Fourth Grade Assessments and Scoring Checklists, Common Core State Standards

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Grade 4: CCSS Assessment Map

<table>
<thead>
<tr>
<th></th>
<th>First Month of School</th>
<th>End of Quarter 1 or end of October</th>
<th>End of Quarter 2 or mid-January</th>
<th>End of Quarter 3 Or March</th>
<th>End of Quarter 4 End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Corner Baseline Assessment</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 1</td>
<td></td>
<td>√</td>
<td>No change to Student Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 3</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>No Change to Student Materials</td>
</tr>
<tr>
<td>Number Corner Checkup 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

New Common Core State Standards (CCSS) Aligned Class checklists have been created for each of the Baseline and Quarterly Checkups in Grade Four.
1 Solve these addition problems.

\[
\begin{array}{ccccccc}
   & 6 & 6 & 6 & 8 & 9 & 9 \\
+ 6 & & & + 9 & + 7 & + 8 & + 7 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
   & 8 & 7 & 8 & 8 & 7 & 7 \\
+ 9 & + 3 & + 6 & + 4 & + 8 & + 7 & + 6 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
   & 9 & 5 & 8 & 9 & 9 & 4 \\
+ 10 & + 7 & + 5 & + 9 & + 3 & + 7 \\
\hline
\end{array}
\]

2 Solve these subtraction problems.

\[
\begin{array}{cccccccc}
  14 & 14 & 15 & 16 & 15 & 11 & 14 \\
- 7 & - 10 & - 10 & - 8 & - 8 & - 8 & - 8 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
  14 & 13 & 12 & 16 & 13 & 19 & 18 \\
- 9 & - 3 & - 8 & - 9 & - 7 & - 9 & - 10 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
  13 & 17 & 15 & 13 & 15 & 12 \\
- 5 & - 9 & - 6 & - 8 & - 9 & - 7 \\
\hline
\end{array}
\]
3 Solve these multiplication problems.

\[
\begin{align*}
6 \times 1 &= 6 \\
1 \times 4 &= 4 \\
5 \times 1 &= 5 \\
2 \times 2 &= 4 \\
4 \times 1 &= 4 \\
1 \times 1 &= 1 \\
5 \times 0 &= 0
\end{align*}
\]

\[
\begin{align*}
1 \times 5 &= 5 \\
2 \times 0 &= 0 \\
3 \times 2 &= 6 \\
2 \times 4 &= 8 \\
3 \times 3 &= 9 \\
5 \times 6 &= 30 \\
6 \times 2 &= 12
\end{align*}
\]

\[
\begin{align*}
5 \times 2 &= 10 \\
4 \times 6 &= 24 \\
3 \times 6 &= 18 \\
4 \times 2 &= 8 \\
3 \times 1 &= 3 \\
2 \times 5 &= 10 \\
4 \times 5 &= 20
\end{align*}
\]

\[
\begin{align*}
1 \times 6 &= 6 \\
1 \times 2 &= 2 \\
5 \times 3 &= 15 \\
4 \times 3 &= 12 \\
3 \times 5 &= 15 \\
6 \times 3 &= 18 \\
2 \times 3 &= 6
\end{align*}
\]

\[
\begin{align*}
5 \times 4 &= 20 \\
6 \times 6 &= 36 \\
8 \times 4 &= 32 \\
3 \times 4 &= 12 \\
4 \times 4 &= 16 \\
6 \times 4 &= 24 \\
2 \times 1 &= 2
\end{align*}
\]

\[
\begin{align*}
2 \times 6 &= 12 \\
3 \times 0 &= 0 \\
1 \times 3 &= 3 \\
6 \times 5 &= 30 \\
5 \times 5 &= 25
\end{align*}
\]
Show all your work and explain your thinking for problems 4, 5, 6, and 7.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>123</td>
<td>[+ 88]</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>[3.69 + 1.23 = ]</td>
</tr>
<tr>
<td>6</td>
<td>304</td>
<td>[- 187]</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>[5.00 - 3.72 = ]</td>
</tr>
<tr>
<td>8</td>
<td>In the spaces below, write the following numbers in order from least to greatest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[2,045]</td>
<td>[123]</td>
</tr>
</tbody>
</table>

\[\text{least} \quad \text{greatest}\]
Baseline Assessment  page 4 of 5

Show all your work and explain your thinking for problems 9, 10, 11, and 12.

9  \[
\begin{array}{c}
14 \\
\times 6 \\
\end{array}
\]

10  \[
\begin{array}{c}
200 \\
\times 5 \\
\end{array}
\]

11 \[
\begin{array}{c}
24 \div 6 = \\
\end{array}
\]

12 \[
\begin{array}{c}
13 \div 4 = \\
\end{array}
\]

13 Which rectangle is \( \frac{1}{3} \) gray?

14 Which rectangle shows a fraction that is equal to \( \frac{1}{3} \)?
15 How much money does David have to spend at the garage sale? Count all of the money here and record the amount in the box.

16 If David bought 2 video games, 1 stuffed animal, and 3 action figures, how much money did he have left?

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Game</td>
<td>$3.50</td>
</tr>
<tr>
<td>Board Game</td>
<td>$1.25</td>
</tr>
<tr>
<td>Action Figure</td>
<td>25¢</td>
</tr>
<tr>
<td>Stuffed Animal</td>
<td>75¢</td>
</tr>
</tbody>
</table>

17 It is 7:10 and Anna has to catch the bus in 15 minutes. Which clock shows the time Anna has to catch the bus?

18 What time does each clock above show?

a ______________________

b ______________________

c ______________________

d ______________________
# Grade 4 Baseline Assessment Class Checklist

Note: Conduct items 1–3 as timed tests, 1 minute each for items 1 & 2, and 2 minutes for item 3. No need to time any of the other items. Also, let students know that in order to receive full points for items 4–7, they have to show their work and use the standard algorithms for multi-digit addition & subtraction. To get full points for items 9–12, they have to show their work, but any solution method is acceptable.

