Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.NBT.1

Complete the following with the correct operation (multiplication or division) and the number 10 to create true equations.

8 = 80 \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

210 = 21 \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

380 = 38 \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

341 = 3,410 \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher notes:    • Students may do calculations on the paper, either to solve or to check their work. You may also choose to give students extra paper on which they can do their work.  • The target concept of this task is described in 4.NBT.1: *Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*  • For this task, students should complete the balnks to create the following equations:  8 = 80 ÷ 10 210 = 21 x 10 380 = 38 x 10 341 = 3,410 ÷ 10  • When scoring this task, you may choose to use the level of student work to distinguish between a 3 and a 2 or a 2 and a 1. If you decide to account for the student’s work when grading, it is important to make sure the students know in advance of working that the task will be graded based on the correct answers and their work. | | | |
| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure. | | **Got It:** Student essentially understands the target concept. | |
| **0 Unsatisfactory:**  **Little Accomplishment**  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. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **2 Proficient:**  **Substantial Accomplishment**  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. | **3 Excellent:**  **Full Accomplishment**  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. |
| Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 | | | |