

Use the array. Write and solve the equations.

1.



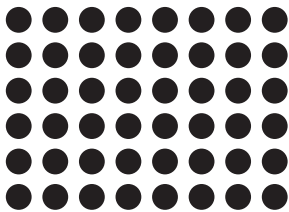
_____ × _____ = _____ and _____ × _____ = _____

2.



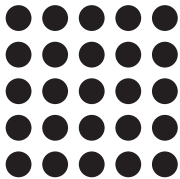
_____ × _____ = _____ and _____ × _____ = _____

3.



_____ × _____ = _____ and _____ × _____ = _____

4.



_____ × _____ = _____

Complete the equation. Write the missing numbers.

5.

$$90 = 10 \times \underline{\quad}$$

90 is 10 times more than _____
and _____ times more than 10.

6.

$$36 = \underline{\quad} \times \underline{\quad}$$

36 is _____ times more than _____
and _____ times more than _____.

Write the factors.

24.

The factors of 63 are:

$$7 \times \underline{\quad}$$

25.

The factors of 32 are:

$$4 \times \underline{\quad}$$

26.

The factors of 12 are:

$$\underline{\quad} \times \underline{\quad}$$

27.

The factors of 21 are:

$$\underline{\quad} \times \underline{\quad}$$

28.

The factors of 42 are:

$$\underline{\quad} \times \underline{\quad}$$

29.

The factors of 24 are:

$$\underline{\quad} \times \underline{\quad}$$

Find and write the value of x .

30.

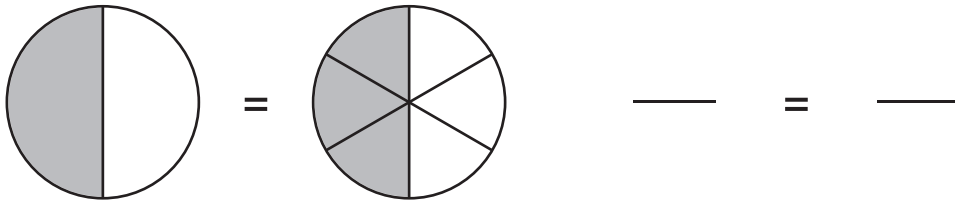
If $5x = 35$, then $x = \underline{\quad}$.

31.

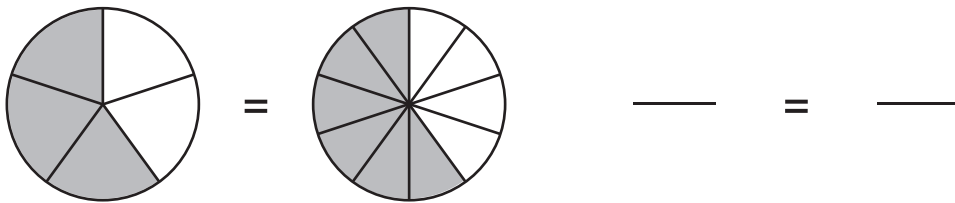
If $9x = 54$, then $x = \underline{\quad}$.

Use the models. Write the equivalent fractions.

126.

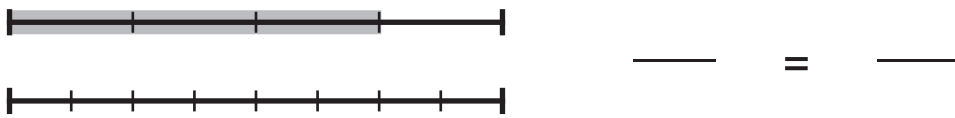


127.

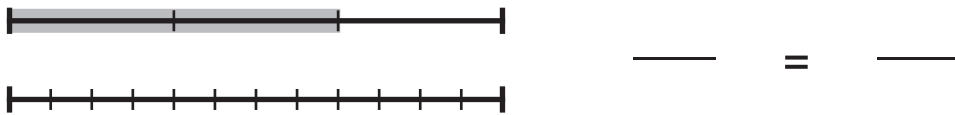


Use the number lines. Fill in the second number line. Write the equivalent fractions.

128.

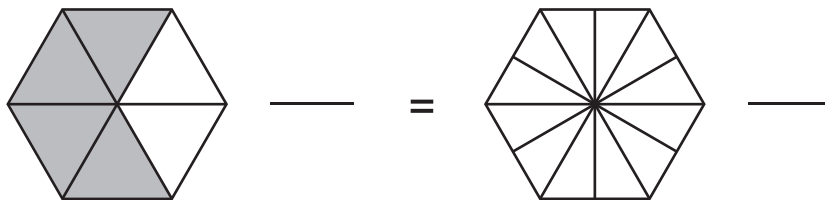


129.

