

# 4<sup>th</sup> Grade Snapshot Assessments

## Module 1 Answer Key

### Standard 4.OA.3

1. 495 miles
2. Kim can make 7 complete candy bags.
3. 246 bottles still need to be collected.
4. Disagree – she will need 8 pencil pouches to hold all of her pencils.

### Standard 4.NBT.1

1.  $\div 10$
2. 400
3. 2,114
4. It is 100 times greater because each move of the place value is 10 times larger.

### Standard 4.NBT.1

1. The 2 in 582 has a value of 2 since it's in the ones place. The 2 in 528 has a value of 20 since it's in the tens place.
2. The value of the 5 in 354,023 has a value of 50,000 because it's in the ten thousands place. The value of the 5 in 380,452 has a value of 50 because it's in the tens place.
3. 127,013 because the 7 is in the thousands place vs. 170,132 where the 7 is in the ten thousands place.
4. It is 10 times greater because it moved one place value.

### Standard 4.NBT.2

1.  $300,000 + 20,000 + 4,000 + 70 + 1$
2. 8,404
3.  $<$  ; The 5 in the hundreds place is less than the 6 in the hundreds place.
4.  $708,561 < 780,561$

## **Standard 4.NBT.2**

1. 6, 050
2. 4, 075
3. Thirteen thousand, nine hundred, seven
4.  $841 < 475$  ;  $1,689 > 5,972$

## **Standard 4.NBT.3**

1. 2,000 – The midpoint would be 1,500 and since 1,525 is past the midpoint, it rounds to 2,000.
2. Bianca is correct rounding 843 to 840. The midpoint would be 845 and since 843 is less than the midpoint, it rounds to 840.
3. Student places the number correctly on the number line. 781 rounds to 800 because it is past the midpoint of 750.
4. Latisha is correct because the midpoint would be 76,500. Since 76,398 is less than the midpoint, it rounds to 76,000.

## **Standard 4.NBT.4**

1. 4,826
2. 5,471
3. 98 and 85; student explains their work and uses the word “sum” in their answer.
4. The difference is 2,683. An example of another subtraction problem with the same difference is:  $5,405 - 2,722$ .

## **Standard 4.NBT.4**

1. 84, 324
2.  $16, 059 + 17, 131 = 33, 200$
3. Tiffany did not regroup correctly. For example, in the ones place the 4 should have stayed in the ones as the answer and the 1 should have gone to the tens place.
4. Bethany is correct because she did her regrouping correct in the thousands place.

# 4<sup>th</sup> Grade Snapshot Assessments

## Module 2 Answer Key

### Standard 4.OA.1

5.  $8 \times 3 = 24$ . Katie has 24 pieces of gum.
6.  $9 \times 4 = 36$ . Christian has 36 toy cars.
7.  $6 \times 7 = 42$  cups. Mr. Oso needs 7 cups of flour. Student draws a picture model such as a tape diagram to show their thinking.
8.  $3 \times 6 = 18$  feet. Alia has 6 more times of fabric than Adriana. Student draws a picture model such as a tape diagram to show their thinking.

### Standard 4.OA.2

1.  $n$  = unknown number  
 $3 \times n = 18$   
 $n = 6$
2.  $y$  = unknown number  
 $6 \times y = 18$   
 $y = 3$
3.  $1 = \text{false}$   
 $2 = \text{true}$   
 $b = 6$
4.  $1 = \text{true}$   
 $2 = \text{false}$   
 $3 = \text{true}$

### Standard 4.OA.3

1. 24 miles
2. 26 in each bag
3. 1,237 more miles
4. Paulino is correct because  $5 \text{ packs of } 10 = 50 \text{ balloons}$ . 48 balloons will be needed so you will need 5 packs.

## **Standard 4.OA.4**

1. 45 is a composite number because it has more than one factor pair.
2. Composite numbers: 12, 21, 36, 56, 72, 14, 27  
Prime numbers: 7, 13, 43, 17, 11
3. 72, 36, and 12 because off three numbers are divisible by both 3 and 4.
4. The three numbers are all multiples of 1 and 2.

# 4<sup>th</sup> Grade Snapshot Assessments

## Module 3 Answer Key

### Standard 4.NF.1

1. Part A: student divides by 2 or 4 to create an equivalent fraction.  
Part B: student multiplies the numerator and denominator by the same number to create an equivalent fraction.
2. Student visually shows two fractions equivalent to  $\frac{1}{2}$  and justifies their thinking.
3. Student represents  $\frac{2}{3}, \frac{4}{6},$  and  $\frac{8}{12}$  on the visual models. Student explains that as the denominator increases, each part becomes smaller in size.
4. Student says the fractions are equivalent and justifies their answer.

### Standard 4.NF.2

1.  $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
2. Student shows fractions on the number line and determines that  $\frac{1}{4} < \frac{3}{5}$
3.  $\frac{1}{8}$  of the pizza is left.
4. When comparing, both figures must be the same size.

### Standard 4. NF.3

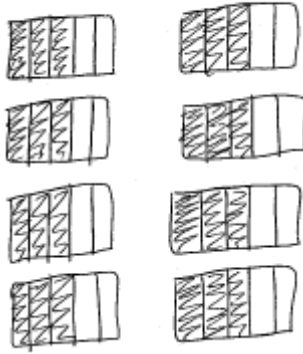
1. Student has the following checked: a, b, and d
2. Student decomposes  $\frac{7}{12}$  and draws a visual model to represent the equation.
3.  $\frac{7}{12}$  of the pan of brownies was left. Student draws a visual model to show each person's share.
4. Kara and Olivia need  $\frac{1}{8}$  pounds of strawberries.

