Fourth Grade Assessments and Scoring Checklists, Common Core State Standards

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DRAFT Updated 0312
## 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></td>
</tr>
<tr>
<td>Number Corner Checkup 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Change to Student Materials</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.

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

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

\[
\begin{array}{cccccccc}
9 & + & 5 & 8 & + & 9 & 9 & + & 3 \\
\hline 
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
\end{array}
\]

2 Solve these subtraction problems.

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

\[
\begin{array}{cccccccc}
14 & - & 9 & 13 & - & 3 & 12 & - & 8 \\
\hline 
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
13 & - & 5 & 17 & - & 9 & 15 & - & 6 \\
\hline 
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
& & & & & & & & \\
\end{array}
\]

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

\[
\begin{array}{ccccccc}
6 & 1 & 5 & 2 & 4 & 1 & 5 \\
\times 1 & \times 4 & \times 1 & \times 2 & \times 1 & \times 1 & \times 0 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
1 & 2 & 3 & 2 & 3 & 5 & 6 \\
\times 5 & \times 0 & \times 2 & \times 4 & \times 3 & \times 6 & \times 2 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
5 & 4 & 3 & 4 & 3 & 2 & 4 \\
\times 2 & \times 6 & \times 6 & \times 2 & \times 1 & \times 5 & \times 5 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
1 & 1 & 5 & 4 & 3 & 6 & 2 \\
\times 6 & \times 2 & \times 3 & \times 3 & \times 5 & \times 3 & \times 3 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
5 & 6 & 8 & 3 & 4 & 6 & 2 \\
\times 4 & \times 6 & \times 4 & \times 4 & \times 4 & \times 4 & \times 1 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
2 & 3 & 1 & 6 & 5 \\
\times 6 & \times 0 & \times 3 & \times 5 & \times 5 \\
\hline
\end{array}
\]
Show all your work and explain your thinking for problems 4, 5, 6, and 7.

<table>
<thead>
<tr>
<th>4</th>
<th>123 + 88</th>
<th>5</th>
<th>$3.69 + $1.23 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>304 – 187</td>
<td>7</td>
<td>$5.00 – $3.72 =</td>
</tr>
</tbody>
</table>

8 In the spaces below, write the following numbers in order from least to greatest.

2,045 123 254 1,023

least 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 \[
24 \div 6 =
\]

12 \[
13 \div 4 =
\]

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.

David's Money

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?

