4TH GRADE

Common Core Math Assessments

great tool for data collection

Over 175 Printable Pages:

- ✓Three Assessments Per Standard
- ✓Data Notebooks for Tracking Progress
- ✓CCSS Grade Book & Planning Sheets

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effective management & organizational tips

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Hi Everyone,
Thanks for purchasing my Common Core 4th Grade Assessments Packet. I use the 3rd grade version during Math Workshop in my classroom. Math Workshop is the absolute best part of my school day .

I am often asked questions about organizing and managing a Math Workshop which inspired me to put together an eBook detailing exactly how to get started and maintain a Math Workshop with Guided Math instruction in your own classroom. It contains tons of tips and ideas with photos as well as oodles of Printables for conferencing, lesson planning, and more. The following page shows all that is included in that packet.

You can find it at my store at the following link:

The Clutter-Free Classroom's Guide to Organizing and Managing a Math Workshop with Guided Math Instruction

or cut and paste:

http://www.teacherspayteachers.com/Product/Guide-to-Organizing-Managing-Math-Workshop-with-Guided-Math-eBookPrintables-800512

While creating that resource I took the opportunity to update this product. I've added additional printables to the original board and also added an entirely new board for free. I'll be using the new black and white version in my own classroom this year. While I left it in it's black and white form, you could also print it onto colored card stock to create a unique look. Take Care, Jodi

This 150 Page Product Includes. . .

MATH WORKSHOP WITH GUIDED MATH HANDBOOK

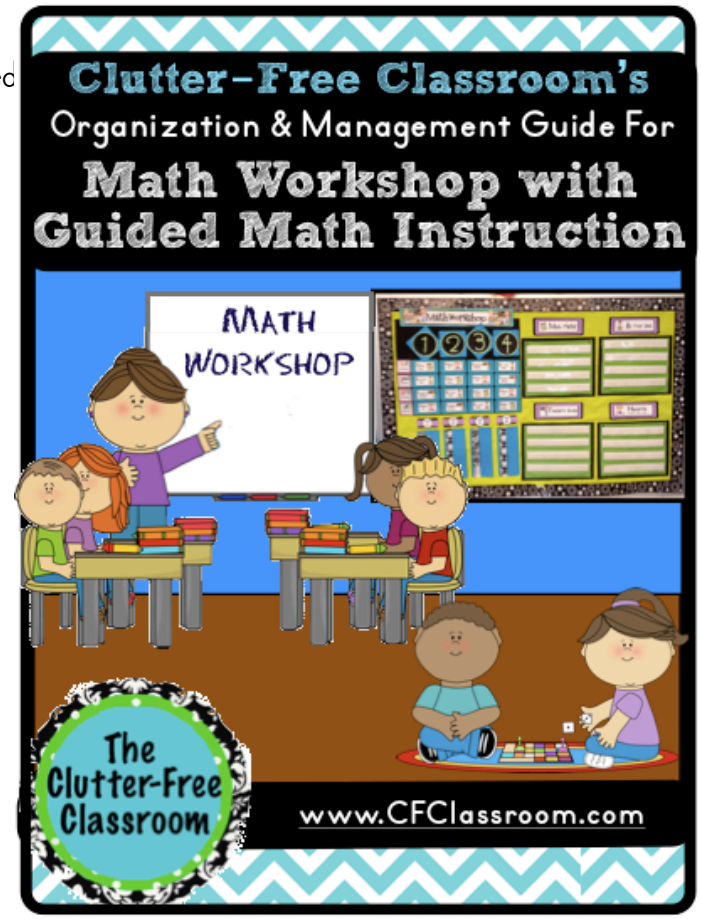
40 Page Guide to Organizing and Managing Math Workshop
includes photos, tips, ideas and a list of procedures and routines to teach

10 Page Guide to Kicking Off Math Workshop
includes 10 days of lesson plans along with tips on how to get the Math Workshop started

Volunteers and Their Role in Math Workshop

click to access

PRINTABLE RESOURCES



- **2 Math Workshop Rotation Boards**
  - Original Best-Selling Board with new pages added
  - Black and White with Pennant Banner Title
- **Essential Question Sticky Note Chart**
- **Teacher Planning Binder**
  - 2 covers
  - spine insert
  - divider tabs
- **Student Portfolio Binders**
  - 2 covers
  - spine insert
  - divider tabs
- **Labels for Student Work Folders**
- **Post-It Note Observation Template**
- **Anectdotal Note Taking Template**
- **Student Conferencing Documentation Sheets**
- **Templates to Group Students (4 versions)**
- **Lesson Planning Templates (5 versions)**
- **Math Lab Using Math Tubs Planning Sheets**
- **Math Lab Partner and Tub Management Display Posters**
- **Questioning Cards: 24 Cards for Guiding Quality Math Discussions (3 versions)**
- **Math Thinking Stems for Effective Questioning When Working With Students**
- **72 Math Manipulative Bin Labels (fits a variety of storage containers)**

EDITABLE FILES

13 Editable Documents are also included for you to type onto directly
Lesson Planner, Grouping/Partner Forming Template, Math Tub Posters, Student Conference Notes & More

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4th Grade Common Core Math Assessment Packet

About This Product

I'm so excited to share this product with you because it is one that I have used and LOVE in my own third grade classroom. My students and I are happiest using hands-on learning activities, centers, and projects. However it is also necessary to have a means of collecting data through formal assessments, documenting student progress and using the data to drive future instruction. It was for that reason that I designed every aspect of my Common Core Assessments and Data Packet to be user-friendly, efficient and effective. I am so pleased with the end result.

For each and every Common Core standard I created not one, not two, but THREE assessment pages. I call them assessment pages, but really they could be used as homework, review, morning work, etc. I felt it was important to have more than one assessment per standard so that I could use the results to plan additional instruction and then reassess them to see how they responded to interventions. All three pages are different, but very similar, so that I am truly comparing apples to apples when I analyze their progress.

Each page was designed to be clear, neat, organized and easy to read. The standards are clearly marked on every sheet and there is space at the bottom of each page for notes and the score. I find this section to be the most important. It can be used to write feedback, note misconceptions, set goals, communicate with parents, have the student record personal goals or questions they may have, etc. I've included simple and clear answer keys for all assessments. With the exception of three of the standards, each assessment consistently includes 10 questions so that grading is simple and the data is easy to manage.

Speaking of tracking data...the packet also includes three additional products to assist you and your students with monitoring their progress. The first is a Student Data Notebook. The Student Data Notebook has a choice of two covers and printables for the students to use to chart their scores on each assessment. I recommend having them use a different color marker each month (i.e. red=September, orange=October, yellow=November, etc). These are great for increasing student accountability and provide wonderful visuals when conferencing with students and parents and planning with colleagues.

The next product included is a Common Core-Specific Math Grade Book. It will give you an organized way to record the students' progress on each of the three assessments and to see how they are doing with each standard.

Finally, I have included a collection of graphic organizers that were designed to be used to plan future instruction. After correcting the assessments, I record my students names onto these charts and use that data to plan extensions, interventions, and future small group lessons and activities during my Math Workshop Rotations.

Check out all the items in my Common Core Product Line

click to see them all at a glance

Math Vocabulary Word Wall Cards

Math Vocabulary Journal, Games & Activities

Math Vocabulary Versatile Activity Cards

100 + Math Journal Writing Pages

Learning Goals / Essential Question Posters

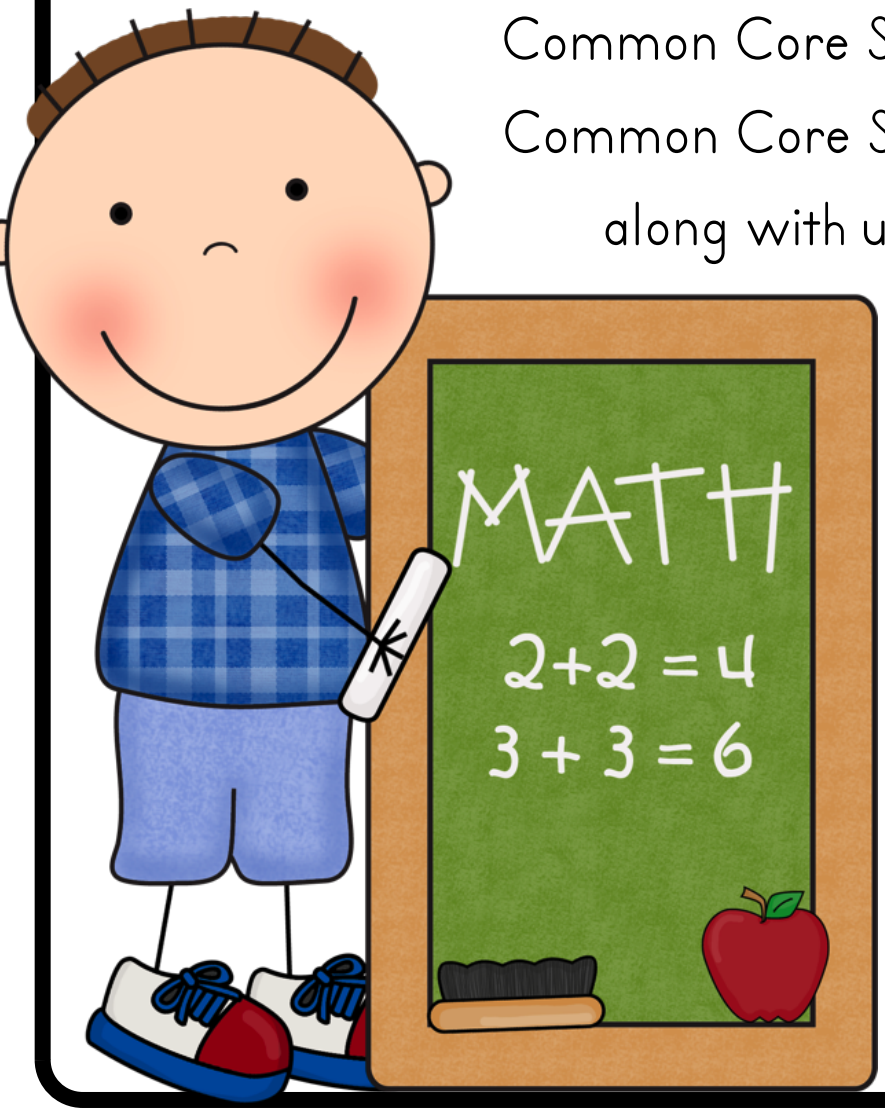
Common Core Assessment Pack

Common Core Standards Summary Sheets

Common Core Standards Teacher Checklist

Common Core Standards Student Checklist

along with units and task cards to make teaching and learning the Common Core Standards fun and engaging



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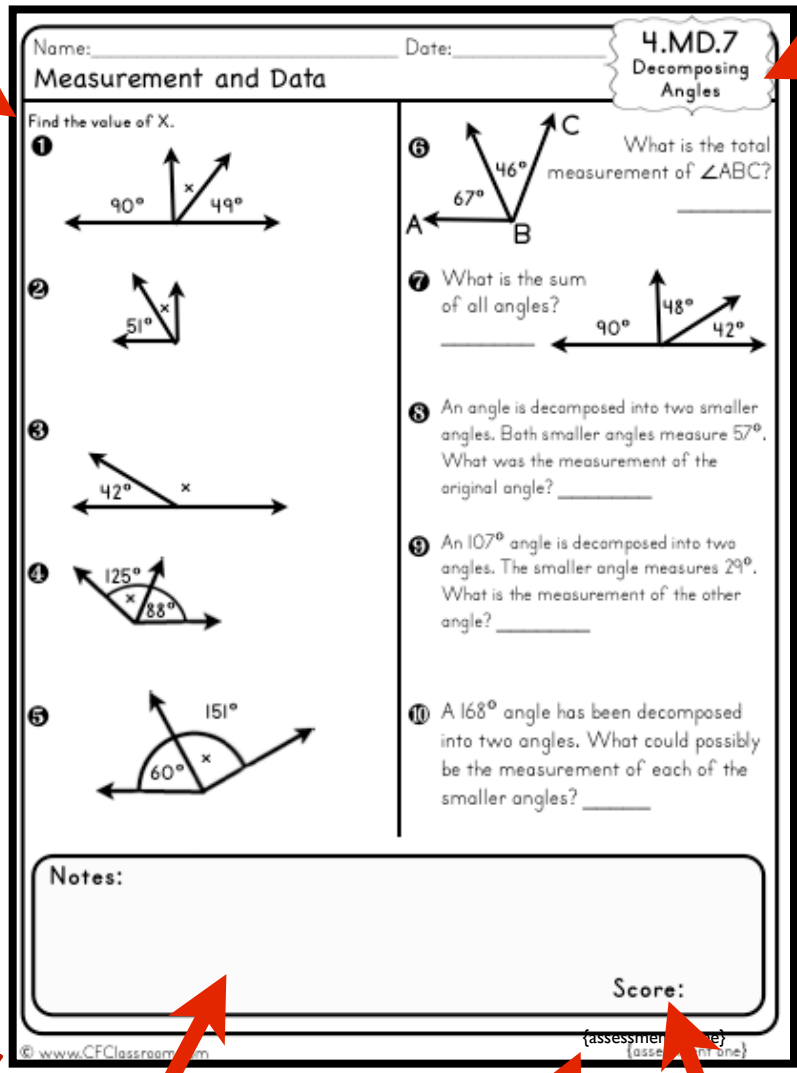
About the Common Core Math Assessments

I designed each of the assessments to offer an accurate and consistent look at student ability. They all have an organized layout which is ideal for data collection, parent conferencing and RTI. Because each page includes 10 questions, they are easy to grade and provide a consistent scale for tracking progress and mastery. All pages include. . .

domain

easy-to-read font

standard



neat & clear

10 questions for easy and consistent grading

varied types of questions to show true proficiency

space for effective feedback, goal-setting or parent communication

assessment number

score

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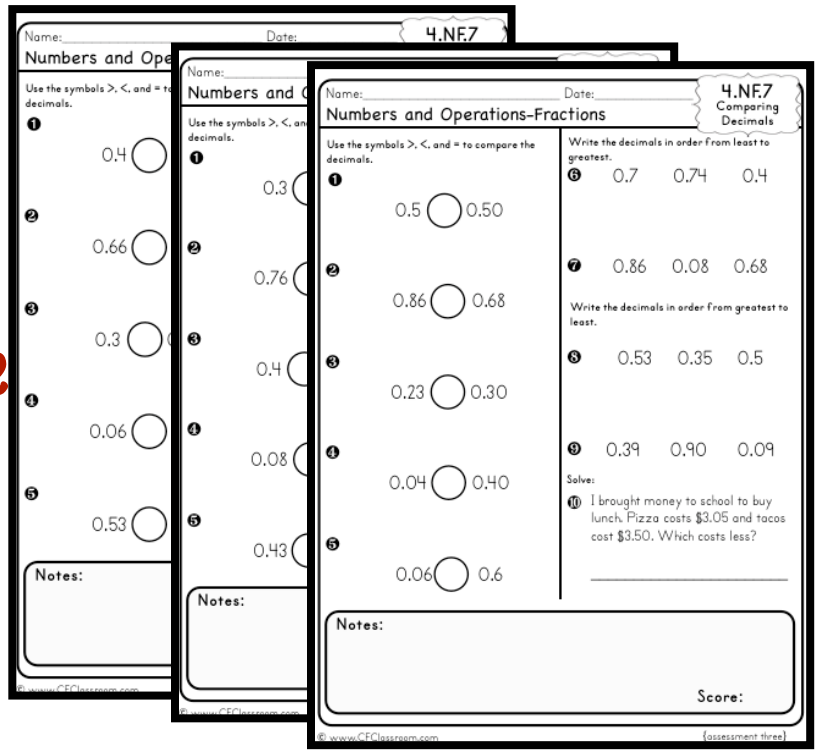
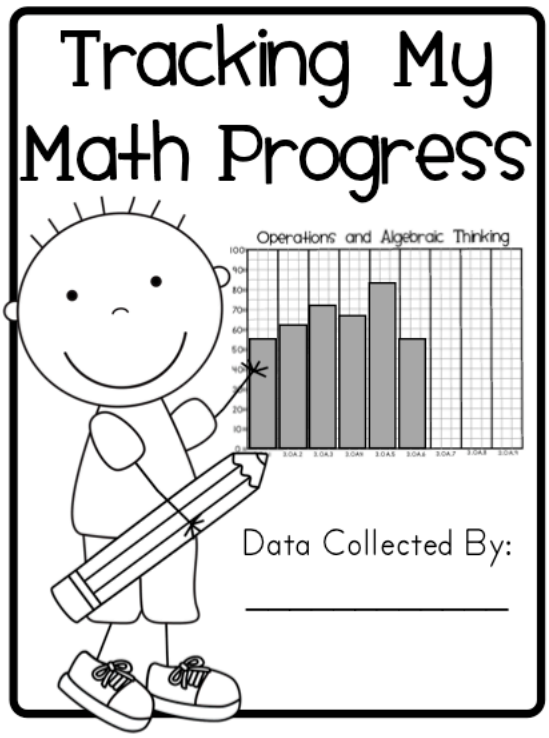
A Close Up Look at the Common Core Math Assessments and Data Packet

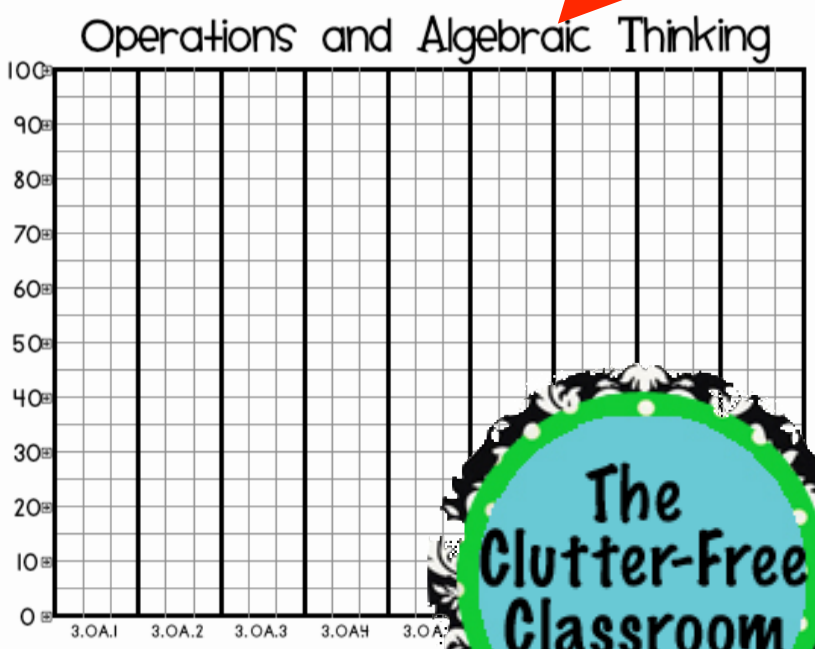
75 Assessments

3 pages for each of the Common Core Standards



Data Notebook Sheets for Students to Track Their own Progress





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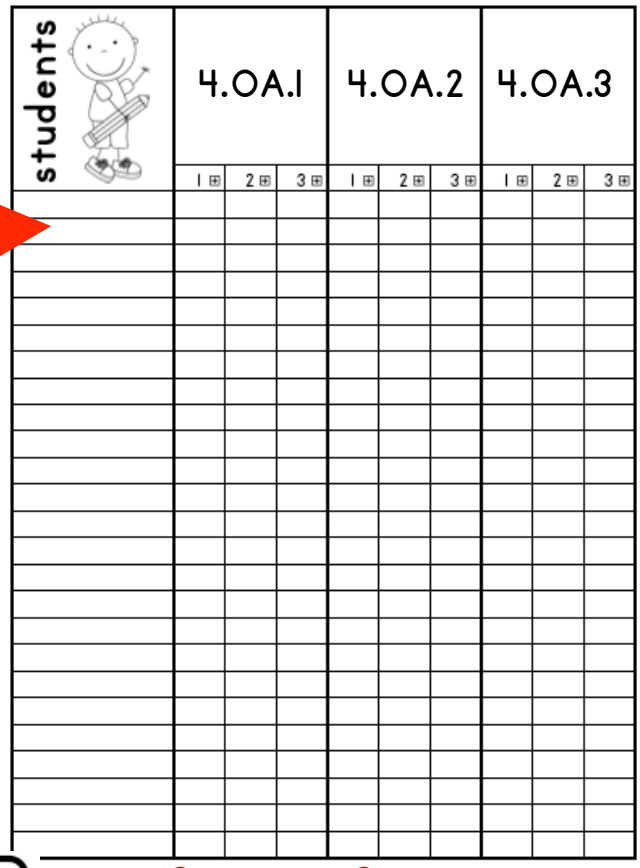
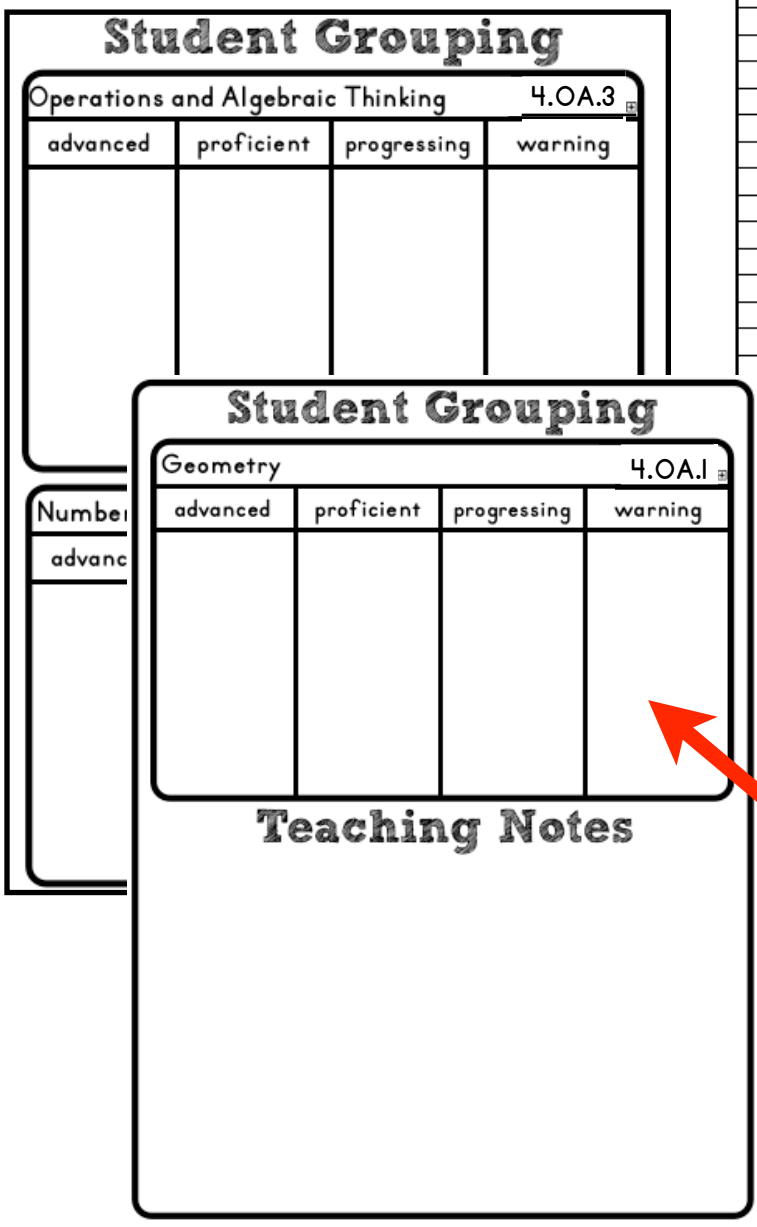
A Close Up Look at the Common Core Math Assessments and Data Packet

Common Core Math Standards Grade Book





Data-Driven Instruction Lesson Planning Sheets {2 different styles}

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3rd Grade Common Core Math Assessment Packet

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Common Core Math Assessments

Common Core Math Assessments

Each standard includes three similar, but different assessments. The bottom right hand corner is marked with the assessment number. There are so many different ways you can use these.

