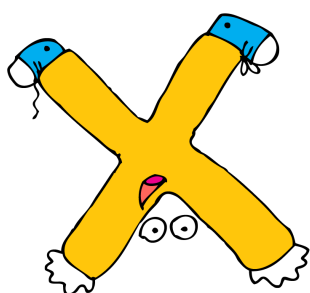
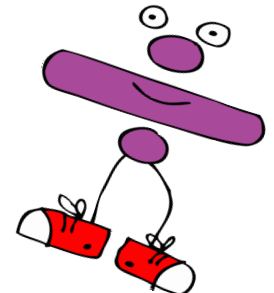


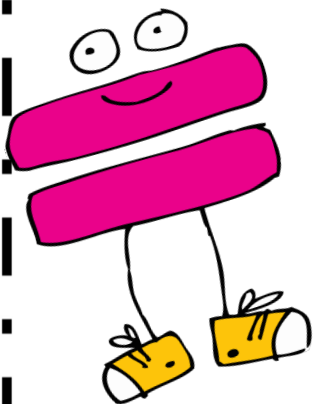
4th Grade Common Core



Math



Assessments



Number and Operations in Base

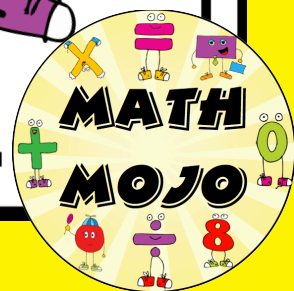
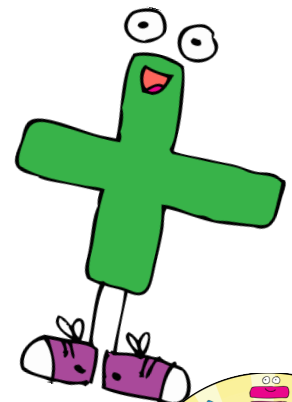


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Using The Assessments

This pack contains 2 assessments for each of the 4th Grade Common Core Math Standards. The first assessment is a “Skills Check”. It is a 4 question assessment designed to assess students ability to perform the skills from the standard, for example long multiplication or rounding numbers.

The second assessment is called a “Performance Check”. This assessment is 2 questions and has students perform a task, solve a problem, and/or use higher order thinking skills. You can use both assessments together or use them separately.

Tracking Student Progress on the Assessments

There are 3 ways to track student achievement when using these assessments.

The tracking options include the following:

- * **Individual Student Graphs** - Students can track the percent correct on each assessment with a bar graph (students can fill these out)
- * **Individual Student Charts** - You can chart individual student data on the individual standards
- * **Class Data Chart**- Chart the progress of your class and have all the student’s data in one place

Using The Data

This data can be used in multiple ways. Teachers can use it to discover class trends, to group students for enrichment or remediation, or to select topics for reteaching and review. The data can be gathered relatively quickly and can be used as a “quick check” before testing or it can be used to assess how well a student mastered a standard. A unique feature of this assessment is that you can look at students ability to perform a skill (Skills Checks) and a student’s ability to apply the skill (Performance Checks). Often that helps to determine the type of remediation/reteaching that a student or class needs.



Math Assessment



Skills Check

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Name _____

Date _____

1. Solve.

$10 \times 3 = \underline{\hspace{2cm}}$

$10 \times 30 = \underline{\hspace{2cm}}$

$10 \times 300 = \underline{\hspace{2cm}}$

$10 \times 3,000 = \underline{\hspace{2cm}}$

$10 \times 30,000 = \underline{\hspace{2cm}}$

2. Solve.

$70 \div 7 = \underline{\hspace{2cm}}$

$700 \div 70 = \underline{\hspace{2cm}}$

$7,000 \div 700 = \underline{\hspace{2cm}}$

$7,000 \div 7,000 = \underline{\hspace{2cm}}$

$700 \div 7 = \underline{\hspace{2cm}}$

3. Complete the equations by adding \times or \div .

$10 \underline{\hspace{0.5cm}} 7 = 70$

$530 \underline{\hspace{0.5cm}} 10 = 53$

$83 \underline{\hspace{0.5cm}} 100 = 8,300$

$3 = 3,000 \underline{\hspace{0.5cm}} 1,000$

4. Jane collected 4,378 stickers. Mark collected 1,639 stickers. How many times greater is the 3 in the number of stickers Jane collected than in the number of stickers Mark collected?



