

Standards Assessed: 4.NBT.5

1. There are 1,647 students at Forest Ridge Elementary School. Sixty-eight students shopped at the Eagle's Nest school store each day. How many students shopped at the school store after 5 days?

2. The dancing bear family loves when their trainer gives them little treats to reward them for a good performance. If the trainer gives the dancing bear family 34 treats each show, how many treats will the trainer need for 22 shows?

<p>Teacher notes:</p> <ul style="list-style-type: none"> The target concept of this task is described in 4.NBT.5: <i>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</i> 			
<p>Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure.</p>		<p>Got It: Student essentially understands the target concept.</p>	
<p>1 Below Basic:</p> <p>Little Accomplishment</p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p>2 Basic:</p> <p>Partial Accomplishment</p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p>3 Proficient:</p> <p>Substantial Accomplishment</p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p>4 Advanced:</p> <p>Full Accomplishment</p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>
<p>Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65</p>			