I introduce the concept related to the standard to all students over several days through my Guided Math Workshop, Whole Group Mini-Lessons, modeling and through media (books, animated videos, etc) that may be available. I then give them assessment one. I then use the assessments to determine their initial level of understanding and continue to work on targeted needs during instruction. I give them the second assessment to document progress and will then address individual needs if necessary. I use the third assessment at a later date to ensure that they not only reached proficiency, but have retained the concept.

Use assessment one as a pretest, assessment two as a practice page and assessment three as a post test.

Use two as practice pages and one as an assessment.

Use one as a guided lesson, one for homework, and one as a formal assessment.

Use each to check student level of understanding and then use that information to form guided math groups.

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Operations and Algebraic Thinking

Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.1
Multiplication as a Comparison

Write a multiplication equation that matches each statement below:

1. 3 times more than 6

_____

2. 36 is 9 times more than this number

_____

3. 4 times more than 7

_____

4. 40 is 8 times more than this number

_____

5. 7 times more than 5

_____

Solve:

6. There are 5 boys in my class. There are 2 times as many girls in my class. How many girls are in my class?

_____

7. Jonah rides 3 miles to school each morning. Amy rides 4 times as far. How far does Amy ride each morning.

_____

8. The librarian displayed 6 books about dinosaurs on the counter, but there are 7 times as many still on the shelf. How many are on the shelf?

_____

9. The teacher put butterfly stickers on 8 students' spelling tests. She put rainbow stickers on 3 times that many tests. How many tests have rainbow stickers?

_____

10. Eli shot 3 times as many baskets as Justin during gym class. Justin shot 4 baskets. How many did Eli shoot?

_____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.1
Multiplication as a Comparison

Write a multiplication equation that matches each statement below:

1. 4 times more than 5

_____

2. 45 is 9 times more than this number

_____

3. 5 times more than 6

_____

4. 40 is 5 times more than this number

_____

5. 8 times more than 4

_____

Solve:

6. There are 6 boys in my class. There are 2 times as many girls in my class. How many girls are in my class?

_____

7. Jonah rides 4 miles to school each morning. Amy rides 3 times as far. How far does Amy ride each morning.

_____

8. The librarian displayed 7 books about dinosaurs on the counter, but there are 6 times as many still on the shelf. How many are on the shelf?

_____

9. The teacher put butterfly stickers on 3 students' spelling tests. She put rainbow stickers on 8 times that many tests. How many tests have rainbow stickers?

_____

10. Eli shot 4 times as many baskets as Justin during gym class. Justin shot 5 baskets. How many did Eli shoot?

_____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.1
Multiplication as a Comparison

Write a multiplication equation that matches each statement below:

1. 2 times more than 7

_____

2. 54 is 9 times more than this number

_____

3. 5 times more than 8

_____

4. 72 is 8 times more than this number

_____

5. 6 times more than 6

_____

Solve:

6. There are 6 boys in my class. There are 3 times as many girls in my class. How many girls are in my class?

_____

7. Jonah rides 5 miles to school each morning. Amy rides 4 times as far. How far does Amy ride each morning.

_____

8. The librarian displayed 8 books about dinosaurs on the counter, but there are 7 times as many still on the shelf. How many are on the shelf?

_____

9. The teacher put butterfly stickers on 5 students' spelling tests. She put rainbow stickers on 5 times that many tests. How many tests have rainbow stickers?

_____

10. Eli shot 6 times as many baskets as Justin during gym class. Justin shot 4 baskets. How many did Eli shoot?

_____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.2
X and ÷ Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Lila has 7 markers in her art box. She has 6 times as many crayons. How many crayons does she have? _____

2. Mrs. Lyman bought 54 pencils at the store. She brought them to school and passed them out to the 9 students in her writing club. How many pencils does each student get? _____

3. There are 72 books on the bookshelf. There are 8 books on each shelf. How many shelves are there? _____

4. Ali has read 5 times more fiction books than nonfiction books. She has read 30 fiction books. How many nonfiction books has she read?_____

5. Mrs. Bloom was hanging students' paintings in an array on the bulletin board in the art room. She has 48 paintings to hang. She puts 6 paintings in each row. How many rows did she make? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.2
X and ÷ Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Lila has 8 markers in her art box. She has 5 times as many crayons. How many crayons does she have? _____

2. Mrs. Lyman bought 48 pencils at the store. She brought them to school and passed them out to the 8 students in her writing club. How many pencils does each student get? _____

3. There are 63 books on the bookshelf. There are 9 books on each shelf. How many shelves are there? _____

4. Ali has read 4 times more fiction books than nonfiction books. She has read 28 fiction books. How many nonfiction books has she read?_____

5. Mrs. Bloom was hanging students' paintings in an array on the bulletin board in the art room. She has 36 paintings to hang. She puts 6 paintings in each row. How many rows did she make? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.2
X and ÷ Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Lila has 6 markers in her art box. She has 4 times as many crayons. How many crayons does she have? _____

2. Mrs. Lyman bought 42 pencils at the store. She brought them to school and passed them out to the 7 students in her writing club. How many pencils does each student get? _____

3. There are 81 books on the bookshelf. There are 9 books on each shelf. How many shelves are there? _____

4. Ali has read 6 times more fiction books than nonfiction books. She has read 30 fiction books. How many nonfiction books has she read?_____

5. Mrs. Bloom was hanging students' paintings in an array on the bulletin board in the art room. She has 42 paintings to hang. She puts 7 paintings in each row. How many rows did she make? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.3
Multistep Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Ainsley has 16 red erasers and 14 blue erasers. She gave half of her erasers to Harry. How many erasers did Harry get? _____

2. Mr. Hanks brought in a bag of 68 animal crackers for his class. He ate 3 animal crackers and then gave 3 animal crackers to each of his 21 students. How many animal crackers does he have left? _____

3. The librarian bought 5 new bookshelves. He has 53 fiction books and 47 nonfiction books. If he puts the same number of books onto each shelf, how many books will he have on each shelf? _____

4. When the first graders make good choices they are allowed to pick a toy from the classroom treasure chest. The treasure chest has 28 toys inside. There are 6 cars and 5 action figures. The rest are yo-yos. How many yo-yos are in the treasure chest?_____

5. Ms. Sharp asked all 36 of the students in her class to sign a birthday card for the principal using either a red or blue marker. So far, 5 children have signed using the blue marker and 4 times that many signed with the red one How many students still need to sign the card? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.3
Multistep Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Ainsley has 18 red erasers and 16 blue erasers. She gave half of her erasers to Harry. How many erasers did Harry get? _____

2. Mr. Hanks brought in a bag of 69 animal crackers for his class. He ate 3 animal crackers and then gave 3 animal crackers to each of his 21 students. How many animal crackers does he have left? _____

3. The librarian bought 4 new bookshelves. He has 53 fiction books and 47 nonfiction books. If he puts the same number of books onto each shelf, how many books will he have on each shelf? _____

4. When the first graders make good choices they are allowed to pick a toy from the classroom treasure chest. The treasure chest has 31 toys inside. There are 6 cars and 5 action figures. The rest are yo-yos. How many yo-yos are in the treasure chest?_____

5. Ms. Sharp asked all 36 of the students in her class to sign a birthday card for the principal using either a red or blue marker. So far, 4 children have signed using the blue marker and 4 times that many signed with the red one How many students still need to sign the card? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.3
Multistep Word Problems

Write a equation that matches each problem below. Solve it and record the answer.

1. Ainsley has 16 red erasers and 14 blue erasers. She gave half of her erasers to Harry. How many erasers did Harry get? _____

2. Mr. Hanks brought in a bag of 70 animal crackers for his class. He ate 3 animal crackers and then gave 3 animal crackers to each of his 21 students. How many animal crackers does he have left? _____

3. The librarian bought 2 new bookshelves. He has 53 fiction books and 47 nonfiction books. If he puts the same number of books onto each shelf, how many books will he have on each shelf? _____

4. When the first graders make good choices they are allowed to pick a toy from the classroom treasure chest. The treasure chest has 28 toys inside. There are 6 cars and 5 action figures. The rest are yo-yos. How many yo-yos are in the treasure chest?_____

5. Ms. Sharp asked all 34 of the students in her class to sign a birthday card for the principal using either a red or blue marker. So far, 5 children have signed using the blue marker and 3 times that many signed with the red one How many students still need to sign the card? _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.4
Factors and Multiples

Find all of the factors for the numbers below:

1. 10
_____

2. 30
_____

3. 9
_____

4. 24
_____

5. 48
_____

List the missing multiples for the numbers below:

6. [6]
6, 12, 18, _____ 42, 48

7. [4]
4, 8, _____ 24, 28

8. [9]
9, 18, 27, _____ 63, 72

9. Is 17 a prime or a composite number?

10. Jenna is recording all of the factors for the number 16. She is writing each factor onto an index card. How many index cards does she need?
_____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.4
Factors and Multiples

Find all of the factors for the numbers below:

❶ 8

_____

❷ 20

_____

❸ 12

_____

❹ 36

_____

❺ 16

_____

List the missing multiples for the numbers below:

❻ 7

7, 14, 21, _____ 49, 56

❼ 5

25, 30, _____ 50, 55

❽ 8

16, _____ 48, 56

❾ Is 16 a prime or a composite number?

❿ Jenna is recording all of the factors for the number 24. She is writing each factor onto an index card. How many index cards does she need?

_____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.4
Factors and Multiples

Find all of the factors for the numbers below:

1. 12
   _____
2. 40
   _____
3. 18
   _____
4. 14
   _____
5. 28
   _____

List the missing multiples for the numbers below:

6. 9
   18, _____ 54, 63
7. 3
   21, _____ 33, 36
8. 9
   9, 18, 27, _____ 63, 72

9. Is 19 a prime or a composite number?

10. Jenna is recording all of the factors for the number 36. She is writing each factor onto an index card. How many index cards does she need?
    _____

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.5
Patterns

Identify the rule for the following patterns.

❶ 24, 36, 48, 60

The rule is:_____

❷ 2, 5, 11, 20, 32

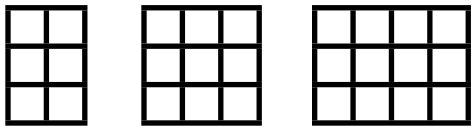
The rule is:_____

❸ 2, 4, 8, 16, 32

The rule is:_____

❹ 270, 90, 30, 10

The rule is:_____

❺ 

The rule is:_____

Complete the pattern.

❻ 76, 65, 54, 43, _____

❼ 1, 6, 16, 31, 51 _____

Use the following rule to make a pattern. Show at least 4 numbers.

❽ Multiply by 3

_____

❾ Add 7

_____

❿ What rule best describes this pattern?

_____

in	out
3	18
5	30
7	42
9	54

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.5
Patterns

Identify the rule for the following patterns.

❶ 24, 36, 48, 60

The rule is:_____

❷ 5, 8, 14, 23, 55

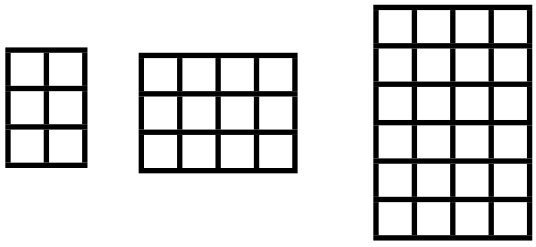
The rule is:_____

❸ 4, 8, 16, 32, 64

The rule is:_____

❹ 81, 27, 9, 3

The rule is:_____

❺ 

The rule is:_____

Complete the pattern.

❻ 81, 70, 59, 48, _____

❼ 2, 7, 17, 32, 52 _____

Use the following rule to make a pattern. Show at least 4 numbers.

❽ Multiply by 3

_____

❾ Add 7

_____

❿ What rule best describes this pattern?

_____

in	out
4	24
6	36
8	48
10	60

Notes:

Score:

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Name:_____ Date:_____

Operations and Algebraic Thinking

4.OA.5
Patterns

Identify the rule for the following patterns.

❶ 26, 39, 52, 65

The rule is:_____

❷ 8, 11, 17, 28, 40

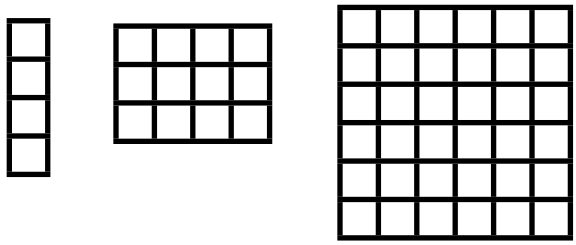
The rule is:_____

❸ 2, 4, 8, 16, 32

The rule is:_____

❹ 107, 99, 91, 83

The rule is:_____

❺ 

The rule is:_____

Complete the pattern.

❻ 86, 75, 64, 53, _____

❼ 3, 8, 18, 33, 53 _____

Use the following rule to make a pattern. Show at least 4 numbers.

❽ Multiply by 3

_____

❾ Add 7

_____

❿ What rule best describes this pattern?

_____

in	out
3	12
5	20
7	28
9	36

Notes:

Score:

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Numbers and Operations in Base Ten

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.1
Place Value

❶ What number is 10 times greater than 5? _____

❷ What number is 100 times greater than 5? _____

❸ How many times greater is 700 than 70? _____

❹ How many times greater is 7000 than 70? _____

❺ What is the value of the 8 in the number: 68,345?

_____

In the number 534,982 which digit is in the...

❻ ten thousands place _____

❼ thousands place _____

❽ tens place _____

❾ How many times greater is 5000 than 50?

_____

❿ What is the value of the 9 in the number: 197,825?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.1
Place Value

❶ What number is 10 times greater than 6? _____

❷ What number is 100 times greater than 6? _____

❸ How many times greater is 800 than 80? _____

❹ How many times greater is 8000 than 80? _____

❺ What is the value of the 6 in the number: 68,345?

_____

In the number 859,360 which digit is in the...

❻ ten thousands place _____

❼ thousands place _____

❽ tens place _____

❾ How many times greater is 9000 than 900?

_____

❿ What is the value of the 1 in the number: 197,825?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.1
Place Value

❶ What number is 10 times greater than 8? _____

❷ What number is 100 times greater than 8? _____

❸ How many times greater is 500 than 50? _____

❹ How many times greater is 5000 than 50? _____

❺ What is the value of the 6 in the number: 68,345?

_____

In the number 726,903 which digit is in the...

❻ ten thousands place _____

❼ thousands place _____

❽ tens place _____

❾ How many times greater is 6000 than 600?

_____

❿ What is the value of the 7 in the number: 197,825?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.2
Read, Write, and Compare Numbers

Write the following numbers in expanded form:

❶ 48,713

_____

_____

❷ 169,302

_____

_____

Write the following in standard form:

❸ thirty-five thousand, seven hundred sixty-five

_____

❹ fifty-eight thousand, four hundred seventy-two

_____

❺ **Write the number 852,709 in word form.**

_____

_____

_____

Use the symbols for greater than and less than to compare the numbers.

❻ 65,389 ◯ 65,898

❼ 41,375 ◯ 41,988

❽ 87,972 ◯ 88,001

❾ 19,032 ◯ 19,302

❿ Two hundred thirty-five thousand, eight hundred thirty-two people live in the city of Belltown. 216,499 people live in the city of Caville. Which city has a greater population?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.2
Read, Write, and Compare Numbers

Write the following numbers in expanded form:

❶ 48,613

_____

_____

❷ 159,302

_____

_____

Write the following in standard form:

❸ forty-five thousand, seven hundred sixty-four

_____

❹ sixty-eight thousand, four hundred seventy-two

_____

❺ **Write the number 842,709 in word form.**

_____

_____

_____

Use the symbols for greater than and less than to compare the numbers.

❻ 65,489 ◯ 65,888

❼ 61,389 ◯ 65,898

❽ 65,389 ◯ 64,898

❾ 65,989 ◯ 66,201

❿ Two hundred thirty-six thousand, eight hundred thirty-two people live in the city of Belltown. 286,599 people live in the city of Caville. Which city has a greater population?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.2
Read, Write, and Compare Numbers

Write the following numbers in expanded form:

❶ 48,513

_____

_____

❷ 167,302

_____

_____

Write the following in standard form:

❸ thirty-six thousand, seven hundred sixty-five

_____

❹ fifty-nine thousand, four hundred seventy-two

_____

❺ **Write the number 853,709 in word form.**

_____

_____

_____

Use the symbols for greater than and less than to compare the numbers.

❻ 65,789 ◯ 65,899

❼ 61,999 ◯ 65,201

❽ 62,389 ◯ 63,898

❾ 69,389 ◯ 62,898

❿ Two hundred thirty-five thousand, nine hundred thirty-two people live in the city of Belltown. 289,499 people live in the city of Caville. Which city has a greater population?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Number and Operations in Base Ten

4.NBT.3
Rounding Numbers

Round the number to the nearest ten:

❶ 67,534 _____

Round each number to the nearest hundred:

❷ 52,985 _____

❸ 6,236 _____

Round each number to the nearest thousand:

❹ 894,550 _____

❺ 55,325 _____

Round each number to the nearest ten thousand:

❻ 843,567 _____

❼ 673,550 _____

Round each number to the nearest hundred thousand:

❽ 874,107 _____

❾ 264,502 _____

❿ The principal was asked to estimate the number of students in her school. She rounded to the nearest hundred and said "1,800." What could be the actual number of students at the school?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Number and Operations in Base Ten

4.NBT.3
Rounding Numbers

Round the number to the nearest ten:

❶ 67,544 _____

Round each number to the nearest hundred:

❷ 52,975 _____

❸ 6,226 _____

Round each number to the nearest thousand:

❹ 894,530 _____

❺ 55,315 _____

Round each number to the nearest ten thousand:

❻ 853,577 _____

❼ 683,550 _____

Round each number to the nearest hundred thousand:

❽ 884,117 _____

❾ 274,502 _____

❿ The principal was asked to estimate the number of students in her school. She rounded to the nearest hundred and said "1,700." What could be the actual number of students at the school?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Number and Operations in Base Ten

4.NBT.3
Rounding Numbers

Round the number to the nearest ten:

❶ 67,554 _____

Round each number to the nearest hundred:

❷ 52,995 _____

❸ 6,246 _____

Round each number to the nearest thousand:

❹ 894,560 _____

❺ 55,335 _____

Round each number to the nearest ten thousand:

❻ 843,667 _____

❼ 673,850 _____

Round each number to the nearest hundred thousand:

❽ 874,307 _____

❾ 264,702 _____

❿ The principal was asked to estimate the number of students in her school. She rounded to the nearest hundred and said "1,900." What could be the actual number of students at the school?_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.4
+ and − with the Standard Algorithm

Find the sums:

❶ 1,376 + 2,577 =

❷
$$\begin{array}{r} 84,482 \\ +\ 73,926 \\ \hline \end{array}$$

❸ 76,323 + 3,864 =

❹
$$\begin{array}{r} 99,999 \\ +\ 73,926 \\ \hline \end{array}$$

❺ Jana earned $6,323 last year at her summer job. This summer she earned $7,498. How much money did she make in all? _____

Find the difference:

❻ 9,546 − 4,875 =

❼
$$\begin{array}{r} 75,381 \\ -\ 63,992 \\ \hline \end{array}$$

❽ 5,229 − 3,864 =

❾
$$\begin{array}{r} 53,521 \\ -\ \ 3,439 \\ \hline \end{array}$$

❿ Justin earned $4,329 last year at his summer job. This year he earned $6,481. How much more money did he make this summer? _____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.4
+ and − with the Standard Algorithm

Find the sums:

❶ 1,476 + 2,577 =

❷
$$\begin{array}{r} 85,482 \\ +\ 73,926 \\ \hline \end{array}$$

❸ 77,323 + 3,864 =

❹
$$\begin{array}{r} 99,999 \\ +\ 74,926 \\ \hline \end{array}$$

❺ Jana earned $6,323 last year at her summer job. This summer she earned $7,498. How much money did she make in all? _____

Find the difference:

❻ 9,746 − 4,875 =

❼
$$\begin{array}{r} 74,381 \\ -\ 63,992 \\ \hline \end{array}$$

❽ 5,230 − 3,864 =

❾
$$\begin{array}{r} 53,621 \\ -\ 3,439 \\ \hline \end{array}$$

❿ Justin earned $4,429 last year at his summer job. This year he earned $6,481. How much more money did he make this summer? _____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.4
+ and − with the Standard Algorithm

Find the sums:

❶ 1,376 + 2,677 =

❷
$$\begin{array}{r} 84,482 \\ +\ 73,936 \\ \hline \end{array}$$

❸ 76,323 + 3,874 =

❹
$$\begin{array}{r} 99,999 \\ +\ 73,976 \\ \hline \end{array}$$

❺ Jana earned $7,323 last year at her summer job. This summer she earned $7,498. How much money did she make in all? _____

Find the difference:

❻ 9,546 − 4,975 =

❼
$$\begin{array}{r} 75,381 \\ -\ 64,992 \\ \hline \end{array}$$

❽ 5,229 − 3,964 =

❾
$$\begin{array}{r} 53,521 \\ -\ 3,539 \\ \hline \end{array}$$

❿ Justin earned $4,329 last year at his summer job. This year he earned $6,581. How much more money did he make this summer? _____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.5
Multiplying
Multi-digit Numbers

Find the products:

❶ 7,490 x 3 =

❷
$$\begin{array}{r} 52 \\ \times\ 32 \\ \hline \end{array}$$

❸ 544 x 9 =

❹
$$\begin{array}{r} 93 \\ \times\ 61 \\ \hline \end{array}$$

❺ There are 48 fourth graders at my school. Each fourth grader was given a box of 64 crayons. How many crayons are there in all?