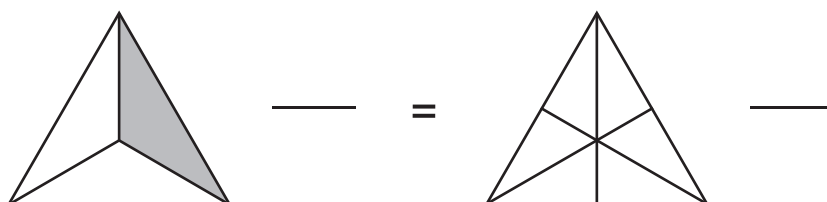


Use the models. Fill in the second shape. Write the equivalent fractions.

130.



131.



Introduction**Standards-Based Proficiency Test**

This booklet for the TouchMath Standards-Based Proficiency Test for Fourth Grade includes the description, directions, accommodations, suggested time, instructional plan, proficiency record sheets, comprehensive answer keys, and the Common Core State Standards. The Standards-Based Proficiency Test for Fourth Grade is designed for end-of-year assessment of the standards and content presented throughout the year.

Description

This booklet accompanies the student booklets for the Fourth Grade Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., 4.OA.1) is included in the center of the footer for easy reference. The Standards for Application to Students with Disabilities require that instruction must incorporate supports and accommodations to fully demonstrate their knowledge and skills.

An individual proficiency record sheet and a class proficiency record sheet of the test performance are provided on pages 4 and 5.

Directions

The test sheet-by-test sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.


The following presentation is used:

Materials

Materials needed to complete the test sheet. (Additional materials are included for administering the test with accommodations.)

- ◆ Directions for the teacher before administering the test sheet. [Indicates directions not included on the test sheets.]

 Directions to be read to the students

 Directions for accommodations

Accommodations

Multiple formats are included to allow all students to demonstrate their knowledge and skills. The formats include combinations of the following actions:

1. Multiple choice
2. Color
3. Draw
4. Match
5. Measure
6. Compare
7. Write (an answer, a number sentence, and a story)
8. Use models, charts, grids, number lines, diagrams, graphs, line plots, and shapes

Additional materials needed for administering the accommodations:

1. Multiplication facts tables
2. Graph paper
3. Place value mats and charts
4. Fraction models (rectangles and circles)
5. Blank number lines
6. Yardsticks
7. Measuring cup
8. Pre-cut circles and triangles

Additional supports encourage all students to function at their level in the C-R-A sequence. Use any combination of the following suggestions:

1. Respond to verbal cues
2. Use TouchPoints, skip counting, and cues
3. Use multisensory actions: touch, say, count
4. Tell a story
5. Take the test with reduced visual distraction

Suggested Time

As a general guideline, one or two test sheets should be administered at one time. The amount of time should be no more than 20 minutes per session. The test for each standard should be administered immediately following the standard presented for instruction.

It is not sound practice to assess too much at one time. If the test is used as identification of needed intervention before taking high-stakes tests, limit the number of standards tested at a given time.

Student Name:

Page	Operations and Algebraic Thinking	Correct/Prob.	Comments
1	4.OA.1 (interpret equations)	6	
2	4.OA.2 (word problems)	6	
3	4.OA.3 (word problems)	5	
4	4.OA.4 (multiples)	6	
5	4.OA.4 (factors)	8	
6	4.OA.4 (prime and composite numbers)	4	
7	4.OA.5 (patterns)	8	
Page	Number and Operations in Base Ten	Correct/Prob.	Comments
8	4.NBT.1 (place value with multiples of 10 & 100)	12	
9	4.NBT.2 (read and write numbers)	10	
10	4.NBT.2 (place value and expanded form)	8	
11	4.NBT.2 (compare using various forms)	8	
12	4.NBT.3 (rounding)	8	
13	4.NBT.4 (add and subtract)	12	
14	4.NBT.5 (multiply)	12	
15	4.NBT.6 (divide)	12	
Page	Number and Operations – Fractions	Correct/Prob.	Comments
16	4.NF.1 (equivalent fractions)	6	
17	4.NF.2 (compare fractions)	8	
18	4.NF.3 (add and subtract fractions)	8	
19	4.NF.3 (decompose fractions)	5	
20	4.NF.3 (add and subtract mixed numbers)	4	
21	4.NF.3 (word problems)	5	
22	4.NF.4 (multiply fractions by whole numbers)	6	
23	4.NF.4 (word problems)	4	
24	4.NF.5 (fractions with denominators or 10 & 100)	8	
25	4.NF.6 (fractions and decimals on number lines)	5	
26	4.NF.7 (compare decimals)	10	
Page	Measurement and Data	Correct/Prob.	Comments
27	4.MD.1 (measurement: standard)	6	
28	4.MD.1 (measurement: metric)	8	
29	4.MD.2 (word problems)	5	
30	4.MD.2 (word problems)	5	
31	4.MD.3 (word problems)	6	
32	4.MD.4 (line plots)	3	
33	4.MD.5 (angles)	10	
34	4.MD.5 (angles in circles)	6	
35	4.MD.6 (angles: types and measurement)	9	
36	4.MD.7 (angles: additive with unknowns)	6	
Page	Geometry	Correct/Prob.	Comments
37	4.G.1 (draw angles and lines)	10	
38	4.G.1 (describe shapes: lines and angles)	5	
39	4.G.2 (properties, shapes, names)	6	
40	4.G.2 (2-D shapes)	10	
41	4.G.3 (symmetry)	9	

4.OA.1 Test sheet 1

Materials

- Pencils

◆ Read the sheet directions with the students.

🗨 Problems 1-4:


- ✓ Use the array. Write and solve the equations.
- ✓ [Write and solve a different equation that goes with the array.]


Problems 5 and 6:


- ✓ Complete the equation. Write the missing numbers.


1

Use the array. Write and solve the equations.

1.  $3 \times 8 = 24$ and $8 \times 3 = 24$

2.  $7 \times 4 = 28$ and $4 \times 7 = 28$

3.  $6 \times 8 = 48$ and $8 \times 6 = 48$

4.  $5 \times 5 = 25$

Complete the equation. Write the missing numbers.

5. $90 = 10 \times 9$ 6. $36 = 9 \times 4$
Answers may vary.

90 is 10 times more than $\frac{9}{9}$ 36 is $\frac{9}{4}$ times more than $\frac{4}{4}$
 and $\frac{9}{9}$ times more than 10. and $\frac{4}{4}$ times more than $\frac{9}{9}$

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Accommodation

Draw a ring around the first column of dots. Use the ring to skip count the dots in the array. Draw a box around the first row of dots. Use the box to skip count the dots in the array.

4.OA.2 Test sheet 2

Materials

- Pencils

◆ Read the sheet directions with the students.

🗨 Draw a picture or an array to show the problem.

- ✓ Write and solve the equation.

2

Draw a picture or an array to show the problem. Write and solve the equation.

7. Alfie draws 6 triangles. How many lines does he draw to make the triangles? 18 lines

8. A box of crackers has 4 packages. Each package has the same number of crackers. There are 36 crackers in the box. How many crackers are in each package? 9 crackers

9. There are 36 windows in an office building. Each office has 6 windows. How many offices are in the building? 6 offices

10. Ms. Washington buys 3 bags of chicken nuggets. There are 9 nuggets in each bag. How many nuggets does she buy in all? 27 nuggets

11. Lola plants 32 stalks of corn. She plants 4 stalks in each row. How many rows of corn are there? 8 rows

12. Devin has 2 pairs of sunglasses and 3 hats. He wants to wear each hat with a different pair of sunglasses. How many different sets can he make? 6 sets

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Accommodation

Read the word problems with the students.

4.OA.4 Test sheet 5

Materials

- Pencils
- Multiplication facts table (accommodation)

◆ Read the directions for each section with the students.

🗨 Problems 24–29:

- ▼ [Read the problem.]
Write the factors.

Problems 30 and 31:

- ▼ [Read the equation.]
Find and write the value of x .

5

Write the factors.

24. The factors of 63 are:
 7×9

25. The factors of 32 are:
 4×8

26. The factors of 12 are:
 6×2
Answers may vary.

27. The factors of 21 are:
 7×3
Answers may vary.

28. The factors of 42 are:
 6×7
Answers may vary.

29. The factors of 24 are:
 6×4
Answers may vary.

Find and write the value of x .

