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Number Sense & Numeration



Unit Tests:

Mini Quiz - Place Value

Place Value

Fractions

Division

Multiplication

Adding & Subtracting 3-Digit Numbers

Money

Math Quiz – Place Value

Please note: this is a quiz to test student's knowledge & understanding of concepts learned so far with regards to place value. A more comprehensive test will be given at the end of the unit.

Level 1	Level 2	Level 3	Level 4
Student demonstrates limited understanding of concepts – major errors.	Student demonstrates some understanding of concepts – several errors.	Student demonstrates a considerable understanding of concepts – few errors.	Student demonstrates a thorough understanding of concepts – no errors.

1. Circle the number in the tens place with blue. Circle the number in the ones place with yellow. Circle the number in the hundreds place with red.

4 5 6

2. Write the **value** of the underlined digit.

a) 456 _____ b) 875 _____

c) 452 _____ d) 780 _____

e) 231 _____ f) 345 _____

3. Write the **base ten name** for the following numbers.

459 _____

234 _____

205 _____

4. Draw a **base ten picture** for each number.

375	134	258
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5. Draw a base ten picture for the number 245. Show 2 different ways.

1st way	245	2nd way
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6. Write the numbers in **expanded form**.

a) 769 _____

b) 134 _____

c) 250 _____

d) 308 _____

7. Write each number in **words**.

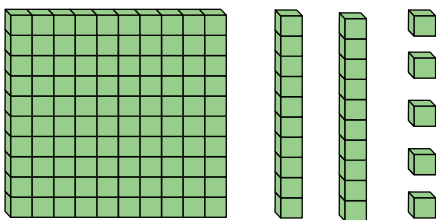
35 _____

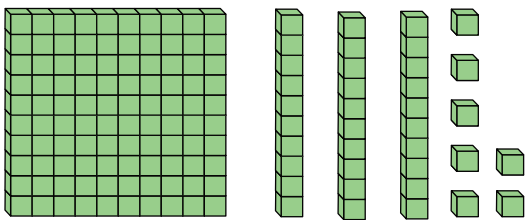
62 _____

48 _____

59 _____

8. Write in **standard form**. (The number)

a)  _____

b)  _____

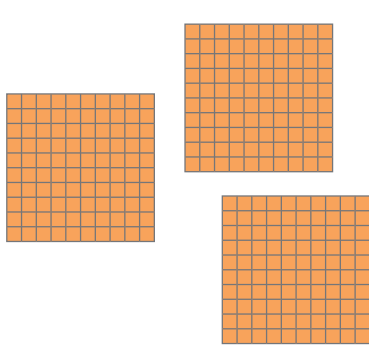
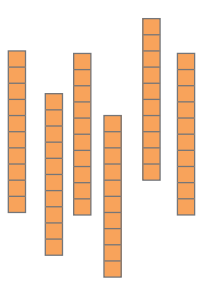

c) $600 + 50 + 2$ _____

d) $400 + 3$ _____

e) 7 hundreds 5 tens 2 ones _____

f) fifty-four _____

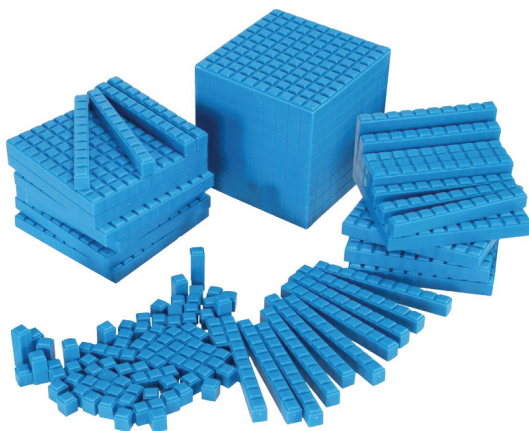
g)

100	10	1
		

h) 4 hundreds 9 ones _____

Place Value Assessment

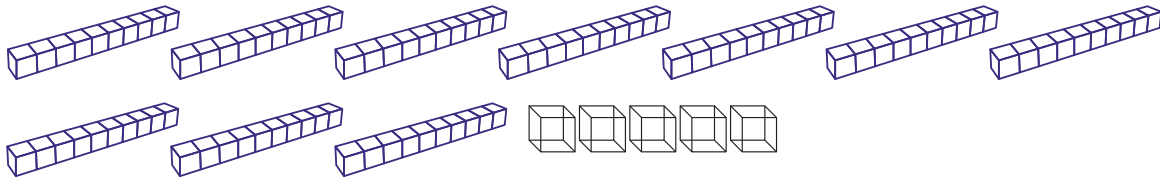
Name: _____



	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates a limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no errors.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors / information missing.	Demonstrates some problem-solving skills – several errors / information missing.	Demonstrates problem-solving skills – few errors / a little information missing.	Demonstrates effective problem-solving skills – no errors / information missing.
Part C Communication	Student has difficulty explaining mathematical thinking.	Student, with some difficulty, can explain his / her mathematical thinking. Information is missing / unclear.	Student can explain his / her mathematical thinking. Some information may be missing or unclear.	Student can effectively explain his / her mathematical thinking.
Part D Application	Student applies limited knowledge and skills learned – major errors.	Student applies some knowledge and skills learned – several errors.	Student applies knowledge and skills learned – few errors.	Student effectively applies knowledge and skills learned – no errors.