Math Assessment

Performance Check



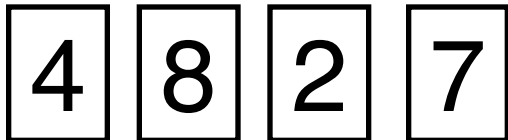
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Name _____

Date _____

1. How is the digit 5 in the number 351 different than the digit 5 in the number 578? Explain your answer using numbers, pictures, or words.

2.



Juan and Tami are making numbers using the cards above. Tami makes the number 4,278. Juan makes a number where the digit 7 is worth 10 times the number Tami made.

What is an example of a number that Juan could have made? _____
Explain your answer using numbers, pictures, or words.



Math Assessment

Skills Check



4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Name _____

Date _____

1. It is estimated that over 497,803 people attended the Opening Ceremonies of the Olympic Games. In the number 497,803 what place is the digit 9?

- A. thousands
- B. ten thousands
- C. hundreds
- D. hundred thousands

2. Which number is the same as $300,000 + 60,000 + 400 + 70 + 2$?

- A. 36,472
- B. 3,006,472
- C. 360,472
- D. 306,472

3. Which number is the same as nine million, thirty-seven thousand, four hundred two?

- A. 9,037,402
- B. 937,042
- C. 9,370,402
- D. 9,037,042

4. Compare the numbers below.
Use $<$, $>$, or $=$.

$$359 \quad \underline{\quad} \quad 401$$

$$2,493 \quad \underline{\quad} \quad 3,293$$

$$19,623 \quad \underline{\quad} \quad 19,589$$

$$890,351 \quad \underline{\quad} \quad 889,341$$



Math Assessment

Performance Check



4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Name _____

Date _____

1.

2	0	8	5	9	3
---	---	---	---	---	---

Make a number using all the numbers above once.

Write the number in expanded form.

Write the number in word form (number name).

2.

3	5	9	7	4	1
---	---	---	---	---	---

Make the greatest number you can make using all the numbers above once.

Make the smallest number you can make using all the numbers above once.

Explain how you determined your answer using numbers, pictures, or words.



Math Assessment

Skills Check



4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Name _____

Date _____

1. What is 2,678 rounded to the nearest hundred?

What is 2,678 rounded to the nearest thousand?

2. What is 438,902 rounded to the nearest ten thousand?

What is 438,902 rounded to the nearest hundred thousand?

3. Margo wrote the number 738,540 on a paper.
What is that number rounded to the nearest -

hundred _____

thousand _____

ten thousand _____

hundred thousand _____

4. Every day 1,857,446 copies of the USA Today newspaper are distributed.

What is that number rounded to the nearest -

hundred _____

thousand _____

ten thousand _____

hundred thousand _____



Math Assessment



Performance Check

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Name _____

Date _____

1. When rounded to the nearest thousand the height of a mountain is 4,000 feet. What are three numbers that could be the height of the mountain?

Pick one of the numbers above and explain why you got that answer using, words, numbers, or pictures.

2.

4	7	0	5	1
---	---	---	---	---

Use the numbers above to build 3 numbers that round to 50,000 when rounded to the nearest ten thousand.

Pick one of the numbers above and explain why you got that answer using, words, numbers, or pictures.



Math Assessment

Skills Check



4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Name _____

Date _____

1.

$$\begin{array}{r} 52,757 \\ + 63,831 \\ \hline \end{array}$$

2. Mount Everest is 29,029 feet tall. Mount McKinley is 20,322 feet tall. How much taller is Mount Everest than Mount McKinley?

3.

$$\begin{array}{r} 18,642 \\ - 14,581 \\ \hline \end{array}$$

4. In May Sunnyville City collected 39,084 pennies for a park fund raiser. In June they collected 51,958 pennies. How many pennies did they collect in May and June combined?



Math Assessment



Performance Check

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Name _____

Date _____

1. Write and solve an addition problem that has the sum of 5,931.

2. Write and solve a subtraction problem that has the answer of 2,395.



Math Assessment

Skills Check



4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Name _____

Date _____

1.

$$\begin{array}{r} 892 \\ \times \quad 7 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 1,284 \\ \times \quad 6 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 63 \\ \times 58 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 75 \\ \times 32 \\ \hline \end{array}$$



Math Assessment

Performance Check



4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Name _____

Date _____

1. Show 2 ways to solve 73×49 .

2. Each fourth grader made 38 clay beads in art class. There are 97 fourth graders. How many beads did they make in all? Explain how you got your answer using numbers, pictures, or words.



