



# High Impact Standards



**Program Overview and Sample Lessons** 



Teachers are the most important factor in student learning.

That's why every Standards Plus Lesson is directly taught by a teacher.

#### The High Impact Standards Program includes:

- Standards Plus Online Digital Platform
- Access to an Intervention Program –
   Printable Tier 2 & 3 Intervention Lessons
- Printed Teacher Edition & Student Editions



# **Standards Plus Works in Any Setting:**



- Teachers directly teach lessons to the students in-class **or** in a virtual setting.
- Students complete the lessons in the Standards Plus Digital Platform or printed student edition.





**TEACHERS** are the most important factor in student learning.



**DIRECT INSTRUCTION** lessons are proven to foster the most significant gains in student achievement.



**DISCRETE LEARNING TARGETS** provide easily understood instruction that allow students to retain information.



**MULTIPLE EXPOSURES TO EACH STANDARD/SKILL** Skills are presented in four to eight lessons, providing students multiple opportunities to practice and retain information.



**IMMEDIATE FEEDBACK** after every lesson provides the most powerful single modification that enhances student achievement.



**FORMATIVE ASSESSMENTS** are proven to be highly effective in providing information that leads to increased student achievement.



#### **IMMEDIATE INTERVENTION**

Provides scaffolded instruction to assist students in mastering the standards.



#### **BUILT ON RESEARCH AND BACKED BY EVIDENCE**

All Standards Plus lessons are designed according to educational research and meet ESSA evidence-based guidelines.

## **High Impact Standards Includes:**

#### High Impact Grade Level Lessons and Assessments 56 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons. Brief formative assessments are provided to monitor student progress.



#### **Tier 2 & Tier 3 Intervention Lessons** 50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level. These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform. Printed student editions can be purchased separately.



#### Performance Lessons 5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous Standards Plus lessons. These lessons provide students the opportunity to incorporate technology, text analysis, reflection and research.

# Teach a Grade Level Concept with Four Concise Lessons



Lessons can be completed online in the Standards Plus Digital Platform or in the printed student edition.



## Assessments

Use the assessments to identify student's understanding of the concepts taught in the lesson set and identify students for Standards Plus Intervention.



Digital Assessment

**Print Assessment** 

Assessments can be completed online in the Standards Plus Digital Platform or in the student edition

When students take the assessment online, the platform will create groups of students that scored below 60% and recommend intervention lessons.

# **Tier 2 & Tier 3 Intervention**

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.



Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

## Performance Lessons (DOK 3)

These lessons require students to apply what they have learned using reasoning, planning, and knowledge gained from the prior lessons.

#### Many standards are assessed at this level of rigor on state assessments.

<ol><li>Add the fractions below; write the answer as a fraction in hundredths, and then change it to a decimal.</li></ol>	
$\frac{7}{10} + \frac{3}{100} = $ =	
3. Convert $\frac{37}{100}$ to a decimal; then show its value on a number line to justify your answer.	
<u>37</u> 100 =	Domain: Number and Operations – Fractions Gr. Level: 4 Performance Lesson #1
<ol> <li>Compare the decimals below using the symbols &gt;, =, or &lt;. Justify the comparison with words. Create a place value chart and a number line to prove your answer. 87.17 87.71</li> </ol>	<ul> <li>Adding fractions with 10 and 100 in their denominators:</li> <li>Create the common denominator 100.</li> <li>Add the numerators.</li> <li>Keep the denominator 100.</li> </ul>
5. Why is it sometimes unnecessary to compare every digit? Explain.	Converting fractions with tenths and hundredths to decimal form:         • Read the number.       • Refer to the place value chart.         • Write the correct decimal or fraction.         • Hundreds       Tens         • Ones       .
<ul> <li>6. Compare the decimals below and fractions using the symbols &gt;, =, or &lt;.</li> <li>a. 56.3 53.6</li> </ul>	<ul> <li>How to represent decimals on a number line:</li> <li>Convert the fraction to a decimal.</li> <li>Determine what two numbers the decimal is between.</li> </ul>
0. 08./1 08.1/	<ul> <li>Draw an arrow that shows where the number should be placed on the number line.</li> </ul>
d. 73.11 72.11	Directions: Read each problem below and answer the questions.
Which number above is the largest? You may draw a number line to help you find the answer.	1. Write the fraction $\frac{6}{10}$ as a decimal and then change the fraction to hundredths.
Standards Plus® is not licensed for duplication. <b>Copying is illegal.</b> © 2020, 2013 Learning Plus Associates	10 End for a number line to show where $\frac{6}{10}$ is on the number line.
	Explain how all your answers are equal:

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# **Pacing Options**

## **14-Week Implementation**

Teach one lesson per day.



## 7-Week Implementation

Teach two lessons per day.



## **Intensive / Bootcamp Implementation**

**Catch up on the high impact standards in three weeks.** Teach four lessons per day.

#### Grade 4 Mathematics - High Impact Standards Lesson Index

main	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	13	Add Multi-digit Whole Numbers		14	3
	14	Add Multi-digit Whole Numbers		16	4
	15	Subtract Multi-digit Whole Numbers	4.NBT.4: Fluently add and subtract multi-digit whole	18	5
	16	Subtract Multi-digit Whole Numbers		20	6
	A4	Assessment – Add and Subtract Multi–digit Whole Numbers		22	7
200	17	Multiplication of Whole Numbers		24	9
2	18	Multiplication of Whole Numbers	4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit	26	10
	19	Multiplication of Whole Numbers	numbers, using strategies based on place value and the properties of operations. Illustrate and explain the	28	11
	20	Multiplication of Whole Numbers	calculation by using equations, rectangular arrays, and/or area models.	30	12
	A5	Assessment – Multiplication of Whole Numbers		32	13
	21	Dividing Whole Numbers		34	15
	22	Dividing Whole Numbers	4.NB1.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors,	36	16
	23	Dividing Whole Numbers	using strategies based on place value, the properties of operations, and/or the relationship between	38	17
	24	Dividing Whole Numbers	calculation by using equations, rectangular arrays, and/or	40	18
	A6	Assessment – Dividing Whole Numbers	area models.	42	19
	P2	Performance Lesson #2 – Working with Operations		44	21-24
	1	Commutative Property of Multiplication	4.OA.2: See below.	50	25
	2	Represent Verbal Statements as Equations	4.OA.1: Interpret a multiplication equation as a	52	26
	3	Represent Verbal Statements as Equations	comparison, e.g., interpret $35 = 5 \times 7$ as a statement that $35$ is 5 times as many as 7 and 7 times as many as 5.	54	27
	4	Represent Verbal Statements as Equations	Represent verbal statements of multiplicative comparisons as multiplication equations.	56	28
	A1	Assessment – Multiplicative Comparison	4.OA.1, 4.OA.2	58	29
	9	Multiplicative Comparison Problems	4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations	60	31
	10	Multiplicative Comparison Problems	with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	62	32
	11	Multistep Word Problems		64	33
	12	Multistep Word Problems	14.UA.3: See below.	66	34
	A3	Assessment –Word Problems	4.OA.2, 4.OA.3	68	35
	13	Multistep Addition & Subtraction Word Problems	4 OA 3: Solve multisten word problems posed with	70	37
	14	Multistep Multiplication Word Problems	4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations including problems in which		38
	15	Multistep Word Problems	remainders must be interpreted. Represent these problems using equations with a letter standing for the	74	39
	16	Multistep Word Problems	unknown quantity. Assess the reasonableness of answers using mental computation and estimation	76	40
	A4	Assessment – Multistep Word Problems	strategies including rounding.	78	41

