



TOOL // Grade 4 Multiplication – Assessment As/Of Learning

What is it used for?

The tool provides students with an opportunity to practice for a summative assessment and receive peer and teacher feedback prior to writing an assessment. The goal is to allow students to identify what they know, what they need help with and to obtain support in deepening their understanding before a summative assessment.

How do you use it?

Each student is given the assessment review. They complete it in half of the class. They then meet with a partner and share their responses and answers. They discuss and improve where needed. They may ask the teacher for feedback if both are having trouble with a particular skill and have checked their text or notebook. Students highlight what they need to review prior to the summative assessment. They write the summative assessment in the next couple of days and the teacher evaluates using the rubric. When the assessment is returned, the students are asked to reflect on how well they did in response to the pre-assessment feedback.

How do you adapt it to other subjects and topics?

This tool could be adjusted to be used for any math assessment.

Grade 4 Assessment Review Multiplication

Multiply without a calculator: 4×10 8×6 5×200 40×40 7×7

Show and explain 3 strategies you could use to figure out a multiplication question if you did not know the answer.

At the movie theatre there are 12 seats in each row. There are 8 rows. How many people can sit in the theatre? They would like to be able to seat 120 people. How many more rows would they need to add? Show all your work!

Jane is making up baggies of candy for Valentines. She wants to make 6 bags with 12 candies in each bag. She bought 80 candies. Does she have enough? How do you know?

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Grade 4 Assessment Numeration - Multiplication

Knowledge and Understanding

1. Solve each without a calculator;
- a. 3×20 b. 5×300 c. 20×20 d. 9×9 e. 11×7 f. 5×8

Communication

2. If you didn't know the answer to 8×7 what are 2 strategies you could use to figure it out? Use pictures numbers and words.

Thinking

3. Mrs. Thompson is arranging chairs in the gym for the puppet show for the primary students. She can put 11 chairs in each row and have 7 rows. How many chairs does she need? Show your work. If she adds two more rows how many chairs will she have?
4. Sam is buying boxes of cookies for his party. He buys 5 packages with 15 cookies in each package. He needs 80 cookies. Does he have enough? How do you know. Show all your work.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding § facts, terms, procedural skills	demonstrates limited knowledge of facts, terms, procedural skills by applying them with several major errors (1-2)	demonstrates some knowledge of facts, terms, procedural skills by applying them with several minor errors or omissions(3)	demonstrates considerable knowledge of facts, terms, procedural skills, by applying them with few minor errors or omissions (4-5)	demonstrates thorough knowledge of facts, terms, procedural skills, by applying them with rarely any errors or omissions (6)
Thinking understands the problem ,makes a plan(chooses a strategy) carries out the plan, looks back	demonstrates limited effectiveness in: understanding what the problem is asking choosing a strategy and rarely carrying it through to an accurate solution	demonstrates some effectiveness in: understanding what the problem is asking choosing an appropriate strategy and sometimes carrying it through to an accurate solution	demonstrates considerable effectiveness in: understanding what the problem is asking choosing an appropriate strategy and usually carrying it through to an accurate solution	is highly effective in: understanding what the problem is asking choosing an effective strategy and consistently carrying it through to an accurate solution
Communication expresses mathematical ideas visually and in writing using numbers symbols, diagrams and words	communicates mathematical thinking with limited effectiveness with little evidence of organization, uses conventions, vocabulary and terminology with limited effectiveness to convey mathematical information	communicates mathematical thinking with some effectiveness with some degree of organization, uses conventions, vocabulary and terminology with some effectiveness to convey basic mathematical information	communicates mathematical thinking with considerable effectiveness with an appropriate degree of organization, clarity, uses conventions, vocabulary and terminology with considerable effectiveness to convey mathematical information	communicates mathematical thinking effectively with a high degree of organization, clarity uses conventions, vocabulary and terminology effectively to convey mathematical information