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 adds with regrouping, and shows work (211)</td>
<td>4.NBT.4</td>
<td>2 pts: uses standard algorithm, correct answer OR 1 pt: uses any other method, correct answer OR 0 pts: no work or incorrect answer</td>
<td>Support Grade 3 Work Places 2E, 2G, 2H, 2I, 2K, 5A, 5B, 5D, 5E, 5H G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3 G3 Practice Book, pages 88 89, 90, 92, 99, 101, 107, 123, 126, 137 G4 Support Activities 3–9, 18–20, 26, 27</td>
</tr>
<tr>
<td>5 adds money amounts with regrouping, and shows work ($4.92)</td>
<td>4.MD.2</td>
<td>2 pts: uses standard algorithm, correct answer OR 1 pt: uses any other method, correct answer OR 0 pts: no work or incorrect answer</td>
<td>Support G3 Practice Book, pages 88 89, 90, 92, 99, 101, 107, 123, 126, 137 G4 Support Activities 3–9, 18–20, 26, 27</td>
</tr>
<tr>
<td>6 subtracts with regrouping, and shows work (117)</td>
<td>4.NBT.4</td>
<td>2 pts: uses standard algorithm, correct answer OR 1 pt: uses any other method, correct answer OR 0 pts: no work or incorrect answer</td>
<td>Support G3 Practice Book, pages 88 89, 90, 92, 99, 101, 107, 123, 126, 137 G4 Support Activities 3–9, 18–20, 26, 27</td>
</tr>
<tr>
<td>7 subtracts money amounts with regrouping, and shows work ($1.28)</td>
<td>4.MD.2</td>
<td>2 pts: uses standard algorithm, correct answer OR 1 pt: uses any other method, correct answer OR</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Checklist</td>
<td>Points</td>
<td>Support</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8 orders multi-digit numbers (123, 254, 1023, 2045)</td>
<td>NA</td>
<td>2 pts.</td>
<td>Support G3 Supplement Set A4, Place Value, Activity 1 and IWS 1–4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Practice Book, pages 3, 19, 23, 97, 131</td>
</tr>
<tr>
<td>9 multiplies 14 x 6 and shows work (84)</td>
<td>4.NBT.5</td>
<td>2 pts.</td>
<td>Support G3 Supplement Set A7, Multiplication Beyond the Basics, Activity 1 and IWS 1–3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Practice Book, pages 121, 122, 124, 127, 138</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Work Places 2A, 2B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activity 22</td>
</tr>
<tr>
<td>10 multiplies 5 x 200 (1,000)</td>
<td>4.NBT.5</td>
<td>2 pts.</td>
<td>Support G4 Work Places 3D, 3E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 17, 23</td>
</tr>
<tr>
<td>11 divides 24 ÷ 6 (4)</td>
<td>3.OA.7</td>
<td>2 pts.</td>
<td>Support G4 Work Places 3D, 3E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 17, 23</td>
</tr>
<tr>
<td>12 divides 13 ÷ 4 (3 R1 or 3 ¾ or 3.25)</td>
<td>4.NBT.6</td>
<td>2 pts.</td>
<td>Support G3 Practice Book, pages 10, 103, 105, 109, 111, 114, 125, 133</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Work Place 6C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Work Place 3C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>13 identifies area model for 1/3 (second choice)</td>
<td>2.G.3</td>
<td>1 pt.</td>
<td>Support G4 Support Activities 8, 9</td>
</tr>
<tr>
<td>14 identifies fraction equivalent to 1/3 (third choice)</td>
<td>3.NF.3</td>
<td>1 pt.</td>
<td>Support G4 Support Activities 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 8, 9</td>
</tr>
<tr>
<td>16 solves a multi-step money story problem ($3.40)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support G4 Support Activities 8, 9</td>
</tr>
<tr>
<td>17 calculates elapsed time (clock a)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support G3 Practice Book, pages 20, 120 G3 Supplement Set A7, Multiplication Beyond the Basics, Ind. Worksheet 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 10, 11</td>
</tr>
<tr>
<td>18 tells time to the minute (7:25, 7:15, 10:23, 8:05)</td>
<td>3.MD.1</td>
<td>4 pts.</td>
<td>Support G3 Practice Book, pages 12, 17, 34 G3 Supplement Set A3, Telling Time, Activity 1 and IWS 1–2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G4 Support Activities 10, 11</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

| 39 pts. |

* Meeting Standard: 30 – 39 points (75–100% correct)
Strategic: 10 – 19 points (25–49% correct)
Approaching Standard: 20 – 29 points (50–74% correct)
Intensive: 9 points or fewer (24% or less correct)
1 Find the sums below.

\[
\begin{array}{ccccccc}
6 & 6 & 6 & 8 & 9 & 8 & 9 \\
\hline 
+6 & +9 & +7 & +8 & +7 & +3 & +5 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
7 & 8 & 8 & 8 & 7 & 7 & 4 \\
\hline 
+3 & +9 & +4 & +6 & +7 & +8 & +6 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
9 & 5 & 9 & 3 & 8 & 9 \\
\hline 
+10 & +7 & +3 & +6 & +5 & +9 \\
\end{array}
\]

2 Find the differences below.

\[
\begin{array}{ccccccc}
12 & 14 & 18 & 15 & 16 & 14 & 11 \\
\hline 
-7 & -7 & -9 & -10 & -8 & -10 & -8 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
15 & 14 & 14 & 12 & 17 & 13 & 19 \\
\hline 
-8 & -9 & -8 & -8 & -7 & -7 & -9 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
15 & 13 & 16 & 13 & 17 & 15 \\
\hline 
-6 & -3 & -9 & -5 & -9 & -9 \\
\end{array}
\]
3 What value does the 8 represent in the number 1,892?

8  80  800  8,000

4 Sarah read that twenty-six hundred people moved into the big city near her town. How would twenty-six hundred be written as a number?

