



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Student Work Samples   
2010**

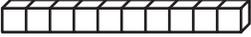
**Grade 4**



# Mathematics



11 Madeline used blocks to show the number 52. She used

- 12  and
- some .

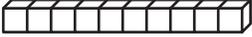
**Key**  
 represents 1

How many  did Madeline use?

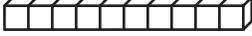
4



11 Madeline used blocks to show the number 52. She used

- 12  and
- some .

**Key**  
 represents 1

How many  did Madeline use?

4 ten rods



11 Madeline used blocks to show the number 52. She used

- 12  and
- some .

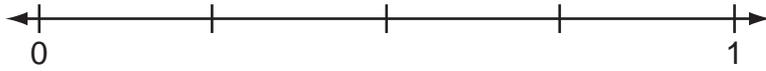
**Key**  
 represents 1

How many  did Madeline use?

she use 5 block and two  
10thk blocks,



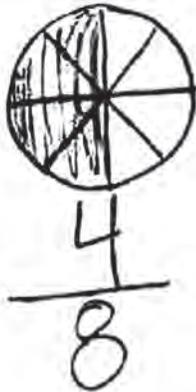
12 You may use this number line to help you answer this question.



Write a fraction that is equivalent to  $\frac{1}{2}$ .

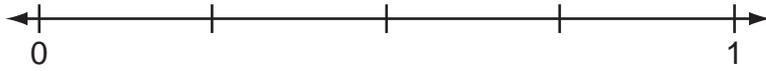


=





12 You may use this number line to help you answer this question.

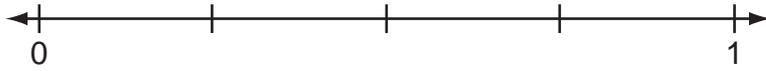


Write a fraction that is equivalent to  $\frac{1}{2}$ .

$$\frac{2}{4}$$



12 You may use this number line to help you answer this question.

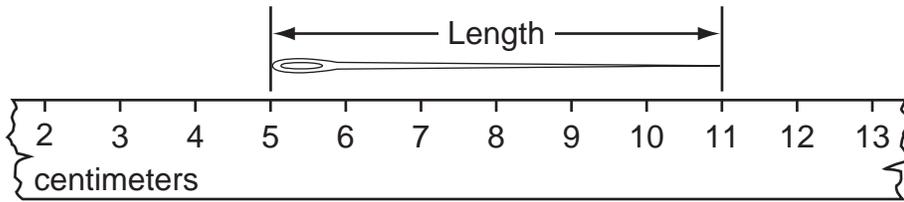


Write a fraction that is equivalent to  $\frac{1}{2}$ .

$\frac{3}{4}$



13 Look at this needle.



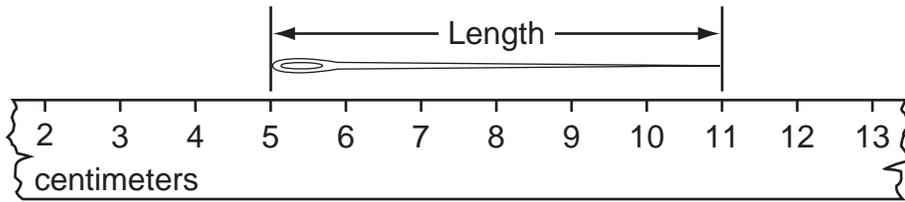
What is the length of this needle to the nearest centimeter?

6 centimeters

I counted between 5 and 11.



13 Look at this needle.

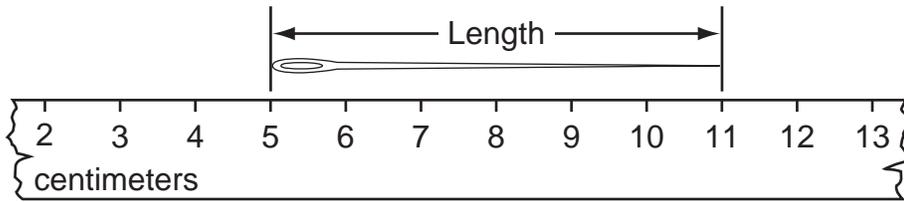


What is the length of this needle to the nearest centimeter?

6 centimeters



13 Look at this needle.

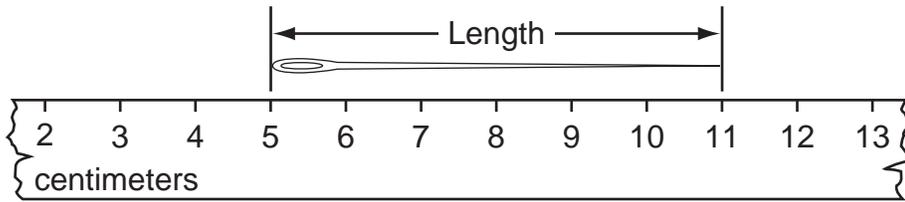


What is the length of this needle to the nearest centimeter?