a  b  c  d

18 What time does each clock above show?

a  __________________________  c  __________________________
b  __________________________  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>2</td>
<td>2.OA.2</td>
<td>18 – 20 correct: 4 pts.</td>
<td>G3 Support Activities 1–6 G3 Work Places 1A, 1C, 1F, 1G, 1H</td>
</tr>
<tr>
<td>4</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</td>
</tr>
<tr>
<td>5</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>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</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></td>
</tr>
<tr>
<td>7</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>#</td>
<td>Task</td>
<td>Score</td>
<td>Instructions</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>orders multi-digit numbers (123, 254, 1023, 2045)</td>
<td>0 pts</td>
<td>no work or incorrect answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 pts</td>
<td>(half a point for each number in the correct order)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support G3 Supplement Set A4, Place Value, Activity 1 and Independent Worksheets 1–4, G3 Practice Book, pages 3, 19, 23, 97, 131</td>
</tr>
</tbody>
</table>
| 9  | multiplies 14 x 6 and shows work (84)                                                  | 4.NBT.5 | 2 pts:  
|    |                                                                                       |       | • 1 pt for correct answer  
|    |                                                                                       |       | • 1 pt for work, any method                                                              |
| 10 | multiplies 5 x 200 (1,000)                                                            | 4.NBT.5 | 2 pts:  
|    |                                                                                       |       | • 1 pt for correct answer  
|    |                                                                                       |       | • 1 pt for work, any method                                                              |
| 11 | divides 24 ÷ 6 (4)                                                                    | 3.OA.7 | 2 pts:  
|    |                                                                                       |       | • 1 pt for correct answer  
|    |                                                                                       |       | • 1 pt for work, any method                                                              |
|    |                                                                                       |       | Support G4 Work Places 3D, 3E, G4 Support Activities 17, 23 |
| 12 | divides 13 ÷ 4 (3 R1 or 3 ¼ or 3.25)                                                   | 4.NBT.6 | 2 pts:  
|    |                                                                                       |       | • 1 pt for correct answer  
|    |                                                                                       |       | • 1 pt for work, any method                                                              |
|    |                                                                                       |       | Support G3 Practice Book, pages 10, 103, 105, 109, 111, 114, 125, 133 G3 Work Place 6C G4 Work Place 3C G4 Support Activities 24, 25, 29 |
| 13 | identifies area model for 1/3 (second choice)                                          | 2.G.3 | 1 pt.                                                                                                                                   |
|    |                                                                                       |       | Support G3 Practice Book, page 10, 103, 105, 109, 111, 114, 125, 133 G3 Work Place 6C G4 Work Place 3C G4 Support Activities 24, 25, 29 |
| 14 | identifies fraction equivalent to 1/3 (third choice)                                   | 3.NF.3 | 1 pt.                                                                                                                                   |
|    |                                                                                       |       | Support G3 Practice Book, pages 10, 103, 105, 109, 111, 114, 125, 133 G3 Work Place 6C G4 Work Place 3C G4 Support Activities 24, 25, 29 |
| 15 | counts money accurately ($11.90)                                                      | 4.MD.2 | 1 pt.                                                                                                                                   |
|    |                                                                                       |       | Support G3 Practice Book, pages 11, 13, G3 Work Place 2F G4 Support Activities 8, 9 |
| 16 | solves a multi-step money story problem ($3.40)                                        | 4.MD.2 | 1 pt.                                                                                                                                   |
|    |                                                                                       |       | Support G4 Support Activities 8, 9 |
| 17 | calculates elapsed time (clock a)                                                     | 4.MD.2 | 1 pt.                                                                                                                                   |
|    |                                                                                       |       | Support G3 Practice Book, pages 20, 120 G3 Supplement Set A7, Multiplication Beyond the Basics, Ind. Worksheet 2 G4 Support Activities 10, 11 |
| 18 | tells time to the minute (7:25, 7:15, 10:23, 8:05)                                     | 3.MD.1 | 4 pts. (1 pt. for each correct response)                                                                                                     |
|    |                                                                                       |       | Support G3 Practice Book, pages 12, 17, 34 G3 Supplement Set D3, Telling Time, Activity 1 and Independent Worksheets 1 & 2 G4 Support Activities 10, 11 |

**Total Score/Level of Proficiency**

39 pts.

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

\[
\begin{array}{cccccccc}
6 & 6 & 6 & 8 & 9 & 8 & 9 & 9 \\
+ & 6 & + & 9 & + & 7 & + & 8 \\
\hline
& & & & & & & \\
7 & 8 & 8 & 8 & 7 & 7 & 4 & 4 \\
+ & 3 & + & 9 & + & 4 & + & 6 \\
\hline
& & & & & & & \\
9 & 5 & 9 & 3 & 8 & 9 & & \\
+ & 10 & + & 7 & + & 3 & + & 6 \\
\hline
& & & & & & & \\
\end{array}
\]

2 Find the differences below.

\[
\begin{array}{cccccccc}
12 & 14 & 18 & 15 & 16 & 14 & 11 & 11 \\
- & 7 & - & 7 & - & 9 & - & 10 \\
\hline
& & & & & & & \\
15 & 14 & 14 & 12 & 17 & 13 & 19 & 19 \\
- & 8 & - & 9 & - & 8 & - & 7 \\
\hline
& & & & & & & \\
15 & 13 & 16 & 13 & 17 & 15 & & & \\
- & 6 & - & 3 & - & 9 & & & \\
\hline
& & & & & & & \\
\end{array}
\]
Number Corner Checkup 1  page 2 of 4

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
7 Solve these multiplication facts.