26,100  2,600  260  26

5 How many centimeters are there in 2 meters?

20,000  2,000  200  20

6 Which would be the best unit to measure the amount of water it takes to fill a bathtub?

cups  quarts  gallons
Solve these multiplication facts.

\[
\begin{array}{ccccccc}
2 & 5 & 7 & 3 & 4 & 6 & 8 \\
\times 9 & \times 3 & \times 6 & \times 7 & \times 5 & \times 7 & \times 2 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
9 & 3 & 6 & 5 & 4 & 9 & 8 \\
\times 9 & \times 9 & \times 3 & \times 4 & \times 7 & \times 6 & \times 3 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
7 & 6 & 9 & 7 & 4 & 6 & 8 \\
\times 8 & \times 5 & \times 7 & \times 3 & \times 4 & \times 6 & \times 6 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
9 & 8 & 3 & 4 & 9 & 3 & 8 \\
\times 5 & \times 4 & \times 3 & \times 9 & \times 8 & \times 9 & \times 8 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
5 & 6 & 7 & 5 & 5 & 2 & 4 \\
\times 7 & \times 9 & \times 9 & \times 5 & \times 8 & \times 7 & \times 3 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
4 & 5 & 6 & 7 & 8 \\
\times 6 & \times 6 & \times 8 & \times 7 & \times 9 \\
\end{array}
\]
Number Corner Checkup 1  page 4 of 4

8 Choose one of the addition problems below. Circle the one that seems best for you—not too hard and not too easy. Find the answer and be sure to use numbers, sketches, and/or words to show how you got your answer.

\[
\begin{array}{ccccc}
57 & 46 & 257 & 568 & 648 \\
+ 38 & + 57 & + 638 & + 159 & + 757 \\
\end{array}
\]

9 Choose one of the subtraction problems below. Circle the one that seems best for you—not too hard and not too easy. Find the answer and be sure to use numbers, sketches, and/or words to show how you got your answer.

\[
\begin{array}{cccccc}
43 & 64 & 183 & 415 & 302 \\
- 9 & - 28 & - 49 & - 157 & - 145 \\
\end{array}
\]
### Grade 4 Number Corner Checkup 1 Class Checklist

**Note:** Give students 1 minute to complete as many of the addition facts in item 1 as they can. Give them 1 minute to complete as many of the subtraction facts in item 2 as they can. Do not time the rest of the checkup. Also, let students know that in order to receive full points for problems 8 & 9, they need to use the standard algorithm.

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 completes ___ out of 20 addition facts</td>
<td>2.OA.2</td>
<td>18 – 20 correct: 4 pts.</td>
<td>Support</td>
</tr>
<tr>
<td>Row 2: 10, 17, 12, 14, 14, 15, 10</td>
<td>12 – 15 correct: 2 pts.</td>
<td>G3 Practice Book, pages 1, 5, 7, 9, 27, 29, 81</td>
<td></td>
</tr>
<tr>
<td>Row 3: 19, 12, 9, 13, 18</td>
<td>12 – 13 correct: 1 pt.</td>
<td>G3 Support Activities 1–6</td>
<td></td>
</tr>
<tr>
<td>11 or fewer correct: 0 pts.</td>
<td>11 or fewer correct: 0 pts.</td>
<td>G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
<td></td>
</tr>
<tr>
<td>2 completes ___ out of 20 subtraction facts</td>
<td>2.OA.2</td>
<td>18 – 20 correct: 4 pts.</td>
<td>G3 Support Activities 1–6</td>
</tr>
<tr>
<td>Row 1: 5, 7, 9, 5, 8, 4, 3</td>
<td>16 – 17 correct: 3 pts.</td>
<td>G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
<td></td>
</tr>
<tr>
<td>Row 2: 7, 5, 6, 4, 10, 6, 10</td>
<td>14 – 15 correct: 2 pts.</td>
<td>G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
<td></td>
</tr>
<tr>
<td>Row 3: 9, 10, 7, 8, 6</td>
<td>12 – 13 correct: 1 pt.</td>
<td>G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
<td></td>
</tr>
<tr>
<td>11 or fewer correct: 0 pts.</td>
<td>11 or fewer correct: 0 pts.</td>
<td>G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
<td></td>
</tr>
<tr>
<td>3 identifies the value of 8 in 1,892 (800)</td>
<td>4.NBT.2</td>
<td>1 pt.</td>
<td>G4 Practice Book, pages 10, 28, 110</td>
</tr>
<tr>
<td>4 identifies twenty-six hundred as 2,600</td>
<td>4.NBT.2</td>
<td>1 pt.</td>
<td>G4 Practice Book, pages 10, 28, 110</td>
</tr>
<tr>
<td>5 converts meters to centimeters (200 cm)</td>
<td>4.MD.1</td>
<td>1 pt.</td>
<td>G4 Practice Book, pages 10, 28, 110</td>
</tr>
<tr>
<td>6 identifies an appropriate unit of liquid measure (gallons)</td>
<td>NA</td>
<td>1 pt.</td>
<td>G4 Practice Book, pages 10, 28, 110</td>
</tr>
<tr>
<td>7 completes ___ out of 40 multiplication facts to 9 x 9</td>
<td>3.OA.7</td>
<td>36 – 40 correct: 4 pts.</td>
<td>Support</td>
</tr>
<tr>
<td>Row 4: 45, 32, 9, 36, 72, 27, 64</td>
<td>23 or fewer correct: 0 pts.</td>
<td>G4 Support Activities 12–17</td>
<td></td>
</tr>
<tr>
<td>Row 5: 54, 35, 63, 25, 40, 14, 12</td>
<td>Support</td>
<td>G5 Fact Fluency Supplement</td>
<td></td>
</tr>
<tr>
<td>Row 6: 24, 30, 48, 49, 72</td>
<td>Support</td>
<td>G3 Supplement Set A4, Place Value, Activity 1 and Independent Worksheets 1–4</td>
<td></td>
</tr>
<tr>
<td>8a adds 2- or 3-digit numbers with regrouping (95, 103, 895, 727, 1405)</td>
<td>4.NBT.4</td>
<td>1 pt. for the correct answer</td>
<td>Support</td>
</tr>
<tr>
<td>8b explains work</td>
<td>4.NBT.4</td>
<td>standard algorithm: 2 pts. alternative method: 1 pt.</td>
<td>G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3</td>
</tr>
<tr>
<td>9a subtracts 2- or 3-digit numbers with regrouping (34, 36, 134, 258, 157)</td>
<td>4.NBT.4</td>
<td>1 pt. for the correct answer</td>
<td>G3 Practice Book, pages 88 89, 90, 92, 99, 101, 107, 123, 126, 137</td>
</tr>
<tr>
<td>9b explains work</td>
<td>4.NBT.4</td>
<td>standard algorithm: 2 pts. alternative method: 1 pt.</td>
<td>G4 Support Activities 3–9, 18–20, 26, 27</td>
</tr>
<tr>
<td>no work shown: 0 pts.</td>
<td>no work shown: 0 pts.</td>
<td>5 points or fewer (24% or less correct)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