❻
$$\begin{array}{r} 53 \\ \times\ 38 \\ \hline \end{array}$$

❼ 999 x 6 =

❽
$$\begin{array}{r} 76 \\ \times\ 28 \\ \hline \end{array}$$

❾ 5,388 x 7 =

❿ There are 24 colored pencils in each box. There are 36 boxes. How many colored pencils are there in all?

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.5
Multiplying
Multi-digit Numbers

Find the products:

❶ 7,490 x 4 =

❷
$$\begin{array}{r} 52 \\ \times\ 33 \\ \hline \end{array}$$

❸ 544 x 8 =

❹
$$\begin{array}{r} 93 \\ \times\ 62 \\ \hline \end{array}$$

❺ There are 47 fourth graders at my school. Each fourth grader was given a box of 64 crayons. How many crayons are there in all?

❻
$$\begin{array}{r} 54 \\ \times\ 38 \\ \hline \end{array}$$

❼ 999 x 5 =

❽
$$\begin{array}{r} 76 \\ \times\ 27 \\ \hline \end{array}$$

❾ 5,388 x 5 =

❿ There are 23 colored pencils in each box. There are 36 boxes. How many colored pencils are there in all?

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.5
Multiplying
Multi-digit Numbers

Find the products:

❶ 7,480 x 3 =

❷
$$\begin{array}{r} 42 \\ \times\ 32 \\ \hline \end{array}$$

❸ 554 x 9 =

❹
$$\begin{array}{r} 983 \\ \times\ 61 \\ \hline \end{array}$$

❺ There are 46 fourth graders at my school. Each fourth grader was given a box of 64 crayons. How many crayons are there in all?

❻
$$\begin{array}{r} 53 \\ \times\ 39 \\ \hline \end{array}$$

❼ 999 x 8 =

❽
$$\begin{array}{r} 86 \\ \times\ 28 \\ \hline \end{array}$$

❾ 5,398 x 7 =

❿ There are 23 colored pencils in each box. There are 36 boxes. How many colored pencils are there in all?

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.6
Division with Remainders

Solve:

❶ $3\overline{)567}$

❷ $7{,}357 \div 5 =$

❸ $4\overline{)\ 112}$

❹ $642 \div 2 =$

❺ Mrs. Jacobs bought new books for her classroom library. Each book cost $4. She spent $288. How many books did she buy?

❻ $2{,}436 \div 6 =$

❼ $5\overline{)1{,}025}$

❽ $840 \div 8 =$

❾ $6\overline{)3{,}294}$

❿ Mr. Dalem has 6 hours to correct all of the fourth grade science tests. If he has 192 tests to correct, how many will he need to correct each hour?

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.6
Division with Remainders

Solve:

❶ $3\overline{)467}$

❷ $7{,}457 \div 5 =$

❸ $4\overline{)\ 113}$

❹ $644 \div 2 =$

❺ Mrs. Jacobs bought new books for her classroom library. Each book cost $4. She spent $268. How many books did she buy?

❻ $2{,}437 \div 6 =$

❼ $5\overline{)1{,}024}$

❽ $840 \div 6 =$

❾ $6\overline{)3{,}292}$

❿ Mr. Dalem has 6 hours to correct all of the fourth grade science tests. If he has 174 tests to correct, how many will he need to correct each hour?

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations in Base Ten

4.NBT.6
Division with Remainders

Solve:

❶ $3\overline{)468}$

❷ $6{,}456 \div 5 =$

❸ $4\overline{)215}$

❹ $638 \div 2 =$

❺ Mrs. Jacobs bought new books for her classroom library. Each book cost $4. She spent $269. How many books did she buy?

❻ $3{,}437 \div 7 =$

❼ $5\overline{)2{,}457}$

❽ $846 \div 6 =$

❾ $6\overline{)4{,}293}$

❿ Mr. Dalem has 6 hours to correct all of the fourth grade science tests. If he has 184 tests to correct, how many will he need to correct each hour?

Notes:

Score:

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Numbers and Operations—Fractions

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.1
Equivalent Fractions

Fill in the box to create an equivalent fraction:

❶ $\frac{1}{5} = \frac{\square}{10}$

❷ $\frac{2}{3} = \frac{\square}{6}$

❸ $\frac{1}{4} = \frac{\square}{12}$

❹ $\frac{1}{10} = \frac{\square}{100}$

❺ $\frac{4}{12} = \frac{1}{\square}$

Write three fractions that are equivalent to 4/8.

❻ $\frac{\square}{\square}$

❼ $\frac{\square}{\square}$

❽ $\frac{\square}{\square}$

Use the figure below to create two different models equivalent to 1/4.

❾

❿

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.1
Equivalent Fractions

Fill in the box to create an equivalent fraction:

❶ $\frac{1}{2} = \frac{\square}{6}$

❷ $\frac{2}{3} = \frac{\square}{12}$

❸ $\frac{1}{4} = \frac{\square}{100}$

❹ $\frac{1}{4} = \frac{\square}{8}$

❺ $\frac{5}{10} = \frac{1}{\square}$

Write three fractions that are equivalent to 4/8.

❻ $\frac{\square}{\square}$

❼ $\frac{\square}{\square}$

❽ $\frac{\square}{\square}$

Use the figure below to create two different models equivalent to 1/4.

❾

❿

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.1
Equivalent Fractions

Fill in the box to create an equivalent fraction:

❶ $\frac{1}{6} = \frac{\square}{12}$

❷ $\frac{2}{10} = \frac{\square}{5}$

❸ $\frac{1}{5} = \frac{\square}{100}$

❹ $\frac{3}{12} = \frac{\square}{4}$

❺ $\frac{2}{6} = \frac{1}{\square}$

Write three fractions that are equivalent to 4/8.

❻ $\frac{\square}{\square}$

❼ $\frac{\square}{\square}$

❽ $\frac{\square}{\square}$

Use the figure below to create two different models equivalent to 1/4.

❾

❿

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.2
Comparing Fractions

Use the symbols >, <, and = to compare the fractions below.

❶ $\frac{5}{10} \bigcirc \frac{3}{6}$

❷ $\frac{4}{8} \bigcirc \frac{1}{2}$

❸ $\frac{3}{12} \bigcirc \frac{4}{6}$

❹ $\frac{5}{10} \bigcirc \frac{4}{12}$

❺ $\frac{2}{3} \bigcirc \frac{5}{6}$

Write the fractions below in order from least to greatest.

❻ $\frac{6}{8}, \frac{5}{10}, \frac{2}{6}$ _____ _____ _____

❼ $\frac{1}{3}, \frac{4}{6}, \frac{5}{12}$ _____ _____ _____

Write the fractions below in order from greatest to least.

❽ $\frac{5}{10}, \frac{1}{5}, \frac{2}{6}$ _____ _____ _____

❾ $\frac{3}{4}, \frac{6}{12}, \frac{4}{6}$ _____ _____ _____

❿ There are 12 pieces of paper in the classroom recycling bin. Two-eighths of them are blue, one-third are green, six-twelfths are pink. Which color are there the fewest of in the bin?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.2
Comparing Fractions

Use the symbols >, <, and = to compare the fractions below.

❶ $\frac{6}{12} \bigcirc \frac{4}{8}$

❷ $\frac{5}{10} \bigcirc \frac{1}{3}$

❸ $\frac{4}{12} \bigcirc \frac{3}{6}$

❹ $\frac{4}{8} \bigcirc \frac{2}{10}$

❺ $\frac{1}{4} \bigcirc \frac{6}{8}$

Write the fractions below in order from least to greatest.

❻ $\frac{2}{8}, \frac{5}{10}, \frac{2}{3}$ _____ _____ _____

❼ $\frac{1}{2}, \frac{4}{8}, \frac{5}{6}$ _____ _____ _____

Write the fractions below in order from greatest to least.

❽ $\frac{5}{6}, \frac{2}{12}, \frac{1}{3}$ _____ _____ _____

❾ $\frac{3}{12}, \frac{6}{8}, \frac{4}{100}$ _____ _____ _____

❿ There are 12 pieces of paper in the classroom recycling bin. Two-eighths of them are green, four-twelfths are blue, half are pink. Which color are there the fewest of in the bin?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.2
Comparing Fractions

Use the symbols >, <, and = to compare the fractions below.

❶ $\frac{2}{12} \bigcirc \frac{1}{8}$

❷ $\frac{4}{100} \bigcirc \frac{1}{4}$

❸ $\frac{3}{12} \bigcirc \frac{4}{12}$

❹ $\frac{3}{6} \bigcirc \frac{4}{8}$

❺ $\frac{2}{4} \bigcirc \frac{5}{100}$

Write the fractions below in order from least to greatest.

❻ $\frac{2}{4}, \frac{4}{100}, \frac{2}{3}$ _____ _____ _____

❼ $\frac{1}{2}, \frac{4}{12}, \frac{1}{5}$ _____ _____ _____

Write the fractions below in order from greatest to least.

❽ $\frac{5}{10}, \frac{2}{12}, \frac{3}{6}$ _____ _____ _____

❾ $\frac{3}{4}, \frac{7}{8}, \frac{4}{10}$ _____ _____ _____

❿ There are 12 pieces of paper in the classroom recycling bin. Two-eighths of them are pink, one-third are green, six-twelfths are blue. Which color are there the fewest of in the bin?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations-Fractions

4.NF.3
Adding/Subtracting Fractions

Add:

❶ $\frac{2}{3} + \frac{3}{3} =$

❷ $\frac{2}{12} + \frac{6}{12} =$

❸ $3\frac{2}{8} + 2\frac{6}{8} =$

❹ $2\frac{2}{6} + 5\frac{3}{6} =$

Solve:

❺ Mr. Jeffrey's classroom has both round and square tables. 2/6 of the tables are round and 4/6 are square. How many more tables are square than round?

_____

Subtract:

❻ $\frac{5}{10} - \frac{2}{10} =$

❼ $\frac{64}{100} - \frac{46}{100} =$

❽ $4\frac{4}{8} - 1\frac{2}{8} =$

❾ $6\frac{5}{10} - 4\frac{2}{10} =$

Solve:

❿ Jesse read 4 5/6 chapters of his book at school. He read 3 1/6 chapters that night at home. How many more chapters did he read in school?

_____

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations-Fractions

4.NF.3
Adding/Subtracting Fractions

Add:

❶ $\frac{1}{3} + \frac{2}{3} =$

❷ $\frac{3}{12} + \frac{4}{12} =$

❸ $2\frac{6}{8} + 4\frac{1}{8} =$

❹ $4\frac{3}{6} + 3\frac{2}{6} =$

Solve:

❺ Mr. Jeffrey's classroom has both round and square tables. 6/8 of the tables are round and 2/8 are square. How many more tables are round than square?

_____

Subtract:

❻ $\frac{8}{10} - \frac{6}{10} =$

❼ $\frac{84}{100} - \frac{56}{100} =$

❽ $3\frac{6}{8} - 1\frac{3}{8} =$

❾ $4\frac{8}{10} - 3\frac{3}{10} =$

Solve:

❿ Jesse read 5 5/6 chapters of his book at school. He read 2 1/6 chapters that night at home. How many chapters did he read in all?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations-Fractions

4.NF.3
Adding/Subtracting Fractions

Add:

❶ $\frac{1}{8} + \frac{2}{8} =$

❷ $\frac{4}{12} + \frac{2}{12} =$

❸ $1\frac{1}{5} + 2\frac{3}{5} =$

❹ $2\frac{1}{3} + 4\frac{2}{3} =$

Solve:

❺ Mr. Jeffrey's classroom has both round and square tables. 5/8 of the tables are round and 3/8 are square. How many more tables are round than square?

_____

Subtract:

❻ $\frac{8}{12} - \frac{6}{12} =$

❼ $\frac{55}{100} - \frac{33}{100} =$

❽ $2\frac{5}{10} - 1\frac{2}{10} =$

❾ $3\frac{4}{10} - 2\frac{2}{10} =$

Solve:

❿ Jesse read 9 5/6 chapters of his book at school. He read 4 1/6 chapters that night at home. How many more chapters did he read in school?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.4
Multiplying/Dividing Fractions

Multiply:

❶ $8 \times \frac{3}{8} =$

❷ $\frac{2}{6} \times 6 =$

❸ $3 \times \frac{3}{3} =$

❹ $\frac{5}{10} \times 7 =$

❺ $5 \times \frac{6}{8} =$

Identify and record the next three multiples for the fractions below:

❻ $\frac{4}{8}$ ___ ___ ___

❼ $\frac{3}{4}$ ___ ___ ___

❽ $\frac{2}{6}$ ___ ___ ___

Solve:

❾ Mrs. Hebert read 2/8 of the book to her students each day. How much of the book did she read in 3 days? _____

❿ Janie had 10 pencils. She gave 1/5 of them to her friends. How many pencils did she give away?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.4
Multiplying/Dividing Fractions

Multiply:

❶ $9 \times \frac{3}{8} =$

❷ $\frac{2}{6} \times 7 =$

❸ $4 \times \frac{3}{3} =$

❹ $\frac{5}{10} \times 8 =$

❺ $6 \times \frac{6}{8} =$

Identify and record the next three multiples for the fractions below:

❻ $\frac{3}{5}$ ___ ___ ___

❼ $\frac{4}{10}$ ___ ___ ___

❽ $\frac{4}{6}$ ___ ___ ___

Solve:

❾ Mrs. Hebert read 2/10 of the book to her students each day. How much of the book did she read in 4 days? _____

❿ Janie had 10 pencils. She gave 2/5 of them to her friends. How many pencils did she give away?

_____

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.4
Multiplying/Dividing Fractions

Multiply:

❶ $7 \times \frac{4}{8} =$

❷ $\frac{3}{6} \times 5 =$

❸ $2 \times \frac{2}{3} =$

❹ $\frac{6}{10} \times 6 =$

❺ $4 \times \frac{5}{8} =$

Identify and record the next three multiples for the fractions below:

❻ $\frac{3}{8}$ ___ ___ ___

❼ $\frac{2}{4}$ ___ ___ ___

❽ $\frac{4}{6}$ ___ ___ ___

Solve:

❾ Mrs. Hebert read 2/8 of the book to her students each day. How much of the book did she read in 3 days? _____

❿ Janie had 15 pencils. She gave 1/5 of them to her friends. How many pencils did she give away?

_____

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.5
Tenths and Hundredths

Fill in the missing number:

❶ $\frac{4}{10} = \frac{\square}{100}$

❷ $\frac{\square}{10} = \frac{80}{100}$

❸ $\frac{5}{10} = \frac{\square}{100}$

❹ $\frac{\square}{10} = \frac{90}{100}$

❺ $\frac{2}{10} = \frac{\square}{100}$

Compute:

❻ $\frac{1}{10} + \frac{80}{100} =$

❼ $\frac{5}{10} + \frac{40}{100} =$

❽ $\frac{3}{10} + \frac{20}{100} =$

❾ $\frac{6}{10} + \frac{30}{100} =$

❿ $\frac{4}{10} + \frac{50}{100} =$

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.5
Tenths and Hundredths

Fill in the missing number:

❶ $\frac{5}{10} = \frac{\square}{100}$

❷ $\frac{\square}{10} = \frac{90}{100}$

❸ $\frac{6}{10} = \frac{\square}{100}$

❹ $\frac{\square}{10} = \frac{100}{100}$

❺ $\frac{3}{10} = \frac{\square}{100}$

Compute:

❻ $\frac{2}{10} + \frac{70}{100} =$

❼ $\frac{6}{10} + \frac{30}{100} =$

❽ $\frac{4}{10} + \frac{20}{100} =$

❾ $\frac{7}{10} + \frac{20}{100} =$

❿ $\frac{6}{10} + \frac{30}{100} =$

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.5
Tenths and Hundredths

Fill in the missing number:

❶ $\frac{3}{10} = \frac{\square}{100}$

❷ $\frac{\square}{10} = \frac{70}{100}$

❸ $\frac{4}{10} = \frac{\square}{100}$

❹ $\frac{\square}{10} = \frac{80}{100}$

❺ $\frac{6}{10} = \frac{\square}{100}$

Compute:

❻ $\frac{1}{10} + \frac{70}{100} =$

❼ $\frac{4}{10} + \frac{40}{100} =$

❽ $\frac{3}{10} + \frac{50}{100} =$

❾ $\frac{5}{10} + \frac{30}{100} =$

❿ $\frac{3}{10} + \frac{60}{100} =$

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.6
Decimal Notation

Write each fraction below as a decimal:

❶ $\frac{30}{100} =$

❷ $\frac{6}{10} =$

❸ $\frac{72}{100} =$

❹ $\frac{8}{10} =$

❺ $\frac{87}{100} =$

Write each decimal below as a fraction:

❻ $0.9 =$

❼ $0.5 =$

❽ $0.45 =$

❾ $0.4 =$

❿ $0.72 =$

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.6
Decimal Notation

Write each fraction below as a decimal:

❶ $\frac{50}{100} =$

❷ $\frac{9}{10} =$

❸ $\frac{28}{100} =$

❹ $\frac{6}{10} =$

❺ $\frac{59}{100} =$

Write each decimal below as a fraction:

❻ $0.7 =$

❼ $0.3 =$

❽ $0.95 =$

❾ $0.8 =$

❿ $0.46 =$

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.6
Decimal Notation

Write each fraction below as a decimal:

❶ $\frac{20}{100} =$

❷ $\frac{7}{10} =$

❸ $\frac{58}{100} =$

❹ $\frac{4}{10} =$

❺ $\frac{37}{100} =$

Write each decimal below as a fraction:

❻ $0.8 =$

❼ $0.4 =$

❽ $0.65 =$

❾ $0.3 =$

❿ $0.62 =$

Notes:

Score:

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Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.7
Comparing Decimals

Use the symbols >, <, and = to compare the decimals.

❶ 0.4 ◯ 0.7

❷ 0.66 ◯ 0.68

❸ 0.3 ◯ 0.30

❹ 0.06 ◯ 0.60

❺ 0.53 ◯ 0.35

Write the decimals in order from least to greatest.

❻ 0.6 0.64 0.4

❼ 0.56 0.9 0.49

Write the decimals in order from greatest to least.

❽ 0.43 0.34 0.4

❾ 0.89 0.9 0.99

Solve:

❿ I brought money to school to buy lunch. Pizza costs $3.50 and tacos cost $3.05. Which costs less?

_____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.7
Comparing Decimals

Use the symbols >, <, and = to compare the decimals.

❶ 0.3 ◯ 0.7

❷ 0.76 ◯ 0.68

❸ 0.4 ◯ 0.40

❹ 0.08 ◯ 0.80

❺ 0.43 ◯ 0.34

Write the decimals in order from least to greatest.

❻ 0.5 0.54 0.4

❼ 0.66 0.8 0.48

Write the decimals in order from greatest to least.

❽ 0.63 0.36 0.6

❾ 0.79 0.7 0.77

Solve:

❿ I brought money to school to buy lunch. Pizza costs $3.50 and tacos cost $3.25. Which costs less?

_____

Notes:

Score:

© www.CFClassroom.com

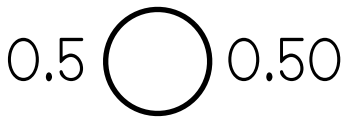
Name:_____ Date:_____

Numbers and Operations–Fractions

4.NF.7
Comparing Decimals

Use the symbols >, <, and = to compare the decimals.

❶



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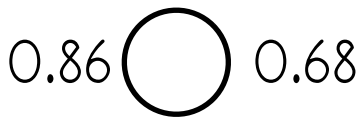

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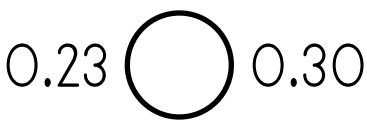
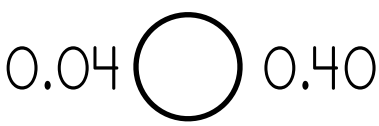
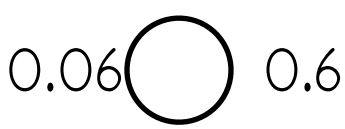


❹



❺



Write the decimals in order from least to greatest.

❻ 0.7 0.74 0.4

❼ 0.86 0.08 0.68

Write the decimals in order from greatest to least.

❽ 0.53 0.35 0.5

❾ 0.39 0.90 0.09

Solve:

❿ I brought money to school to buy lunch. Pizza costs $3.05 and tacos cost $3.50. Which costs less?

_____

Notes:

Score:

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Measurement

Name:_____ Date:_____

Measurement and Data

4.MD.1
Measurement Conversions

Complete the tables by filling in the missing measurements.

	feet	inches
❶	2	
❷		48
❸	6	

	hours	minutes	seconds
❻	1		
❼	2	120	
❽	3		10,800

	liters	milliliters
❹	5	
❺		10,000

	kilograms	grams
❾	3	
❿	4	

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Measurement and Data

4.MD.1
Measurement Conversions

Complete the tables by filling in the missing measurements.

❶ ❷ ❸

feet	inches
4	
5	
6	

❹ ❺

liters	milliliters
3	
4	

❻ ❼ ❽

pounds	ounces
1	
2	
3	

❾ ❿

yards	feet
5	
6	

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Measurement and Data

4.MD.1
Measurement Conversions

Complete the tables by filling in the missing measurements.

❶ ❷ ❸

yards	inches
2	
3	
4	

❹ ❺

hour	minutes
8	
9	

❻ ❼ ❽

km	m	cm
1		
2		
3		

❾ ❿

feet	inches
3	
4	

Notes:

Score:

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Name:_____ Date:_____

Measurement and Data

4.MD.2
Measurement Word Problems

Solve

1. The coach had the 4th grade team practice basketball for an hour and a half each day for three days. How many minutes did they practice for?

2. Mr. Johnson collected money from the students in his class who were buying milk from the cafeteria that day. Milk costs .75 cents for one carton. Three children ordered milk with breakfast. Four children ordered milk with lunch. How much money, in dollars and cents, did he collect?

3. The capacity of each milk carton is a half pint. There are seven cartons on the table. How many ounces of milk are on the table?

4. Justin's backpack weighed 2.5 kilograms. Stevie's backpack weighed 3 kilograms. What is the combined weight, in grams, of their backpacks?

5. Three students brought in bottles of juice for the class party. Jill brought 1.5 liters. Peter brought 2 liters. Jon brought 450 milliliters. How many total milliliters of juice do they have for the party?

Notes:

Score:

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Name:_____ Date:_____

Measurement and Data

4.MD.2
Measurement Word Problems

Solve

1. The coach had the 4th grade team practice basketball for an hour and a half each day for four days. How many minutes did they practice for?