Math Assessment

Skills Check



4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Name _____

Date _____

1.

$$4 \overline{)29}$$

2.

$$7 \overline{)93}$$

3.

$$6 \overline{)519}$$

4.

$$9 \overline{)3,784}$$



Math Assessment

Performance Check



4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Name _____

Date _____

1. Write a story problem for $1,275 \div 4$.

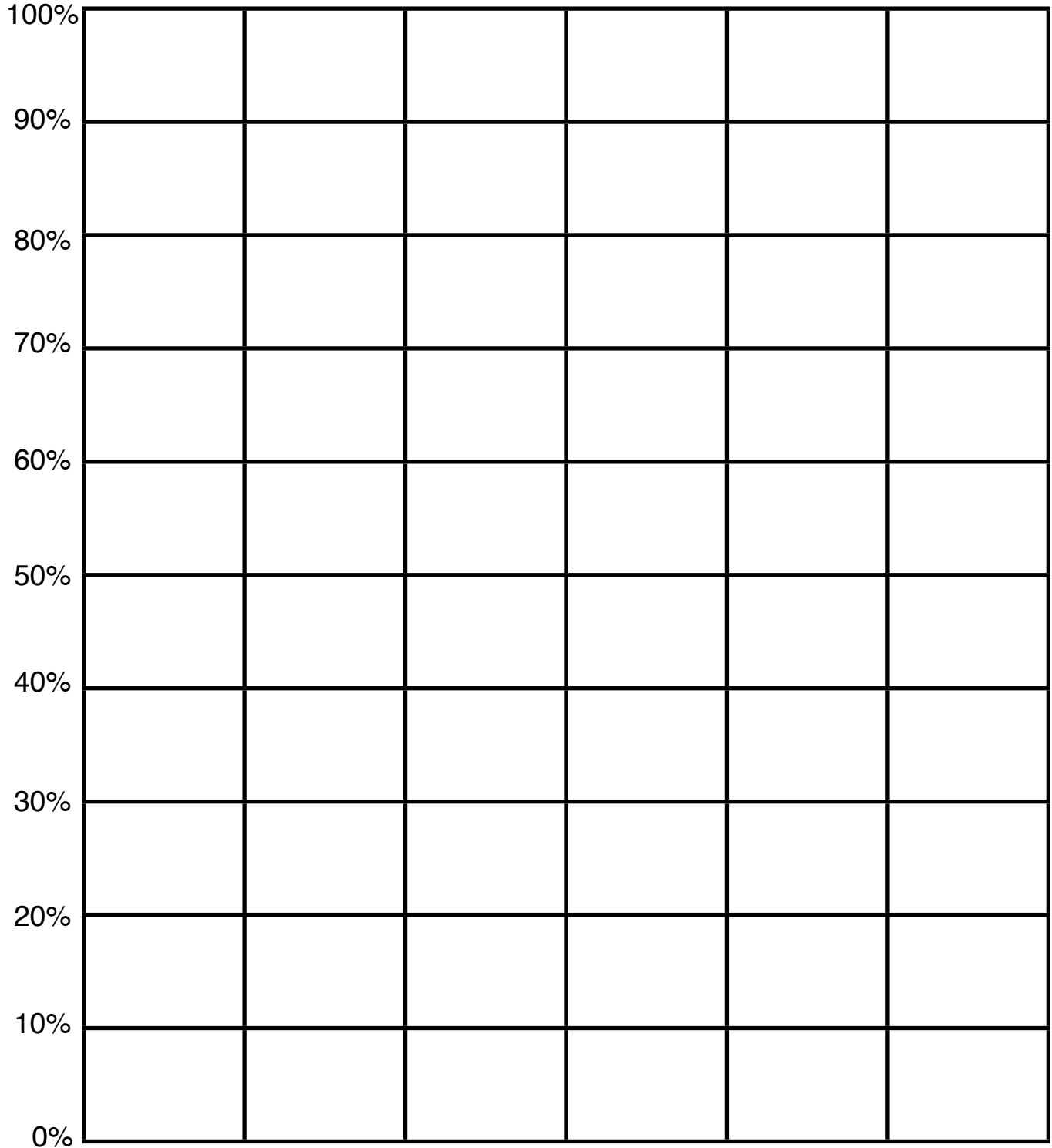
Solve the problem.

2. Four friends are sharing 288 baseball cards. If each person gets the same amount of cards, how many cards will each person get? Show 2 ways to solve the problem and explain how both of these ways solve the problem using, words, numbers, or pictures.

