

## 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: <ul style="list-style-type: none"> <li>Three hundred fourteen</li> <li><math>300 + 10 + 4 = 314</math></li> <li>3 hundreds 1 ten 4 ones</li> </ul>
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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<p><b>1(d)</b></p> <p><b>2.NBT.1</b></p> <p><b>2.NBT.2</b></p>	<p>Student is not able to decide on a strategy or is not able to count accurately by tens and hundreds.</p>	<p>Student shows evidence of beginning to count by tens and/or by hundreds but is unable to use both to reach a correct answer.</p>	<p>Student has a correct answer but does not clearly demonstrate an answer that uses both tens and hundreds.</p> <p>OR</p> <p>Student has an incorrect answer but demonstrates clearly.</p>	<p>Student uses tens and hundreds to count correctly from \$400 to \$900, using skip-counting or bundling in pictures, numbers, and/or words.</p>
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