MiPAC
Michigan Performance Assessment Cadre

CBE Assessment

Performance Assessment MA.3.7
Rounding to 10s and 100s
Grade 3

Student Booklet

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STUDENT DIRECTIONS

PART 1 – ROUNDING TO 10s OR 100s

Today, you will be completing a performance task based on rounding to the nearest ten or hundred.

Next, turn to page 3.

You will demonstrate your learning about rounding during this task. You will have the remainder of this class to complete your performance task.

The Teacher Scoring Rubric that will be used to evaluate your calculations and reasoning is shown on page 2 of your Student Booklet. Be sure to review the Exceeding Expectations column.

Teacher Student Rubric

Dimensions	Not Yet Meeting Expectations	Meeting Expectations	Exceeding Expectations
Concepts and Procedures	I can solve part of the problem, but I am confused in some places and have calculation mistakes.	I can solve the problem using strategies that make sense with few calculation mistakes.	I can solve the problem efficiently and accurately without any calculation mistakes.
Reasoning and Explaining	I can explain some of how I solved the problem.	I can explain the thinking I used to solve the problem using some math vocabulary.	I can explain the thinking I used to solve the problem using precise math vocabulary in a way that another person can easily understand my math reasoning.

Do you have any questions about what you are expected to do?

Remember, you have 60 minutes to complete the performance task based on rounding. You may now begin.

When time is up, please turn in your Student Booklet.

STUDENT MATERIALS
ROUNDING TO 10s OR 100s

1. The following number was created by your classmate: 38,425.

   Round 38,425 the nearest hundreds place: 38,400
   Round 38,425to the nearest tens place: 38,430

2. Choose any number using the following criteria:
   - It must be at least 3 digits.
   - It can only have one 0.
   - All digits must be different.

   Number that you chose: 704,569

   Round to the nearest hundreds place: 704,600
   Round to the nearest tens place: 704,570

3. The 3rd grade teacher asks Susan and Kristy to round the number 4,628. Susan tells the teacher that the answer is 4,600 and Kristy tells the teacher that the answer is 4,630. Who is correct? Use what you know about place value and rounding to explain how you know.

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Susan: 4,600
Kristy: 4,630

Susan is correct because she rounded to the nearest hundred, while Krisly rounded to the nearest ten, which is less than what Susan wrote, so Susan has a more approximate answer. That's why Susan is right.