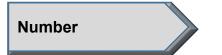# Master 30: Activity 10 Assessment
Representing Numbers in Different Ways

Composing and Decomposing 3-Digit Numbers Behaviours/Strategies

1. Student composes and decomposes using hundreds, tens, and ones (one way)	2. Student composes and decomposes using hundreds, tens, and ones (more than one way).	3. Student uses place value to write a number in different ways
Hundreds | **Tens** | **Ones** "I modelled 135."	**Tens** | **Ones** "I traded the hundred for 10 tens."	"One hundred thirty-five is 1 hundred, 3 tens, 5 ones; 13 tens, 5 ones or |||||||||||||•••••"

Observations/Documentation

Mathology 2 Alberta
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Master 30: Activity 10 Assessment
Representing Numbers in Different Ways

Composing and Decomposing 3-Digit Numbers Behaviours/Strategies (cont'd)		
4. Student understands relationships among digits "The digit 4 in 475 represents 4 hundreds, 40 tens, or 400 ones."	5. Student compares two 3-digit numbers where all digits are different. Compare 475 and 739. "The digit 4 in 475 represents 4 hundreds, and the digit 7 in 739 represents 7 hundreds. 7 hundreds is greater than 4 hundreds. So, 739 is greater than 475."	6. Student uses place value to compare and order numbers. Bison: 739 kg; Grizzly bear: 268 kg; Brown bear: 278 kg "The bison has the greatest number of hundreds. Both bears have 2 hundreds so I will compare the tens. 6 tens is less than 7 tens. So, 268 is less than 278. From greatest to least: 739 kg, 278 kg, 268 kg."
Observations/Documentation		