Standards Achievement Graph

Number & Operations in Base Ten

Name _____



4.NBT.1
Place value

4.NBT.2
Read, write, and
compare
numbers

4.NBT.3
Rounding
numbers

4.NBT.4
Multi-digit
addition and
subtraction

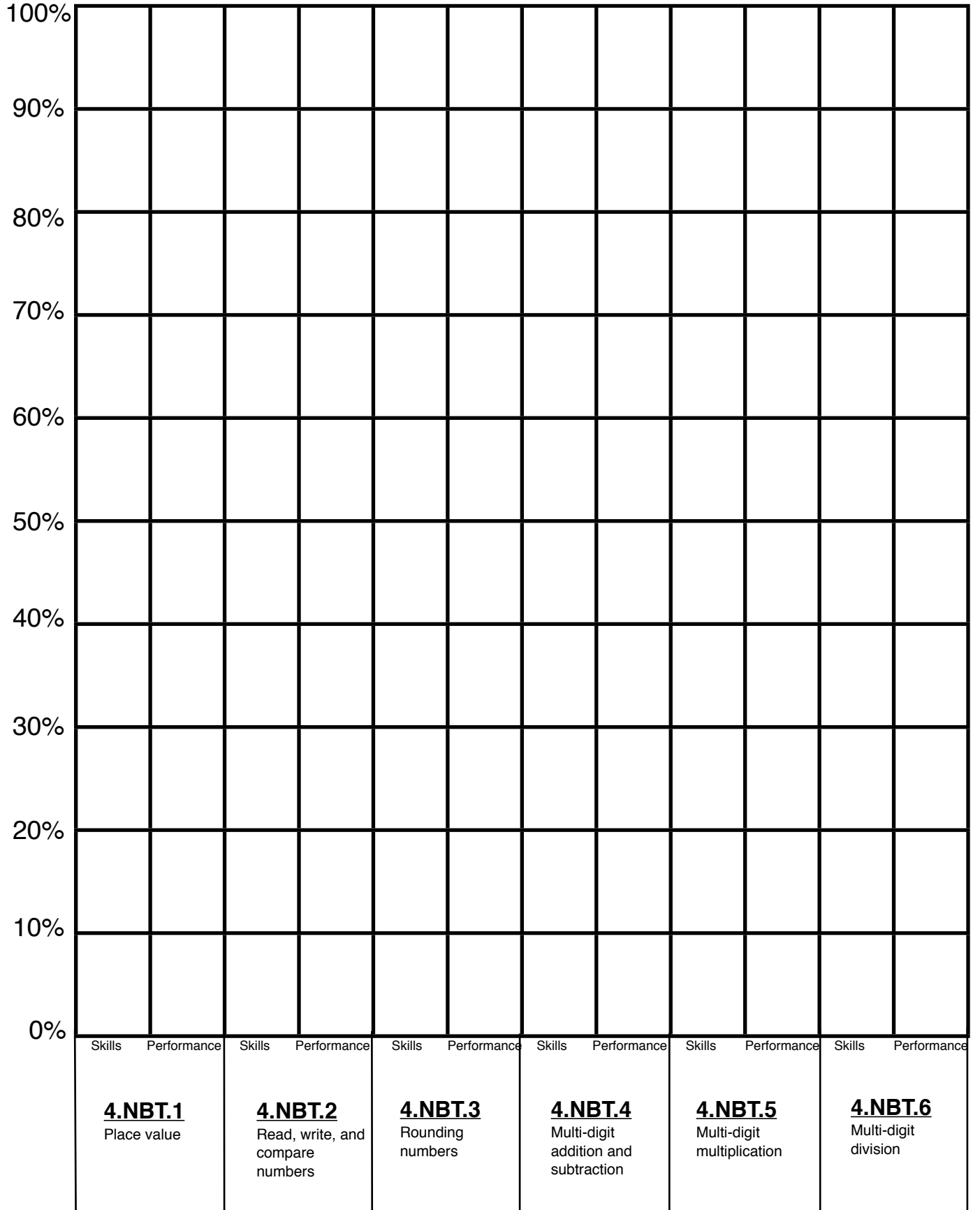
4.NBT.5
Multi-digit
multiplication

4.NBT.6
Multi-digit
division

Standards Achievement Graph

Number & Operations in Base Ten

Name _____



Standards Achievement Chart

Number & Operations in Base Ten

Name _____

Standard	Score
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	

Notes _____

Standards Achievement Chart

Number & Operations in Base Ten

Name _____

Standard	Skills Score	Performance Score
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.		
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.		
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.		
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.		
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		