30. If $5x = 35$, then $x = 7$.

31. If $9x = 54$, then $x = 6$.

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Accommodation

Use the given factor on the multiplication table. Find the product. Identify the factor to match the product.

Find the product on the table. Finger trace from the product to each factor.

4.OA.4 Test sheet 6

Materials

- Pencils

◆ Give the directions orally.

🗨 Problem 32:

- ▼ [Make an **X** through the product of 8 times 8.]

Problem 33:

- ▼ [Draw a ring around each of the factors for 35 in the first row.]

Problem 34:

- ▼ [Point to the number 55.]
[If the number is a multiple of one-digit numbers, shade the box for the number.]
[If the number is not a multiple, draw a box around the number.]

Problem 35:

- ▼ [Find prime numbers between 51 and 100.]
Write a **P** on each of the numbers.]

6

Use the hundred chart.

32–35.

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	P	54	55	56	57	58	P	60
P	62	63	X	65	66	P	68	69	70
P	72	P	74	75	76	77	78	P	80
81	82	P	84	85	86	87	88	P	90
91	92	93	94	95	96	P	98	99	100

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123

Accommodation

Give the students a strategy for identifying products (composite numbers), e.g., all even numbers, all multiples of 5, etc. Ask them to determine if a number is the products of 2 numbers.

Test Sheets 15–16

Standards-Based Proficiency Test

4.NBT.6

Test sheet 15

Materials

- Pencils
 - Multiplication facts table (accommodation)
- ◆ This test assesses proficiency in using the algorithm for division. Remind the students of the accepted form for writing the quotients [with an **r.** followed by the number]. Read the sheet directions with the students.



Solve.

- ▼ Write the answer.

15

Solve. Write the answer.

114.	115.	116.
$\begin{array}{r} 15 \\ 3 \overline{)45} \end{array}$	$\begin{array}{r} 14 \\ 6 \overline{)84} \end{array}$	$\begin{array}{r} 12 \\ 8 \overline{)96} \end{array}$
<hr/>		
117.	118.	119.
$\begin{array}{r} 7 \text{ r.} 1 \\ 7 \overline{)50} \end{array}$	$\begin{array}{r} 19 \text{ r.} 3 \\ 5 \overline{)98} \end{array}$	$\begin{array}{r} 15 \text{ r.} 2 \\ 4 \overline{)62} \end{array}$
<hr/>		
120.	121.	122.
$\begin{array}{r} 90 \\ 8 \overline{)720} \end{array}$	$\begin{array}{r} 320 \\ 3 \overline{)960} \end{array}$	$\begin{array}{r} 46 \text{ r.} 3 \\ 6 \overline{)279} \end{array}$
<hr/>		
123.	124.	125.
$\begin{array}{r} 1,011 \\ 5 \overline{)5,055} \end{array}$	$\begin{array}{r} 708 \\ 7 \overline{)4,956} \end{array}$	$\begin{array}{r} 1,290 \text{ r.} 2 \\ 4 \overline{)5,162} \end{array}$

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Accommodation
Provide a multiplication table. Model finding the dividend and the divisor. Encourage the students to check by multiplying.

4.NF.1

Test sheet 16

Materials

- Pencils
- Fraction models: rectangles, circles, or number lines (accommodation)

◆ Read the directions for each section with the students.



Problems 126 and 127:

- ▼ Use the models.
Write the equivalent fractions.

Problems 128 and 129:.



- ▼ Use the number lines.
Fill in the second number line [to match the shading on the first number line].
Write the equivalent fractions.



Problems 130 and 131:

- ▼ Use the models.
Fill in the second shape [to match the shading in the first shape].
Write the equivalent fractions.


16


Use the models. Write the equivalent fractions.

126.  =  $\frac{1}{2} = \frac{3}{6}$



127.  =  $\frac{3}{5} = \frac{6}{10}$



Use the number lines. Fill in the second number line. Write the equivalent fractions.

128.  $\frac{3}{4} = \frac{6}{8}$

129.  $\frac{2}{3} = \frac{8}{12}$

Use the models. Fill in the second shape. Write the equivalent fractions.

130.  $\frac{4}{6} =$  $\frac{8}{12}$

131.  $\frac{1}{3} =$  $\frac{2}{6}$

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Accommodation
Provide fraction models for the students to demonstrate the equivalency. Have them shade models to match or select models that match the fraction. Problems 128 and 129: Label the fractions on the number lines.