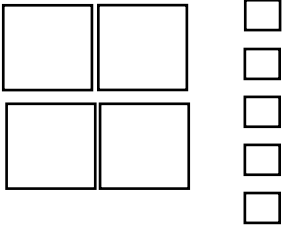
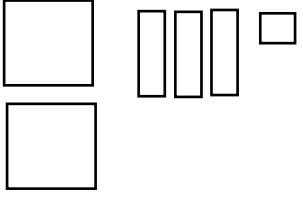
Choose yes or no for each number sentence.

$230 > 231$	<input type="radio"/> Yes	<input type="radio"/> No
$565 < 646$	<input type="radio"/> Yes	<input type="radio"/> No
$403 = 304$	<input type="radio"/> Yes	<input type="radio"/> No
$572 > 562$	<input type="radio"/> Yes	<input type="radio"/> No

Grade 2 Unit Assessment Rubric
Place Value Concepts

Question #	Standard	Claim	Answer	Points Possible	Learning Targets
1	NBT.1	2	Tens Hundreds 500	3: 1 pt for each response	Students understand that each digit represents an amount of ones or tens or hundreds.
2	NBT.2	1	45 90 37	3	Students count within 1,000
3	NBT.2	1	225, 230, 235, 240	1	Students will skip count within 1,000 by 5s.
4	NBT.1	1,2	yes, no, yes, no	2 pts: 1/2 each	Students understand that each digit represents an amount of ones or tens or hundreds.
5	OA.3	1	17, 9, 15	3	Students identify odd numbers
6	NBT.4	1,2	No, no, yes, no	2 pts: 1/2 pts each	Students compare three digit numbers based on place value.
7	NBT.1, NBT.3	1	Yes No No Yes No	5	Students write and understand numbers in expanded form; students understand each digit represents an amount of ones or tens or hundreds

8	NBT.2	1	740, 750, 760, 770	2 (1/2 pt each)	Students will skip count within 1,000 by 10s.
9	NBT.4	2,3	> They each have 4 hundreds, but 462 has more tens (6 instead of 5 in 459) OR When I am counting, I say 462 after 459 (sample responses)	2 pts: 1 pt for >, 1 pt for explanation	Students compare three-digit numbers based on place value, give an explanation
10	NBT.3	1,2	See below	4 pts: 1/2 pt for each box	Students read and write numbers to 1,000 using names, base ten numerals, expanded form.
11	NBT.4	1,2	No, yes, no, yes	2 pts: 1/2 pts each	Students compare three-digit numbers based on place value.

123	One hundred twenty-three	$100 + 20 + 3$	
405	Four hundred five	$400 + 5$	
231	Two hundred thirty-one	$200 + 30 + 1$	

Proposed Grading Scale

<u>Points Earned</u>	<u>Category</u>
74% - 22 - 29	Standards Exceeded
62% - 18 - 21	Standards Met
50% - 15 - 17	Standards Nearly Met
<50% - 14	Standards Not Yet Met