2. Mr. Carver collected money from the students in his class who were buying milk from the cafeteria that day. Milk costs .75 cents for one carton. Four children ordered milk with breakfast. Five children ordered milk with lunch. How much money, in dollars and cents, did he collect?

3. The capacity of each milk carton is a half pint. There are eight cartons on the table. How many ounces of milk are on the table?

4. Juain's backpack weighed 3.5 kilograms. Sam's backpack weighed 3 kilograms. What is the combined weight, in grams, of their backpacks?

5. Three students brought in bottles of juice for the class party. Jen brought 1.5 liters. Paul brought 2½ liters. Joel brought 450 milliliters. How many total milliliters of juice do they have for the party?

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Measurement and Data

4.MD.2
Measurement Word Problems

Solve

1. The coach had the 4th grade team practice basketball for an hour and a half each day for five days. How many minutes did they practice for?

2. Mr. Levi collected money from the students in his class who were buying milk from the cafeteria that day. Milk costs .75 cents for one carton. Six children ordered milk with breakfast. Five children ordered milk with lunch. How much money, in dollars and cents, did he collect?

3. The capacity of each milk carton is a half pint. There are eleven cartons on the table. How many ounces of milk are on the table?

4. Kevin's backpack weighed 4.5 kilograms. Aidan's backpack weighed 4 kilograms. What is the combined weight, in grams, of their backpacks?

5. Three students brought in bottles of juice for the class party. Jackie brought 2½ liters. Parker brought 2¼ liters. Ed brought 650 milliliters. How many total milliliters of juice do they have for the party?

Notes:

Score:

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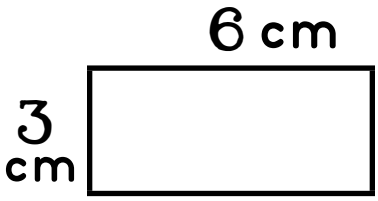
Name:_____ Date:_____

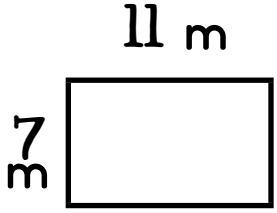
Measurement and Data

4.MD.3
Area and Perimeter

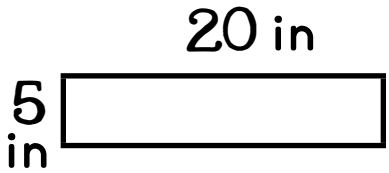
Find the area and perimeter of each of the figures below. {Figures not drawn to scale):



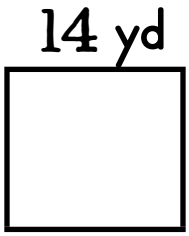
❶ _____ area ⑥ _____ perimeter



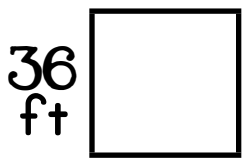
❷ _____ area ❼ _____ perimeter



❸ _____ area ❽ _____ perimeter



❹ _____ area ❾ _____ perimeter



❺ _____ area ❿ _____ perimeter

Notes:

Score:

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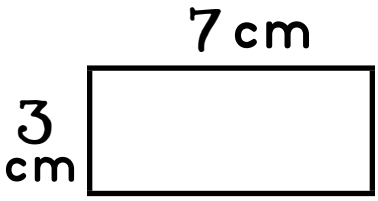
Name:_____ Date:_____

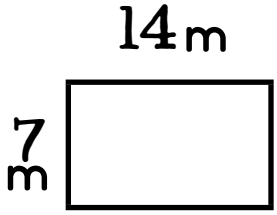
Measurement and Data

4.MD.3
Area and Perimeter

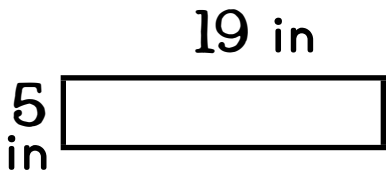
Find the area and perimeter of each of the figures below. {Figures not drawn to scale):



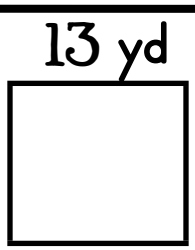
❶ _____ area ❻ _____ perimeter



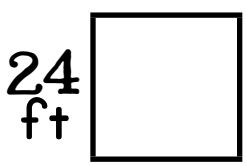
❷ _____ area ❼ _____ perimeter



❸ _____ area ❽ _____ perimeter



❹ _____ area ❾ _____ perimeter



❺ _____ area ❿ _____ perimeter

Notes:

Score:

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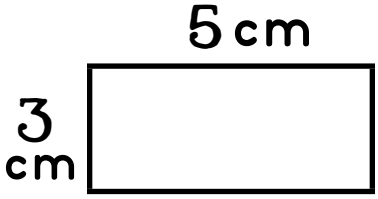
Name:_____ Date:_____

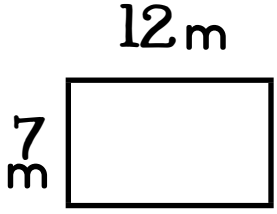
Measurement and Data

4.MD.3
Area and Perimeter

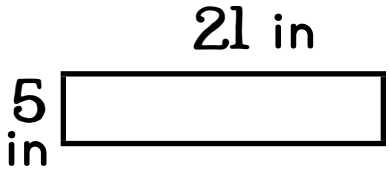
Find the area and perimeter of each of the figures below. {Figures not drawn to scale):



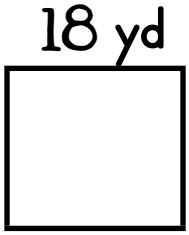
❶ _____ area ❻ _____ perimeter



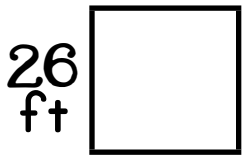
❷ _____ area ❼ _____ perimeter



❸ _____ area ❽ _____ perimeter



❹ _____ area ❾ _____ perimeter



❺ _____ area ❿ _____ perimeter

Notes:

Score:

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Name:_____ Date:_____

Measurement and Data

4.MD.4
Measurement and Line Plots

1. Bailey measured the length of her crayons. The table shows her data. Create a line plot to represent her data:

length in inches	number of crayons
3	6
3 ⅛	4
3 ¼	2
3 ½	7
4	8

Length of Crayons in Inches

2. If Bailey lined up all of the crayons that measured 3 ⅛ inches and measured them together, what would be the total length?_____

3. How many crayons are shorter than 3 ½"?_____

4. How many crayons are longer than 3 ⅛"?_____

5. What is the total length of all of the crayons combined? _____

6. Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
5	𝍸
5 ¼	𝍸 𝍸
5 ½	𝍸 𝍸
5 ⅛	𝍸 ||
6	||

Length of Pencils in Inches

7. How many pencils were longer than 5¼ inches? _____

8. Were there any outliers?_____

9. How many pencils were shorter than 5¾ inches? _____

10. How many pencils were not 5½ inches long? _____

Notes:

Score:

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Name:_____ Date:_____

Measurement and Data

4.MD.4
Measurement and Line Plots

1. Bailey measured the length of her crayons. The table shows her data. Create a line plot to represent her data:

length in inches	number of crayons
3	5
3 ⅛	6
3 ¼	3
3 ½	6
4	9

Length of Crayons in Inches

2. If Bailey lined up all of the crayons that measured 3 ⅛ inches and measured them together, what would be the total length?_____

3. How many crayons are shorter than 3 ½"?_____

4. How many crayons are longer than 3 ⅛"?_____

5. What is the total length of all of the crayons combined? _____

6. Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
5	𝍸
5 ¼	𝍸 III
5 ½	𝍸 IIII
5 ⅛	𝍸 𝍸
6	IIII

Length of Pencils in Inches

7. How many pencils were longer than 5¼ inches? _____

8. Were there any outliers?_____

9. How many pencils were shorter than 5¾ inches? _____

10. What is the total length of all of the pencils combined? _____

Notes:

Score:

© www.CFClassroom.com

Name:_____ Date:_____

Measurement and Data

4.MD.4
Measurement and Line Plots

1. Bailey measured the length of her crayons. The table shows her data. Create a line plot to represent her data:

length in inches	number of crayons
3	4
3 ⅛	5
3 ¼	3
3 ½	8
4	7

Length of Crayons in Inches

2. If Bailey lined up all of the crayons that measured 3 ⅛ inches and measured them together, what would be the total length?_____

3. How many crayons are shorter than 3 ½"?_____

4. How many crayons are longer than 3 ⅛"?_____

5. What is the total length of all of the crayons combined? _____

6. Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
5	𝍸
5 ¼	𝍸 𝍸
5 ½	𝍸 𝍸
5 ⅛	𝍸 ||
6	||

Length of Pencils in Inches

7. How many pencils were longer than 5¼ inches? _____

8. Were there any outliers?_____

9. How many pencils were shorter than 5¾ inches? _____

10. How many pencils were not 5½ inches long? _____

Notes:

Score:

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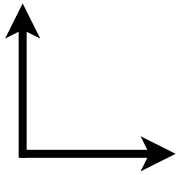
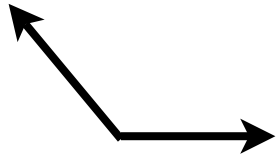
Name:_____ Date:_____

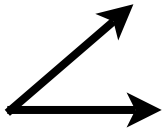
Measurement and Data

4.MD.5
Measuring Angles

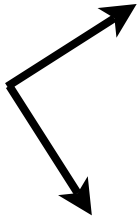
Name the angles below:

❶  _____

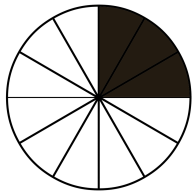
❷  _____

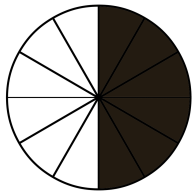
❸  _____

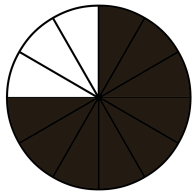
❹ _____

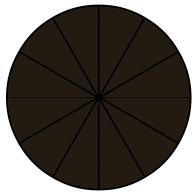
❺  _____

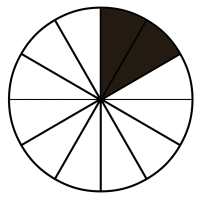
What is the measurement, in degrees of each shaded angle?

❻  _____

❼  _____

❽  _____

❾  _____

❿  _____

Notes:

Score:

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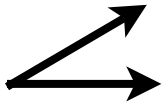
Name:_____ Date:_____

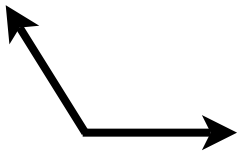
Measurement and Data

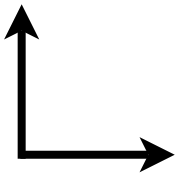
4.MD.5
Measuring Angles

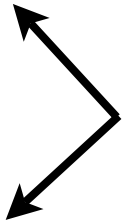
Name the angles below:

❶ _____

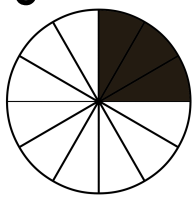
❷ _____ 

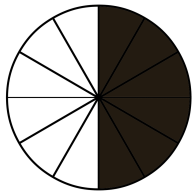
❸  _____

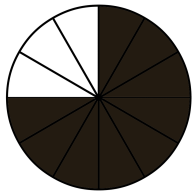
❹ _____ 

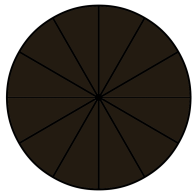
❺  _____

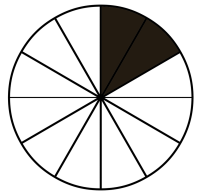
What is the measurement, in degrees of each shaded angle?

❻  _____

❼  _____

❽  _____

❾  _____

❿  _____

Notes:

Score:

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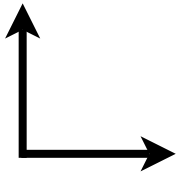
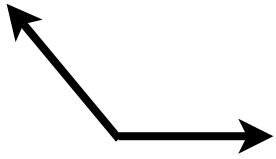
Name:_____ Date:_____

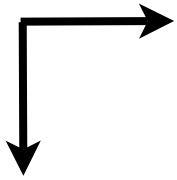
Measurement and Data

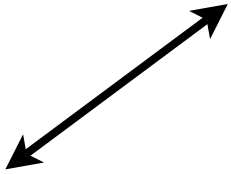
4.MD.5
Measuring Angles

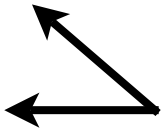
Name the angles below:

❶  _____

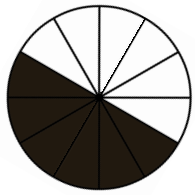
❷  _____

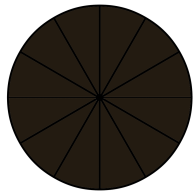
❸  _____

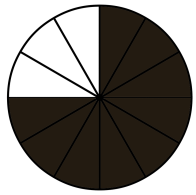
❹  _____

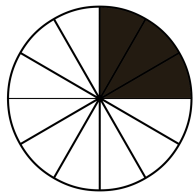
❺  _____

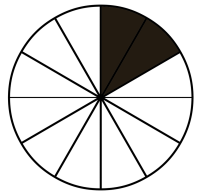
What is the measurement, in degrees of each shaded angle?

❻  _____

❼  _____

❽  _____

❾  _____

❿  _____

Notes:

Score:

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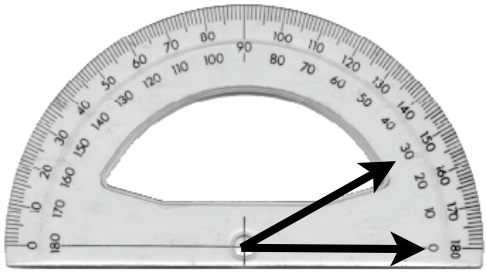
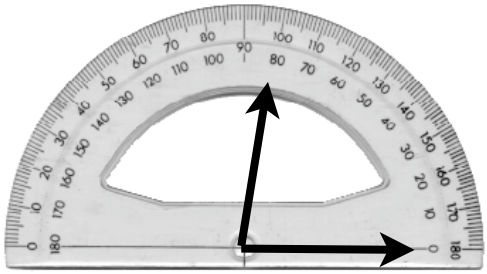
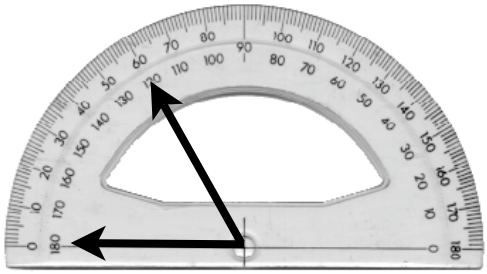
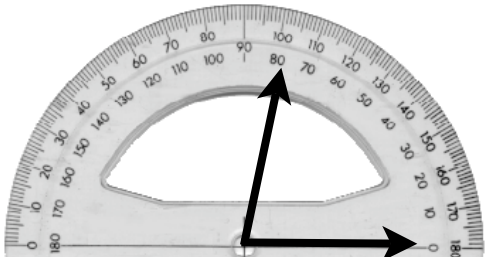
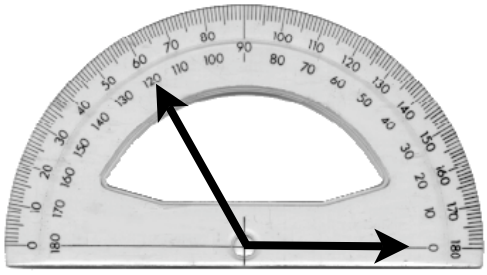
Name:_____ Date:_____

4.MD.6
Measuring with a Protractor

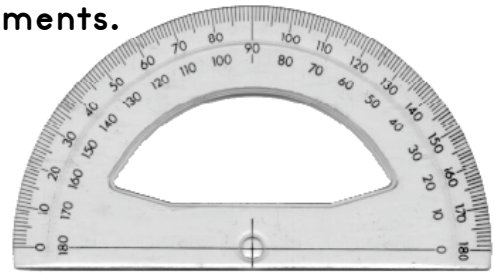
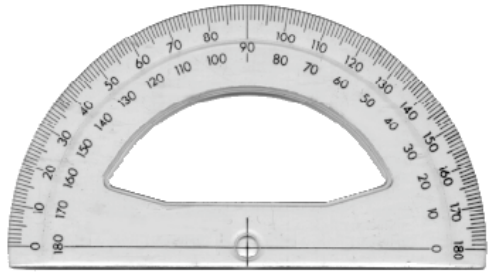
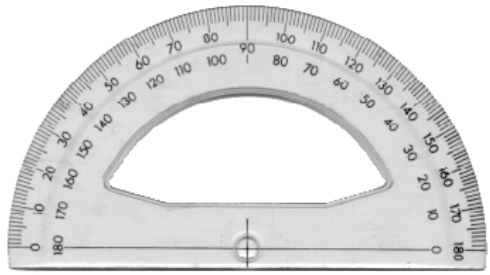
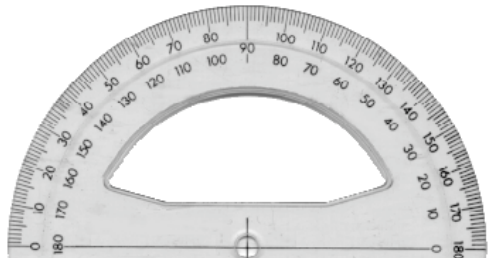
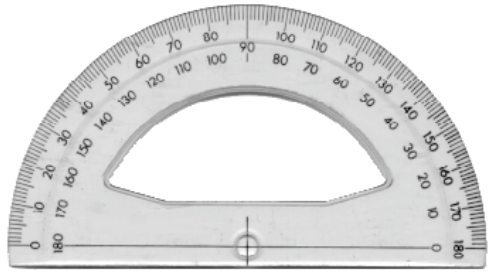
Measurement and Data

Record the measurement of each angle:

1. 
2. 
3. 
4. 
5. 

Sketch angles to match each of the measurements.

1. 90°
2. 45°
3. 60°
4. 140°
5. 180°

Notes:

Score:

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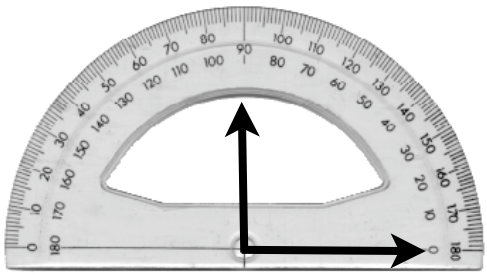
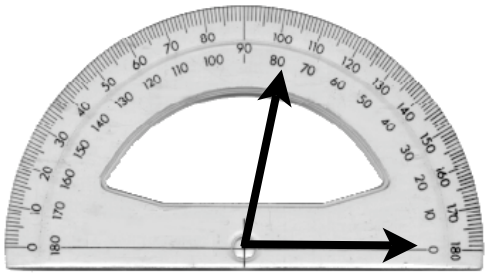
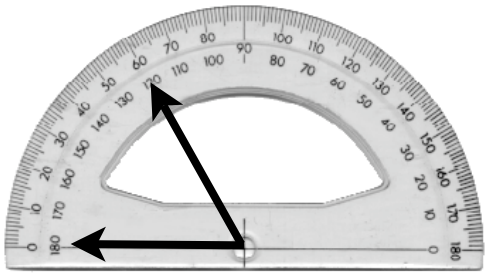
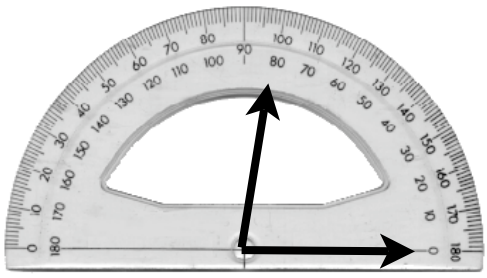
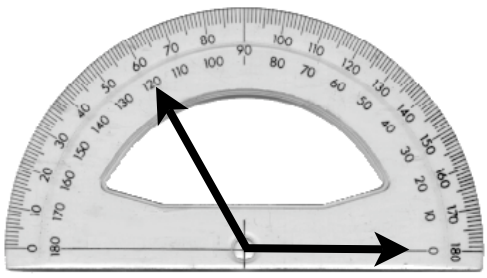
Name:_____ Date:_____

4.MD.6
Measuring with a Protractor

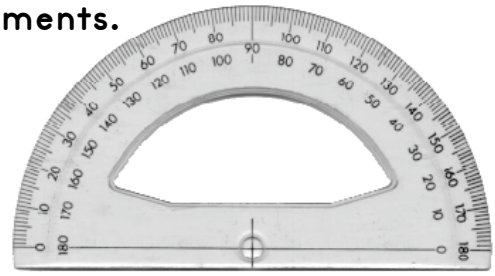
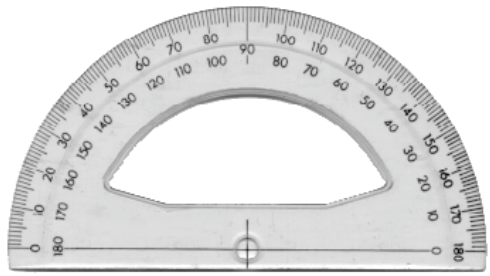
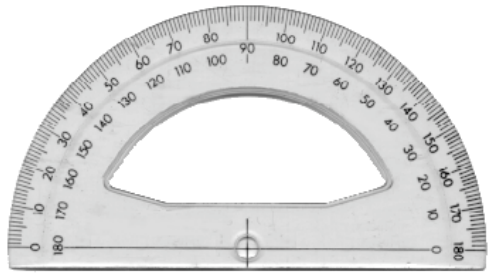
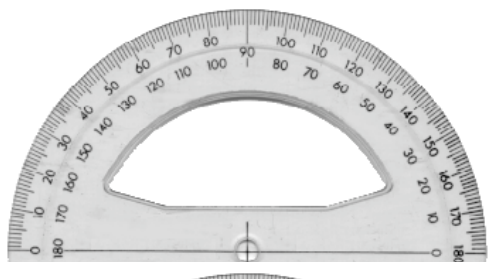
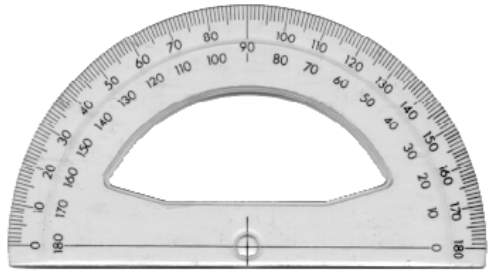
Measurement and Data

Record the measurement of each angle:

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____

Sketch angles to match each of the measurements.

