

Grade 4: Unit Assessment  
*Unit 3: Multiple Towers and Division Stories*

Student's name: \_\_\_\_\_

Date Given: \_\_\_\_\_

Benchmarks	Not Meeting the Benchmark	Partially Meeting the Benchmark	Meeting the Benchmark
<p><b>1. Multiply 2-digit numbers by 1-digit and small 2-digit numbers (e.g., 12, 15, 20), using strategies that involve breaking the numbers apart.</b> (<i>Session 1.5: Activity Solving 18x7; Session 4.5 End of Unit: Problems 1 and 2</i>)</p>	<p><i>Session 1.5: Solving 18x7</i></p> <ul style="list-style-type: none"> <li>Break apart the problem in a way that does not help solve it.</li> <li>Inaccurately solves each smaller problem.</li> <li>Inaccurately combine the products of each smaller problem.</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 1</i></p> <ul style="list-style-type: none"> <li>Does not understand the meaning of multiplication as equal groups.</li> <li>Does not accurately solve the problem.</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 2</i></p> <ul style="list-style-type: none"> <li>Interpret the problem as a multiplication problem or a repeated addition problem.</li> <li>Break the problem apart in an inefficient way, which is not useful.</li> <li>Answer contains computational errors.</li> </ul>	<p><i>Session 1.5: Solving 18x7</i></p> <ul style="list-style-type: none"> <li>Break apart the problem in a reasonable way in order to create problems that can be easily solved.</li> <li>Inaccurately solve at least one of the smaller problems.</li> <li>Inaccurately combine the products of each smaller problem.</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 1</i></p> <ul style="list-style-type: none"> <li>Interpret the problem as 6 groups of 23 or 23 groups of 6.</li> <li>Accurately solve the problem by using repeated addition and/or the counting of groups.</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 2</i></p> <ul style="list-style-type: none"> <li>Interpret the problem as a multiplication problem.</li> <li>Break the problem apart in a useful and efficient way, solve the parts with computational errors, and combine them to find an answer.</li> </ul>	<p><i>Session 1.5: Solving 18x7</i></p> <ul style="list-style-type: none"> <li>Break apart the problem in a reasonable way in order to create problems that can be easily solved.</li> <li>Accurately solve each smaller problem.</li> <li>Accurately combine the products of each smaller problem.</li> <li>Represent their solutions by dividing the array of 18x7 and accurately labeling the smaller arrays that are created.</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 1</i></p> <ul style="list-style-type: none"> <li>Interpret the problem as 6 groups of 23 or 23 groups of 6.</li> <li>Accurately solve the problem by using multiplication (e.g., students should not be adding or counting groups).</li> </ul> <p><i>Session 4.5 End of Unit Pblm. 2</i></p> <ul style="list-style-type: none"> <li>Interpret the problem as a multiplication problem.</li> <li>Break the problem apart in a useful and efficient way, solve the parts, and combine them to find the correct answer.</li> </ul>
<p><b>2. Solve division problems (2-digit and small 3-digit numbers) divided by 1-digit numbers, including some that result in a remainder.</b> (<i>Session 2.6: Activity Writing and Solving a Division Problem; Session 4.5 End of Unit: Problem 3</i>)</p>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i> (Note: The problem in this assessment does not involve a remainder, but the End of the Unit Assessment does.)</p> <ul style="list-style-type: none"> <li>Inaccurately solve 104/8 and give a correct answer in terms of the problem context</li> <li>Use strategies that involve using tally marks or objects to represent the groups of 8.</li> </ul>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i> (Note: The problem in this assessment does not involve a remainder, but the End of the Unit Assessment does.)</p> <ul style="list-style-type: none"> <li>Accurately solve 104/8 and give a correct answer in terms of the problem context</li> <li>Solve the problem in a less efficient way (by skip counting or listing all of the combinations involving 8 until they reach 104).</li> </ul>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i> (Note: The problem in this assessment does not involve a remainder, but the End of the Unit Assessment does.)</p> <ul style="list-style-type: none"> <li>Accurately solve 104/8 and give a correct answer in terms of the problem context</li> <li>Use strategies that involve making groups of the divisor or efficiently dividing parts of the dividend.</li> </ul>

