



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Student Work Samples
2013**

Grade 4



Mathematics

- 11 A toy store sold 546 cars and 285 trucks. How many more cars than trucks did the toy store sell?

The toy store sold 261 more cars than trucks.

- 11 A toy store sold 546 cars and 285 trucks. How many more cars than trucks did the toy store sell?

The toy store sold 261 more cars than trucks. I know this because, $546 - 285 = 261$. To check my answer, I added 285 and 261 up together and got, 546. This is how I know the the toy store sold 261 more cars than trucks.

- 11 A toy store sold 546 cars and 285 trucks. How many more cars than trucks did the toy store sell?

$$\begin{array}{r} 3 \\ \cancel{5}46 \\ - 285 \\ \hline 161 \end{array}$$

answer
161

- 11 A toy store sold 546 cars and 285 trucks. How many more cars than trucks did the toy store sell?

$$\begin{array}{r} 546 \\ + 285 \\ \hline 831 \end{array}$$

831 more cars than trucks.

12 Look at this number sentence. Each square has the **same** value.

$$12 - \square = \square$$

What is the value of each square?

the value is 6

12 Look at this number sentence. Each square has the **same** value.

$$12 - \square 0 = \square 12$$

What is the value of each square?

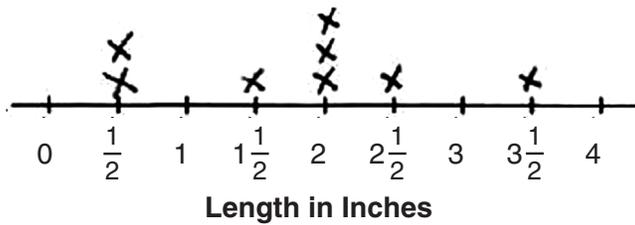
0 or 12

- 13 Kyle measured the lengths of eight paw prints he saw on a hike. He made this list to show the length, in inches, of each paw print he measured.

$1\frac{1}{2}$ inches
2 inches
 $3\frac{1}{2}$ inches
2 inches
 $\frac{1}{2}$ inch
 $\frac{1}{2}$ inch
2 inches
 $2\frac{1}{2}$ inches

Use the data from Kyle's list to complete this line plot.

Paw Prints



Key

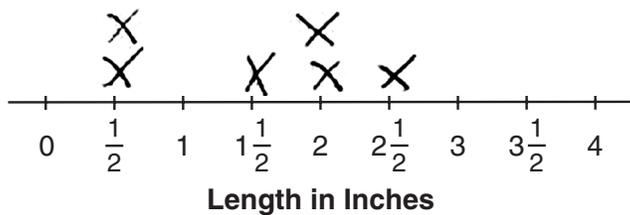
x represents 1 paw print

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Key

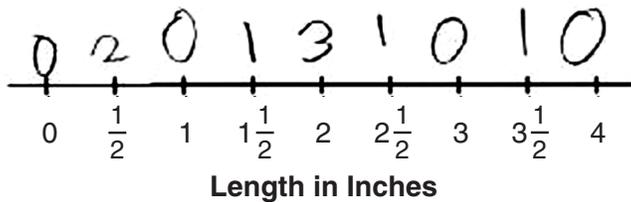
× represents 1 paw print

- 13 Kyle measured the lengths of eight paw prints he saw on a hike. He made this list to show the length, in inches, of each paw print he measured.

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Use the data from Kyle's list to complete this line plot.

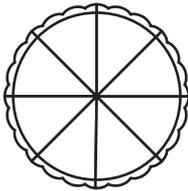
Paw Prints



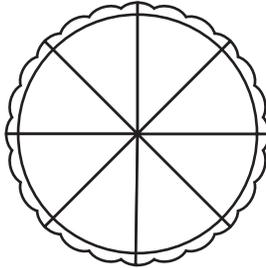
Key

x represents 1 paw print

- 14 Blair and Carmen each made a pie. Each of these pies is cut into equal pieces.



Blair's
pie



Carmen's
pie

Blair ate 2 pieces of her pie.

- a. Write a fraction to show the part of the pie Blair ate.

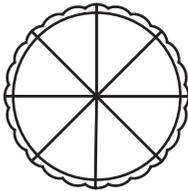
$$\frac{2}{8}$$

Carmen ate 2 pieces of her pie. Blair said, "Carmen and I ate the same amount of pie."