#### Grade 4 Mathematics - High Impact Standards Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
4 ng	17	Division Word Problems with Remainders		80	43
s and iinkii	18	Division Word Problems with Remainders		82	44
tions ic Th	19	Division Word Problems with Remainders	4.OA.3	84	45
oera ebra	20	Division Word Problems with Remainders		86	46
O Alge	A5	Assessment – Solving Division Word Problems with Remainders		88	47
	1	Equivalent Fractions	4.NF.1: Explain why a fraction $a/b$ is equivalent to a fraction (n x a) / (n x b) by using visual fraction models, with attention to how the number and size of the	92	49
	2	Equivalent Fractions	parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	94	50
	3	Comparing Fractions	4.NF.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid	96	51
	4	Comparing Fractions	only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.	98	52
	A1	Assessment – Equivalent Fractions and Comparing Fractions	4.NF.1, 4.NF.2	100	53
	9	Add and Subtract Like Fractions	<ol> <li>4.NF.3a: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> </ol>	102	55
	10	Decomposing and Composing Fractions	4.NF.3b: Decompose a fraction into a sum of fractions with the same	104	56
	11	Decomposing Fractions	equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8 + 2/8$ ; $2/1/8 = 1 + 1 + 1/8 = 8/8$	106	57
	12	Decomposing Mixed Numbers	+ 8/8 + 1/8.	108	58
S	A3	Assessment – Composing and Decomposing Fractions	4.NF.3a, 4.NF.3b	110	59
tion	P11	Performance Lesson #11 – All About Fractions		112-113	61-63
Frac	13	Adding Mixed Numbers		118	64
- si	14	Adding Mixed Numbers	4.NF.3c: Add and subtract mixed numbers with like	120	65
tior	15	Subtracting Mixed Numbers	equivalent fraction, and/or by using properties of operations and	122	66
era	16	Subtracting Mixed Numbers	the relationship between addition and subtraction.	124	67
dо	A4	Assessment – Add and Subtract Mixed Numbers		126	68
r and	17	Add Fractions to Solve Word Problems		128	70
nbe	18	Subtract Fractions to Solve Word Problems	4.NF.3d: Solve word problems involving addition and subtraction	130	71
Nur	19	Add/Subtract Fractions to Solve Word Problems	of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations	132	72
	20	Add/Subtract Fractions to Solve Word Problems	to represent the problem.	134	73
	A5	Assessment – Word Problems - Adding/ Subtracting Fractions		136	74
	P12	Performance Lesson #12 – Adding and Subtracting	Fractions	138	76-77
	21	Multiply Fractions by Whole Numbers	4.NF.4a: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	142	78
	22	Multiplying Fractions by Whole Numbers	Understand a fraction a/b as a multiple of 1/b.	144	79
	23	Multiplying Fractions by Whole Numbers	4.NF.4b: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	146	80
	24	Multiplying Fractions by Whole Numbers	understand a traction a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.	148	81
	A6	Assessment – Multiplying Fractions by Whole Numbers	4.NF.4a, 4.NF.4b	150	82
	P13	Performance Lesson #13 – Multiplying Fractions		152	84-85

#### Grade 4 Mathematics - High Impact Standards Lesson Index

29	Converting Fractions - 10ths to 100ths	4.NF.5: Express a fraction with denominator 10 as an equivalent	156	86
30	Add Fractions	fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	158	87
31	Convert Fractions to Decimals	4.NF.6: Use decimal notation for fractions with denominators 10	160	88
32	Decimals on a Number Line	0.62 meters; locate 0.62 on a number line diagram.	162	89
A8	Assessment – Converting Fractions	4.NF.5, 4.NF.6	164	90
33	Compare Decimals	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		92
34	Compare Decimals			93
35	Compare Decimals			94
36	Compare Decimals	conclusions, e.g., by using a visual model.	172	95
A9	Assessment – Compare Decimals			96
P14	Performance Lesson #14 – Fractions and Decimals		176-184	98-100



# High Impact Standards





# Sample Lessons



	Lesson	Focus	Standard(s)
	13	Add Multi-digit Whole Numbers	
	14	Add Multi-digit Whole Numbers	
	15	Subtract Multi-digit Whole Numbers	4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	16	Subtract Multi-digit Whole Numbers	
I	A4	Assessment – Add and Subtract Multi–digit Whole Numbers	

### Sample Teacher Lesson Plan

**Teacher Lesson Plan** 

 Domain:
 Number and Operations in Base Ten
 Focus:
 Add Multi-Digit Whole Numbers
 Lesson:
 #13

 Standard:
 4.NBT.4:
 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 Environment
 Lesson:
 #13

**Lesson Objective:** The students will add multi-digit whole numbers up to 10,000 with regrouping.

Introduction: "Today we will add whole numbers using regrouping."

