4th Grade Common Core Math Assessments
Number and Operations in Base
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Thank You and The Fine Print 100

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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.
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.

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<th>Name</th>
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1. Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
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<tbody>
<tr>
<td>$10 \times 3$</td>
<td>_______</td>
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<tr>
<td>$10 \times 30$</td>
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<tr>
<td>$10 \times 300$</td>
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<tr>
<td>$10 \times 3,000$</td>
<td>_______</td>
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<tr>
<td>$10 \times 30,000$</td>
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2. Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
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<tbody>
<tr>
<td>$70 \div 7$</td>
<td>_______</td>
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<tr>
<td>$700 \div 70$</td>
<td>_______</td>
</tr>
<tr>
<td>$7,000 \div 700$</td>
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<tr>
<td>$7,000 \div 7,000$</td>
<td>_______</td>
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<tr>
<td>$700 \div 7$</td>
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3. Complete the equations by adding $\times$ or $\div$.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
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<tbody>
<tr>
<td>$10 \enspace ___ \enspace 7 = 70$</td>
<td></td>
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<tr>
<td>$530 \enspace ___ \enspace 10 = 53$</td>
<td></td>
</tr>
<tr>
<td>$83 \enspace ___ \enspace 100 = 8,300$</td>
<td></td>
</tr>
<tr>
<td>$3 = 3,000 \enspace ___ \enspace 1,000$</td>
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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?
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.

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<tr>
<th>Name __________________________</th>
<th>Date __________________________</th>
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#### Problems

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 ___ 401
   - 2,493 ___ 3,293
   - 19,623 ___ 19,589
   - 890,351 ___ 889,341
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.

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.
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?

   ________________________

What is 2,678 rounded to the nearest ten thousand?

   ________________________

What is 2,678 rounded to the nearest hundred 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 ____________
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. 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.
1. $52,757 + 63,831$

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. $18,642 - 14,581$

4. In May Sunnyville City collected 39,084 pennies for a park fundraiser. In June they collected 51,958 pennies. How many pennies did they collect in May and June combined?
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.
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.  
   \[ 892 \times 7 \]

2.  
   \[ 1,284 \times 6 \]

3.  
   \[ 63 \times 58 \]

4.  
   \[ 75 \times 32 \]
1. Show 2 ways to solve $73 \times 49$.

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.
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.

1. \[ 4)\underline{29} \]
2. \[ 7)\underline{93} \]
3. \[ 6)\underline{519} \]
4. \[ 9)\underline{3,784} \]
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 ____________________

Skills       Performance     Skills       Performance      Skills       Performance    Skills       Performance

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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 Chart

## Number & Operations in Base Ten

**Name __________________**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>4.NBT.1</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>4.NBT.2</strong> 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 &gt;, =, and &lt; symbols to record the results of comparisons.</td>
<td></td>
</tr>
<tr>
<td><strong>4.NBT.3</strong> Use place value understanding to round multi-digit whole numbers to any place.</td>
<td></td>
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<tr>
<td><strong>4.NBT.4</strong> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</td>
<td></td>
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<tr>
<td><strong>4.NBT.5</strong> 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.</td>
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<tr>
<td><strong>4.NBT.6</strong> 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.</td>
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**Notes**

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## Standards Achievement Chart
### Number & Operations in Base Ten

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<tr>
<th>Name</th>
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<tr>
<th>Standard</th>
<th>Skills Score</th>
<th>Performance Score</th>
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<tbody>
<tr>
<td>4.NBT.1</td>
<td>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.</td>
<td></td>
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<tr>
<td>4.NBT.2</td>
<td>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 &gt;, =, and &lt; symbols to record the results of comparisons.</td>
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<tr>
<td>4.NBT.3</td>
<td>Use place value understanding to round multi-digit whole numbers to any place.</td>
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<tr>
<td>4.NBT.4</td>
<td>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</td>
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<td>4.NBT.5</td>
<td>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.</td>
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<td>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.</td>
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<tr>
<th>Student Name</th>
<th>4.NBT.1</th>
<th>4.NBT.2</th>
<th>4.NBT.3</th>
<th>4.NBT.4</th>
<th>4.NBT.5</th>
<th>4.NBT.6</th>
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</table>
4.NBT.1 Skills Check
1. \(10 \times 3 = \underline{30}\)
2. \(10 \times 30 = \underline{300}\)
3. \(10 \times 300 = \underline{3,000}\)
4. \(10 \times 3,000 = \underline{30,000}\)
5. \(10 \times 30,000 = \underline{300,000}\)

2. \(70 \div 7 = \underline{10}\)
3. \(700 \div 70 = \underline{10}\)
4. \(7,000 \div 700 = \underline{10}\)
5. \(7,000 \div 7,000 = \underline{1}\)
6. \(700 \div 7 = \underline{100}\)

3. \(10 \times 7 = 70\)
4. \(530 \div 10 = 53\)
5. \(83 \times 100 = 8,300\)
6. \(3 = 3,000 \div 1,000\)

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
5. 2,493 < 3,293
6. 19,623 > 19,589
7. 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)

\[
\begin{array}{c}
73 \\
x \quad 49 \\
\hline
657 \\
+ \quad 2,920 \\
\hline
3,577
\end{array}
\]

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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http://www.teacherspayteachers.com/Product/4th-Grade-Common-Core-Math-Vocabulary

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Common Core 4th Grade Math Task Cards Mega Bundle - All Domains and Standards
http://www.teacherspayteachers.com/Product/Common-Core-4th-Grade-Math-Task-Cards-Mega-Bundle-All-Domains-and-Standards

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Fun Friday Math Games
http://www.teacherspayteachers.com/Product/Fun-Friday-Math-Games-Quarter-1

Common Core Math Standards Packs

4th Grade Common Core Review Game

Fundamental Geometry Games
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* The special fonts were purchased at www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs

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