EDITABLE

GRADE 4

Common Core Aligned

MATH ASSESSMENTS

Operations & Algebraic Thinking

3 ASSESSMENTS PER STANDARD
- PRE-ASSESSMENT
- MEETS THE STANDARD
- EXCEEDS THE STANDARD

BY: Teaching and Tapas

4TH GRADE

COMMON CORE MATH ASSESSMENTS

Operations & Algebraic Thinking

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INTRODUCTION TO THIS ASSESSMENT TOOL

This packet includes materials that match the Common Core standards. Each standard is written at the top of the page. There are three assessments for each standard.

"Pre-Assessment" = Meets the Common Core standard at a basic or medium level of rigor. Can also be used as a mid unit formative assessment.

"Meets the Standard" = Meets the Common Core standard at a medium or high level of rigor or D.O.K. (Depth of Knowledge)

"Exceeds the Standard" – Exceeds the grade level Common Core standard and completes higher level of rigor problems from one full grade level beyond the standard.

PDF

This product comes with a PDF file and an editable file for every Common Core strand. For most of the assessments you will just print and go with the PDF version included in this pack. It is my **best seller** and has successfully been used in thousands of classrooms by oodles of happy teachers!

or editable

How do I edit the assessments?

Simple! If you have PowerPoint 2004 or newer (.ppt or .pptx) just open the editable version of the file and click inside the text boxes and change the text however you like.

Two reasons this is an awesome feature:

1. Data tracking and multiple assessments: You can easily change a question slightly so that you can retest with your students as many times as you need!
2. If you use different terminology than me (i.e. "number sentence" vs. "equation") you can easily change it to your liking.

What you cannot do:

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Standard Number: Student Name:	Trimester 1				Trimester 2				Trimester 3				Trimester 3			
	Does Not Meet	Meets on Pre-Assessment	Meets the Standard	Exceeds the Standard	Does Not Meet	Meets on Pre-Assessment	Meets the Standard	Exceeds the Standard	Does Not Meet	Meets on Pre-Assessment	Meets the Standard	Exceeds the Standard	Does Not Meet	Meets on Pre-Assessment	Meets the Standard	Exceeds the Standard

Keep track of student progress throughout the year with these recording sheets. Available for Trimester or Quarterly system.

Operations and Algebraic Thinking

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

CCSS 4.OA.5 Pre-Assessment	
Evidence of standard mastery on this assessment?	

Every Common Core standard has THREE tests available: Pre-Assessment, Meeting, and Exceeding

If the shapes below follow the repeating pattern, what will the shape be?

_____

How do you know?

_____

_____

_____

...he 12th number in this

...6, 8, 11, 15, 20

_____

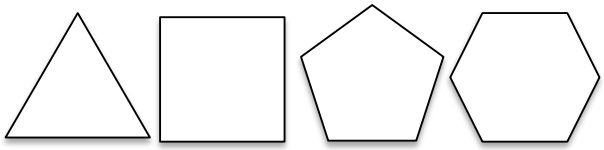
How do you know?

_____

_____

_____

How many sides will the 8th shape have?



_____

What will be the next two numbers in this pattern?

8, 9, 12, 13, 16, 17, ____, ____

How do you know?

_____

_____

_____

Name:

Operations and Algebraic Thinking

Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

CCSS 4.OA.4 Meets the Standard	
Evidence of standard mastery on this assessment?	

The Common Core standard is clearly marked on each assessment.

The area of a rug in Mr. Steven's house is 24 square yards.. List a possible whole-number dimensio the rug can have.

?

Area = 24 square yards

?

Possible dimensions:

shers are setting up 35 chairs grade spelling bee. How nt ways can they ling? List all of the number of rows nd members in

l students

What is a factor?

What are all the factors of 12?

Michaela says that number 93 is a prime number. Is she correct?

Use what you know about factors to explain your answer.

Name:

Operations and Algebraic Thinking

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Exceeds the Standard: 5th Grade Common Core Standard - 5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

CCSS 4.OA.5 Exceeds the Standard	
Evidence of standard mastery on this assessment?	

To be "exceeding", the student must meet the related 5th grade standard when applicable. If there is not a matching 5th grade standard, they must complete a challenge problem. There is an exceeding assessment for every 4th grade standard!