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

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

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

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

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

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

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

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.

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

**Grade 4 Number Corner Checkup 1 Class Checklist**

**Students’ Names**

**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>
</table>
| 1. Completes ___ out of 20 addition facts  
Row 1: 12, 15, 13, 16, 16, 11, 14  
Row 2: 10, 17, 12, 14, 14, 15, 10  
Row 3: 19, 12, 12, 9, 13, 18 | 2.OA.2 | 18 – 20 correct: 4 pts.  
16 – 17 correct: 3 pts.  
14 – 15 correct: 2 pts.  
12 – 13 correct: 1 pt.  
11 or fewer correct: 0 pts. | **Support**  
G3 Practice Book, pages 1, 5, 7, 9, 27, 29, 81  
G3 Support Activities 1–6  
G3 Work Places 1A, 1C, 1F, 1G, 1H |
| 2. Completes ___ out of 20 subtraction facts  
Row 1: 5, 7, 9, 5, 8, 4, 3  
Row 2: 7, 5, 6, 4, 10, 6, 10  
Row 3: 9, 10, 7, 8, 6 | 2.OA.2 | 18 – 20 correct: 4 pts.  
16 – 17 correct: 3 pts.  
14 – 15 correct: 2 pts.  
12 – 13 correct: 1 pt.  
11 or fewer correct: 0 pts. | **Support**  
G3 Practice Book, pages 1, 5, 7, 9, 27, 29, 81  
G3 Support Activities 1–6  
G3 Work Places 1A, 1C, 1F, 1G, 1H |
| 3. Identifies the value of 8 in 1,892 (800) | 4.NBT.2 | 1 pt. | **Support**  
G3 Work Places 5F, 5G  
G3 Support Activities 1–6  
G3 Work Places 1A, 1C, 1F, 1G, 1H |
| 4. Identifies twenty-six hundred as 2,600 | 4.NBT.2 | 1 pt. | **Support**  
G3 Practice Book, pages 3, 19, 23, 97, 131 |
| 5. Converts meters to centimeters (200 cm) | 4.MD.1 | 1 pt. | **Support**  
G4 Practice Book, pages 10, 28, 110 |
| 6. Identifies an appropriate unit of liquid measure (gallons) | NA | 1 pt. | **Support**  
G4 Supplement Set D2, Capacity in U.S. Customary Units, Activities 1 & 2 and Independent Worksheet 1 |
| 7. Completes ___ out of 40 multiplication facts to 9 x 9  
Row 1: 18, 15, 42, 21, 20, 42, 16  
Row 2: 81, 27, 18, 20, 28, 54, 24  
Row 3: 56, 30, 63, 21, 16, 36, 48  
Row 4: 45, 32, 9, 36, 72, 27, 64  
Row 5: 35, 54, 63, 25, 40, 14, 12  
Row 6: 24, 30, 48, 49, 72 | 3.OA.7 | 36 – 40 correct: 4 pts.  
32 – 35 correct: 3 pts.  
28 – 31 correct: 2 pts.  
23 or fewer correct: 0 pts. | **Support**  
G3 Work Places 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H  
G4 Work Places 1A, 1B  
G4 Support Activities 12–17  
G5 Fact Fluency Supplement |
| 8a. Adds 2- or 3-digit numbers with regrouping (95, 103, 895, 727, 1405) | 4.NBT.4 | 1 pt. for the correct answer | **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 |
alternative method: 1 pt.  
nor work shown: 0 pts. | **Support**  
G3 Support Activities 1–6  
G3 Work Places 1A, 1C, 1F, 1G, 1H |
| 9a. Subtracts 2- or 3-digit numbers with regrouping (34, 36, 134, 258, 157) | 4.NBT.4 | 1 pt. for the correct answer | **Support**  
G3 Practice Book, pages 88 89, 90, 92, 99, 101, 107, 123, 126, 137  
G4 Support Activities 3–9, 18–20, 26, 27 |
alternative method: 1 pt.  
nor work shown: 0 pts. | **Support**  
G3 Support Activities 1–6  
G3 Work Places 1A, 1C, 1F, 1G, 1H |

**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)**  
5/11
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 What is the perimeter of this rectangle?