- Meeting Standard: 17 – 22 points (75–100% correct)
- Approaching Standard: 11 – 16 points (50–74% correct)
- Strategic: 6 – 10 points (25–49% correct)
- Intensive: 5 points or fewer (24% or less correct)

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Grade 4, Unit 2 Number Corner Checkup 1 Class Checklist (1 sheet)
1 Solve these multiplication facts.

\[
\begin{array}{cccccccc}
2 & 5 & 7 & 3 & 4 & 6 & 8 \\
\times 9 & \times 3 & \times 6 & \times 7 & \times 5 & \times 7 & \times 2 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
3 & 6 & 5 & 4 & 9 & 8 & 7 \\
\times 9 & \times 3 & \times 4 & \times 7 & \times 6 & \times 3 & \times 8 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
9 & 7 & 4 & 6 & 5 & 0 & 1 \\
\times 7 & \times 3 & \times 4 & \times 6 & \times 5 & \times 6 & \times 7 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
4 & 9 & 3 & 8 & 5 & 10 & 7 \\
\times 1 & \times 8 & \times 9 & \times 8 & \times 7 & \times 7 & \times 9 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
10 & 2 & 4 & 4 & 5 & 6 & 7 \\
\times 3 & \times 7 & \times 3 & \times 6 & \times 6 & \times 8 & \times 7 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
0 & 4 & 4 & 5 & 5 \\
\times 9 & \times 9 & \times 8 & \times 9 & \times 8 \\
\hline
\end{array}
\]
2. How many inches are in 3 feet?
   - 6
   - 18
   - 36
   - 100

3. How many feet are in 5 yards?
   - 10
   - 15
   - 30
   - 50

4. How many cups are in a gallon?
   - 4
   - 8
   - 12
   - 16

5. Adam and his dad made 20 cups of strawberry jam. How many quart containers will they need to hold the jam?
   - 2
   - 4
   - 5
   - 10

6. a. What is the perimeter of this rectangle?
   - 7 feet

   b. What is the area of this rectangle?

7. It took Lupe 35 minutes to walk home from school. She got home at 3:00. Which clock shows the time she left school?
Number Corner Checkup 2  page 3 of 4

8  Circle the best estimate

900  240
1000  355
1,050  399
+ 102 ?
1,100

9  The museum had 347 visitors on Saturday morning. What is this number rounded to the nearest 100?

300  400  500  600
○ ○ ○ ○ ○

10  Do all three of the problems below. Use numbers and/or sketches to show how you got your answers.

a  $2.53
  + $3.47
b  145
   226
   + 175

c  317
   – 209

11  Choose one of the multiplication problems below. Circle the one that seems best for you—not too hard and not too easy. Find the answer in *two different ways* and show your work for both ways.

12  20  25  36  51
   × 4  × 9  × 7  × 5  × 8

<table>
<thead>
<tr>
<th>Method 1</th>
<th>Method 2</th>
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<tbody>
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</table>
Choose one of the division problems below. Circle the one that seems best for you—not too hard and not too easy. Find the answer and be sure to show all your work using numbers, sketches, and words to show how you got your answer.

\[
7 \div 21 \quad 8 \div 24 \quad 3 \div 75 \quad 3 \div 63 \quad 6 \div 94
\]

This picture shows some things about 3 quarters. Circle the statements that are true.

a. Together, 3 quarters make \(\frac{3}{4}\) of a dollar.

b. Together, 3 quarters make \(\frac{75}{100}\) of a dollar.

c. Together, 3 quarters make $7.50

d. Together, 3 quarters make $0.75

e. Together, 3 quarters make $75.00

There are five $1 bills in each of the stacks below.

a. Write a multiplication sentence that tells about the total number of dollars.

b. Now write a division sentence that tells about the number of stacks of dollars.
## Grade 4 Number Corner Checkup 2 Class Checklist

**Note:** Let students know that they have to use the standard algorithms for multi-digit addition and subtraction to get full points on Items 10a, 10b, and 10c. They also have to use strategies other than skip counting or repeated addition to get full points on items 11a and 11b.

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
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<tbody>
<tr>
<td>Row 1: 18, 15, 42, 21, 20, 42, 16</td>
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<tr>
<td>Row 2: 27, 18, 20, 28, 54, 24, 56</td>
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<tr>
<td>Row 3: 63, 21, 16, 36, 25, 0, 7</td>
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<td>Row 4: 72, 27, 64, 35, 70, 63</td>
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<tr>
<td>Row 5: 30, 14, 12, 24, 30, 48, 49</td>
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<tr>
<td>Row 6: 0, 36, 32, 45, 40</td>
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<tr>
<td>3 identifies the number of feet in 5 yards (15 feet)</td>
<td>4.MD.1</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>4 identifies the number of cups in a gallon (4 cups)</td>
<td>4.MD.1</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>5 converts cups to quarts (20 cups = 5 quarts)</td>
<td>4.MD.1</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>6a finds the perimeter of a 4 x 7 rectangle (22 feet)</td>
<td>4.MD.3</td>
<td>1.5 pts (1 pt for correct response; half a pt for labeling answer with correct units)</td>
<td>Support: G4 Supplement Set D4, Area in U.S. Customary Units, Activities 1 &amp; 2 and Independent Worksheet 1; G4 Supplement Set D6, Area &amp; Perimeter, Activities 1–4 and Ind. Worksheets 1 &amp; 2; G4 Practice Workbook, pages 19, 21, 22, 139</td>
</tr>
<tr>
<td>6b finds the area of a 4 x 7 rectangle (28 sq. feet)</td>
<td>4.MD.3</td>
<td>1.5 pts (1 pt for correct response; half a pt for labeling answer with correct units)</td>
<td></td>
</tr>
<tr>
<td>7 calculates elapsed time (Choice 1, clock that reads 2:25)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support: G3 Practice Book, pages 20, 120; G3 Supplement Set A7, Multiplication Beyond the Basics, Ind. Worksheet 2; G4 Support Activities 10, 11</td>
</tr>
<tr>
<td>8 estimates the results of a column addition problem (1,100)</td>
<td>4.NBT.4</td>
<td>1 pt</td>
<td>Support: G3 Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126</td>
</tr>
<tr>
<td>9 rounds a 3-digit number to the nearest 100 (Choice 1, 300)</td>
<td>4.NBT.3</td>
<td>1 pt</td>
<td>Support: G3 Practice Book, pages 85, 86, 91, 95, 99, 131; G3 Work Place 5G; G4 Support Activity 27</td>
</tr>
</tbody>
</table>
10a adds two 3-digit money amounts ($6.00)  4.MD.2  2 pts (1 pt for correct answer, 1 pt for using the standard algorithm)  Support  G3 Supplement Set A3, Multi-Digit Addition & Subtraction, Activities 1–5; Independent Worksheets 1, 2 & 3  G3 Practice Book, pages 88, 89, 90, 92, 99, 101, 107, 123, 126, 137  G4 Support Activities 3–9, 18–20, 26, 27