Sergio and Isaac run each d… how many miles they have each run after fiv…

Day	…	…by
0		
1		
2		
3	9	
4	12	
5	15	

If they continue following this same pattern everyday, how ma… both run after 23 days?

_____

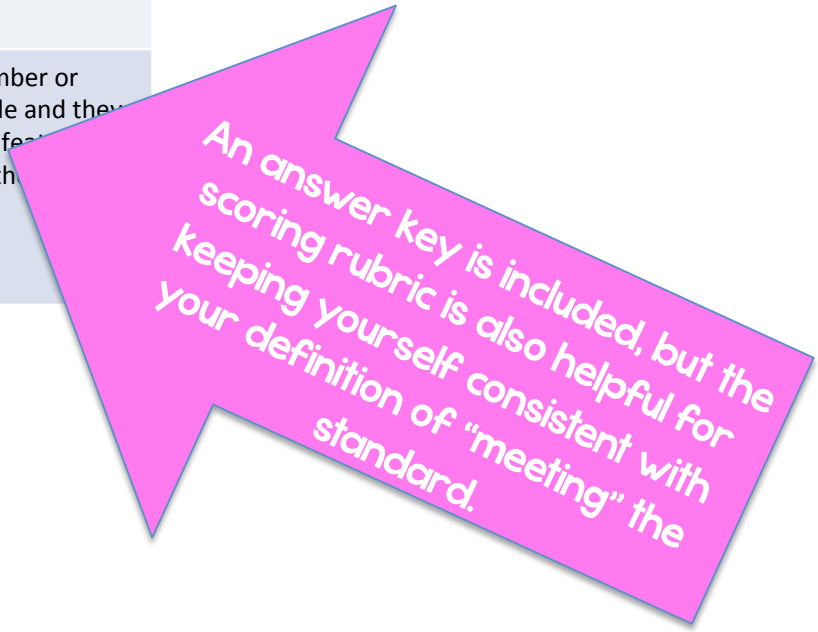
If they continue following this pattern everyday, after how many days of running will Isaac have run 10 miles more than Sergio?

_____

On a piece of graph paper, plot the points on a coordinate plane and make a line graph.

Name:

4.OA.5	
Complete Understanding	Student can generate or continue a number or shape pattern that follows a given rule. It is expected that the student can identify apparent features of the pattern that were not explicit in the rule itself. After a student has identified a rule for a pattern, they can continue the pattern using the given rule.
Developing Understanding	Students can continue a pattern if they are explicitly given the rule but they may struggle to identify the rule independently. Or the student may be to able identify a rule. but struggle to continue a pattern and may get lost in the numbers
Does Not Meet	Student is not able to generate a number or shape pattern that follows a given rule and they are not able to identify the apparent fe the pattern that were not explicit in th itself.



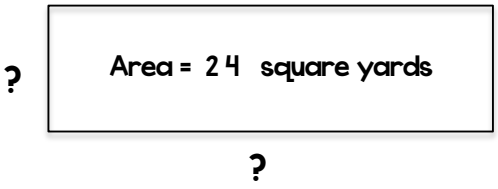
Answer Keys

Operations and Algebraic Thinking

Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

CCSS 4.OA.4 Meets the Standard	
Evidence of standard mastery on this assessment?	

The area of a rug in Mr. Steven's house is 24 square yards.. List all possible whole-number dimensions the rug can have.



Possible dimensions:

1 x 24
2 x 12
3 x 8
4 x 6

The teachers are setting up 35 chairs for the 4th grade spelling bee. How many different ways can they arrange the seating? List all of the possibilities for the number of rows and the number of students in each row.

For example, ___ rows of ___ students

1 r

What is a factor?

A factor is a number that you multiply by another to get the original number

What are all the factors of 12?

1, 2, 3, 4, 6, 12

Michaela says that number 93 is a prime number. Is she correct?

She is not correct.

Use what you know about factors to explain your answer.

93 is a composite number because it has the factors of 1, 3, 31, and 93. A prime number only has factors of 1 and itself.

Name:

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Teaching and Tapas

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Scrappin Doodles

The Enlightened Elephant