

# Unit 11 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

## Content

### Key Ideas in Unit 11

#### Unit 11 Expectations

L1	SAB Solving Multiplication Problems Check-In: Q# 1–4**
L2	SG All-Partials Revisited Check-In: Q# 18
L2	TG Multiplication Quiz 1**
L3	SG Workshop: Multiplication Methods Self-Check: Q# 1–2
L3	SAB Moving Ahead with Multiplication Self-Check: Q#1
L3	SAB Moving Ahead with Multiplication Self-Check: Q#5
L3	SAB Moving Ahead with Multiplication Self-Check: Q#13
L3	SAB Moving Ahead with Multiplication Check-In: Q# 23
L4	SG Compact Multiplication Revisited Check-In: Q# 5
L4	SG Compact Multiplication Revisited Check-In: Q# 19–20
L4	TG Multiplication Quiz 2**
L5	SG Choosing Strategies to Multiply Check-In: Q# 23–27
L5	SAB Dancing in TIMSville**

**Number 2 Operations:** Understand the meaning of numerical operations and their application for solving problems.

<b>E1*</b>	Demonstrate understanding of the place value concepts and mathematical properties involved in multiplication of 2-digit by 2-digit numbers (e.g., use the distributive property to multiply). (Algebra 4) [4.NBT.1, 5] [MP 1, 2, 3, 6]	X		X	X	X					X		X	
<b>E2*</b>	Show connections between models and strategies for multiplying 2-digit by 2-digit numbers (e.g., demonstrate partial products using a rectangle model for multiplication). [4.NBT.1, 2, 5] [MP1, 2, 3, 6]	X	X			X							X	

**Number 3 Computation and Estimation:** Use efficient and flexible procedures to compute accurately and make reasonable estimates.

<b>E3*</b>	Estimate products of multidigit numbers. [4.NTB.3, 5] [MP1, 5, 6]	X		X					X	X		X	X	X
<b>E4*</b>	Multiply 2-digit by 2-digit numbers using mental math strategies and paper-and-pencil methods (e.g., expanded form, all-partials). [4.NBT.1, 2, 5] [MP 1, 2, 3]	X	X	X				X		X		X	X	X
<b>E5</b>	Multiply 2-digit by 2-digit numbers using the compact method. [4.NBT.5; 4.OA.3; 5.NBT.5] [MP1, 2, 3, 6]											X	X	X
<b>E6</b>	Choose appropriately from among estimation, mental math strategies, and paper-and-pencil methods to multiply multidigit numbers. [3.G.5, 6, 7; 4.MD.3; 4.NBT.5; 4.OA.3; 5.NBT.5] [MP1, 2, 3, 4, 5, 6]	X		X									X	X

\* Denotes Benchmark Expectation  
\*\* Includes a Feedback Box

## Math Facts

		L1 TG DPP Item A The Last Six Facts	L4 TG DPP Item M Fact Family Quiz: Last Six Facts	L5 TG DPP Item O Facts Quiz: Last Six Facts
<b>Number 3</b>	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.			
<b>E7*</b>	Demonstrate fluency with the division facts related to the last six multiplication facts ( $24 \div 4$ , $24 \div 6$ , $28 \div 4$ , $28 \div 7$ , $32 \div 4$ , $32 \div 8$ , $42 \div 6$ , $42 \div 7$ , $48 \div 6$ , $48 \div 8$ , $56 \div 7$ , $56 \div 8$ ). [3.OA.7]	X		X
<b>E8*</b>	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the last six facts. [3.OA.4]		X	

## Math Practices

		L2 SG All Partials Revisited Check-In: Q# 18**	L5 SAB Dancing in TIMSville**
<b>MPE1</b>	<b>Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important. [MP1, 4, 6]	X	
<b>MPE2</b>	<b>Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [MP1, 4, 5]		X
<b>MPE3</b>	<b>Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again. [MP1, 5, 6]	X	X
<b>MPE4</b>	<b>Check my calculations.</b> If I make mistakes, I correct them.		
<b>MPE5</b>	<b>Show my work.</b> I show or tell how I arrived at my answer so that someone else can understand my thinking. [MP3, 6]	X	X
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean.		

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