**Instruction:** "To add whole numbers, first we align the numbers vertically in columns. Then we begin by adding the number in the ones column and regrouping if necessary. We continue to add each column from right to left until we find the sum."

**Guided Practice:** Direct students' attention to Example A at the top of the page. "Look at the rules for adding multi-digit numbers and read them with me. Now look at the place value chart. The place value chart can help you line up the numbers in a problem correctly. Remember to regroup the next column if the sum in any place value is 10 or more. Let's follow the steps to solve Example A."

- Step 1: Write the numbers vertically so that the place values are aligned correctly. (The problem in Example A is already in a place value chart.)
- Step 2: Add the numbers in the ones column first (2 + 8 = 10). Write the 0 in the ones column. Regroup the 1 into the top of the tens column.
- Step 3: Repeat the process for each column by working from right to left. Continue to solve the problem with students. Regrouping is necessary for the ones, tens, hundreds, and thousands in this problem (10,610). Follow these steps to model Example B. Remember to model how to line up the numbers in place value columns before solving the problem (8,216).

**Independent Practice:** "Complete problems 1-6 independently. Remember to work from right to left as you complete the problems."

**Review:** Review problems 1-6 with students. Discuss the steps used to arrive at the answer.

**Closure:** "Today we used regrouping when we added numbers. Let's review the steps again (refer students to the steps at the top of the student page)."

Answers:	1. 2,110	4. 9,792	
	2. 5,615	5. 4,024	
	3. 14,181	6. 12,341	

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Each lesson includes a step by step lesson plan.

### Sample Student Lesson



# Sample Digital Teacher Lesson Plan (3rd Grade Math Sample)

			÷		
Digital	•	Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations 8 Lesson: #2 Focus: Products of Wh	a Algebraic Thinking nole Numbers
				Star	idard(s)
versions			Lesson Objecti	ve	
of every		set, recording the repeated-ad	ducts of whole numbers by drawin dition sentence, and writing the m	g the number of grouped of nultiplication symbol for the	problem.
lesson and			Introduction		
		"Today we will continue to lead combining a specific number of	n about <i>multiplication</i> and how a f f groups with the same number of	total number of objects can objects in each group."	be determined by
assessment			Instruction		
are included.			Guided Practic	ce	~
			Independent Pra	ctice	~
			Review		~
			Closure		~
			Answers		V
			Teacher E1 E2	1 2	Next
			Instruction		

"We have learned that when we have groups of objects and we want to determine the total number of objects, we can *multiply*. We *multiply* by adding the same number over and over again. Look at Example 1. Maria has 4 boxes of limes. Each box has 4 limes in it. To find out the total number of limes Maria has, we add 4 + 4 + 4 + 4. We can also write this  $4 \times 4$ . The product is 16 limes. *Multiplication* lets us add more quickly and efficiently."

#### **Guided Practice**

~

"Let's look at some problems involving groups of objects. Listen as I read the problem for Example 2. Juan has three groups of glass marbles. Each group has five marbles. What is Juan's total number of glass marbles? Now we will draw the problem to show each group of marbles. As I draw each group of marbles, you draw each group on your sheet. We will record the number of marbles in each group on the lines to show repeated addition of the number of objects in each group. The first group has 5 marbles so we will write a 5 in the blank. (Continue recording the number 5 in each blank:  $5 + 5 + 5 = 3 \times 5 = 15$ . Next we will show that the two factors, or number are multiplied way with a solution of the blank." numbers, are multiplied. We will use an x to show it is multiplication in the blank.

> Each section of the digital lesson plan is expandable.