10b adds three 3-digit numbers with regrouping (546)  4.NBT.4  2 pts (1 pt for correct answer, 1 pt for using the standard algorithm)  Support  G3 Practice Book, pages 88, 89, 90, 92, 99, 101, 107, 123, 126, 137

10c subtracts 3-digit numbers with regrouping (108)  4.NBT.4  2 pts (1 pt for correct answer, 1 pt for using the standard algorithm)  Support  G3 Practice Book, pages 88, 89, 90, 92, 99, 101, 107, 123, 126, 137

11a multiplies a 2-digit by a 1-digit number (24, 180, 175, 180, 408)  4.NBT.5  1 pt.  Support  G3 Supplement Set A7, Multiplication Beyond the Basics, Activity 1 and IWS 1–3  G3 Practice Book, pages 121, 122, 124, 127, 138  G4 Work Places 2A, 2B  G4 Support Activity 22

11b uses 2 different strategies and shows work  4.NBT.5  2 pts (see Multiplication Strategies Scoring Scale below)  Support  G3 Practice Book, pages 121, 122, 124, 127, 138  G4 Work Places 2A, 2B  G4 Support Activity 22

12a divides a 2-digit by a 1-digit number (3, 3, 25, 21, 15R4)  4.NBT.6  1 pt.  Support  G4 Work Places 3D, 3E  G4 Support Activities 17, 23, 28

12b shows work  4.NBT.6  1 pt.  Support  G4 Work Place 6B  G4 Support Activity 29

13 connects money to decimals and fractions (a, b, and d)  4.NF.6  1 pt.  Support  G4 Work Place 6B  G4 Support Activity 29

14a writes a multiplication sentence for 3 stacks of five $1 bills (3 x 5 = 15 or 5 x 3 = 15)  3.OA.1  1 pt.  Support  G3 Practice Book, pages 14, 16, 24, 25, 61, 63, 67, 68, 69, 72, 91, 93  G3 Supplement Set A2, Basic Multiplication and Division, Activities 1 & 2 and Independent Worksheets 1–8

14b writes a division sentence for 3 stacks of five $1 bills (15 ÷ 5 = 3 or 15 ÷ 3 = 15)  3.OA.2  1 pt.  Support  G3 Practice Book, pages 14, 16, 24, 25, 61, 63, 67, 68, 69, 72, 91, 93  G3 Supplement Set A2, Basic Multiplication and Division, Activities 1 & 2 and Independent Worksheets 1–8

Total Score/Level of Proficiency*  28 pts

* Meeting Standard: 21 – 28 points (75–100% correct)  Approaching Standard: 14 – 20 points (50–74% correct)  Strategic: 7 – 13 points (25–49% correct)  Intensive: 6 points or fewer (24% or less correct)

Scoring Scale for Multiplication Strategies
• 2 pts if both strategies are more sophisticated than repeated addition or skip counting (e.g., area model, partial products, or the standard algorithm) OR
• 1 pt if one of the strategies involves repeated addition or skip counting OR
• 0 pts if both strategies involve repeated addition, skip counting, or even less sophisticated strategies (e.g., tally marks, 1-by-1 counting, and so on)
1. Solve these multiplication facts.

\[
\begin{array}{ccccccccc}
2 & 5 & 7 & 3 & 4 & 6 & 8 \\
\times 9 & x 3 & x 6 & x 7 & x 5 & x 7 & x 2 \\
\hline
\
3 & 6 & 5 & 4 & 9 & 8 & 7 \\
\times 9 & x 3 & x 4 & x 7 & x 6 & x 3 & x 8 \\
\hline
9 & 7 & 4 & 6 & 5 & 0 & 1 \\
\times 7 & x 3 & x 4 & x 6 & x 5 & x 6 & x 7 \\
\hline
4 & 9 & 3 & 8 & 5 & 10 & 7 \\
\times 1 & x 8 & x 9 & x 8 & x 7 & x 7 & x 9 \\
\hline
10 & 2 & 4 & 4 & 5 & 6 & 7 \\
\times 3 & x 7 & x 3 & x 6 & x 6 & x 8 & x 7 \\
\hline
0 & 4 & 4 & 4 & 5 & 5 & 5 \\
\times 9 & x 9 & x 8 & x 9 & x 8 \\
\hline
\end{array}
\]
2 Solve these division facts.

\[ \begin{align*}
8 \div 24 & \quad 3 \div 15 & \quad 5 \div 20 & \quad 4 \div 16 & \quad 5 \div 45 & \quad 1 \div 12 & \quad 4 \div 32 \\
6 \div 36 & \quad 4 \div 40 & \quad 3 \div 27 & \quad 3 \div 21 & \quad 8 \div 32 & \quad 7 \div 14 & \quad 3 \div 18 
\end{align*} \]

3 The school cafeteria at Carus Elementary served 3,457 slices of pizza last year and 2,984 slices of pizza this year.

\begin{enumerate}
\item[a] How many total slices of pizza did the cafeteria serve in these 2 years?
\item[b] How many more slices of pizza did they serve last year than this year?
\end{enumerate}

4 The fourth-graders at Shoreham Elementary decided to keep track of the number of pizza slices sold each month in the cafeteria. The graph below shows their findings for the first 4 months of the year. Fill in the box at the end of each row to show how many pieces the cafeteria sold each month.

| Slices of Pizza Sold Each Month |
|-------------------|-------------------|
| Month            | Pizza Slices Sold | Total for the Month |
| a January        |                  |                    |
| b February       |                  |                    |
| c March          |                  |                    |
| d April          |                  |                    |

**Key** 🍕 = 24 slices
5 Which equation would be true if 6 were put in the box?

- $36 \div \underline{} = 4$
- $18 \div \underline{} = 3$
- $24 \div \underline{} = 8$
- $42 \div \underline{} = 6$

6 What number will make this equation true?

$$3 + 5 + \underline{} = 6 + 9$$

- 9
- 15
- 7
- 23

7a What is the perimeter of this rectangle?