7 feet

4 feet

a What is the perimeter of this rectangle?

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
1,100  + 102

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

Method 1  Method 2
12 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)21  8)24  3)75  3)63  6)94

13 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

14 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>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1: 18, 15, 42, 21, 20, 42, 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 2: 27, 18, 20, 28, 54, 24, 56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 3: 63, 21, 16, 36, 25, 0, 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 4: 4, 72, 27, 64, 35, 70, 63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 5: 30, 14, 12, 24, 30, 48, 49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 6: 0, 36, 32, 45, 40</td>
<td></td>
<td></td>
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</tr>
<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 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 |
| 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 Places 3D, 3E  
G4 Support Activities 17, 23, 28 |
| 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.

<p>| | | | | | | | |</p>
<table>
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<td>2</td>
<td>5</td>
<td>7</td>
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<td>9</td>
<td>×</td>
<td>9</td>
<td>×</td>
<td>8</td>
<td>×</td>
<td>9</td>
</tr>
</tbody>
</table>
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.

a How many total slices of pizza did the cafeteria serve in these 2 years?  

b How many more slices of pizza did they serve last year than this year?

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.

<table>
<thead>
<tr>
<th>Slices of Pizza Sold Each Month</th>
<th>Pizza Slices Sold</th>
<th>Total for the Month</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Month</strong></td>
<td><strong>Pizza Slices Sold</strong></td>
<td><strong>Total for the Month</strong></td>
</tr>
<tr>
<td>a January</td>
<td><img src="image-a.png" alt="Pizza Slices" /></td>
<td></td>
</tr>
<tr>
<td>b February</td>
<td><img src="image-b.png" alt="Pizza Slices" /></td>
<td></td>
</tr>
<tr>
<td>c March</td>
<td><img src="image-c.png" alt="Pizza Slices" /></td>
<td></td>
</tr>
<tr>
<td>d April</td>
<td><img src="image-d.png" alt="Pizza Slices" /></td>
<td></td>
</tr>
</tbody>
</table>

**Key** ![Pizza Slices](image-key.png) = 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?

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.

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?

- $\underline{\frac{6}{12}}$
- $\underline{\frac{3}{6}}$
- $\underline{\frac{6}{9}}$
- $\underline{\frac{6}{6}}$
10 Shade in $\frac{1}{4}$ on each model below.