	<p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Student is using tallies, marks, or objects and counting the objects.</li> <li>• Solve a division problem inaccurately.</li> <li>• Does not make sense of the effect of the remainder on the solution to the story problem.</li> </ul>	<p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Interpret division notation and understand how it relates to a context.</li> <li>• Solve a division problem inaccurately by using multiplication to solve a division problem.</li> <li>• May not make sense of the effect of the remainder on the solution to the story problem.</li> </ul>	<p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Interpret division notation and understand how it relates to a context.</li> <li>• Solve a division problem accurately by using groups of the divisor or splitting the dividend into parts.</li> <li>• Make sense of the effect of the remainder on the solution to the story problem.</li> </ul>
<p><b>3. Use story problems, pictures, or concrete models to represent division situations.</b> (<i>Session 2.6: Activity Writing and Solving a Division Problem; Session 4.5 End of Unit: Problem 3</i>)</p>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i></p> <ul style="list-style-type: none"> <li>• Inaccurately solve 104/8 and give a correct answer in terms of the problem context</li> <li>• Use strategies that involve using tally marks or objects to represent the groups of 8.</li> </ul> <p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Student is using tallies, marks, or objects and counting the objects.</li> <li>• Solve a division problem inaccurately.</li> <li>• Does not make sense of the effect of the remainder on the solution to the story problem.</li> </ul>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i></p> <ul style="list-style-type: none"> <li>• Accurately solve 104/8 and give a correct answer in terms of the problem context</li> <li>• Solve the problem in a less efficient way (by skip counting or listing all of the combinations involving 8 until they reach 104).</li> </ul> <p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Interpret division notation and understand how it relates to a context.</li> <li>• Solve a division problem inaccurately by using multiplication to solve a division problem.</li> <li>• May not make sense of the effect of the remainder on the solution to the story problem.</li> </ul>	<p><i>Session 2.6: Activity Writing and Solving a Division Problem</i></p> <ul style="list-style-type: none"> <li>• Understand division as splitting a quantity into equal groups.</li> <li>• Write a story problem in which 104 is divided into groups of 8 or into 8 groups, with a corresponding question about either the number of groups or the number in each group.</li> </ul> <p><i>Session 4.5 End of Unit: Problem 3</i></p> <ul style="list-style-type: none"> <li>• Interpret division notation and understand how it relates to a context.</li> <li>• Solve a division problem accurately by using groups of the divisor or splitting the dividend into parts.</li> <li>• Make sense of the effect of the remainder on the solution to the story problem.</li> </ul>
<p><b>4. Multiply by 10 and multiples of 10.</b> (<i>Session 4.5 End of Unit: Problem 2</i>)</p>	<ul style="list-style-type: none"> <li>• Interpret the problem as a multiplication problem or a repeated addition problem.</li> <li>• Break the problem apart in an inefficient way, which is not useful.</li> <li>• Answer contains computational errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret the problem as a multiplication problem.</li> <li>• Break the problem apart in a useful and efficient way, solve the parts with computational errors, and combine them to find an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret the problem as a multiplication problem.</li> <li>• Break the problem apart in a useful and efficient way, solve the parts, and combine them to find the correct answer.</li> <li>• Multiply by multiples of 10.</li> </ul>
<p><b>5. Demonstrate fluency with multiplication combinations up to 12 x 12.</b> (<i>Session 3.4 End of Unit: Multiplication Combinations</i>)</p>	<ul style="list-style-type: none"> <li>• <b>Not Yet Fluent</b>- Need to figure out many combinations by counting on fingers, using manipulatives, or tallies or other objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nearly Fluent</b>- Fluent with most combinations but pauses to figure out one or two combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fluent</b>- can accurately solve all problems in a short amount of time</li> </ul>

**Comments:**

Created by Brian Cox and Carrie Fortunato  
Math Coaches  
Burlington Public Schools  
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