[Diagram of a rectangle with dimensions 10 inches x 12 inches]

7b What is the area of this rectangle?

8 Alicia made the graph below to show the number of hours she worked for 4 weeks. If Alicia earned $7.50 an hour, how much money did she earn during Week 1? Show your work.

[Bar graph showing hours worked each week]

9 There are 3 blue tile and 6 red tile in a paper bag. If Brittany picks a tile from the bag without looking, what is the probability it will be a red tile?

$$\frac{6}{12} \quad \frac{3}{6} \quad \frac{6}{9} \quad \frac{6}{6}$$

- 
- 
- 
-
10 Shade in \( \frac{1}{4} \) on each model below.

\[ a \quad b \quad c \]

\[ d \quad e \]

12a What fraction of this array is shaded in?

\[ \]

b How do you know?

11 In which model is \( \frac{2}{3} \) shaded?

\[ \]

13 James wants to serve all of this pizza to 12 people. What can he do so that each person can be served an equal amount?

- Use only half the pizza.
- Cut each piece in thirds.
- Cut each piece in half.
- Cut each piece in sixths.
**Grade 4 Number Corner Checkup 3 Class Checklist**

**Note:** Conduct Items 1 and 2 as timed tests; 2 minutes for each. None of the other items on this assessment need to be timed. Also, let students know that in order to receive full credit for Problems 3a, 3b, and 4a–4d, they need to use the standard algorithm.

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
</table>
| Item 1 completes ___ out of 40 multiplication facts to 9 x 9 in 2 minutes or less | 3.OA.7 | 36 – 40 correct: 4 pts. 32 – 35 correct: 3 pts. 28 – 31 correct: 2 pts. 24 – 27 correct: 1 pt. 23 or fewer correct: 0 pts. | Support:  
G3 Work Places 4A, 4B, 4C, 4F, 4G, 4H  
G4 Work Places 1A, 1B, 3D, 3E  
G4 Support Activities 12–17, 23  
G5 Fact Fluency Supplement |
| Item 2 completes ___ out of 14 division facts in 2 minutes or less | 3.OA.7 | 12 – 14 correct: 4 pts. 10 – 11 correct: 3 pts. 8 – 9 correct: 2 pts. 6 – 7 correct: 1 pt. 5 or fewer correct: 0 pts. | |
| Item 3a finds the sum of 3,457 + 2,984 (6,441) | 4.NBT.4 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | Support:  
G3 Supplement Set A3, Multi-Digit Addition & Subtraction, Activities 1–5; Independent Worksheets 1, 2 & 3  
G3 Practice Book, pages 88, 89, 90, 99, 101, 107, 123, 126, 137  
G4 Support Activities 3–9, 18–20, 26, 27 |
| Item 3b finds the difference between 3,457 + 2,984 (473) | 4.NBT.4 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | |
| Item 4 reads and interprets a pictograph | 3.MD.3 | 1 pt. | Support:  
G3 Supplement Set E1 Data Analysis: Graphs, Activities 1 & 2 and Independent Worksheet 1  
G3 Practice Book, pages 2, 4, 6, 15, 102, 132 |
| Item 4a multiplies 6 x 24 (144) | 4.NBT.5 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | Support:  
G3 Supplement Set A7, Multiplication Beyond the Basics, Activity 1 and IWS 1–3  
G3 Practice Book, pages 121, 122, 124, 127, 138  
G4 Supplement Set A5, Multi-Digit Multiplication, Activities 2–6 and Independent Worksheets 1–5  
G4 Work Places 2A, 2B  
G4 Support Activity 22 |
| Item 4b multiplies 5 x 24 (120) | 4.NBT.5 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | |
| Item 4c multiplies 7 x 24 (168) | 4.NBT.5 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | |
| Item 4d multiplies 3 x 24 (72) | 4.NBT.5 | standard algorithm: 2 pts. alternative method: 1 pt. no work shown: 0 pts. | |

Grade 4, Number Corner Checkup 3 Class Checklist (2 sheets) 5/11
<table>
<thead>
<tr>
<th>Task</th>
<th>Standard</th>
<th>Points</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 fills in a missing divisor correctly (Choice 2, 18 ÷ __ = 3)</td>
<td>3.OA.4</td>
<td>1 pt.</td>
<td>G3 Supplement Set A1, Equal Expressions, Activity 1 and Independent Worksheets 1 &amp; 2, G4 Support Activity 17</td>
</tr>
<tr>
<td>6 fills in a missing addend correctly (Choice 3, 7)</td>
<td>1.OA.8</td>
<td>1 pt.</td>
<td>G3 Supplement Set A1, Equal Expressions, Activity 1 and Independent Worksheets 1 &amp; 2, G3 Practice Book, pages 7, 111, 113, 137</td>
</tr>
<tr>
<td>7 calculates the perimeter of a 10 x 12 rectangle (44 inches)</td>
<td>4.MD.3</td>
<td>1 pt.</td>
<td>G4 Supplement Set D4, Area in U.S. Customary Units, Activities 1 &amp; 2 and Independent Worksheet 1, G4 Supplement Set D6, Area &amp; Perimeter, Activities 1–4 and Ind. Worksheets 1 &amp; 2, G4 Practice Workbook, pages 19, 21, 22, 13</td>
</tr>
<tr>
<td>7b calculates the area of a 10 x 12 rectangle (120 sq. in.)</td>
<td>4.MD.3</td>
<td>1 pt.</td>
<td>G4 Supplement Set D4, Area in U.S. Customary Units, Activities 1 &amp; 2 and Independent Worksheet 1, G4 Supplement Set D6, Area &amp; Perimeter, Activities 1–4 and Ind. Worksheets 1 &amp; 2, G4 Practice Workbook, pages 19, 21, 22, 13</td>
</tr>
<tr>
<td>8 reads &amp; interprets a bar graph; multiplies 3 x $7.50 ($22.50)</td>
<td>3.MD.3</td>
<td>1 pt.</td>
<td>G3 Supplement Set E1 Data Analysis: Graphs, Activities 1 &amp; 2 and Independent Worksheet 2, G3 Practice Book, pages 2, 4, 6, 15, 102, 132</td>
</tr>
<tr>
<td>9 identifies the probability of an event’s occurrence (Choice 3, 6/9)</td>
<td>NA</td>
<td>1 pt.</td>
<td>G4 Set E1 Probability &amp; Technology, Activities 1 &amp; 2 and Ind. Worksheet 1</td>
</tr>
<tr>
<td>10d shades in 1/4 of a 4 x 3 tile array (3 tile)</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>10e shades in 1/4 of 12-egg carton (3 eggs)</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>11 identifies a model that shows 2/3 (Choice 1, the 4 x 3 tile array with 8 tile shaded in)</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>12a identifies the shaded fraction of an array (1/2 or 6/12)</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>12b explains answer</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
<tr>
<td>13 solves a fraction story problem (Choice 3, Cut each piece in half)</td>
<td>4.NF.4c</td>
<td>1 pt.</td>
<td>G4 Support Activities 24, 25, 29</td>
</tr>
</tbody>
</table>
| **Total Score/Level of Proficiency**                                |          | 36 pts | **Meeting Standard:** 27 – 36 points (75–100% correct)  
**Strategic:** 9 – 17 points (25–49% correct)  
**Approaching Standard:** 18 – 26 points (50–74% correct)  
**Intensive:** 8 points or fewer (24% or less correct) |
1. Complete the following facts.