a  

b  

c  

d  

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.
<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1: ___ completes ____ out of 40 multiplication facts to 9 x 9 in 2 minutes or less</td>
<td>3.OA.7</td>
<td>36 – 40 correct: 4 pts.</td>
<td>Support G3 Practice Book, pages 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28 – 31 correct: 2 pts.</td>
<td>G4 Work Places 1A, 1B, 3D, 3E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 or fewer correct: 0 pts.</td>
<td>G5 Fact Fluency Supplement</td>
</tr>
<tr>
<td>Item 2: ___ completes ____ out of 14 division facts in 2 minutes or less</td>
<td>3.OA.7</td>
<td>12 – 14 correct: 4 pts.</td>
<td>Support G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 – 9 correct: 2 pts.</td>
<td>G4 Support Activities 3–9, 18–20, 26, 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 – 7 correct: 1 pt.</td>
<td>G3 Practice Book, pages 2, 4, 6, 15, 102, 132</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 or fewer correct: 0 pts.</td>
<td>G3 Supplement Set E1 Data Analysis: Graphs, Activities 1 &amp; 2 and Independent Worksheet 1</td>
</tr>
<tr>
<td>3a finds the sum of 3,457 + 2,984 (6,441)</td>
<td>4.NBT.4</td>
<td>standard algorithm: 2 pts.</td>
<td>Support G3 Supplement Set A7, Multiplication Beyond the Basics, Activity 1 and IWS 1–3</td>
</tr>
<tr>
<td>3b finds the difference between 3,457 + 2,984 (473)</td>
<td>4.NBT.4</td>
<td>alternative method: 1 pt.</td>
<td>G3 Practice Book, pages 121, 122, 124, 127, 138</td>
</tr>
<tr>
<td>4 reads and interprets a pictograph</td>
<td>3.MD.3</td>
<td>1 pt.</td>
<td>Support G4 Supplement Set A5, Multi-Digit Multiplication, Activities 2–6 and Independent Worksheets 1–5</td>
</tr>
<tr>
<td>4a multiplies 6 x 24 (144)</td>
<td>4.NBT.5</td>
<td>standard algorithm: 2 pts.</td>
<td>Support G4 Work Places 2A, 2B</td>
</tr>
<tr>
<td>4b multiplies 5 x 24 (120)</td>
<td>4.NBT.5</td>
<td>alternative method: 1 pt.</td>
<td>G4 Support Activity 22</td>
</tr>
<tr>
<td>4c multiplies 7 x 24 (168)</td>
<td>4.NBT.5</td>
<td>no work shown: 0 pts.</td>
<td></td>
</tr>
<tr>
<td>4d multiplies 3 x 24 (72)</td>
<td>4.NBT.5</td>
<td>no work shown: 0 pts.</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Grade</td>
<td>Points</td>
<td>Support</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5 fills in a missing divisor correctly (Choice 2, 18 + ___ = 3)</td>
<td>3.OA.4</td>
<td>1 pt.</td>
<td><strong>Support</strong> 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><strong>Support</strong> 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><strong>Support</strong> 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></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><strong>Support</strong> 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><strong>Support</strong> G4 Set E1 Probability &amp; Technology, Activities 1 &amp; 2 and Ind. Worksheet 1</td>
</tr>
<tr>
<td>10b constructs and shades in 1/4 of a square</td>
<td>2.G.3</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>10c constructs and shades in 1/4 of a rectangle</td>
<td>2.G.3</td>
<td>1 pt.</td>
<td></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></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></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></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></td>
</tr>
<tr>
<td>12b explains answer</td>
<td>3.NF.1</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>13 solves a fraction story problem (Choice 3, Cut each piece in half.)</td>
<td>4.NF.4</td>
<td>1 pt.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

| 36 pts |

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* Meeting Standard: 27 – 36 points (75–100% correct)
Approaching Standard: 18 – 26 points (50–74% correct)
Strategic: 9 – 17 points (25–49% correct)
Intensive: 8 points or fewer (24% or less correct)
1. Complete the following facts.

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

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

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

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

\[
\begin{array}{cccccccc}
4 & 2 & 3 & 8 & 5 & 10 & 7 & \\
\times 1 & \times 9 & \times 9 & \times 8 & \times 7 & \times 7 & \times 9 & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
0 & 4 & 4 & 5 & 5 & \\
\times 9 & \times 9 & \times 8 & \times 9 & \times 6 & \\
\end{array}
\]
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.

5 \[263 + 374 = \]

6 \[502 - 349 = \]

7 \[7 \times 32 = \]

8 \[108 \div 4 = \]

9 \[25 \times 15 = \]

10 \[\frac{1}{6} + \frac{2}{6} = \]
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  5,095  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>

17 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: [image]
  - Fraction: \( \frac{1}{2} \)

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

- **c**
  - Grid: [image]
  - Decimal: \( .36 \)

- **d**
  - 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.

\[
\begin{array}{ccccccc}
.36 & .25 & \frac{3}{10} & .5 & \frac{75}{100} & \frac{1}{5} \\
\end{array}
\]
## Grade 4 Number Corner Checkup 4 Class Checklist

**Note:** Conduct Items 1 and 4 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 5, 6, 7, and 9, they have to use the standard algorithm.