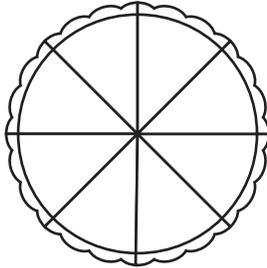
- b. Explain why Blair's statement is or is not correct.

Blair's statement is not correct
because the pies are both cut into
eighths but Blair's pie is smaller
so that means her pieces are smaller.

- 14 Blair and Carmen each made a pie. Each of these pies is cut into equal pieces.



Blair's
pie



Carmen's
pie

Blair ate 2 pieces of her pie.

- a. Write a fraction to show the part of the pie Blair ate.

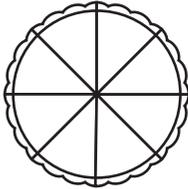
$$\frac{1}{4}$$

Carmen ate 2 pieces of her pie. Blair said, "Carmen and I ate the same amount of pie."

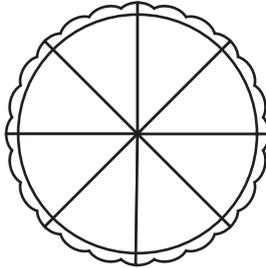
- b. Explain why Blair's statement is or is not correct.

Blair is not correct. Her pie is smaller so Blair had less pie.

- 14 Blair and Carmen each made a pie. Each of these pies is cut into equal pieces.



Blair's
pie



Carmen's
pie

Blair ate 2 pieces of her pie.

- a. Write a fraction to show the part of the pie Blair ate.

Blair ate 2 out of 8 peaces of her pie.

Carmen ate 2 pieces of her pie. Blair said, "Carmen and I ate the same amount of pie."

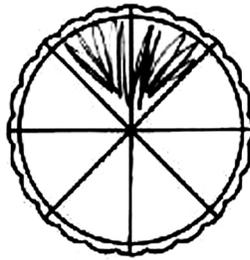
- b. Explain why Blair's statement is or is not correct.

It is not true because Carmens' pie is bigger.

- 14 Blair and Carmen each made a pie. Each of these pies is cut into equal pieces.



Blair's
pie



Carmen's
pie

Blair ate 2 pieces of her pie.

- a. Write a fraction to show the part of the pie Blair ate.

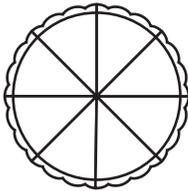
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Carmen ate 2 pieces of her pie. Blair said, "Carmen and I ate the same amount of pie."

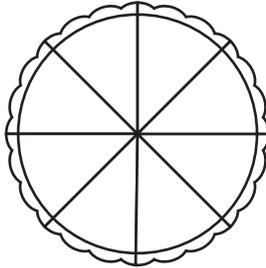
- b. Explain why Blair's statement is or is not correct.

Blair's statement is correct because the pies are in equal pieces.

- 14 Blair and Carmen each made a pie. Each of these pies is cut into equal pieces.



Blair's
pie



Carmen's
pie

Blair ate 2 pieces of her pie.

- a. Write a fraction to show the part of the pie Blair ate.