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</tbody>
</table>
2. Make a sketch to show what this expression means.
   \[ 4 \times 7 \]

3. Make a sketch to show what this expression means.
   \[ 32 \div 8 \]

4. Complete the following facts.

   \[\begin{align*}
   7 \div 21 & \\
   8 \div 24 & \\
   3 \div 15 & \\
   5 \div 20 & \\
   2 \div 18 & \\
   4 \div 16 & \\
   9 \div 27 & \\
   1 \div 12 & \\
   4 \div 32 & \\
   7 \div 14 & \\
   3 \div 18 & \\
   5 \div 45 & \\
   3 \div 21 & \\
   8 \div 32 & \\
   9 \div 36 & \\
   6 \div 36 & \\
   6 \div 12 & \\
   4 \div 40 & \\
   7 \div 28 & \\
   3 \div 27 & \\
   5 \div 35 & \\
   \end{align*}\]
Number Corner Checkup 4  page 3 of 6

Read and solve each problem below. Show your work for each one. If you use Base Ten Grid Paper, attach the sheet.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>263 + 374 =</td>
</tr>
<tr>
<td>6</td>
<td>502 − 349 =</td>
</tr>
<tr>
<td>7</td>
<td>7 × 32 =</td>
</tr>
<tr>
<td>8</td>
<td>108 ÷ 4 =</td>
</tr>
<tr>
<td>9</td>
<td>25 × 15 =</td>
</tr>
<tr>
<td>10</td>
<td>( \frac{1}{6} + \frac{2}{6} = )</td>
</tr>
</tbody>
</table>
11 Circle the numbers that are multiples of 2.
   246  447  552  4,441  5,120

12 Circle the numbers that are multiples of 2 and 3.
   12  16  21  32  36

13a List all the factors of 24.

   ______
   ______
   ______
   ______

b How do you know you have listed all of them?

14 Write these numbers in order on the lines below. Start with the smallest and keep going until you have used them all.
   520  5,059  508  5,519  5,698  50,019
   ______
   ______
   ______
   ______
   ______

15 Here is a graph of the number of students in 5 different 4th grade classrooms. Which 3 classes together have a total of 78 students?
16 Mrs. Fisher’s class has been keeping track of the weather for many months with this tally chart. Choose the circle graph that best shows this information.

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td></td>
</tr>
<tr>
<td>Cloudy</td>
<td></td>
</tr>
<tr>
<td>Rainy</td>
<td></td>
</tr>
<tr>
<td>Snowy</td>
<td></td>
</tr>
</tbody>
</table>

There are 9 red tile and 3 blue tile in a bag. The students take 120 samples by pulling out a tile without looking, and then putting it back in the bag and shaking it up before they take the next sample. Which of the three circle graphs below most likely shows the results of this experiment?
18 Match each grid to the fraction or decimal that tells how much has been shaded in by writing the correct letter in the box.

- **a**
  - Grid: [Grid Image]
  - Fraction: \( \frac{1}{2} \)

- **b**
  - Grid: [Grid Image]
  - Fraction: \( \frac{8}{10} \)

- **c**
  - Grid: [Grid Image]
  - Decimal: .36

- **d**
  - Grid: [Grid Image]
  - Fraction: \( \frac{3}{4} \)

19 Match each number on the left to a number on the right that describes the same quantity by writing the correct letter in the box.

- **a**
  - Number: \( \frac{1}{2} \)
  - Number: \( \frac{36}{100} \)