1. 70°
2. 35°
3. 40°
4. 120°
5. 170°

Notes:

Score:

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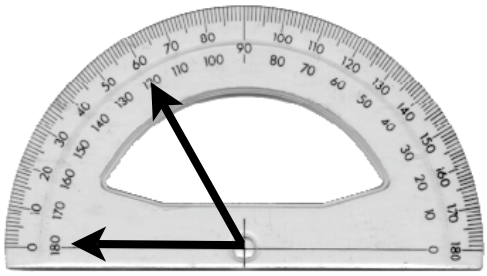
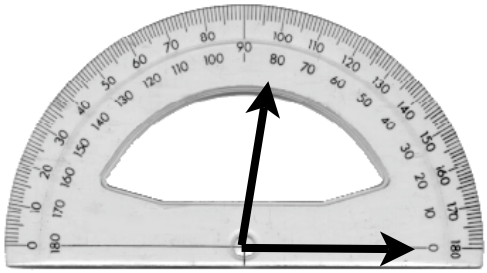
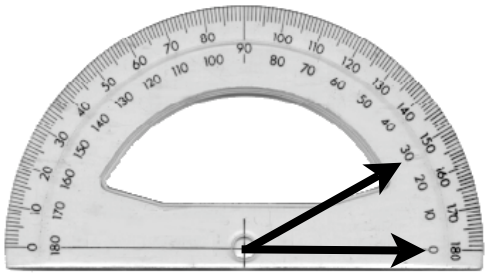
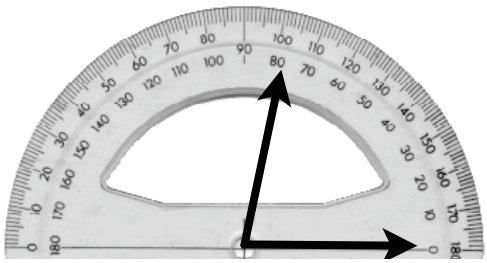
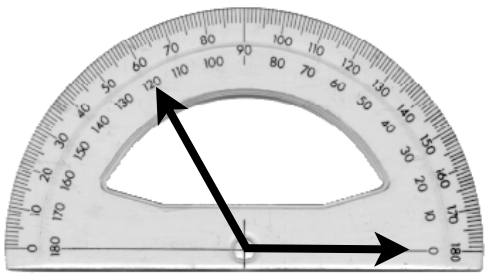
Name:_____ Date:_____

4.MD.6
Measuring with a Protractor

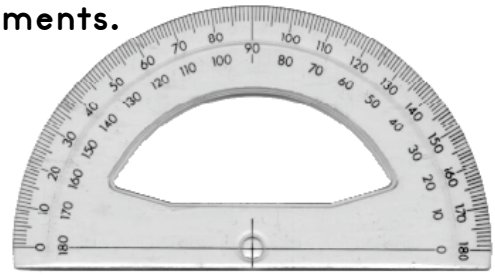
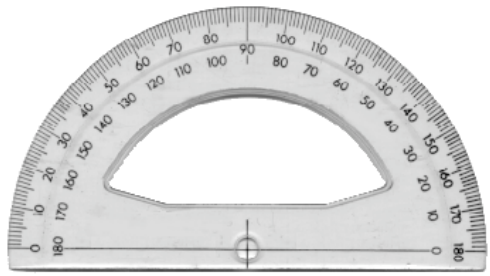
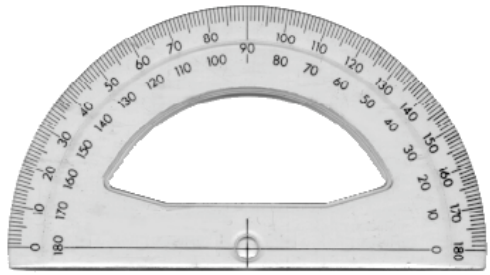
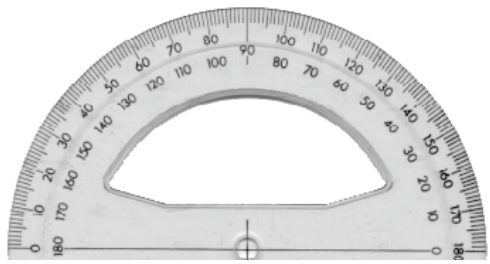
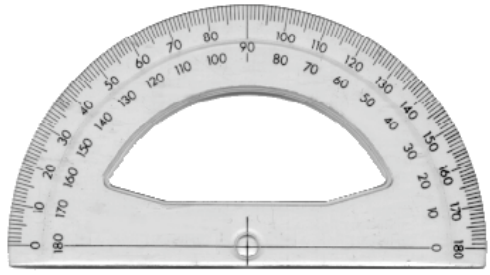
Measurement and Data

Record the measurement of each angle:

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____

Sketch angles to match each of the measurements.

1. 80°
2. 55°
3. 70°
4. 150°
5. 170°

Notes:

Score:

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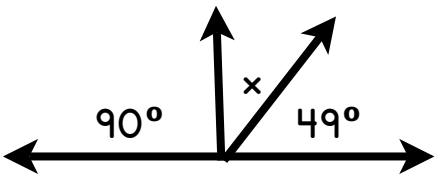
Name:_____ Date:_____

Measurement and Data

4.MD.7
Decomposing Angles

Find the value of X.

❶



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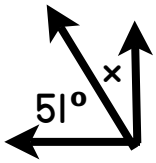

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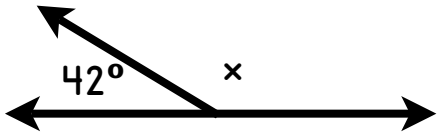

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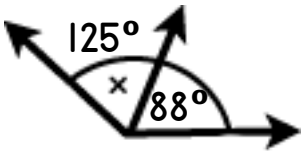

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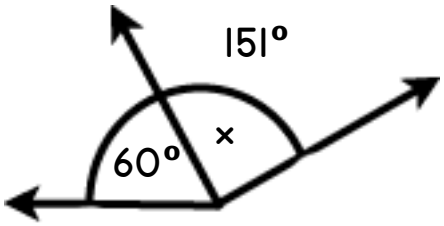

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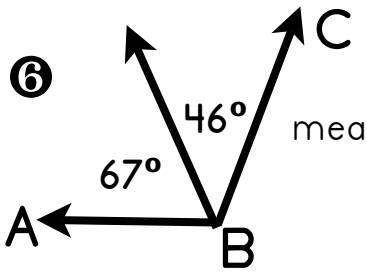
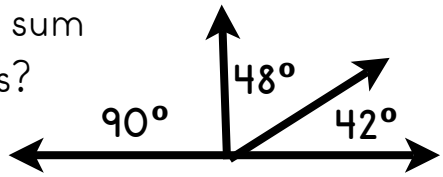


What is the total measurement of ∠ABC?

_____

❼ What is the sum of all angles?

_____



❽ An angle is decomposed into two smaller angles. Both smaller angles measure 57°. What was the measurement of the original angle? _____

❾ An 107° angle is decomposed into two angles. The smaller angle measures 29°. What is the measurement of the other angle? _____

❿ A 168° angle has been decomposed into two angles. What could possibly be the measurement of each of the smaller angles? _____

Notes:

Score:

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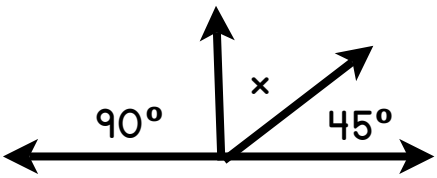
Name:_____ Date:_____

Measurement and Data

4.MD.7
Decomposing Angles

Find the value of X.

❶



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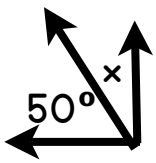

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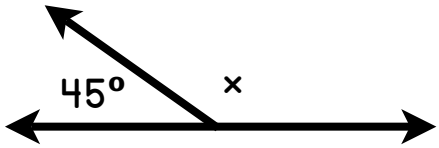
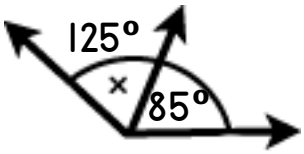


❹



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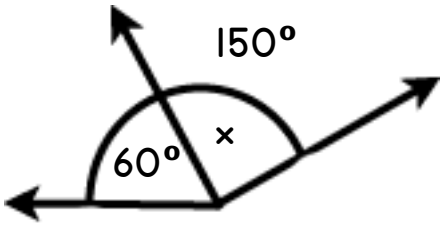

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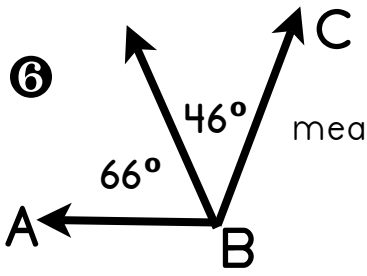
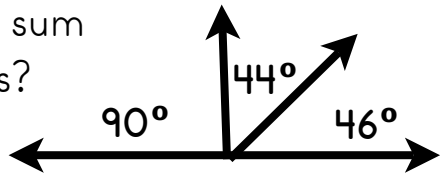


What is the total measurement of ∠ABC?

_____

❼ What is the sum of all angles?

_____



❽ An angle is decomposed into two smaller angles. Both smaller angles measure 47°. What was the measurement of the original angle? _____

❾ An 106° angle is decomposed into two angles. The smaller angle measures 28°. What is the measurement of the other angle? _____

❿ A 148° angle has been decomposed into two angles. What could possibly be the measurement of each of the smaller angles? _____

Notes:

Score:

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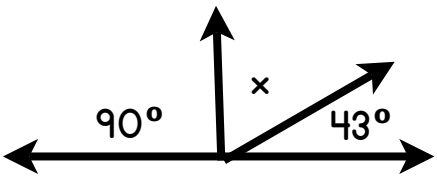
Name:_____ Date:_____

Measurement and Data

4.MD.7
Decomposing Angles

Find the value of X.

❶



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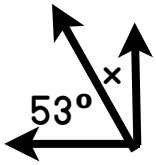

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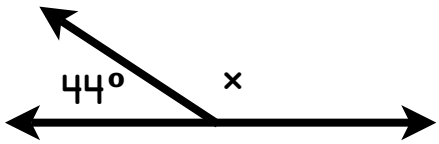

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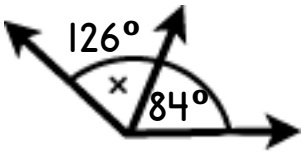

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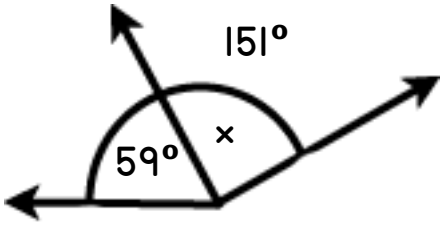

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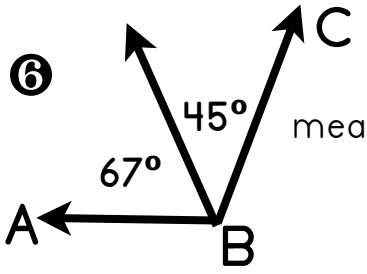
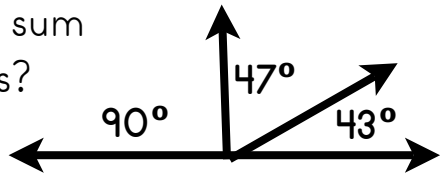


What is the total measurement of ∠ABC?

_____

❼ What is the sum of all angles?

_____



❽ An angle is decomposed into two smaller angles. Both smaller angles measure 48°. What was the measurement of the original angle? _____

❾ An 106° angle is decomposed into two angles. The smaller angle measures 29°. What is the measurement of the other angle? _____

❿ A 153° angle has been decomposed into two angles. What could possibly be the measurement of each of the smaller angles? _____

Notes:

Score:

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Geometry

Name:_____ Date:_____

Geometry

4.G.1
Lines and Angles

Draw each of the following:

1. perpendicular lines

2. obtuse angle

3. right angle

4. parallel lines

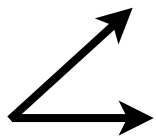
5. acute angle

6. ray

7. line segment

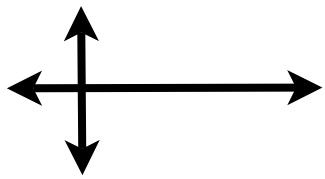
8. point

9. What type of angle is shown?



_____

10. What type of lines are shown?



_____

Notes:

Score:

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Name:_____ Date:_____

Geometry

4.G.1
Lines and Angles

Draw each of the following:

1. right angle

2. acute angle

3. perpendicular angle

4. parallel lines

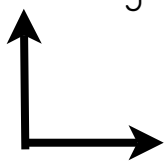
5. obtuse angle

6. line segment

7. ray

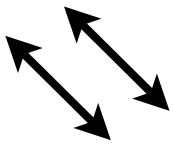
8. point

9. What type of angle is shown?



_____

10. What type of lines are shown?



_____

Notes:

Score:

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Name:_____ Date:_____

Geometry

4.G.1
Lines and Angles

Draw each of the following:

1. obtuse angle

2. perpendicular lines

3. ray

4. line segment

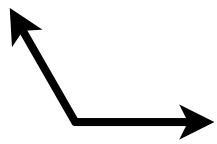
5. point

6. right angle

7. acute angle

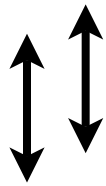
8. perpendicular angle

9. What type of angle is shown?



_____

10. What type of lines are show?



_____

Notes:

Score:

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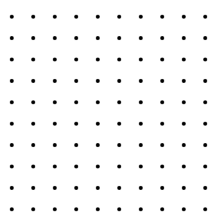
Name:_____ Date:_____

Geometry

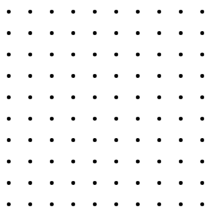
4.G.2
Lines and Angles

Draw a figure to match each description and then identify it.

❶ 

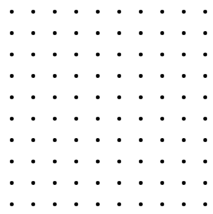
three equal sides
three equal angles

_____

❷ 

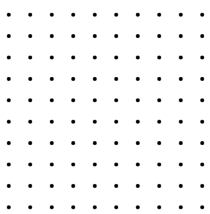
four equal sides
four right angles

_____

❸ 

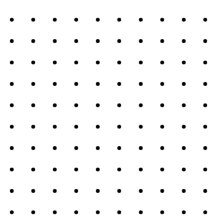
no 3 sides or
angles are equal

_____

❹ 

two sets of parallel lines
four right angles

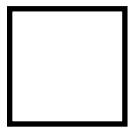
_____

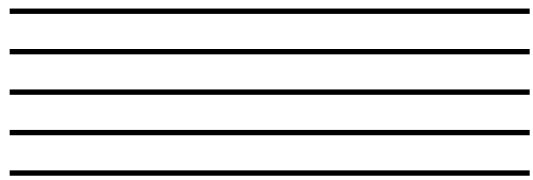
❺ 

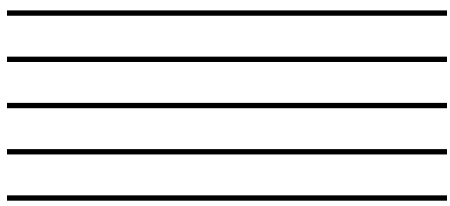
no right angles
opposite sides are parallel

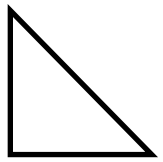
_____

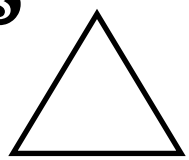
Identify and label the figures below. List the attributes of each.

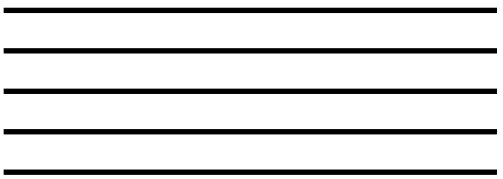
❻ 



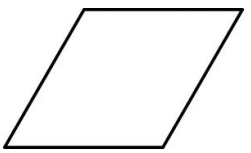
❼ 



❽ 



❾



❿

Notes:

Score:

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Name:_____ Date:_____

Geometry

4.G.2
Lines and Angles

Draw a figure to match each description and then identify it.

❶ four equal sides
four right angles
_____

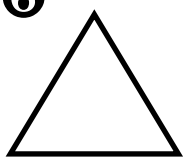
❷ no 3 sides or
angles are equal
_____

❸ three equal sides
three equal angles
_____

❹ no right angles
opposite sides are parallel
_____

❺ two sets of parallel lines
four right angles
_____

Identify and label the figures below. List the attributes of each.

❻ 

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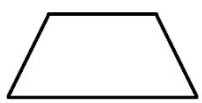
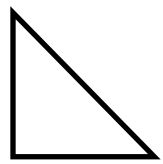
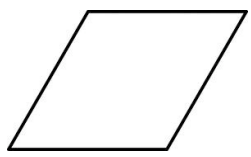
❽ 

❾ 

❿ 

Notes:

Score:

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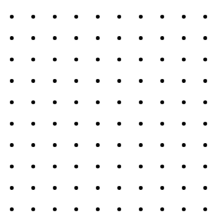
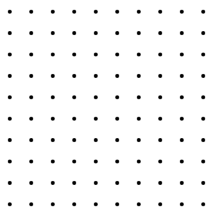
Name:_____ Date:_____

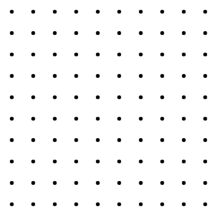
Geometry

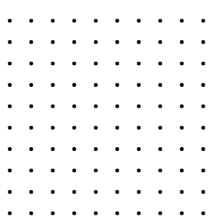
4.G.2
Lines and Angles

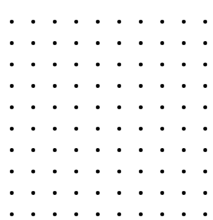
Draw a figure to match each description and then identify it.

1. 
   no right angles
   opposite sides are parallel
   _____

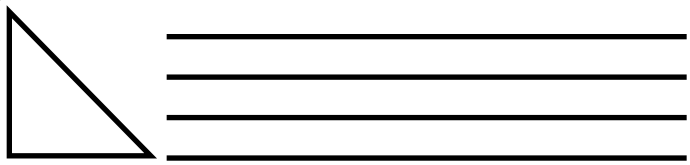
2. 
   three equal sides
   three equal angles
   _____

3. 
   no 3 sides or
   angles are equal
   _____

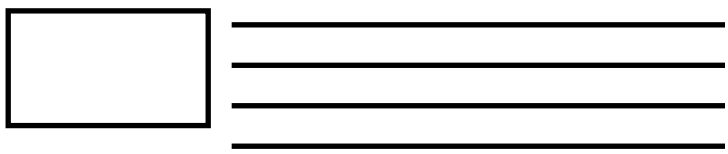
4. 
   four equal sides
   four right angles
   _____

5. 
   two sets of parallel lines
   four right angles
   _____

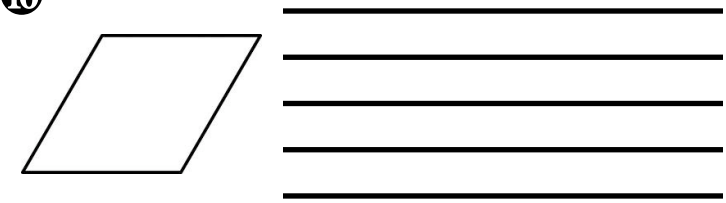
Identify and label the figures below. List the attributes of each.

6. 

7.

8. 

9.

10. 

Notes:

Score:

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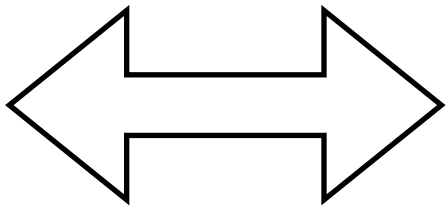
Name:_____ Date:_____

Geometry

4.G.3
Symmetry

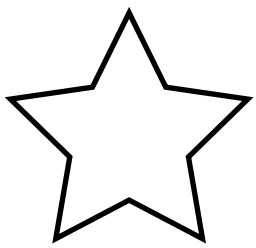
Draw all the lines of symmetry on each figure.
Write the total possible number next to each.

❶



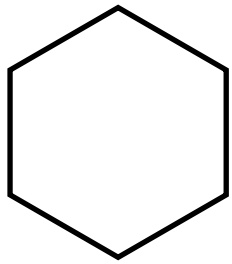
_____

❷



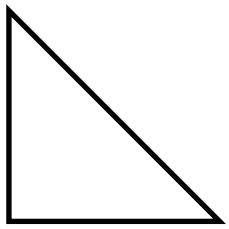
_____

❸



_____

❹

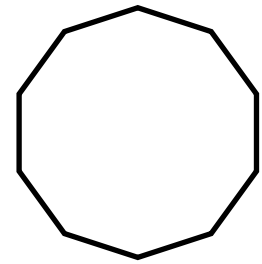


_____

❺

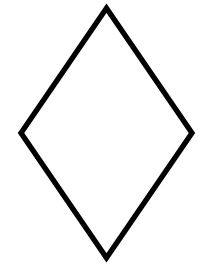
_____

❻



_____

❼



_____

❽ Draw a shape with no lines of symmetry.

❾ Draw a shape with only one line of symmetry.

❿ Draw a shape with exactly two lines of symmetry.

Notes:

Score:

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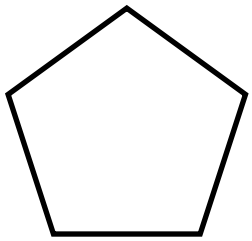
Name:_____ Date:_____

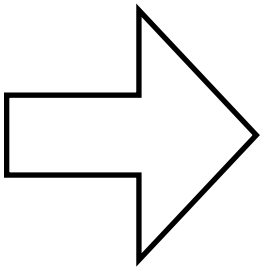
Geometry

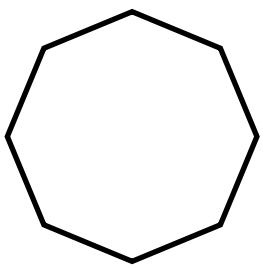
4.G.3
Symmetry

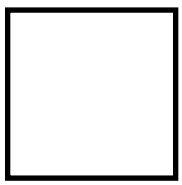
Draw all the lines of symmetry on each figure.
Write the total possible number next to each.

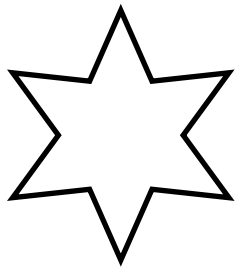
1.
_____

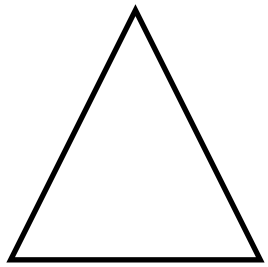
2. 
_____

3. 
_____

4. 
_____

5. 
_____

6. 
_____

7. 
_____

8. Draw a shape with no lines of symmetry.

9. Draw a shape with only one line of symmetry.

10. Draw a shape with exactly two lines of symmetry.

Notes:

Score:

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Name:_____ Date:_____

Geometry

4.G.3
Symmetry

Draw all the lines of symmetry on each figure.
Write the total possible number next to each.