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# Sample Digital Student Lesson (3rd Grade Math Sample)

Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations & Algebr Lesson: #2 Focus: Products of Whole Nur	araic Thinking umbers	
		Standard(:	(5) 🗸	
Directions: Read each probles sentence, the multiplication sy sentence. Make sure you write Example 2:	m below. Draw a picture of the objec mbol, and the total number of objec the product on the last line.	ts in groups. Record the repeate ts on the line to complete each r	red-addition number	
Juan has three groups of glass marbles? Finish the picture by	s marbles. Each group has five marb putting the marbles in the circles.	les. What is Juan's total number	· of glass	
	y I	Clear		
(	+ + = 3	5= product		



Students respond online in the digital lessons. In this example students draw marbles to show repeated additon and type below.

### **Sample Teacher Lesson Plan**

#### Standards Plus<sup>®</sup> – Mathematics – Grade 4

 Domain:
 Number and Operations in Base Ten
 Focus:
 Subtract Multi-Digit Whole Numbers
 Lesson:
 #15

 Standard:
 4.NBT.4:
 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 #15

**Lesson Objective:** The students will subtract multi-digit whole numbers up to 100,000 with regrouping.

Introduction: "Today we will learn how to subtract whole numbers using regrouping."

**Instruction:** "To subtract whole numbers, first we align the numbers in vertical columns. Then we begin by subtracting the numbers in the ones column and regrouping if necessary. We continue to subtract each column from right to left until we find the difference."

**Guided Practice:** Direct students' attention to Example A at the top of the page. "Look at the rules for subtracting multi-digit numbers and read them with me. Now look at the place value chart. The place value chart can help you line up the numbers in a problem correctly. Remember to regroup if the top digit is less than the bottom digit. Let's follow the steps to solve the problem in Example A.

- Step 1: Write the numbers vertically so that the place values are aligned correctly. (The problem in Example A is already in a place value chart.)
- Step 2: Subtract the numbers in the ones column first (7 1 = 6). Write 6 in the ones column.
- Step 3: Now subtract the numbers in the tens column (3 4 = \_\_). 4 is greater than 3, so regroup 1 ten from the hundreds column as 10 ones and add to the tens column. Change the 1 in the hundreds column to a 0. Now subtract 13 4 = 9. Write the difference in the tens column."

Repeat the process for each column by working from right to left. Continue to solve the problem with students. Regrouping is necessary for the tens, hundreds, and thousands in this problem (18,896). Follow the steps to model Example B. Remember to model how to line up the numbers correctly before solving the problem (30,738).

**Independent Practice:** "Complete problems 1 - 6 independently. Remember to work the problem from right to left and cross out and rename the digit when you regroup."

**Review:** Review problems 1 - 6 with students by solving each problem. Discuss.

**Closure:** "Today we reviewed how to use regrouping when we subtract numbers. Let's review the steps again (refer students to the steps at the top of the student page)."

Answers:	1. 3,299	4. 3,208	
	2. 2,841	5. 29,459	
	3. 65,391	6. 50,694	

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Each lesson plan includes the following direct instruction components:

Introduction Instruction Guided Practice Independent Practice Review

Closure

### Sample Student Lesson



## **Sample Teacher Lesson Plan**

	Standarde Diue <sup>®</sup> - Mathematica - Grada A
	Domain: Number and Operations in Base Ten Eocus: Subtract Multi-Digit Whole Numbers Lesson: #16
	Standard: 4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	<b>Lesson Objective:</b> The students will subtract multi-digit whole numbers up to 1,000,000 with regrouping across zeros.
	<b>Introduction:</b> "Today we will review how to subtract whole numbers using regrouping, and learning how to regroup when there are zeros in the top number."
	<b>Instruction:</b> "Remember that to subtract whole numbers, first we align the numbers in vertical columns. Then we begin by subtracting the numbers in the ones column and regrouping if necessary. We continue to subtract each column from right to left until we find the difference."
	<b>Guided Practice:</b> Direct students' attention to Example A at the top of the page. "Look at the rules for subtracting multi-digit numbers and read them with me. Now look at the place value chart. The place value chart can help you line up the numbers in a problem correctly. Remember to regroup if the top digit is less than the bottom digit. Pay special attention to how to regroup across zeros. Let's follow the steps to solve Example A.
	<ul> <li>Step 1: Write the numbers vertically so the place values are aligned correctly. (The problem in Example A is already in a place value chart.)</li> <li>Step 2: Subtract the numbers in the ones column first (5 – 7 =). Since 7 is greater than 5 regroup from the tens column. But there is a 0 in the tens column, so before you can regroup to the ones column you must regroup 10 ones from the hundreds column.</li> <li>Step 3: Regroup ten ones from the hundreds column. Add the 10 ones to the tens column. Now regroup from the 10 to the ones column. Write the difference (15 – 7 = 8) in the ones column.</li> <li>Step 4: Repeat the process for each column by working from right to left."</li> </ul>
ach lessor	Continue to solve the problem with students. Regrouping is necessary for the ones, tens, hundreds, and thousands in this problem (933,348). Follow the steps to model Example B (88,857). Remind students that you cannot regroup from a zero. You must regroup the zeros first. Thoroughly model the steps for regrouping when there are consecutive zeros in the top number.
pian includes	<b>Independent Practice:</b> "Complete problems 1-4 independently. Remember to work the problem from right to left and cross out and rename the digit when you regroup."
n answer key	<b>Review:</b> Review problems 1-4 with students by solving each problem. Discuss the reasoning used to arrive at the answer.
	<b>Closure:</b> "Today we used regrouping when we subtracted numbers. Turn to your partner and explain the steps for regrouping when there are consecutive zeros."
	Answers:         1. 14,426         3. 581,289           2. 59,861         4. 8,766
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### Sample Student Lesson



## Sample Assessment - Teacher Page

	Stand	lards Plus <sup>®</sup>	– Mathemati	cs – Grac	le 4
Domain: Numb	er and Operati		N sessment: #1	<u>Focus</u> :	Place Value
		<u>A3</u>	<u>sessment</u> . #1		
This assess	ment may	be used in	the following	g ways:	
<ul> <li>As a for</li> </ul>	rmative as	sessment of	the students	progress	
• As an	additional o	pportunity to	o reinforce the	e vocabula	ary, concepts, and
knowle	dge preser	nted in the p	revious 4 less	sons.	
Standard: 4	I.NBT.1 Re	ecognize tha	it in a multi-di	git whole ı	number, a digit in one
place repres	ents ten tim	nes what it re	epresents in t	he place t	o its right.
Procedure:	Read the o	directions alo	oud and ensu	re that stu	dents understand
how to respo	ond to each	item.			
<ul> <li>If you a</li> </ul>	are using th	is as a form	ative assessr	nent, have	e the students
comple	ete the eval	uation indep	endently.		
<ul> <li>If you a</li> </ul>	are using th	is to reinford	ce instruction,	determin	e the items that will
be con	pleted as g	guided pract	ice, and those	e that will	be completed as
indepe	ndent pract	tice.			
Additional 7	ine'				
Auditional	ips.				
<ul> <li>All State</li> </ul>	ndards Plue	s assessme	nts are availa	ble in an <b>i</b>	nteractive digital
<ul> <li>All Sta formation</li> </ul>	ndards Plus t in the Star	s assessmei ndards Plus	nts are availa Digital Platfo	ble in an <b>i</b> m.	nteractive digital
<ul> <li>All Sta</li> <li>formation</li> <li>When</li> </ul>	ndards Plus t in the Star the assessr	s assessmei ndards Plus ments are ac	nts are availa Digital Platfor dministered a	ble in an <b>i</b> m. nd scored	nteractive digital digitally, the platforn
<ul> <li>All Sta formation</li> <li>When automatic</li> </ul>	ndards Plus in the Star the assessr atically crea	s assessmen ndards Plus ments are ad ates interven	nts are availa Digital Platfor dministered a tion groups a	ble in an <b>i</b> m. nd scored nd recomi	nteractive digital digitally, the platforn mends additional
<ul> <li>All Sta format</li> <li>When automatic printal</li> </ul>	ndards Plus in the Star the assessr atically crea ole interve	s assessmen ndards Plus ments are ad ates interven <b>ntion lesso</b>	nts are availa Digital Platfor dministered a tion groups a <b>ns.</b>	ble in an <b>i</b> m. nd scored nd recomi	nteractive digital digitally, the platforn mends additional
<ul> <li>All Sta format</li> <li>When automa</li> <li>printal</li> <li>You ca</li> </ul>	ndards Plus in the Star the assessinatically crea ole interve	assessmei ndards Plus ments are ad ates interven ntion lesso ess the print	nts are availa Digital Platfor dministered a tion groups a <b>ns.</b> able intervent	ble in an i m. nd scored nd recomi tion lessor	nteractive digital digitally, the platforn mends additional ns from the home
<ul> <li>All Sta format</li> <li>When automa printal</li> <li>You ca screen</li> </ul>	ndards Plus in the Star the assess atically crea <b>ble interve</b> in also acce in the digit	s assessmen ndards Plus ments are ad ates interven <b>ntion lesso</b> ess the print al platform.	nts are availa Digital Platfor dministered a tion groups a <b>ns.</b> able intervent	ble in an i m. nd scored nd recomi tion lessor	nteractive digital digitally, the platforn mends additional ns from the home
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## Sample Assessment - Student Page

