

## Content Area: Math

<b>Strand:</b> Numbers and Operations	<b>Missouri MLS:</b> NBT.2
<b>Reporting Topic:</b> Understands place value	DOK:
<b>Grade:</b> 1 <sup>st</sup> grade	

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may:</b>
	<b>3.5</b> In addition to 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student will:</b></p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases</p> <p><a href="#">CCSS.Math.Content.1.NBT.B.2.a</a> 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p><a href="#">CCSS.Math.Content.1.NBT.B.2.b</a> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><a href="#">CCSS.Math.Content.1.NBT.B.2.c</a> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p><b>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</b></p>
	<b>2.5</b> Rote count to at least 85.
<b>Score 2.0</b>	<p><b>The student will:</b></p> <p><b>The student exhibits no major errors or gaps in the simpler details and processes.</b></p>
	<b>1.5</b> Rote count to at least 55.
<b>Score 1.0</b>	<b>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</b>

	<b>0.5</b> With help, a partial understanding of the 2.0 content and some of the 3.0 content.
<b>Score</b> <b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>

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