Part A - Understanding

1. Which number matches the base 10 blocks?



a) 62

b) 55

c) 45

d) 105

2. Circle the base-ten name for the number 602.

a) 6 hundreds 10 tens 2 ones

b) 6 hundreds 20 tens

c) 6 hundreds 0 tens 2 ones

d) 6 hundreds 2 tens 0 ones

3. The value of the underlined digit in 489 is

a) 9 tens

b) 9 ones

c) 90

d) 89

4. Which number matches the base ten name: 8 hundreds 23 ones?

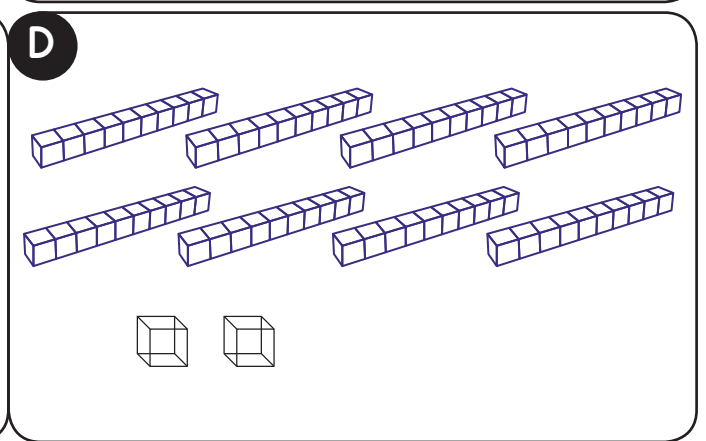
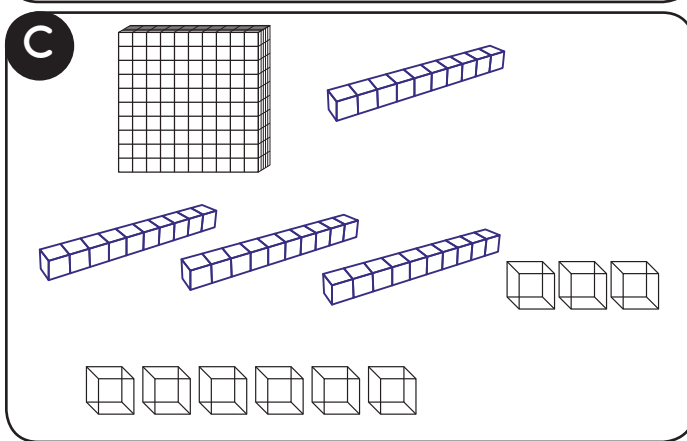
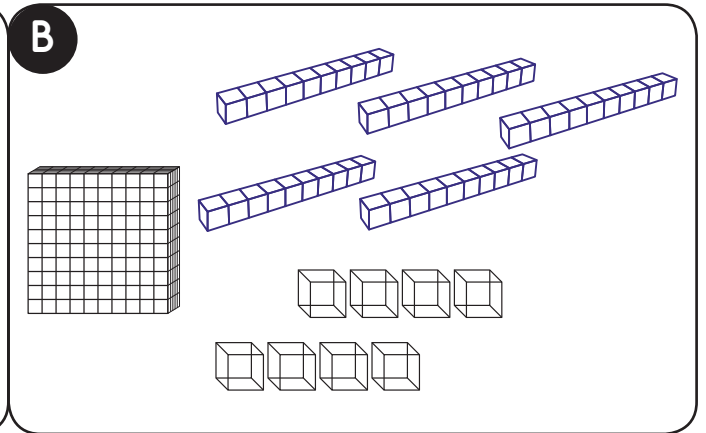
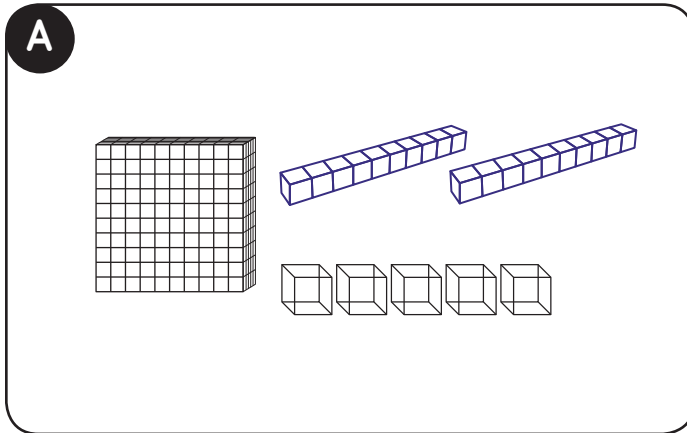
a) 80023