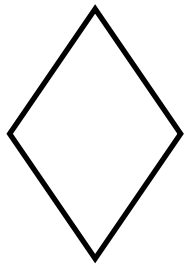
❶

_____

❷

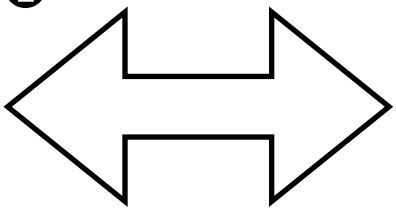
_____

❸



_____

❹

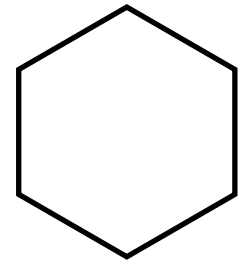


_____

❺

_____

❻



_____

❼

_____

❽ Draw a shape with no lines of symmetry.

❾ Draw a shape with only one line of symmetry.

❿ Draw a shape with exactly two lines of symmetry.

Notes:

Score:

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Answer Keys

I

{Assessment One}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment One

Operations and Algebraic Thinking			4.OA.1
1)	3x6=18	6)	10 girls
2)	36 = 9 x 4	7)	12 miles
3)	4 x 7 = 28	8)	42 books
4)	40 = 8 x 5	9)	24 stickers
5)	7 x 5 = 35	10)	12 baskets

Operations and Algebraic Thinking			4.OA.2
1)	7 x 6 = 42		
2)	54 ÷ 9 = 6		
3)	72 ÷ 8 =9		
4)	6 x 5 = 30		
5)	48 ÷ 6 = 8		

Operations and Algebraic Thinking			4.OA.3
1)	15 erasers		
2)	2 animal crackers		
3)	10 books		
4)	17 yo-yos		
5)	11 students		

Operations and Algebraic Thinking			4.OA.4
1)	1, 2, 5, 10	6)	24, 30, 36
2)	1, 2, 3, 5, 6, 10, 15,30	7)	12, 16, 20
3)	1, 3, 9	8)	36, 45, 54
4)	1, 2, 3, 4, 6, 8, 12, 24	9)	prime
5)	1, 2,4, 6, 8, 12, 24, 48	10)	1, 2, 4, 8, 16

Operations and Algebraic Thinking			4.OA.5
1)	add 12	6)	subtract 11
2)	add by multiples of 3	7)	add multiples of 5
3)	multiply by 2	8)	visually assess
4)	divide by 3	9)	visually assess
5)	add 3	10)	multiply by 6

Numbers & Operations in Base Ten			4.NBT.1
1)	50	6)	3
2)	20	7)	4
3)	10	8)	8
4)	100	9)	100
5)	8,000	10)	90,000

Numbers & Operations in Base Ten			4.NBT.2
1)	visually assess	6)	<
2)	visually assess	7)	<
3)	35,765	8)	<
4)	58,472	9)	<
5)	visually assess	10)	Caville

Numbers & Operations in Base Ten			4.NBT.3
1)	67,530	6)	840,000
2)	53,000	7)	670,000
3)	6,200	8)	900,000
4)	895,000	9)	30,000
5)	55,000	10)	answer will vary

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Common Core Math Assessments
Answer Guide for: Assessment One

Numbers & Operations in Base Ten			4.NBT.4
1)	$3,953.00	6)	$4671
2)	$158,408	7)	$11,389
3)	$80,187	8)	$1365
4)	$173,925	9)	$50,082
5)	$13,821	10)	$2152

Numbers & Operations in Base Ten			4.NBT.5
1)	22,470	6)	2,014
2)	1,664	7)	5,994
3)	4,896	8)	2,128
4)	5,673	9)	37,716
5)	3,072	10)	864

Numbers & Operations in Base Ten			4.NBT.6
1)	189		406
2)	1471 R2		205
3)	28		105
4)	321		549
5)	72		32

Numbers & Operations–Fractions			4.NF.1
1)	2	6)	answers will vary
2)	4	7)	answers will vary
3)	3	8)	answers will vary
4)	10	9)	visually assess
5)	3	10)	visually assess

Numbers & Operations–Fractions			4.NF.2
1)	=	6)	2/6, 5/10, 6/8
2)	=	7)	1/3, 5/12, 4/6
3)	<	8)	5/10, 2/6, 1/5
4)	>	9)	3/4, 4/6, 6/12
5)	<	10)	blue

Numbers & Operations–Fractions			4.NF.3
1)	1 2/3	6)	3/10
2)	8/12	7)	18/100
3)	6)	8)	3 2/8
4)	7 5/6	9)	2 3/10
5)	2/6	10)	1 4/6

Numbers & Operations–Fractions			4.NF.4
1)	3	6)	8/16, 12/24, 16/32
2)	2	7)	6/8, 9/12, 12/16
3)	3	8)	4/12, 6/18, 8/24
4)	3 5/10	9)	6/8, 9/12, 12/16
5)	3 6/8	10)	2 pencils

Numbers & Operations–Fractions			4.NF.5
1)	40	6)	9/10 or 90/100
2)	8	7)	9/10 or 90/100
3)	50	8)	5/10 or 50/100
4)	9	9)	9/10 or 90/100
5)	20	10)	9/10 or 90/100

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Common Core Math Assessments
Answer Guide for: Assessment One

Numbers & Operations–Fractions			4.NF.6
1)	0.30	6)	90/100
2)	0.6	7)	50/100
3)	0.72	8)	45/100
4)	0.8	9)	40/100
5)	0.87	10)	72/100

Numbers & Operations–Fractions			4.NF.7
1)	<	6)	0.4, 0.6, 0.64
2)	<	7)	0.49, 0.56, 0.9
3)	=	8)	0.43, 0.4, 0.34
4)	<	9)	0.99, 0.9, 0.89
5)	>	10)	tacos

Measurement and Data			4.MD.1
1)	24	6)	60, 3600
2)	4	7)	7200
3)	72	8)	180
4)	5000	9)	3000
5)	10	10)	4000

Measurement and Data			4.MD.2
1)	270 minutes		
2)	$5.25		
3)	56 oz		
4)	5,500 grams		
5)	3,950 ml		

Measurement and Data			4.MD.3
1)	18, 18		
2)	77, 36		
3)	100, 50		
4)	196, 56		
5)	1296, 144		

Measurement and Data			4.MD.4
1)	visually assess	6)	visually assess
2)	12 4/8	7)	19
3)	12 4/8	8)	no
4)	17	9)	30
5)	93 1/2	10)	22

Measurement and Data			4.MD.5
1)	right	6)	90
2)	obtuse	7)	180
3)	acute	8)	270
4)	straight	9)	360
5)	right	10)	60

Measurement and Data			4.MD.6
1)	30	6)	visually assess
2)	80	7)	visually assess
3)	60	8)	visually assess
4)	80	9)	visually assess
5)	60	10)	visually assess

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Common Core Math Assessments
Answer Guide for: Assessment One

Measurement and Data			4.MD.7
1)	41	6)	113
2)	39	7)	180
3)	138	8)	114
4)	37	9)	78
5)	91	10)	answers will vary

Geometry			4.G.1
1)	visually assess	6)	visually assess
2)	visually assess	7)	visually assess
3)	visually assess	8)	visually assess
4)	visually assess	9)	acute
5)	visually assess	10)	perpendicular

Geometry			4.G.2
1)	equilateral triangle	6)	square
2)	square	7)	right triangle
3)	isosceles triangle	8)	equilateral
4)	rectangle	9)	parallelogram
5)	parallelogram	10)	trapezoid

Geometry			4.G.3
1)	2	6)	10
2)	5	7)	2
3)	6	8)	visually assess
4)	1	9)	visually assess
5)	1	10)	visually assess

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2

{Assessment Two}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment Two

Operations and Algebraic Thinking			4.OA.1
1)	4 x 5 =20	6)	12 girls
2)	45 = 9 x 5	7)	12 miles
3)	5 x 6 = 30	8)	42 books
4)	40 = 5 x 8	9)	24 stickers
5)	8 x 4 = 32	10)	20 baskets

Operations and Algebraic Thinking			4.OA.2
1)	8 x 5 = 40 crayons		
2)	48÷8=6 pencils		
3)	63÷9=7 books		
4)	28÷4=7 books		
5)	36÷6=6 rows		

Operations and Algebraic Thinking			4.OA.3
1)	16 erasers		
2)	3 animal crackers		
3)	25 books		
4)	18 yo-yos		
5)	16 students		

Operations and Algebraic Thinking			4.OA.4
1)	1, 2, 4, 8	6)	28, 35, 42
2)	1, 2, 4, 5, 10, 20	7)	35, 40, 45
3)	1, 2, 3, 4, 6, 12	8)	24, 32, 40
4)	1, 2, 3, 4, 6, 9, 12, 18, 36	9)	composite
5)	1, 2, 4, 8, 16	10)	8

Operations and Algebraic Thinking			4.OA.5
1)	add 11	6)	subtract 11
2)	add by multiples of 3	7)	add multiples of 5
3)	multiply by 2	8)	visually assess
4)	divide by 3	9)	visually assess
5)	multiply by 2	10)	multiply by 6

Numbers & Operations in Base Ten			4.NBT.1
1)	60	6)	5
2)	600	7)	9
3)	10	8)	6
4)	100	9)	10
5)	60,000	10)	100,000

Numbers & Operations in Base Ten			4.NBT.2
1)	visually assess	6)	<
2)	visually assess	7)	<
3)	45,764	8)	>
4)	68,472	9)	<
5)	visually assess	10)	Caville

Numbers & Operations in Base Ten			4.NBT.3
1)	67,540	6)	850,000
2)	53,000	7)	680,000
3)	6,200	8)	900,000
4)	895,000	9)	300,000
5)	55,000	10)	answers will vary

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Common Core Math Assessments
Answer Guide for: Assessment Two

Numbers & Operations in Base Ten			4.NBT.4
1)	4053	6)	4871
2)	159,408	7)	10,389
3)	81,187	8)	1,366
4)	174,925	9)	50,182
5)	$14,821	10)	$2052

Numbers & Operations in Base Ten			4.NBT.5
1)	29,960	6)	2,052
2)	1716	7)	4,995
3)	4,352	8)	2,052
4)	5,766	9)	26,940
5)	3,008	10)	828

Numbers & Operations in Base Ten			4.NBT.6
1)	155 R2		406 R1
2)	1491 R2		204 R4
3)	28 R1		140
4)	322		548 R8
5)	67		29

Numbers & Operations–Fractions			4.NF.1
1)	3	6)	answers will vary
2)	8	7)	answers will vary
3)	25	8)	answers will vary
4)	2	9)	visually assess
5)	2	10)	visually assess

Numbers & Operations–Fractions			4.NF.2
1)	=	6)	2/8, 5/10, 2/3
2)	>	7)	2/8, 1/2, 5/6
3)	<	8)	5/6, 1/3, 2/12
4)	>	9)	6/8, 3/12, 4/100
5)	<	10)	green

Numbers & Operations–Fractions			4.NF.3
1)	1	6)	2/10
2)	7/12	7)	28/100
3)	6 7/8	8)	2 3/8
4)	7 5/16	9)	1 5/10
5)	4/8	10)	8 chapters

Numbers & Operations–Fractions			4.NF.4
1)	3 3/8	6)	6/10, 9/15, 12/20
2)	2 2/6	7)	8/20, 12/30, 16/40
3)	4	8)	8/12, 12/18, 16/24
4)	4	9)	8/10
5)	4 4/8	10)	4)

Numbers & Operations–Fractions			4.NF.5
1)	50	6)	9/10 or 90/100
2)	9	7)	9/10 or 90/100
3)	60	8)	6/10 or 60/100
4)	10	9)	9/10 or 90/100
5)	30	10)	9/10 or 90/100

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Common Core Math Assessments
Answer Guide for: Assessment Two

Numbers & Operations–Fractions			4.NF.6
1)	0.50	6)	70/100
2)	0.9	7)	30/100
3)	0.28	8)	95/100
4)	0.6	9)	80/100
5)	0.59	10)	46/100

Numbers & Operations–Fractions			4.NF.7
1)	<	6)	0.4, 0.5, 0.54
2)	>	7)	0.48, 0.66, 0.8
3)	=	8)	0.63, 0.6, 0.36
4)	<	9)	0.79, 0.77, 0.7
5)	>	10)	tacos

Measurement and Data			4.MD.1
1)	48	6)	16
2)	60	7)	32
3)	72	8)	48
4)	3000	9)	15
5)	4000	10)	18

Measurement and Data			4.MD.2
1)	360 minutes		
2)	$6.75		
3)	64 oz		
4)	6,500 g		
5)	4,450 ml		

Measurement and Data			4.MD.3
1)	21, 20		
2)	98, 42		
3)	95, 48		
4)	169, 52		
5)	576, 96		

Measurement and Data			4.MD.4
1)	visually assess	6)	visually assess
2)	18 3/4	7)	23
3)	14	8)	no
4)	18	9)	32
5)	100 1/2	10)	26 7/8

Measurement and Data			4.MD.5
1)	straight	6)	90
2)	acute	7)	180
3)	obtuse	8)	270
4)	right	9)	360
5)	right	10)	60

Measurement and Data			4.MD.6
1)	90	6)	visually assess
2)	80	7)	visually assess
3)	60	8)	visually assess
4)	80	9)	visually assess
5)	120	10)	visually assess

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Common Core Math Assessments
Answer Guide for: Assessment Two

Measurement and Data			4.MD.7
1)	45	6)	112
2)	40	7)	180
3)	135	8)	94
4)	40	9)	78
5)	90	10)	answers will vary

Geometry			4.G.1
1)	visually assess	6)	visually assess
2)	visually assess	7)	visually assess
3)	visually assess	8)	visually assess
4)	visually assess	9)	right
5)	visually assess	10)	parallel

Geometry			4.G.2
1)	square	6)	equilateral triangle
2)	isosceles triangle	7)	rectangle
3)	equilateral triangle	8)	trapezoid
4)	parallelogram	9)	right triangle
5)	rectangle	10)	parallelogram

Geometry			4.G.3
1)	1	6)	6
2)	3	7)	1
3)	1	8)	visually assess
4)	8	9)	visually assess
5)	4	10)	visually assess

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3

{Assessment Three}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment Three

Operations and Algebraic Thinking	4.OA.1		
1)	2 x 7 = 14	6)	18 girls
2)	54 = 9 x 6	7)	20 miles
3)	5 x 8 = 40	8)	56 books
4)	72 = 8 x 9	9)	25 stickers
5)	6 x 6 = 36	10)	24 baskets

Operations and Algebraic Thinking	4.OA.2		
1)	6 x 4 = 24 crayons	6)	
2)	42 ÷ 7 = 6 pencils	7)	
3)	81 ÷ 9 = 9 shelves	8)	
4)	30 ÷ 6 = 5 books	9)	
5)	42 ÷ 7 = 6 rows	10)	

Operations and Algebraic Thinking	4.OA.3		
1)	17 erasers		
2)	4 animal crackers		
3)	50 books		
4)	20 yo-yos		
5)	14 students		

Operations and Algebraic Thinking	4.OA.4		
1)	1, 2, 3, 4, 6, 12	6)	27, 36, 45
2)	1, 2, 4, 5, 8, 10, 20, 40	7)	24, 27, 30
3)	1, 2, 3, 6, 9, 18	8)	36, 45, 54
4)	1, 2, 7, 14	9)	prime
5)	1, 2, 4, 7, 14, 28	10)	9 cards

Operations and Algebraic Thinking	4.OA.5		
1)	add 13	6)	subtract 11
2)	add by multiples of 3	7)	add multiples of 5
3)	multiply by 2	8)	visually assess
4)	minus 8	9)	visually assess
5)	multiply by 3	10)	multiply by 4

Numbers & Operations in Base Ten	4.NBT.1		
1)	80	6)	2
2)	800	7)	6
3)	10	8)	0
4)	100	9)	10
5)	60,000	10)	70,000

Numbers & Operations in Base Ten	4.NBT.2		
1)	visually assess	6)	<
2)	visually assess	7)	<
3)	36,765	8)	<
4)	59,472	9)	>
5)	visually assess	10)	Belltown

Numbers & Operations in Base Ten	4.NBT.3		
1)	67,560	6)	840,000
2)	53,000	7)	670,000
3)	6,200	8)	900,000
4)	895,000	9)	300,000
5)	55,000	10)	answer will vary

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Common Core Math Assessments
Answer Guide for: Assessment Three

Numbers & Operations in Base Ten			4.NBT.4
1)	4,053	6)	4,571
2)	158,418	7)	10,389
3)	80,197	8)	1,265
4)	173,975	9)	49,982
5)	$13,821	10)	$2,252

Numbers & Operations in Base Ten			4.NBT.5
1)	22,440	6)	2,067
2)	1,344	7)	7,992
3)	4,986	8)	2,408
4)	59,963	9)	37,786
5)	2,944	10)	828

Numbers & Operations in Base Ten			4.NBT.6
1)	156	6)	491
2)	1,291 R1	7)	491 R2
3)	53 R3	8)	141
4)	319	9)	715
5)	67 R1	10)	715 R3

Numbers & Operations–Fractions			4.NF.1
1)	2	6)	answers will vary
2)	1	7)	answers will vary
3)	20	8)	answers will vary
4)	1	9)	visually assess
5)	3	10)	visually assess

Numbers & Operations–Fractions			4.NF.2
1)	>	6)	4/100, 2/4, 2/3
2)	<	7)	1/5, 4/12, 1/2
3)	<	8)	5/10, 3/6, 2/12
4)	=	9)	7/8, 3/4, 4/10
5)	>	10)	pink

Numbers & Operations–Fractions			4.NF.3
1)	3/8	6)	2/12
2)	6/12	7)	22/100
3)	3 4/5	8)	1 3/10
4)	7)	9)	1 2/10
5)	2/8	10)	5 4/6

Numbers & Operations–Fractions			4.NF.4
1)	3 4/8	6)	6/16, 9/24, 12/32
2)	2 3/6	7)	4/8, 6/12, 8/16
3)	1 1/3	8)	8/12, 12/18, 16/24
4)	3 6/10	9)	6/8
5)	2 4/8	10)	3 4/8

Numbers & Operations–Fractions			4.NF.5
1)	30	6)	8/10, 80/100
2)	7	7)	8/10, 80/100
3)	40	8)	8/10, 80/100
4)	8	9)	8/10, 80/100
5)	60	10)	9/10 or 90/100

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Common Core Math Assessments
Answer Guide for: Assessment Three

Numbers & Operations–Fractions			4.NF.6
1)	0.20	6)	80/100
2)	0.7	7)	40/100
3)	0.58	8)	65/100
4)	0.4	9)	30/100
5)	0.37	10)	62/100

Numbers & Operations–Fractions			4.NF.7
1)	=	6)	0.4, 0.7, 0.74
2)	>	7)	0.08, 0.68, 0.86
3)	<	8)	0.53, 0.5, 0.35
4)	<	9)	0.90, 0.39, 0.09
5)	<	10)	pizza

Measurement and Data			4.MD.1
1)	72	6)	1000, 100000
2)	108	7)	2000, 200000
3)	144	8)	3000, 300000
4)	480	9)	36
5)	540	10)	48

Measurement and Data			4.MD.2
1)	450 minutes		
2)	$8.25		
3)	88 oz		
4)	8,500 g		
5)	5,400 ml		

Measurement and Data			4.MD.3
1)	15, 16		
2)	84, 38		
3)	105, 52		
4)	324, 72		
5)	676, 104		

Measurement and Data			4.MD.4
1)	visually assess	6)	visually assess
2)	15 5/8	7)	19
3)	12	8)	no
4)	18	9)	30
5)	93 3/8	10)	22

Measurement and Data			4.MD.5
1)	right	6)	180
2)	obtuse	7)	360
3)	right	8)	270
4)	straight	9)	90
5)	acute	10)	60

Measurement and Data			4.MD.6
1)	60		visually assess
2)	80		visually assess
3)	30		visually assess
4)	80		visually assess
5)	120		visually assess

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Common Core Math Assessments
Answer Guide for: Assessment Three

Measurement and Data			4.MD.7
1)	117	6)	112
2)	37	7)	180
3)	136	8)	96
4)	42	9)	77
5)	92	10)	answers will vary

Geometry			4.G.1
1)	visually assess	6)	visually assess
2)	visually assess	7)	visually assess
3)	visually assess	8)	visually assess
4)	visually assess	9)	obtuse
5)	visually assess	10)	parallel

Geometry			4.G.2
1)	parallelogram	6)	right triangle
2)	equilateral triangle	7)	equilateral triangle
3)	isosceles triangle	8)	rectangle
4)	square	9)	trapezoid
5)	rectangle	10)	parallelogram

Geometry			4.G.3
1)	1	6)	6
2)	1	7)	1
3)	2	8)	visually assess
4)	2	9)	visually assess
5)	1	10)	visually assess

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Data Notebooks

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Data Notebooks

Data notebooks are an excellent tool for helping students take ownership of their learning. They provide teachers with a means for planning instruction and allow parents to track their child's progress. Although data can be cumbersome and overwhelming, if kept simple you'll find it to be a useful addition to your classroom.

How to Use Them:

1. Print a copy of each tracking sheet for every child along with a cover. I use the boy cover for my boys and the girl for my girls.

2. Each tracking sheet has 3 columns for every standard. I designed them so that they could be used with my Common Core Assessments. Since there are 3 versions of each assessment, they use one column per assessment. However, if a student demonstrates proficiency on assessment one or two, I do not reassess them.

3. I like to have my students color-code their bars. We use red for September, orange for October, yellow for November, etc. I find this helps to get a better overall picture of their progress.