- **b**
  - Number: \( \frac{8}{10} \)
  - Number: .75

- **c**
  - Number: .36
  - Number: .8

- **d**
  - Number: \( \frac{3}{4} \)
  - Number: .50

20 Mark and write these 6 numbers where they belong on the number line.

- .36
- .25
- \( \frac{3}{10} \)
- .5
- \( \frac{75}{100} \)
- \( \frac{1}{5} \)
<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
</table>
| 1 completes ___ out of 40 multiplication facts in 2 minutes | 3.OA.7 | **36 – 40 correct:** 4 pts. | **Support**
| | | **28 – 31 correct:** 2 pts. | **G3 Work Places 4A, 4B, 4C, 4F, 4G, 4H**
| | | **24 – 27 correct:** 1 pt. | **G4 Work Places 1A, 1B, 3D, 3E**
| | | **23 or fewer correct:** 0 pts. | **G4 Support Activities 12–17**
| | | **Support** | **G5 Fact Fluency Supplement**
| 2 creates a sketch that demonstrates understanding of the process of multiplication | 3.OA.1 | 1 pt. | **Support**
| 3 creates a sketch that demonstrates understanding of the process of division | 3.OA.2 | 1 pt. | **Support**
| 4 completes ___ out of 21 division facts in 2 minutes | 3.OA.7 | **19 – 21 correct:** 4 pts. | **Support**
| | | **17 – 18 correct:** 3 pts. | **(See Support suggestions listed for Item 1 above.)**
| | | **15 – 16 correct:** 2 pts. | **Support suggestions listed for Item 1 above.)**
| | | **13 – 14 correct:** 1 pt. | **Support suggestions listed for Item 1 above.)**
| | | **12 or fewer correct:** 0 pts. | **Support suggestions listed for Item 1 above.)**
| 5 adds 3-digit numbers with regrouping, shows work (637) | 4.NBT.4 | 3 pts possible | **Support**
| | | • 1 pt. for the correct answer | **G3 Supplement Set A3, Multi-Digit Addition & Subtraction, Activities 1–5; Independent Worksheets 1, 2 & 3**
| | | • 2 pts for showing work | **G3 Practice Book, pages 88, 89, 90, 92, 99, 101, 107, 123, 126, 137**
| | | (see computation scoring guide next page) | **G4 Support Activities 3–9, 18–20, 26, 27**
| 6 subtracts 3-digit numbers with regrouping (153) | 4.NBT.4 | 3 pts possible | **Support**
| | | • 1 pt. for the correct answer | **G4 Support Activity 22**
| | | • 2 pts for showing work | **G4 Work Places 2A, 2B**
| | | (see computation scoring guide next page) | **G4 Work Places 3D, 3E**
| 7 multiplies 2-digit number by 1-digit number (224) | 4.NBT.5 | 3 pts possible | **Support**
| | | • 1 pt. for the correct answer | **G4 Support Activities 17, 23, 28**
| | | • 2 pts for showing work | **G3 Practice Book, pages 121, 122, 124, 127, 138**
| | | (see computation scoring guide next page) | **G4 Work Places 2A, 2B**
| 8a divides 3-digit number by 1-digit number (27) | 4.NBT.6 | 2 pts possible | **Support**
| | | • 1 pt. for the correct answer | **G4 Support Activities 12–17**
| | | • 1 pt. for any viable strategy | **Support**
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Standard</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
</table>
| 9 multiplies 2-digit number by 2-digit number (375)                             | 4.NBT.5    | 3 pts possible  | - 1 pt. for the correct answer  
- 2 pts for showing work (see computation scoring guide next page)                     |
| Support                                                                        |            |                 | G4 Supplement Set A5, Multi-Digit Multiplication, Activities 7–13, Independent Worksheets 6–9  
G4 Practice Book, pages 68, 77, 79, 87, 94, 95, 136                                      |
| 10 adds fractions with like denominators (3/6 or 1/2)                          | 4.NF.3a    | 2 pts possible  | - 1 pt. for the correct answer  
- 1 pt. for any viable strategy                                                             |
| Support                                                                        |            |                 | G3 Set A5, Fractions, Activity 1  
G3 Practice Book, pages 108, 117  
G4 Supplement Set A6, Fractions & Mixed Numbers, Activity 1  
G4 Support Activity 24                                                              |
| 11 identifies multiples of 2 (246, 552, 5120)                                  | 4.OA.4     | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G4 Practice Workbook, pages 15, 17, 42, 129                                                   |
| 12 Identifies multiples of 2 and 3 (12, 36)                                     | 4.OA.4     | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G4 Practice Workbook, pages 15, 17, 42, 129                                                   |
| 13a lists all the factors of 24 (1, 2, 3, 4, 6, 8, 12, 24)                     | 4.OA.4     | 1 pt (1/2 a point if some, but not all factors are listed)                                      |
| 13b explains thinking                                                            | 4.OA.4     | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G4 Practice Workbook, pages 15, 17, 42, 129                                                   |
| 14 orders numbers to 50,000 (508, 520, 5059, 5519, 5698, 50,019)                | NA         | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G3 Supplement Set A4, Place Value, Activity 1 and Independent Worksheets 1–4  
G3 Practice Book, pages 3, 19, 23, 97, 131                                                   |
| 15 reads and interprets a bar graph (Longchamp, McCoy, and MacIntosh)            | 3.MD.3     | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G3 Supplement Set E1, Graphs, Activities 1 & 2 and Independent Worksheet 1                    |
| 16 translates information from a tally chart to a circle graph (Choice 3)         | 3.MD.3     | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G3 Supplement Set E1, Graphs, Activities 1 & 2 and Independent Worksheet 1                    |
| 17 identifies the approximate outcome of a probability experiment (Choice 3)      | NA         | 1 pt.           | Support                                                                                      |
|                                                                                     |            |                 | G4 Supplement Set E1, Probability & Technology, Activities 1 & 2 and Independent Worksheet 1  
G4 Practice Book, pages 86, 90                                                              |
| 18 matches fractions and decimals with base ten models (a, d, b, c)              | 4.NF.6     | 4 pts           | Support                                                                                      |
|                                                                                     |            |                 | G4 Support Activities 24, 25, 29  
G4 Work Places 6A, 6B  
| 19 matches decimals and common fractions (c, d, b, a)                            | 4.NF.6     | 4 pts           | Support                                                                                      |
|                                                                                     |            |                 | G4 Support Activities 24, 25, 29  
G4 Work Places 6A, 6B  
| 20 locates fractions and decimals along a number line (1/6 on the second mark, 25 halfway between the second and third mark, 3/10 on the third mark, 36 slightly more than halfway between the third and fourth mark, .5 on the fifth mark, 75/100 halfway between the seventh and eighth mark) | 4.NF.7     | 6 pts           | Support                                                                                      |

**Total Score/Level of Proficiency**

* Meeting Standard: 36 – 48 points (75–100% correct)  
Strategic: 12 – 23 points (25–49% correct)  
Approaching Standard: 24 – 35 points (50–74% correct)  
Intensive: 11 points or fewer (24% or less correct)  

**Computation Scoring Guide (Problems 5, 6, 7, and 9)**

- **2 pts**: Student uses standard algorithm  
- **1 pt**: Student uses a viable strategy, but not the standard algorithm  
- **0 pts**: Student does not show any work or clearly has no viable strategy for solving the problem