b) 823

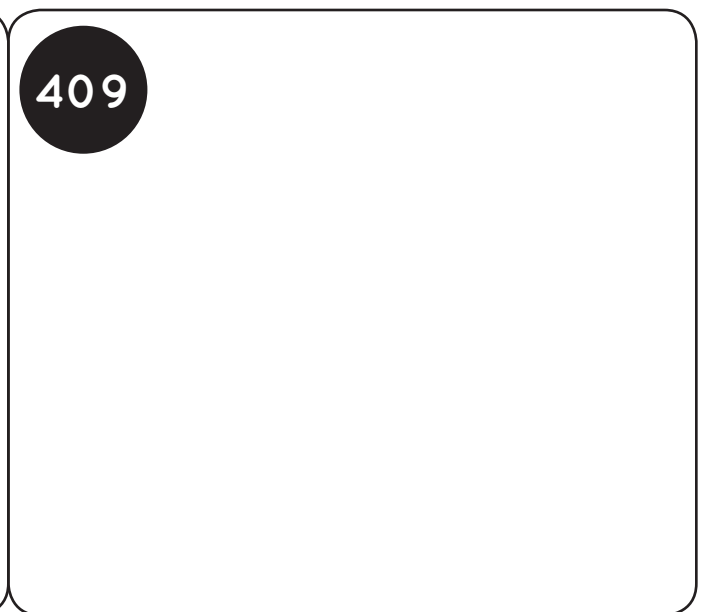
c) 8203

d) 8223

5. Which base-ten picture matches the number 149?



6. Draw base-ten blocks to represent the following numbers.



7. Write the base-ten name for the following numbers.

a) 831 _____

b) 720 _____

c) 407 _____

8. Write each number in expanded form.

a) 567 _____

b) 342 _____

c) 908 _____

9. Write these numbers in standard form.

a) seven hundred thirty-three _____

b) Nine hundred two _____

c) Six hundred forty-seven _____

d) One hundred twenty _____

e) Eight hundred nine _____

f) 9 hundreds 4 tens 6 ones _____

g) 6 tens 8 ones _____

h) 1 hundred 1 ten 1 one _____

i) 2 hundreds 5 tens 16 ones _____

10. Order the numbers from **greatest to least**.

759, 209, 599, 247, 18 _____

11. Order the numbers from **least to greatest**.

349, 313, 306, 388, 489 _____

12. Draw a $<$ or $>$ to make each statement true.

a) 48 _____ 98 b) 552 _____ 558

c) 387 _____ 490 d) 345 _____ 354

13. Fill in with a number to make each statement true.

a) $587 >$ _____ b) $801 >$ _____

c) $439 <$ _____ d) $546 <$ _____

14. Round each number to the nearest 10.

a) 47 _____ b) 35 _____ c) 22 _____

d) 36 _____ e) 56 _____ f) 71 _____

Part B - Thinking/Problem Solving

1. Draw base 10 blocks for the number **267** using 24 blocks.

2. Use the numbers **4, 2, 6**. Draw base 10 blocks to show the **LARGEST** 3-digit number you can make and the **SMALLEST** 3-digit number you can make.

Largest

Smallest

3. What number is ten more than 326. Draw a picture using base ten blocks and write the number.

4. What number is 2 hundred less than 432? Draw a picture using base ten blocks and write the number.

5. Draw base 10 blocks to represent the number 422 in 3 different ways.

1st Way	422	2nd Way	422	3rd Way

6. Use the hundreds chart to help you answer each question.
Show the work you did on the chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the 10th number with a 5 in it? _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Which number comes first?
The 7th number with an 8 in it.

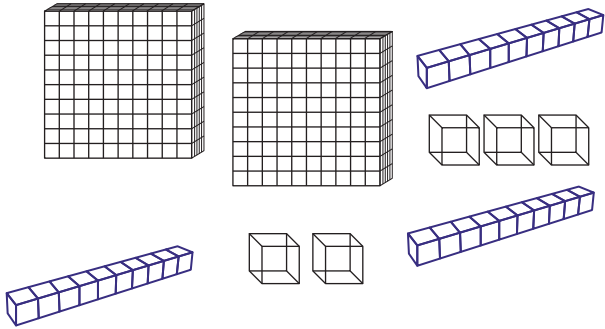
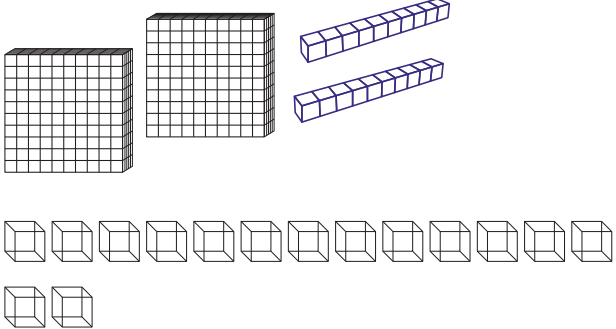
OR

The 8th number with a 6 in the ones place.

Name: _____

Part C - Communication

1. Explain how you know each picture below represents the same number. You can use the picture, numbers and words.

Picture A	Picture B
	

2. Explain how you know that 347 is greater than 317.