Domai	<u>n</u> : Number a	and Operations in Base Ten	Focus: Place Value
		<u>Assessment</u> :	: #1
		Mii, THU THE'	The On
		lior nor current ou s	ns es
		is and and	e e ds
Direc	tions: Fo	r problems 1 and 2, move the u	inderlined digit on place value to th
left. \	Write the e	quation for the new number and	d the value of the new number.
		Equation	Value of New Number
		Equation	
1.	<u>9</u> 0		
2.	5,000		
Direc	tions: Fo	r problems 3 and 4, move the u	inderlined digit one place value to
<b>Direc</b> right.	<b>tions:</b> Fo Write the	r problems 3 and 4, move the u equation for the new number a	inderlined digit one place value to and the value of the new number.
<b>Direc</b> right.	tions: Fo Write the	r problems 3 and 4, move the u equation for the new number a Equation	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right.	tions: Fo Write the	r problems 3 and 4, move the u equation for the new number an Equation	inderlined digit one place value to and the value of the new number. Value of New Number
<b>Direc</b> right. 3.	tions: Fo Write the <u>6</u> 0,000	r problems 3 and 4, move the u equation for the new number a Equation	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right. 3.	etions: Fo Write the <u>6</u> 0,000	r problems 3 and 4, move the u equation for the new number an Equation	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right. 3.	tions: Fo Write the <u>6</u> 0,000	r problems 3 and 4, move the u equation for the new number an Equation	Inderlined digit one place value to a nd the value of the new number. Value of New Number
Direc right. 3. 4.	tions: Fo Write the <u>6</u> 0,000	r problems 3 and 4, move the u equation for the new number an Equation	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right. 3. 4.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000	Equation	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right. 3. 4.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000	e number 7 in the number 790 of	Inderlined digit one place value to a nd the value of the new number. Value of New Number
Direc right. 3. 4.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000 How is the number 9	e number 7 in the number 790 s	Inderlined digit one place value to and the value of the new number. Value of New Number
Direc right. 3. 4. 5.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000 How is the number 9	e number 7 in the number 790 s	Inderlined digit one place value to and the value of the new number. Value of New Number Similar or different from the 7 in the
Direc right. 3. 4. 5.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000 How is the number 9	e number 7 in the number 790 s	Inderlined digit one place value to and the value of the new number. Value of New Number Similar or different from the 7 in the
Direc right. 3. 4. 5.	tions: Fo Write the <u>6</u> 0,000 <u>7</u> 00,000 How is the number 9	e number 7 in the number 790 s	Inderlined digit one place value to and the value of the new number. Value of New Number Similar or different from the 7 in the
Direc right. 3. 4. 5.	etions: Fo         Write the <u>6</u> 0,000 <u>7</u> 00,000         How is the         number 9	e number 7 in the number 790 s	similar or different from the 7 in the
Direc right. 3. 4. 5.	etions: Fo         Write the <u>6</u> 0,000 <u>7</u> 00,000         How is the         number 9	e number 7 in the number 790 s	similar or different from the 7 in the



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