## Standard 4.NF.4

1.  $2\frac{1}{4}$  cups

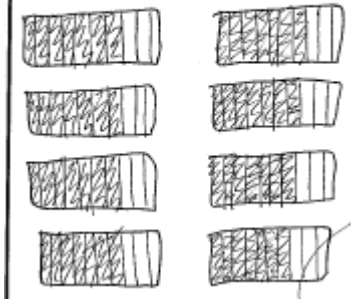
2.

2. Draw a picture to represent  $8 \times \frac{3}{8}$   
(bOK 1)



3.

3. Draw a picture to represent  $7 \times \frac{7}{10}$   
(bOK 1)



4. Shannon is incorrect.  $7 \times \frac{5}{6}$  or repeated addition would get  $\frac{5}{6}$

# 4<sup>th</sup> Grade Snapshot Assessments

## Module 4 Answer Key

### Standard 4.MD.2

1. Part A:  $\frac{6}{10}$

Part B: Benedict has more money because  $0.6 > 0.4$

2. 3cm; 3 whole arrows would fit because  $3\text{cm} = 30\text{mm}$  and  $30\text{mm} \times 3 = 90\text{mm}$ .

### Standard 4.MD.3

1. The perimeter is 86cm.
2.  $P = 28\text{ft}$ ;  $A = 28\text{ft}^2$
3. Student creates two different rectangles – examples are a 8ft x 4ft rectangle and 7ft x 5ft rectangle.

### Standard 4.NF.5

1. Student shades both fractions on the grid and finds the sum of  $\frac{72}{100}$
2.  $\frac{50}{100} + \frac{43}{100} = \frac{93}{100}$
3. Student shades the grid; 55 is the missing numerator
4.  $\frac{6}{10} = \frac{60}{100}$

### Standard 4.NF.6

1.  $0.24 = \frac{24}{100}$
2.  $\frac{6}{10}$
3. Student places 0.8 on the number line.
4. Student places 1.14 on the number line.

### Standard 4.NF.7

1. Eduardo > Rontreace

2.  $4.56 < 4.57$  ;  $3.2 > 3.09$ ;  $0.9 < 1$
3. Alonso is correct because  $0.4 > 0.24$
4.  $0.1 < 0.2$



# 4<sup>th</sup> Grade Snapshot Assessments

## Module 5 Answer Key

### Standard 4.NBT.5

1.  $25 \times 12 = 300$  cookies
2. 37,376
3. Student draws and labels an area model and has the product 1,052.
4. Student draws and labels an area model and has the product 414.

### Standard 4.NBT.6

1. 24r5
2. 63r3
3. 6 groups
4. 150 cards on each shelf

### Standard 4.OA.2

1. Molly can fill 6 pages with one picture left over.
2. \$477
3. No, 11 pages are needed.
4. You can take one more group of 3 from 4 so it should be 31r1. The remainder can't be greater than the divisor.

### Standard 4.OA.3

1. 403
2. Length of last year's garden is 4m. Student draws and labels a rectangle that is 15m x 8m. The area of the new garden is 120m<sup>2</sup>.
3. Mr. Yin will plant 208 plants.

### Standard 4.OA.4

1. Factor pairs:  
28,1   14,2   7,4                      28 is composite

2. 5 is not a factor of 72 because does not end in 5 or 0 in the ones place.
3. Part A: Prime numbers less than 20: 1,2,3,5,7,11,13,17,19  
Part B: 2 is only divisible by 1 and itself
4. Statement #1: 8 is great so that is not necessarily true  
Statement #2: 2 and 4 are factors of 8, so that is true

## Standard 4.OA.5

1.

1. (BOX 1, 2 points)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a. Circle in red the multiples of 2. When a number is a multiple of 2, what are the possible values for the ones digit?  
0, 2, 4, 6, 8

b. Shade in green the multiples of 3. Choose one. What do you notice about the sum of the digits?  
It is also a multiple of 3.

c. Circle in blue the multiples of 5. When a number is a multiple of 5, what are the possible values for the ones digit?  
0 or 5 only

d. Draw an X over the multiples of 10. What digit do all multiples of 10 have in common? What is the digit?  
0 in the one's place

2. Rule:  $\times 7$

In	Out
4	28
6	42
9	63
5	35
2	14

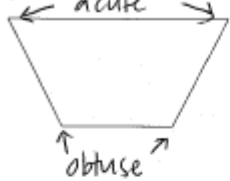
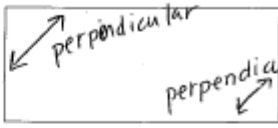

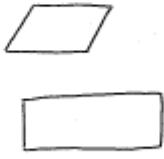
3. Rule:  $\div 9$

In	Out
63	7
81	9
27	3
36	4
54	6

# 4<sup>th</sup> Grade Snapshot Assessments

## Modules 6 & 7 Answer Key

### Standard 4.G.1 (DOK ceiling is 1)

<p>1. Label acute, obtuse and right angles on this shape. (DOK 1)</p> 	<p>2. Label perpendicular lines on the rectangle below. (DOK 1)</p> 
<p>3. Draw a shape that has three <u>points</u> and one right angle. (DOK 1) Vertices</p> 	<p>4. Draw two different types of quadrilaterals that have two pairs of parallel sides. (DOK 1)</p> 

### Standard 4.G.2

1. Group A has at least one right angle and Group B has no right angles.
- 2.

At least one pair of parallel sides	No pairs of parallel sides
1, 2, 4, 7	3, 5, 6

3.

Category: quadrilateral	Category: non-quadrilateral
1, 2, 4, 5, 7	3, 6