


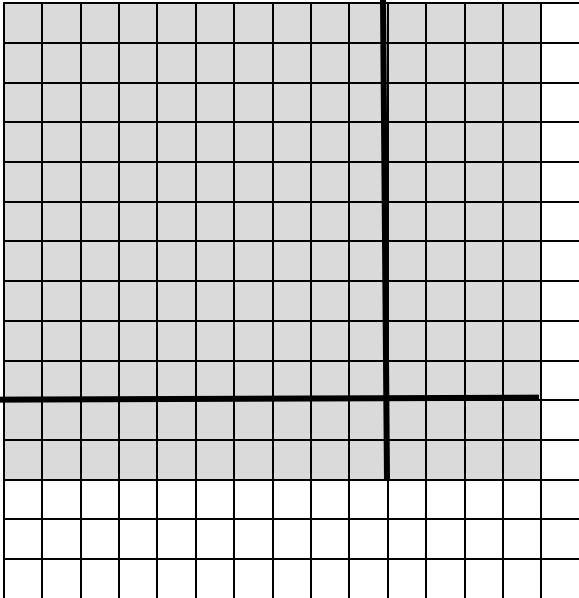
## Pre-/Post- Supplies



	<p>Base Ten manipulatives suggested for students to have available to use.</p> <ul style="list-style-type: none"><li>• Hundreds, tens, ones</li></ul>
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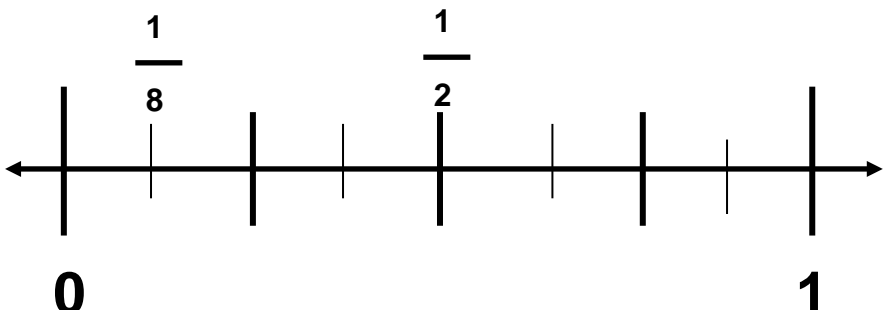
## 4<sup>th</sup> Grade Post-test Teacher Scoring Instructions and Answer Key

**Note:** “*Strategy*” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

<b>Problems-Solutions</b>	
<p><b>NY-4. NF.6</b></p> <p><b>1a-Award 1 point</b> for the correct answer</p> <p><b>1b-Award 1 point</b> for the correct answer</p>	<p><b>1.</b> Write the following fractions as decimals.</p> <p>(a) <math>\frac{45}{100} =</math> _____</p> <p>(b) <math>\frac{3}{10} =</math> _____</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Answer:</b>  <b>(a) 0.45</b>  <b>(b) = 0.3 (but 0.30 isn't wrong)</b></p> </div>
<p><b>NY-4.NBT.4</b> <b>NY-4.NBT.5</b></p> <p><b>2a-Award 1 point</b> for array</p> <p><b>2b-Award 1 point</b> for correct answer</p> <p><b>2c-Award 1 point</b> for showing a reasonable method</p>	<p><b>2.</b> Represent 14 x 12 using an array. (a) Shade in the array.</p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Correct Responses:</b>  <b>(a) The array can be drawn to show 14 by 12 or 12 by 14.</b>  <b>Note:</b> Students do not have to show the heavier lines for 10 x 10. They just help a student find and count the 100-block and the rows of ten.</p> <p><b>(b) Answer: 168</b></p> <p><b>(c) Method Point:</b>  <b>Give point for any reasonable method to find the product.</b></p> </div>


**Note: “Strategy”** refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

**Note: Writing labels** is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

<p><b>NY-4. NF.7</b></p> <p><b>3-Award 1 point</b> for correct answer</p>	<p><b>3.</b> Carolyn needs to walk 1 mile this week in order to meet her goal.</p> <p>Circle the longest trail.</p> <p>A. Mountain Pass Trail..... 0.65 mile          B. Red Creek Trail..... 0.83 mile</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Answer: B.</b> The Red Creek Trail is longer. 0.83 mile is greater than 0.65 mile.</p> </div>
<p><b>NY-4. NF.2</b></p> <p><b>4-Award 1 point</b> for correct answer</p>	<p><b>4.</b> Marci has two recipes for biscuits. One recipe needs <math>\frac{1}{2}</math> cup of buttermilk and another that needs <math>\frac{2}{3}</math> <math>\frac{2}{3}</math> cup of buttermilk.</p> <p>Using the fractions above, write the comparison sentence:</p> <p>_____ &gt; _____</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Answer: <math>\frac{2}{3} &gt; \frac{1}{2}</math></b></p> <p>Three fourths is greater than two fourths.</p> </div>
<p><b>NY-4.MD.4</b></p> <p><b>5-Award 1 point</b> for correctly placing <b>both</b> fractions</p>	<p><b>5. Write these fractions on the number line.</b></p> 

**Note: “Strategy”** refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

**Note: Writing labels** is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

<p><b>NY-4.NBT.5</b></p> <p><b>CGI-Equal Groups</b> (Result Unknown or “<math>a \times b = ?</math>”)</p> <p><b>6a-Award 1 point</b> for the correct answer</p> <p><b>6b-Award 1 point</b> for showing a <b>reasonable</b> strategy</p>	<p><b>6.</b> The Safari guide watched the birds. He saw 18 flocks of birds. Each flock had 49 birds. How many birds did he see?</p> <p>Show your work.</p> <hr/> <p><b>Answer: 882 birds</b></p> <p><b>Strategy Point:</b> Students may choose to use any reasonable strategy such as drawing a diagram, array, breaking apart, using a traditional algorithm (using numbers and a process), etc.</p> <p>(18 x 49)</p>
<p><b>NY-4.NF.6</b></p> <p><b>7-Award 1 point</b> for having <b>both</b> answers correct</p>	<p><b>7.</b></p>  <p>(a) Write the fraction that would best represent the shaded portion of this bar. _____</p> <p>(b) Write the fraction as a decimal. _____</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Answers:</b>  <b>(a) 7/10</b>  <b>(b) 0.7 (but 0.70 is not wrong)</b></p> </div>

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**Total Points**