<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  
Row 1: 72, 16, 42, 21, 20, 42, 16  
Row 2: 63, 21, 15, 36, 25, 0, 7  
Row 3: 27, 18, 20, 28, 54, 24, 56  
Row 4: 30, 14, 12, 24, 40, 48, 49  
Row 5: 4, 18, 27, 64, 35, 70, 63  
Row 6: 0, 36, 32, 45, 30 | 3.OA.7 | 36 – 40 correct: 4 pts.  
32 – 35 correct: 3 pts.  
28 – 31 correct: 2 pts.  
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  
G5 Fact Fluency Supplement |
| 2 creates a sketch that demonstrates understanding of the process of multiplication | 3.OA.1 | 1 pt. | Support:  
G3 Practice Book, pages 14, 16, 24, 25, 61, 63, 68, 69, 72, 91, 93  
G3 Supplement Set A2, Basic Multiplication and Division, Activities 1 & 2 and Independent Worksheets 1–8 |
| 3 creates a sketch that demonstrates understanding of the process of division | 3.OA.2 | 1 pt. | Support:  
G3 Practice Book, pages 88, 89, 90, 92, 99, 101, 107, 123, 126, 137  
G4 Support Activities 3–9, 18–20, 26, 27 |
| 4 completes ___ out of 21 division facts in 2 minutes  
Row 1: 1, 3, 5, 4, 9, 4, 3  
Row 2: 12, 8, 2, 6, 9, 7, 4  
Row 3: 4, 6, 2, 10, 4, 9, 7 | 3.OA.7 | 19 – 21 correct: 4 pts.  
17 – 18 correct: 3 pts.  
15 – 16 correct: 2 pts.  
13 – 14 correct: 1 pt.  
12 or fewer correct: 0 pts. | Support: (See Support suggestions listed for Item 1 above.) |
| 5 adds 3-digit numbers with regrouping, shows work (637) | 4.NBT.4 | 3 pts possible  
• 1 pt. for the correct answer  
• 2 pts for showing work (see computation scoring guide next page) | 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 |
| 6 subtracts 3-digit numbers with regrouping (153) | 4.NBT.4 | 3 pts possible  
• 1 pt. for the correct answer  
• 2 pts for showing work (see computation scoring guide next page) | Support:  
G3 Practice Book, pages 121, 122, 124, 127, 138  
G4 Work Places 2A, 2B  
G4 Support Activity 22 |
| 7 multiplies 2-digit number by 1-digit number (224) | 4.NBT.5 | 3 pts possible  
• 1 pt. for the correct answer  
• 2 pts for showing work (see computation scoring guide next page) | 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 |
| 8a divides 3-digit number by 1-digit number (27) | 4.NBT.6 | 2 pts possible  
• 1 pt. for the correct answer  
• 1 pt. for any viable strategy | Support:  
G4 Work Places 3D, 3E  
G4 Support Activities 17, 23, 28 |
<table>
<thead>
<tr>
<th>Problem</th>
<th>Standard</th>
<th>Points</th>
<th>Support</th>
</tr>
</thead>
</table>
| 9 multiplies 2-digit number by 2-digit number (375)                     | 4.NBT.5  | 3 pts  | **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  | **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.  | **Support**  
|                                                                        |          |        | G4 Practice Workbook, pages 15, 17, 42, 129                                               |
| 14 orders numbers to 50,000 (508, 520, 5059, 5519, 5898, 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  
| 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 (1/5 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**                                   |          | 48 pts |                                                                                           |

* Meeting Standard: 36 – 48 points (75–100% correct)  
** Strategic: 12 – 23 points (25–49% 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