Unit 7 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 7 / Unit 7 Expectations	L1 TG *Order of Operations Quiz* Assessment Master	L2 SG *Divisibility Rules* Check-In: Q# 24	L3 SG *Multiplying by Multiples of Ten* Check-In: Q# 18	L4 SG *Estimating with Multiplication* Check-In: Q# 13–16	L4 TG *Operations, Divisibility, and Estimation Quiz* Assessment Master **	L5 TG *Hour Walk Work* Assessment Master**	L5 TG Home Practice Part 3	L5 TG Home Practice Part 5	L6 SG *Using Multiplication Strategies* Check-In: Q# 1–3	L6 SG *Using Multiplication Strategies* Check-In: Q# 4–5	L6 TG *Two-Digit Multiplication Quiz* Assessment Master**	L7 SG *Multiplication Strategies for Larger Numbers* Check-In: Q# 30	L7 TG *Making Connections in Multiplication* Assessment Master**	L8 SAB Practicing Multiplication Strategies Self-Check: Q# 1 and 13	L8 SG Self Check: Q# 1–4	L8 SG *Workshop: Multiplication with Larger Numbers* Check-In: Q# 23–28**	L8 TG Home Practice Part 6
Number 1 **Number Sense:** *Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.*																	
E1 Use divisibility rules to identify factors and multiples. [4.OA.4] [MP 1, 2, 3, 7]		X			X		X										
Number 2 **Operations:** *Understand the meaning of numerical operations and their application for solving problems.*																	
E2* Multiply numbers that are multiples of ten. [4.NBT.1] [MP 1, 2, 4, 6]			X	X	X												X
E3* Demonstrate understanding of the place value concepts and mathematical properties involved in operations with multidigit numbers (e.g., use the distributive property to multiply). (Algebra 4) [4.NBT.4, 5] [MP 1, 2, 6]									X		X	X	X	X			
E4* Show connections between models and strategies for multiplication (e.g., demonstrate partial products using a rectangle model for multiplication). [4.NBT.5] [MP 1, 4]										X		X	X	X			
Number 3 **Computation and Estimation:** *Use efficient and flexible procedures to compute accurately and make reasonable estimates.*																	
E5 Follow the order of operations. [5.OA.1] [MP 1]	X				X												
E6* Estimate products. [4.OA.3; 4.NBT.3] [MP 1, 2, 6]				X	X	X		X			X		X	X	X	X	
E7* Multiply multidigit numbers by 1-digit numbers using mental math strategies and paper-and-pencil methods (e.g., expanded form, all-partials, compact). [4.OA.3; 4.NBT.7] [MP 1, 6]											X		X	X	X	X	
E8 Choose appropriately from among estimation, mental math strategies, and paper-and-pencil methods to multiply whole numbers. [4.OA.3, 4; 4.NBT.7] [MP 1, 6]						X		X			X				X	X	

* **Denotes Benchmark Expectation**

** **Includes a Feedback Box**

Math Facts

		TG DPP Bit A *Triangle Flash Cards: 2s and 3s* **L1**	TG DPP Bit Y *Fact Family Quiz* **L8**	TG DPP Bit AA *Quiz on 2s and 3s Division Facts* **L8**
Number 3	**Computation and Estimation:** *Use efficient and flexible procedures to compute accurately and make reasonable estimates.*			
E9*	Demonstrate fluency with the division facts for the 2s and 3s. [3.OA.7]	×		×
E10*	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the 2s and 3s facts. [3.OA.4]		×	

Math Practices

		SG Divisibility Rules Q#23 **L2**	TG *Hour Walk Work* Assessment Master** **L5**
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1, 6]	×	×
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP4, 5, 7, 8]		×
MPE3	**Check for reasonableness.** I look back at my solution to see if my answer makes sense. If it does not, I try again. [MP6]		×
MPE4	**Check my calculations.** If I make mistakes, I correct them. [MP1, 6]		×
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 4, 6]	×	×
MPE6	**Use labels.** I use labels to show what numbers mean. [MP1, 3]		×

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