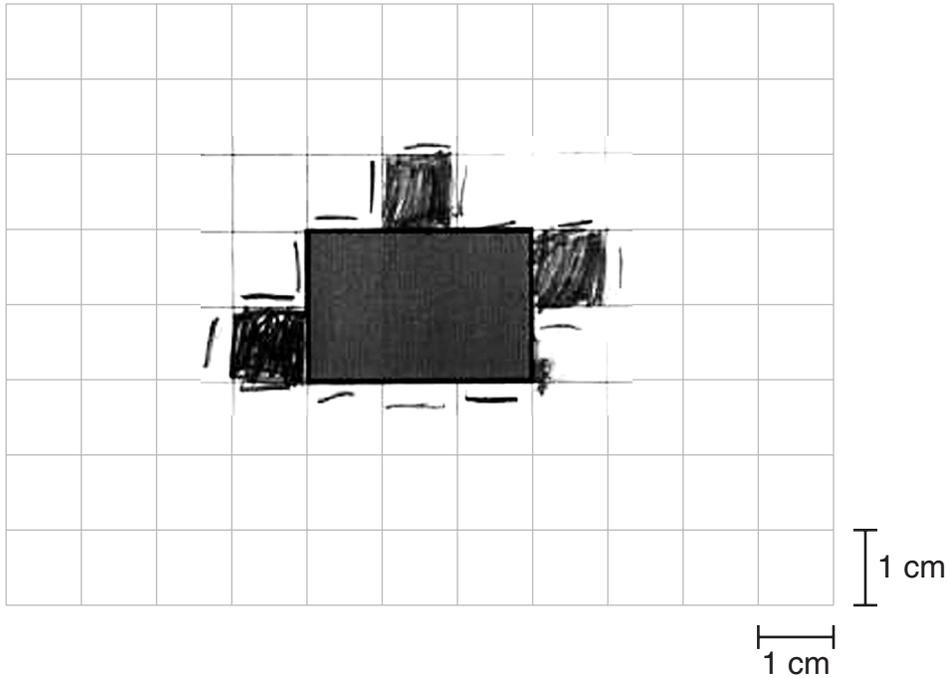
$$\frac{2}{8}$$

Carmen ate 2 pieces of her pie. Blair said, "Carmen and I ate the same amount of pie."

- b. Explain why Blair's statement is or is not correct.

It is correct because they both ate two pieces of their pie.

- 15 Riley shaded squares gray on this grid to make a shape.



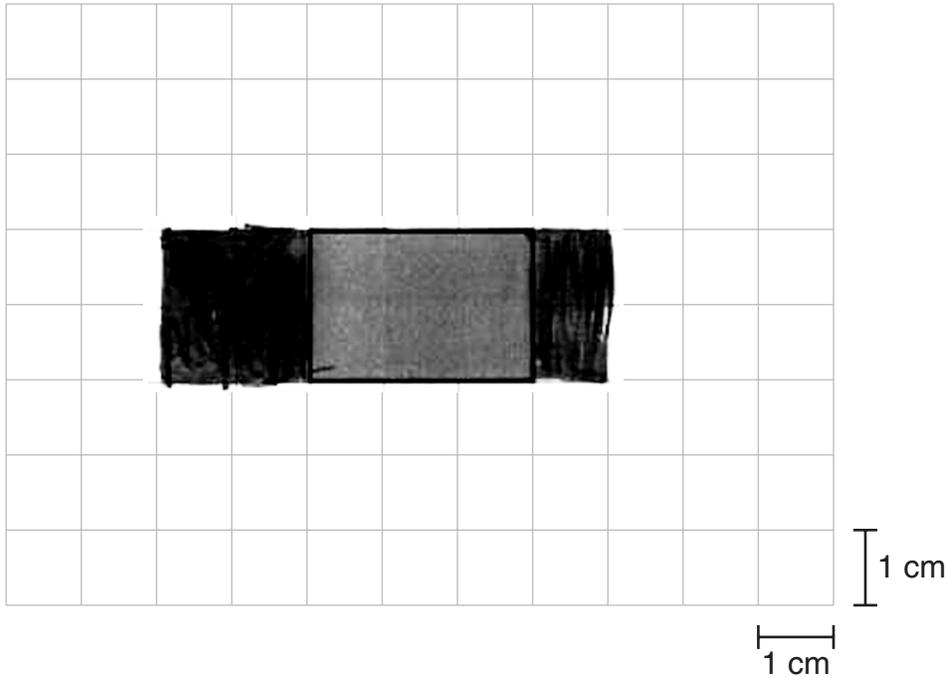
- a. What is the **perimeter**, in centimeters, of the shape Riley made?

10 centimeters

Riley wants to change her shape so that the new shape has a perimeter of 16 centimeters.

- b. On the grid above, use your pencil to add shaded squares to Riley's shape so that the new shape has a perimeter of 16 centimeters. Be sure to shade the squares.

- 15 Riley shaded squares gray on this grid to make a shape.



