

Quarter 3 Grade 4 Post Test Mathematics District Benchmark

Standards Key: 4. I exceed all skills within the standard by demonstrating more complex understanding
 3. I demonstrate all skills within the standard
 2. I demonstrate some skills within the standard
 1. With help, I can demonstrate some skills within the standard
 0. Even with help, I cannot demonstrate skills within the standard
 No Score - Not assessed or not yet taught

Standard	Question Number	Score	Overall Standard Score
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4		
	6		
	12		
4.OA.4 <ul style="list-style-type: none"> • Find all factor pairs for a whole number in the range 1–100. • Explain the correlation/differences between multiples and factors. • Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite	5		
4.OA.5 Generate a number, shape pattern, table, t-chart, or input/output function that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Be able to express the pattern in algebraic terms. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	2		
	10		
4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	1		
	3		
	9		
4.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	11		
4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model).	7		
	8		