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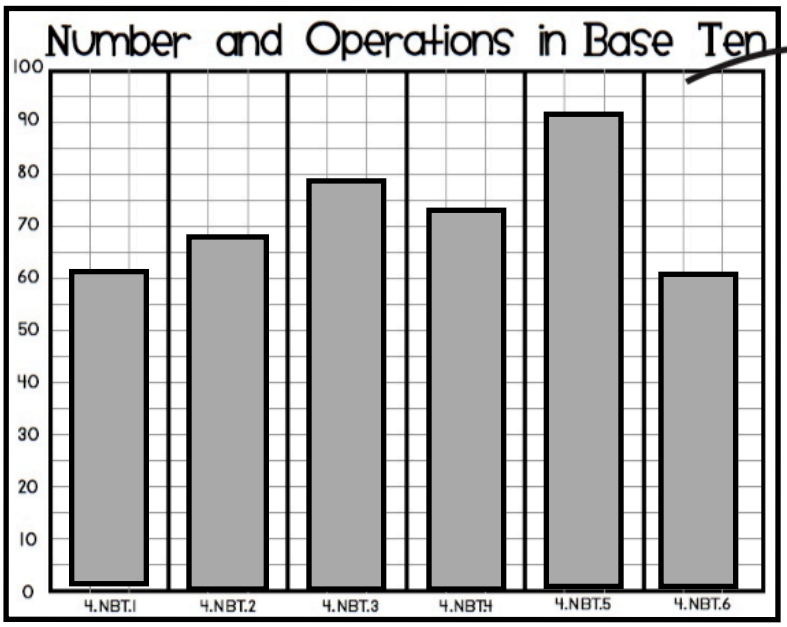
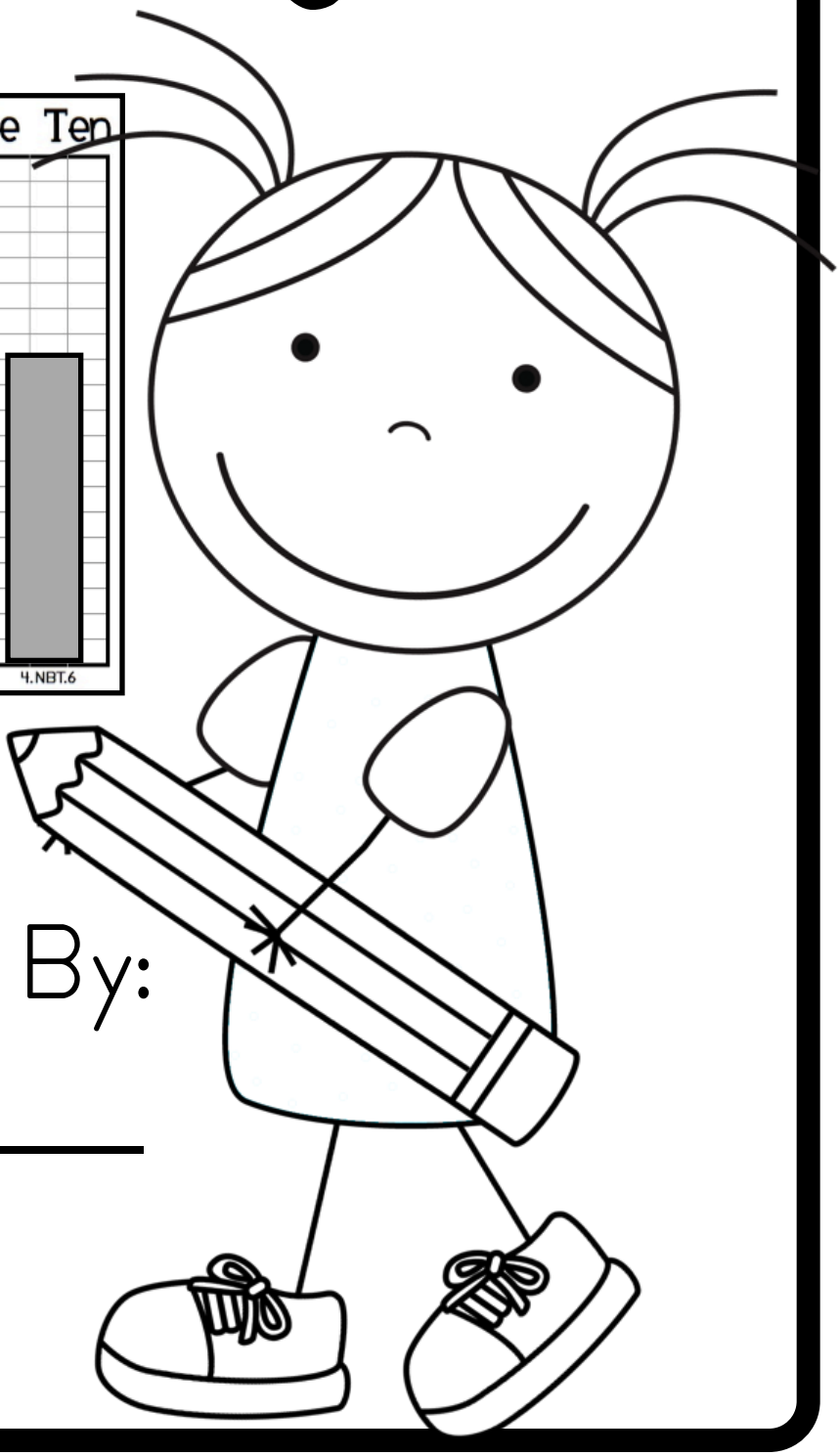
Tracking My Math Progress

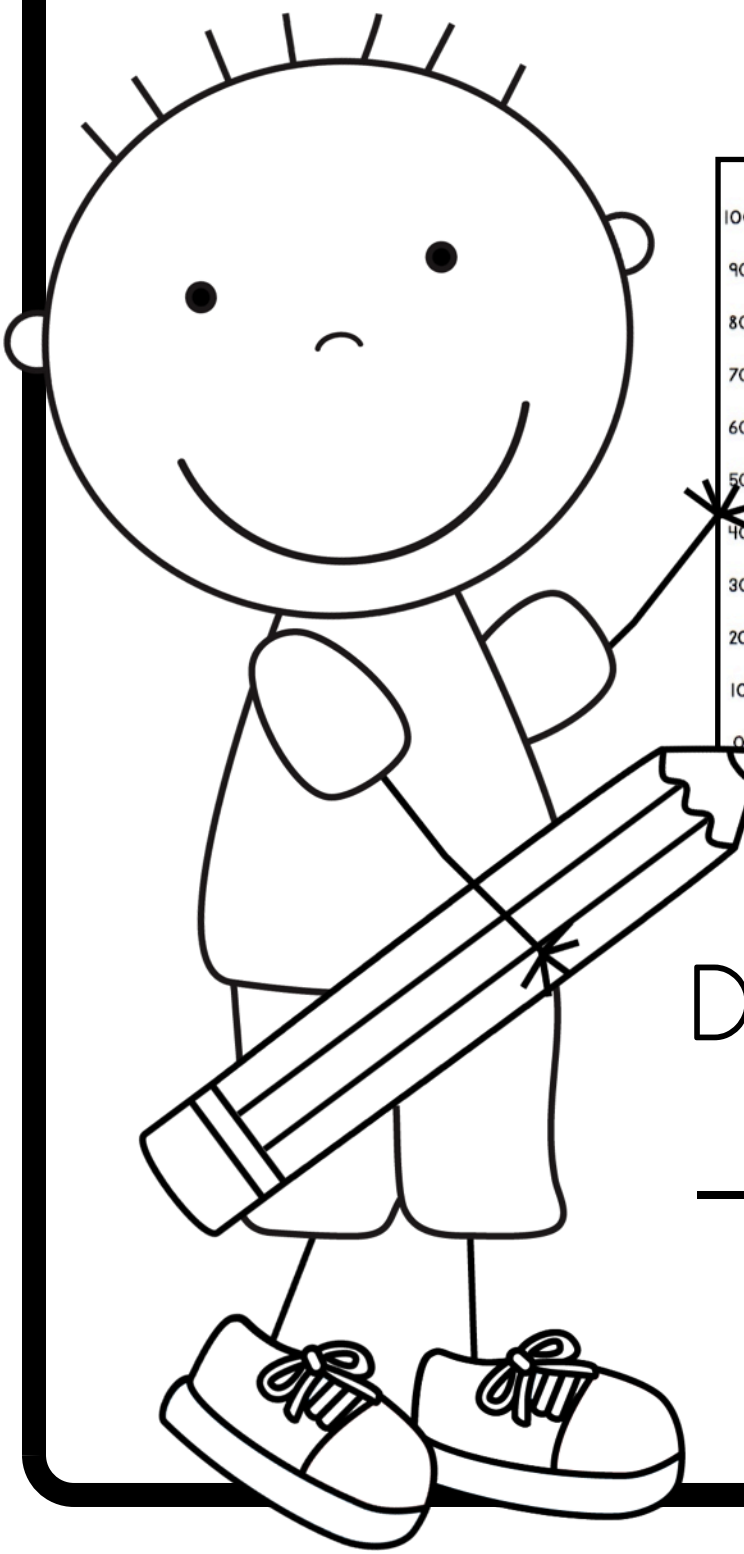


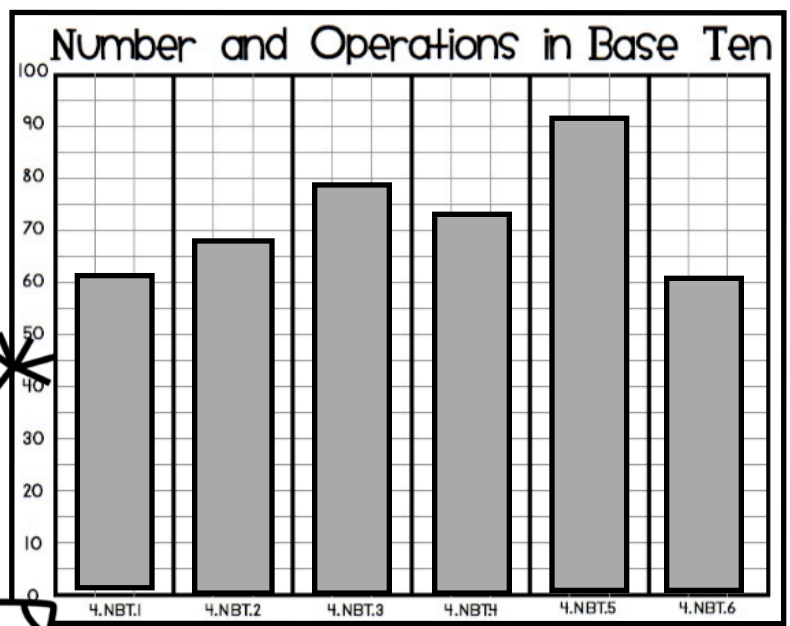


Data Collected By:

_____

Tracking My Math Progress





Data Collected By:

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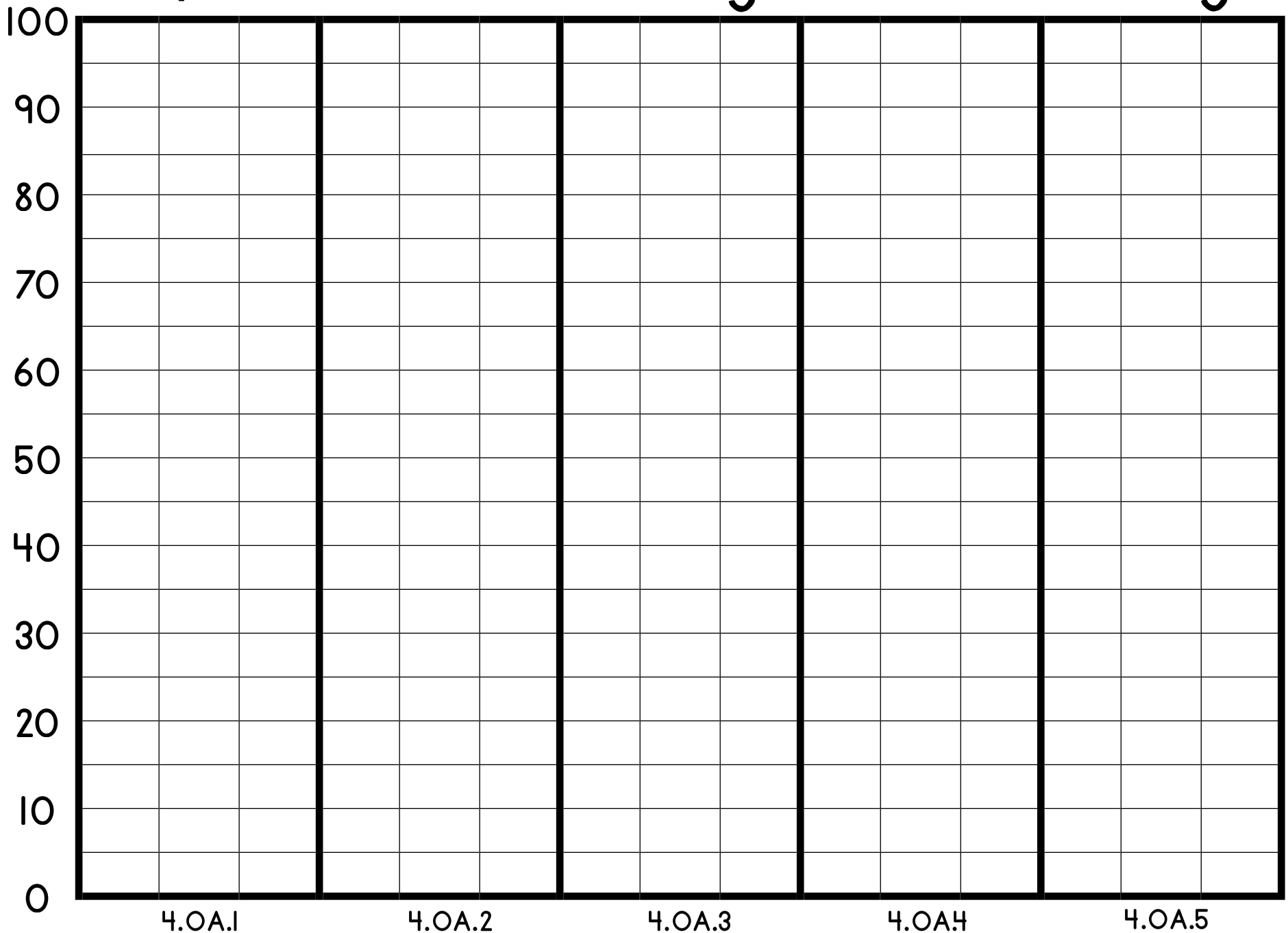
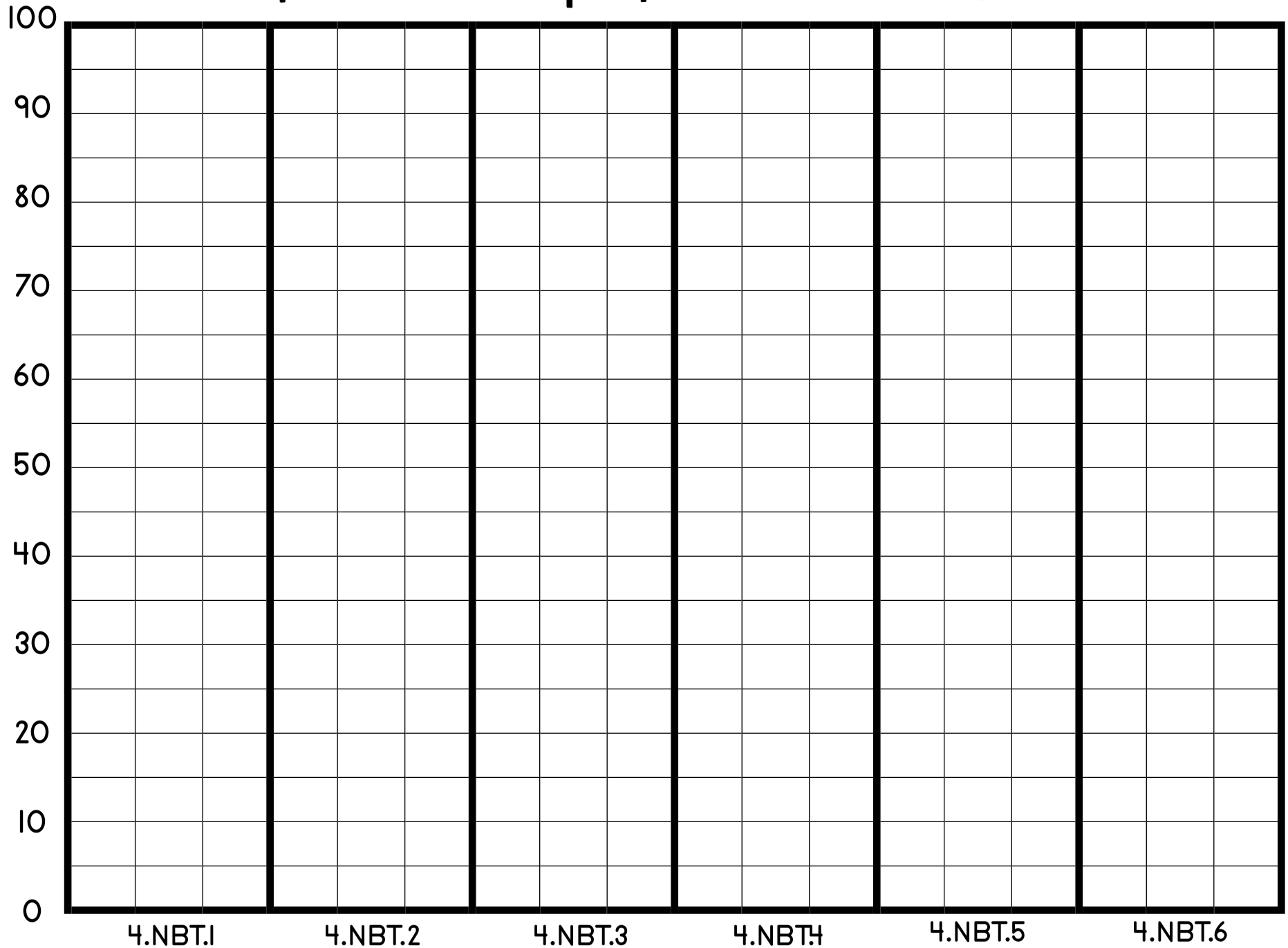
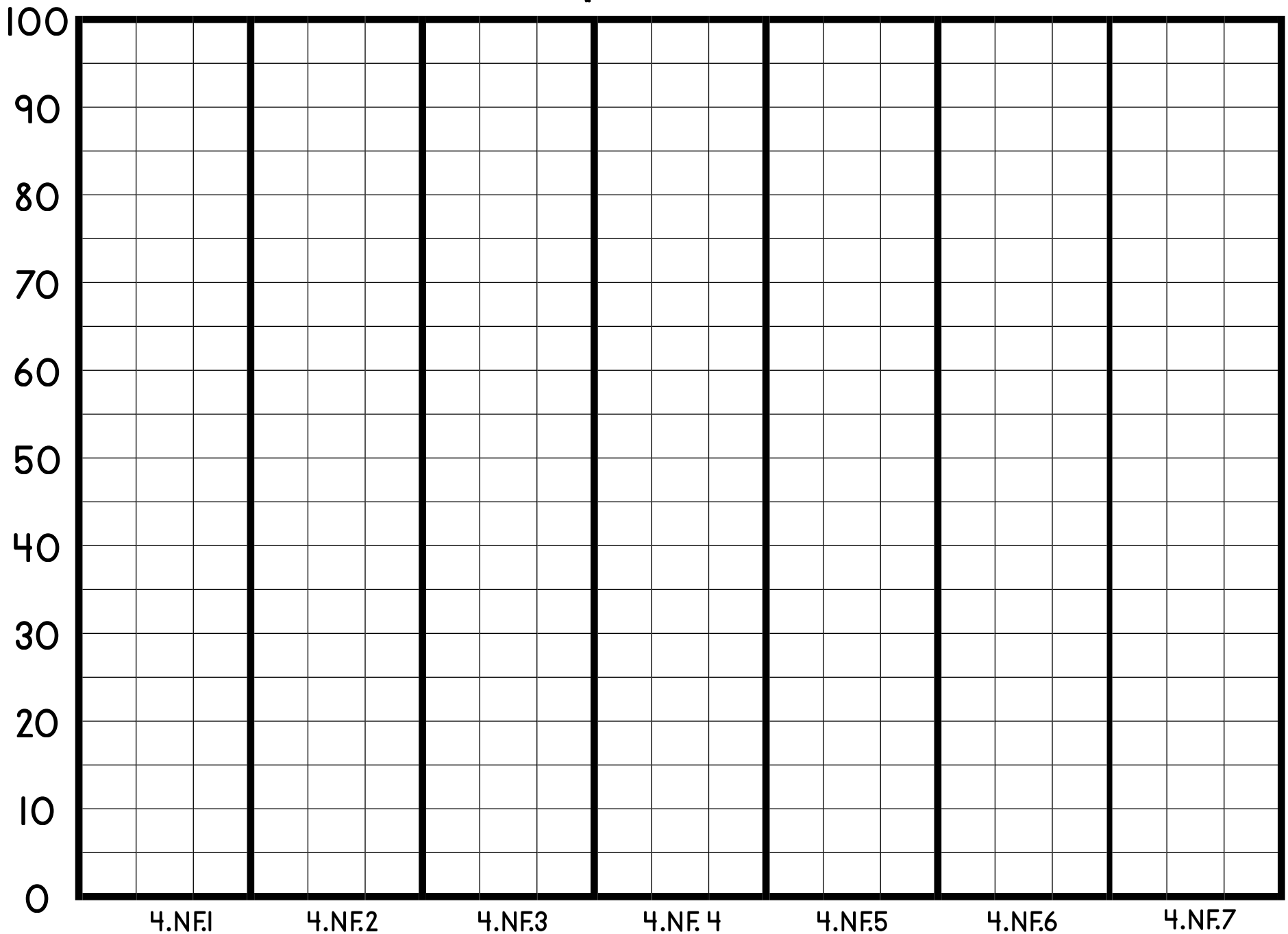
Operations and Algebraic Thinking