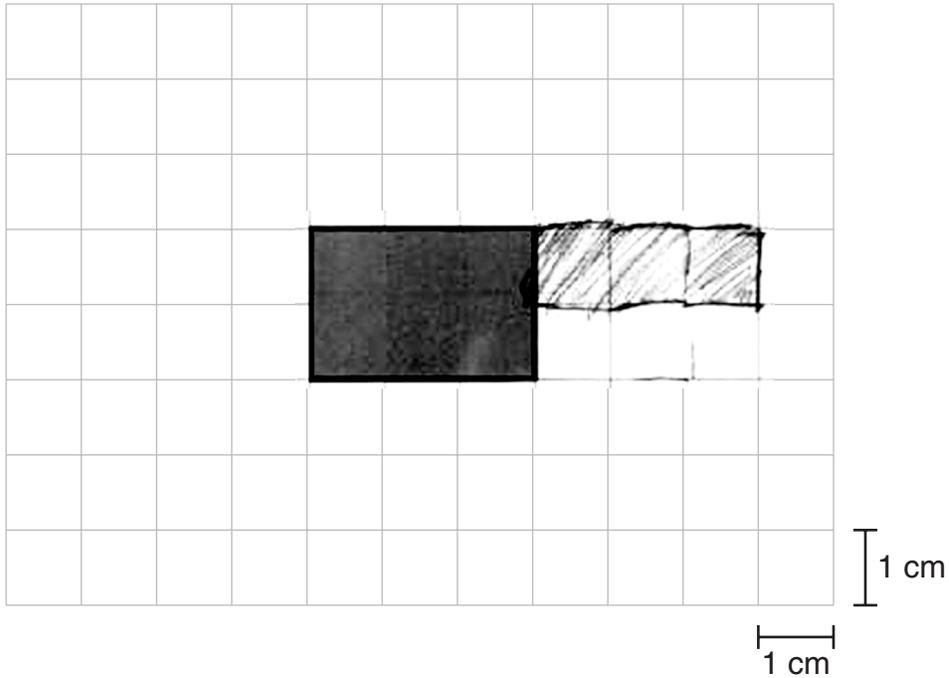
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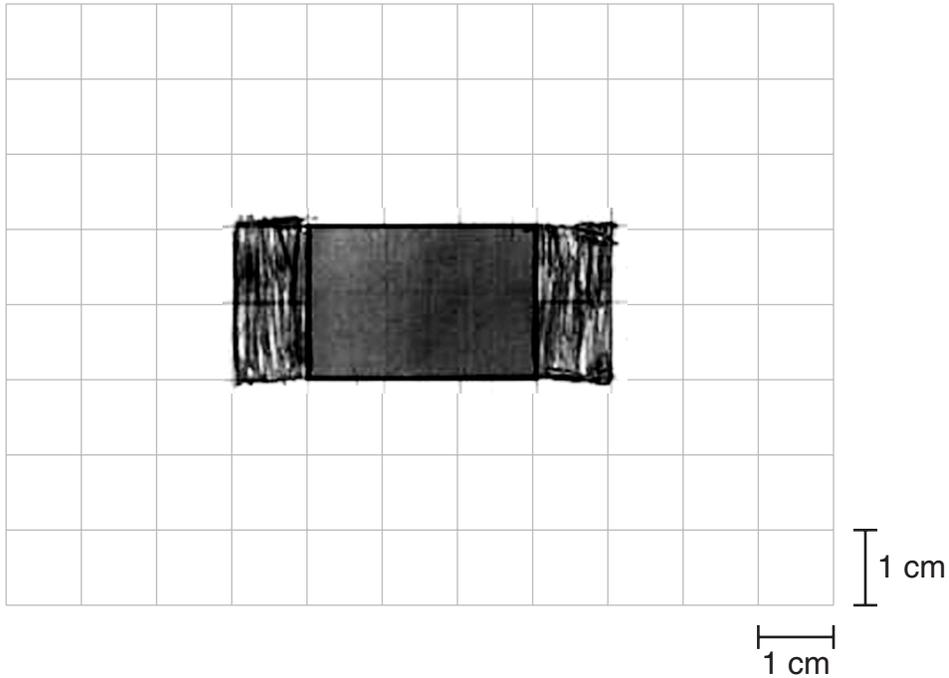
- a. What is the **perimeter**, in centimeters, of the shape Riley made?

9 centimeters

Riley wants to change her shape so that the new shape has a perimeter of 16 centimeters.