Notes _____

Class Achievement Chart

Number & Operations in Base Ten

Student Name	4.NBT.1	4.NBT.2	4.NBT.3	4.NBT.4	4.NBT.5	4.NBT.6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						

Number and Operations in Base Ten Answer Key

4.NBT.1 Skills Check

1. $10 \times 3 = \underline{\quad}30\underline{\quad}$

$10 \times 30 = \underline{\quad}300\underline{\quad}$

$10 \times 300 = \underline{\quad}3,000\underline{\quad}$

$10 \times 3,000 = \underline{\quad}30,000\underline{\quad}$

$10 \times 30,000 = \underline{\quad}300,000\underline{\quad}$

2. $70 \div 7 = \underline{\quad}10\underline{\quad}$

$700 \div 70 = \underline{\quad}10\underline{\quad}$

$7,000 \div 700 = \underline{\quad}10\underline{\quad}$

$7,000 \div 7,000 = \underline{\quad}1\underline{\quad}$

$700 \div 7 = \underline{\quad}100\underline{\quad}$

3. $10 \times 7 = 70$

$530 \div 10 = 53$

$83 \times 100 = 8,300$

$3 = 3,000 \div 1,000$

4. It is 10 times greater

4.NBT.1 Performance Check

1. Answers will vary (Sample answer)

The position of the 5 in 351 makes it worth 50, in 578 the position of the digit makes it worth 500

2. Some example numbers would be 4,728; 2,742; 8,724

The 7 in Juan's number must be in the hundreds place. 700 is 10 times more than 70

1.NBT.2 Skills Check

1. B

2. C

3. A

4. $359 < 401$

$2,493 < 3,293$

$19,623 > 19,589$

$890,351 > 889,341$

4.NBT.2 Performance Check

1. Answers will vary

2. Greatest number - 975,431

Smallest number - 134,579

Students must explain using words, numbers, or pictures that they strategically placed the digits in the largest and smallest place values.

4.NBT.3 Skills Check

1. hundred 2,700
thousand 3,000

2. ten thousand 440,000
hundred thousand 400,000

3. hundred 738,500
thousand 739,000
ten thousand 740,000
hundred thousand 700,000

4. hundred 1,857,400
thousand 1,857,000
ten thousand 1,860,000
hundred thousand 1,900,000

4.NBT.3 Performance Check

1. Sample answers

3,798 4,219 3,982

The student need to explain that the digit in the hundreds place determines what the digit in the thousands place is rounded to and that these numbers are closer to 4,000 than 3,000 or 5,000.

2. Sample answers

47,501 51,470 45,071

The student need to explain that the digit in the thousands place determines what the digit in the ten thousands place is rounded to and that these numbers are closer to 50,000 than 40,000 or 60,000.

4.NBT.4 Skills Check

1. 116,588

2. 8,707

3. 4,061

4. 91,042

4.NBT.4 Performance Check

1. Answers will vary (Sample answer)

4,691

+ 1,240

5,931

2. Answers will vary (Sample answer)

9,597

- 7,202

2,395

Number and Operations in Base Ten Answer Key

4.NBT.5 Skills Check

1. 6,244
2. 7,704
3. 3,654
4. 2,400

4.NBT.5 Performance Check

1. Answer will vary
(Sample answers)

$$\begin{array}{r} 73 \\ \times 49 \\ \hline 657 \\ + 2,920 \\ \hline 3,577 \end{array}$$

	70	3	
40	2,800	120	
9	630	27	

$$\begin{array}{r} 2,800 \\ 120 \\ 630 \\ + 27 \\ \hline 3,577 \end{array}$$

2. 3,686 Student needs to explain how they used the strategy to solve the problem.

4.NBT.6 Skills Check

1. 7 R1
2. 13 R2
3. 86 R3
4. 420 R4

4.NBT.6 Performance Check

1. 318 R3

Story problems will vary

2. 72 baseball cards each
Students need to explain the division strategy they used to solve the problem.

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4th Grade Common Core Math Vocabulary

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4th Grade Common Core ELA Ultimate Vocabulary Resource

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Common Core Math Standards Packs

www.teacherspayteachers.com/Store/Math-Mojo/Category/Common-Core-Math-Standards-Packs

4th Grade Common Core Review Game

<http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-Math-Review-Game-Mega-Bundle-All-Domains-and-Standards>

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