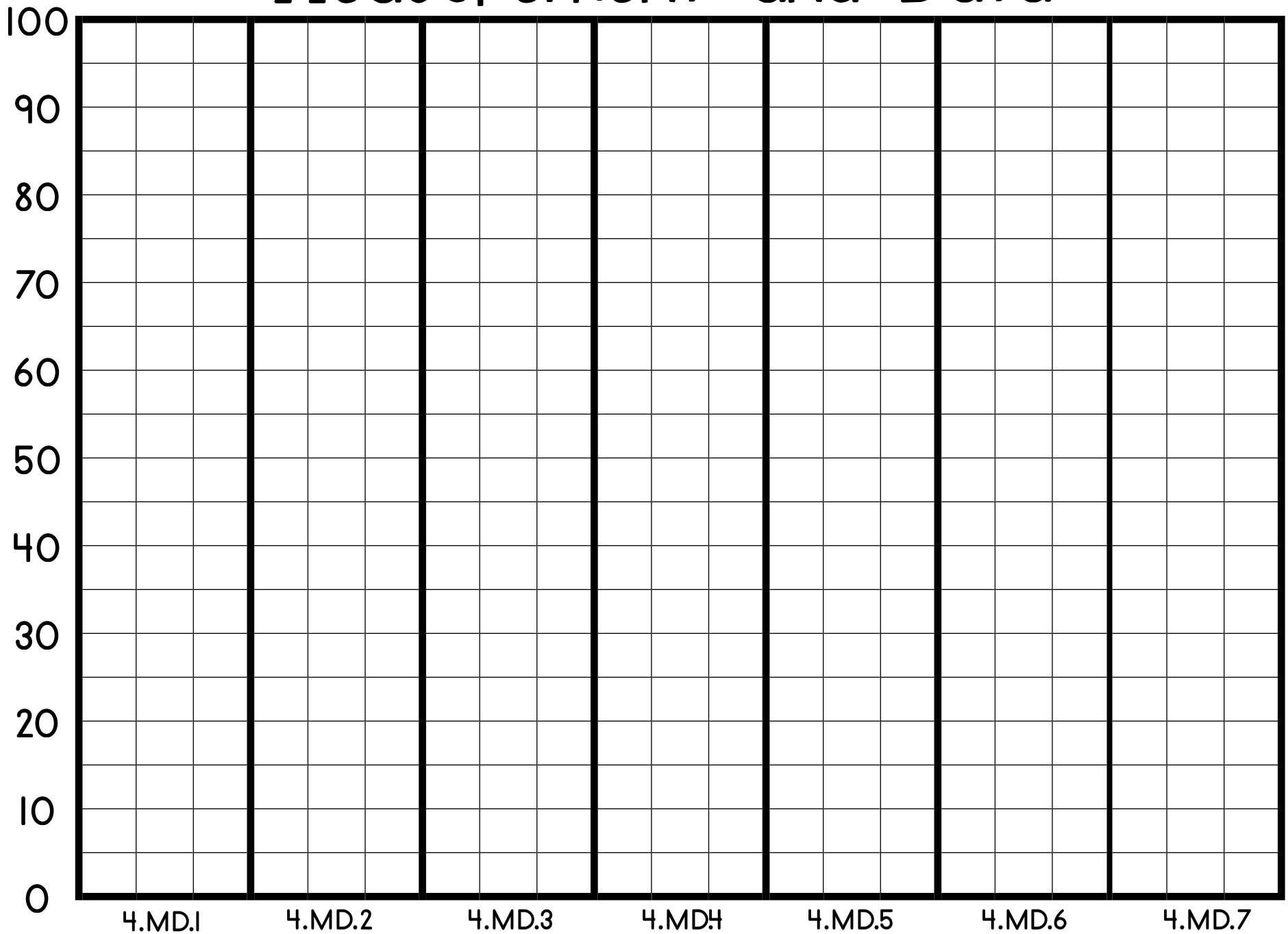
Number and Operations in Base Ten



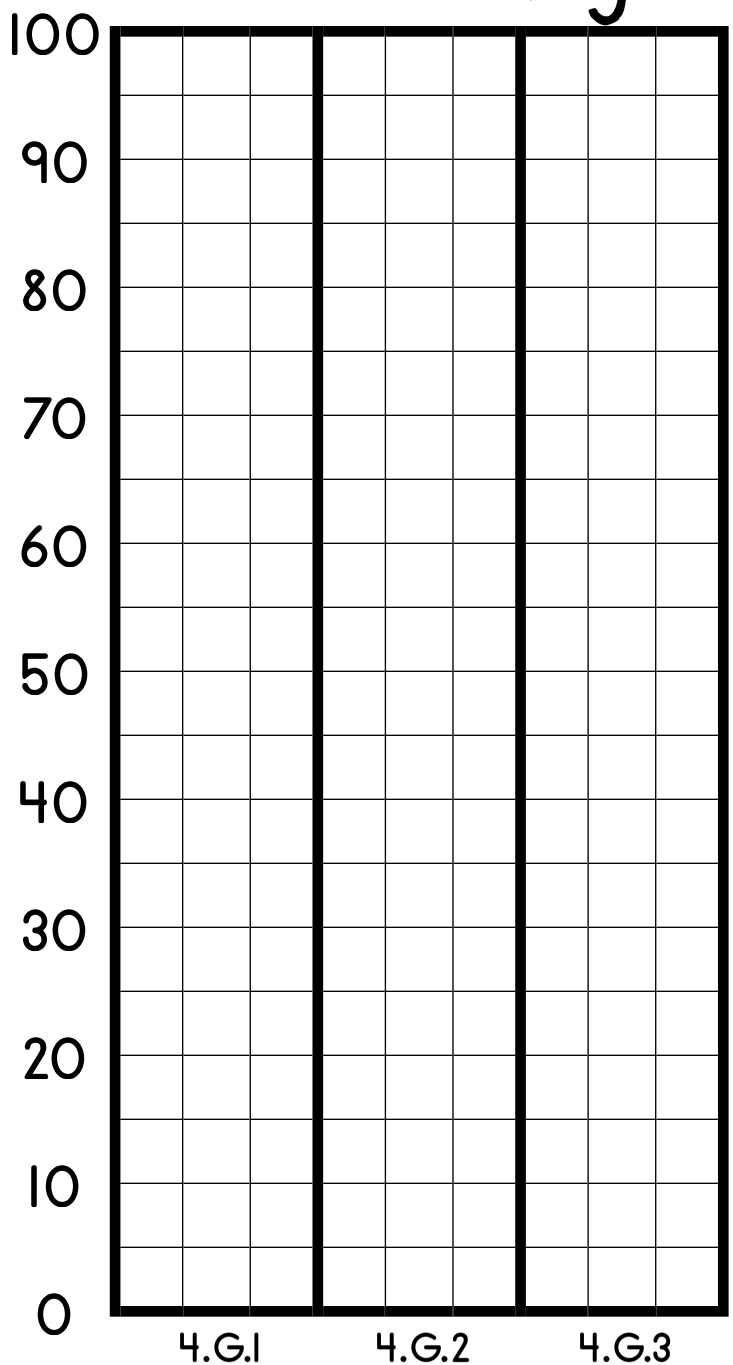
Number and Operations - Fractions



Measurement and Data



Geometry



Notes & Observations

Date	My Math Goals	Steps For Meeting the Goal

Common Core Math Grade Book

Common Core Grade Book

I found that it was important to keep data specific to the Common Core Standards to help me keep track of the status of the class. I created these printables specifically to go with the three assessments in this packet, but you could certainly use them with any lessons that align with the standards.

write student names or numbers

record grades for each of the three assessments in the appropriate column

students	4.OA.1			4.OA.2			4.OA.3		
	1	2	3	1	2	3	1	2	3

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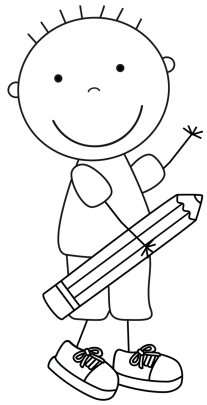
students 	4.OA.1			4.OA.2			4.OA.3		
	1	2	3	1	2	3	1	2	3

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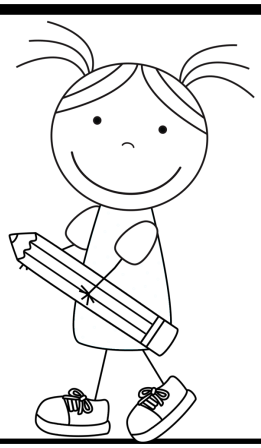
students 	4.OA.4			4.OA.5			4.NBT.1		
	1	2	3	1	2	3	1	2	3

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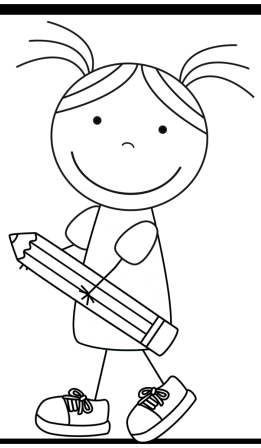
students 	4.NBT.2			4.NBT.3			4.NBT.4		
	1	2	3	1	2	3	1	2	3

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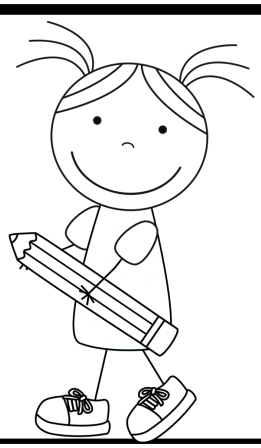
students 	4.NBT.5			4.NBT.6			4.NF.1		
	1	2	3	1	2	3	1	2	3

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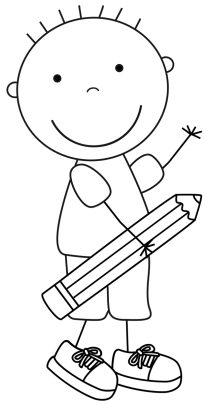
students 	4.NF.2			4.NF.3			4.NF. 4		
	1	2	3	1	2	3	1	2	3

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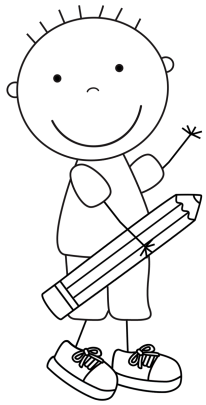
students 	4.NF.5			4.NF.6			4.NF.7		
	1	2	3	1	2	3	1	2	3

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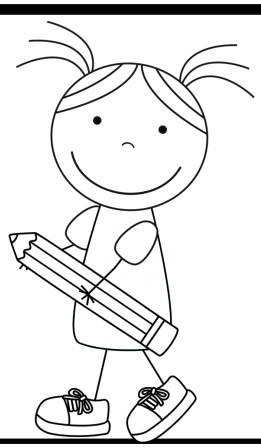
students 	4.MD.1			4.MD.2			4.MD.3		
	1	2	3	1	2	3	1	2	3

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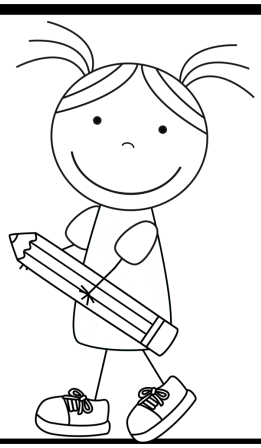
students 	4.MD.4			4.MD.5			4.MD.6		
	1	2	3	1	2	3	1	2	3

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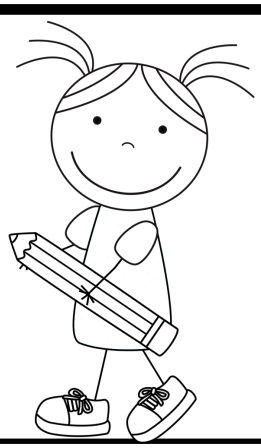
students 	4.MD.7			4.G.1			4.G.2		
	1	2	3	1	2	3	1	2	3

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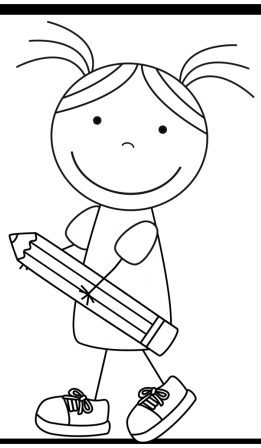
students 	4.G.3			Notes
	1	2	3	

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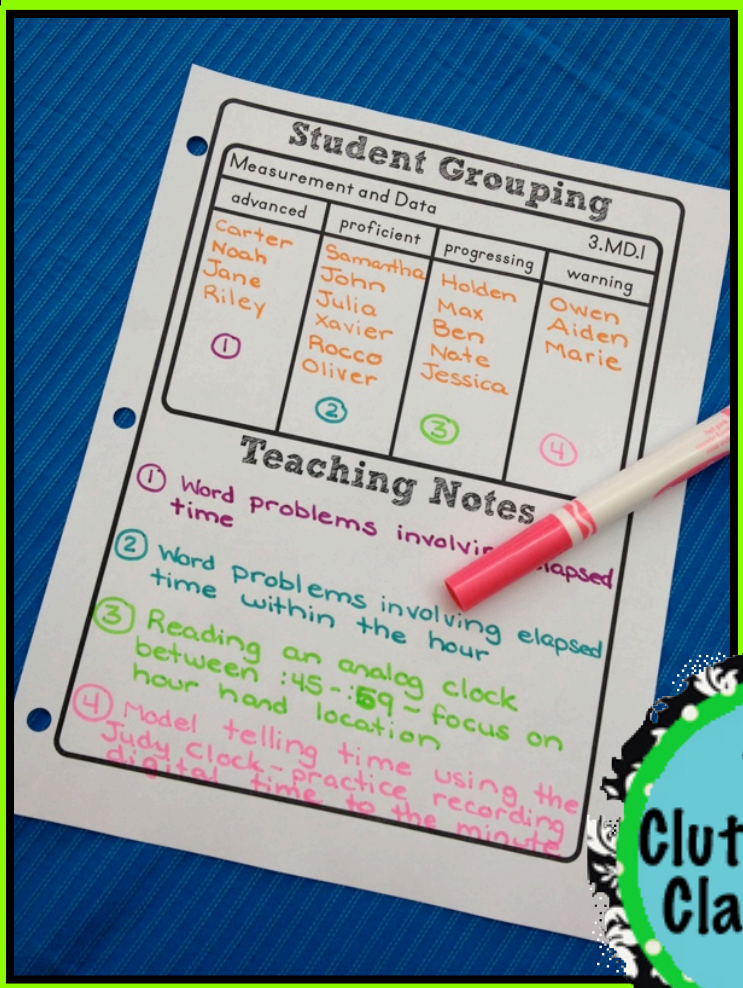
Data-Driven Instruction Lesson Planning Organizers



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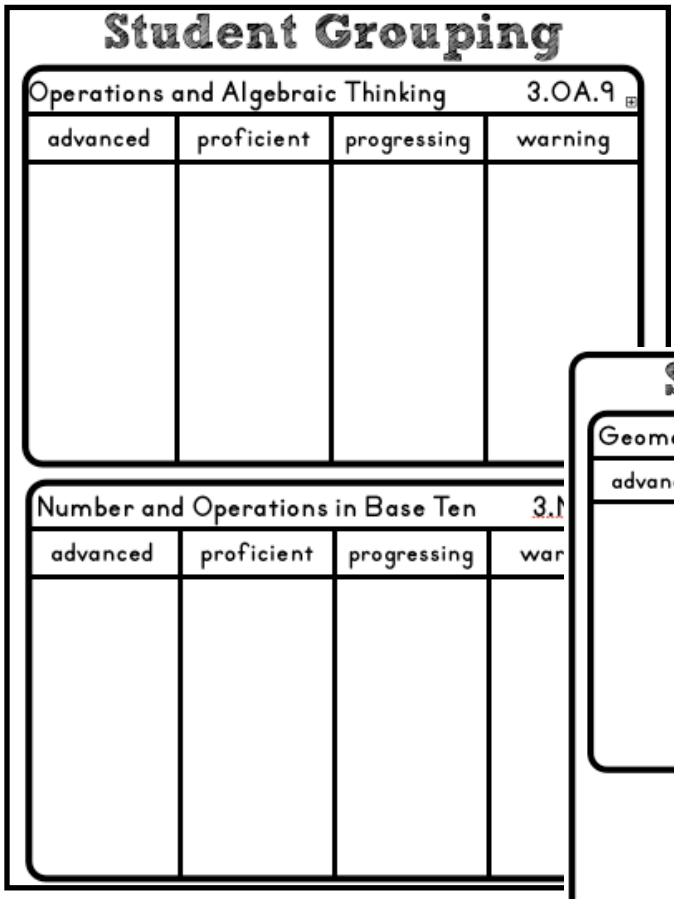
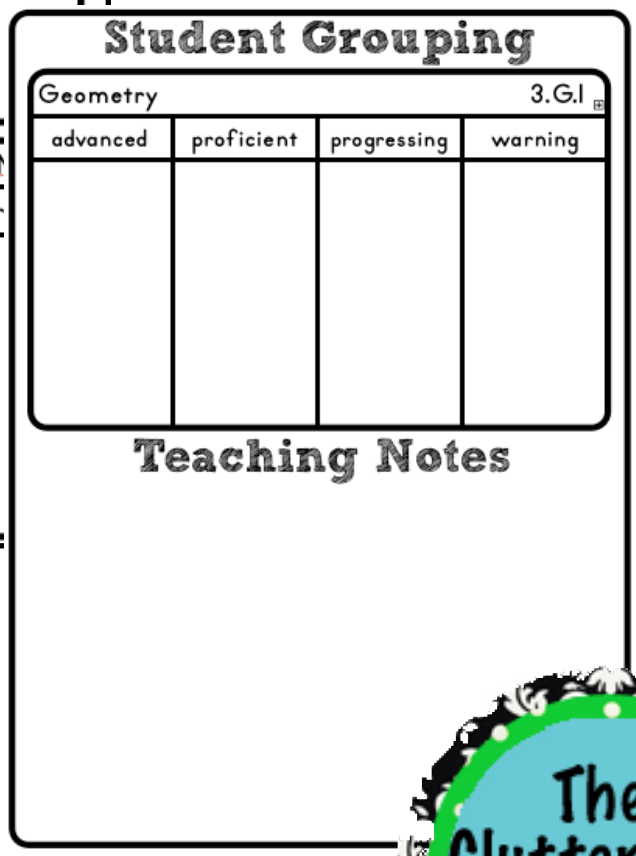
Lesson Planning Sheets

These have been an amazing tool for planning small group lessons during my math workshop. After grading each assessment I record each student's name in one of the four columns to form focus groups. Some students require interventions, others simply need me to clarify misconceptions and some need me to extend and enrich them,



One set of organizers is just for forming groups or tracking student status. The other includes space for notes on lessons.



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Student Grouping

Operations and Algebraic Thinking			4.OA.1
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			4.OA.2
advanced	proficient	progressing	warning

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Student Grouping

Operations and Algebraic Thinking			4.OA.3
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			4.OA.4
advanced	proficient	progressing	warning

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Student Grouping

Operations and Algebraic Thinking			4.OA.5
advanced	proficient	progressing	warning

Number and Operations in Base Ten			4.NBT.1
advanced	proficient	progressing	warning

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Student Grouping

Number and Operations in Base Ten			4.NBT.2
advanced	proficient	progressing	warning

Number and Operations in Base Ten			4.NBT.3
advanced	proficient	progressing	warning

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Student Grouping

Number and Operations in Base Ten			4.NBT. 4
advanced	proficient	progressing	warning

Number and Operations in Base Ten			4.NBT.5
advanced	proficient	progressing	warning

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Student Grouping

Number and Operations in Base Ten			4.NBT.6
advanced	proficient	progressing	warning

Number and Operations–Fractions			4.NF.1
advanced	proficient	progressing	warning

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Student Grouping

Number and Operations–Fractions			4.NF.2
advanced	proficient	progressing	warning

Number and Operations–Fractions			4.NF.3
advanced	proficient	progressing	warning

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Student Grouping

Number and Operations–Fractions			4.NF.4
advanced	proficient	progressing	warning

Number and Operations–Fractions			4.NF.5
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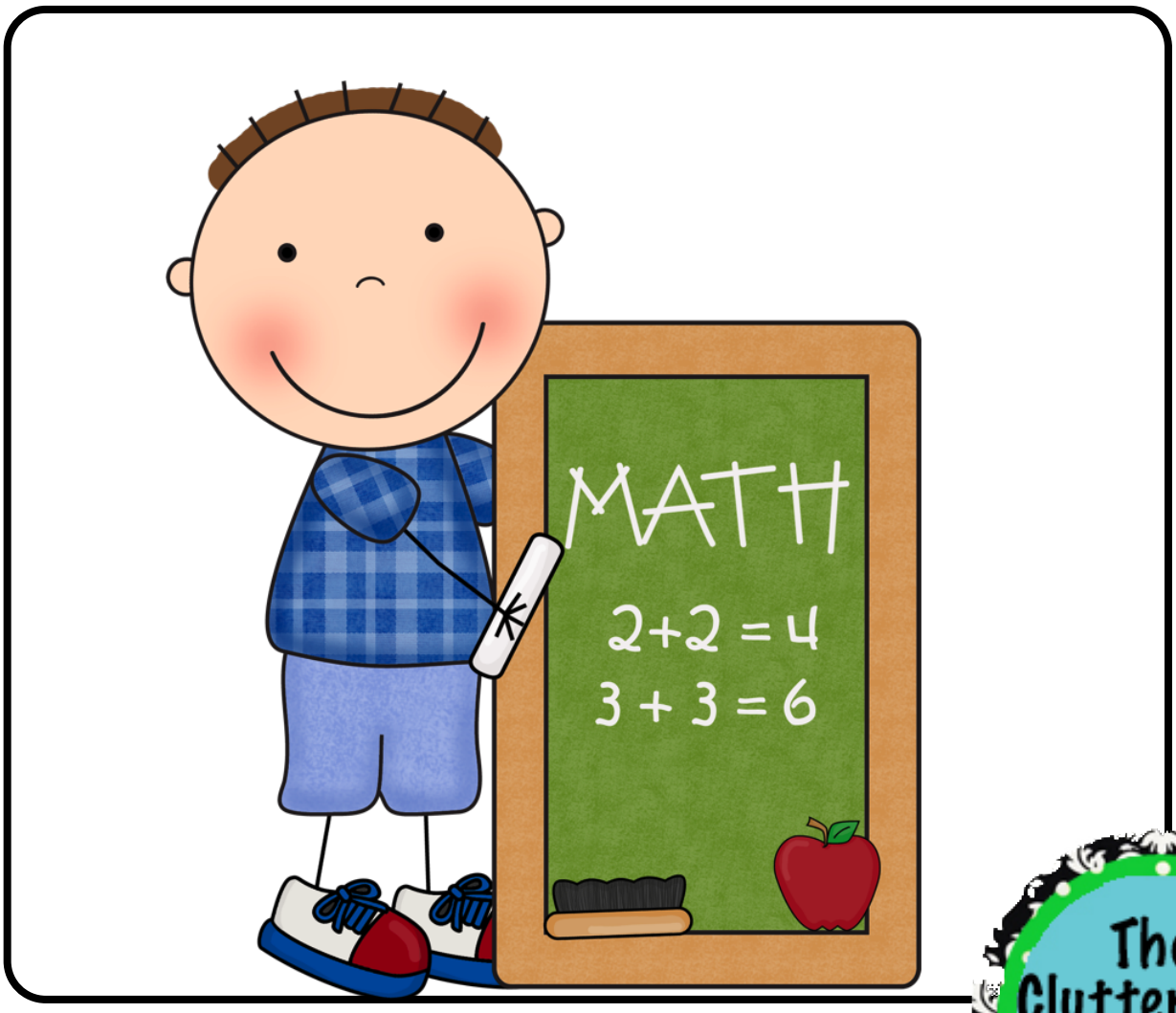

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