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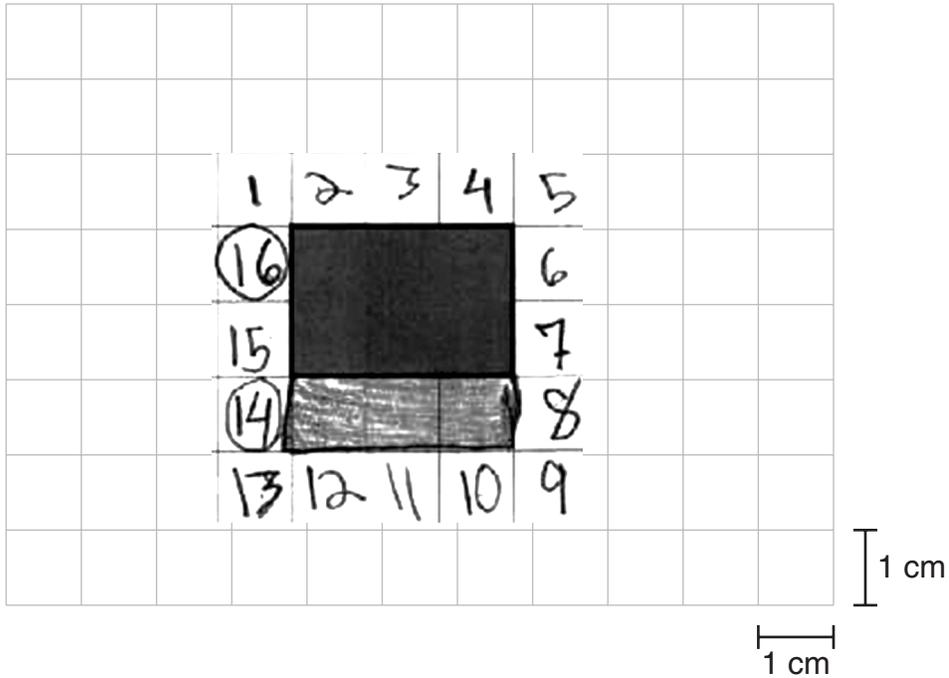
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- a. What is the **perimeter**, in centimeters, of the shape Riley made?

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Riley wants to change her shape so that the new shape has a perimeter of 16 centimeters.

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- 16 Mr. Larson is making this chart to show the number of students in each fourth-grade class at Wilson School.

Fourth-Grade Classes

Class	Number of Students
Mr. Hanson	20
Ms. Polk	21
Mrs. Watson	21
Ms. Yazzie	18
Mrs. Lopez	20
Mr. Blake	20
Mrs. Ryan	17

- There is a total of 137 students in the fourth grade.
- The most common number of students in a class is 20.

Complete the chart to show how many students could be in Mrs. Lopez's class, Mr. Blake's class, and Mrs. Ryan's class. Show your work or explain how you know.

$$20 + (21 \times 2) + 18 = 80$$

$$\begin{array}{r} 20 \\ \times 2 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 80 \\ + 40 \\ \hline 120 \end{array}$$

$$\begin{array}{r} 120 \\ + 17 \\ \hline 137 \end{array}$$

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Complete the chart to show how many students could be in Mrs. Lopez's class, Mr. Blake's class, and Mrs. Ryan's class. Show your work or explain how you know.

I added up 20, 21, 21, and 18
it equaled 80. I subtracted 80
from 137 and that equaled 57. I put
40 from chart 2 20's. I subtracted
17 > 0 in Mrs. Ryan's box
I put 17. Ryan's box came out with
box on the chart

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$$\begin{aligned} 20 + 21 &= 31 \\ 31 + 21 &= 52 \\ 52 + 18 &= 70 \\ 70 + 20 &= 90 \\ 90 + 20 &= 110 \end{aligned}$$

$$110 + 27 = 137$$

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Fourth-Grade Classes

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Mrs. Watson	21
Ms. Yazzie	18
Mrs. Lopez	20
Mr. Blake	18
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Complete the chart to show how many students could be in Mrs. Lopez's class, Mr. Blake's class, and Mrs. Ryan's class. Show your work or explain how you know.

I used my calculator
 $20 + 21 + 21 + 18 + 20 + 18 + 19$
(on calculator)