7 centimeters



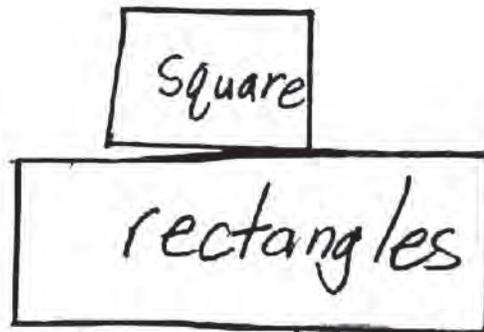
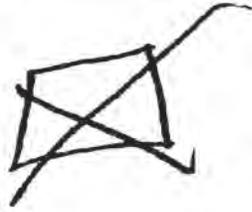
13 Look at this needle.



What is the length of this needle to the nearest centimeter?

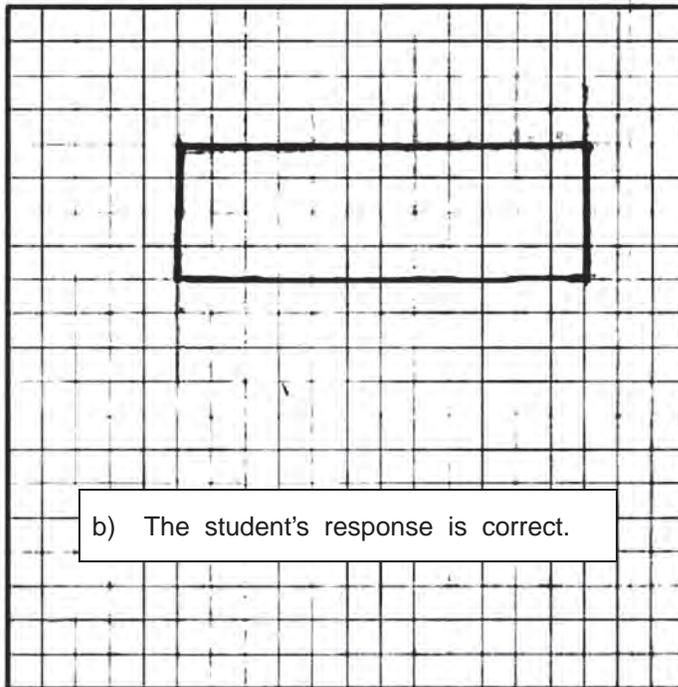
  6   centimeters

- 14 a. Explain one way that squares and rectangles are **alike**.



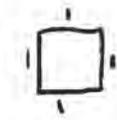
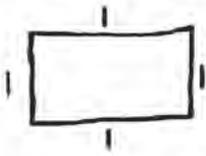
Squares and rectangles are alike they're alike by having the same amount of angles and they have two pairs of parallel sides.

- b. On the grid below, draw a rectangle that is not a square.



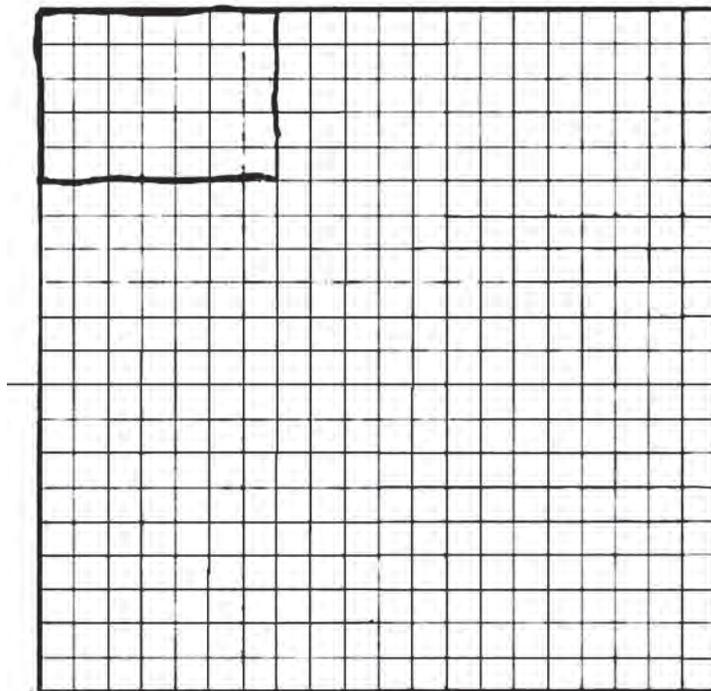
b) The student's response is correct.

- 14 a. Explain one way that squares and rectangles are **alike**.



They have 4 sides.

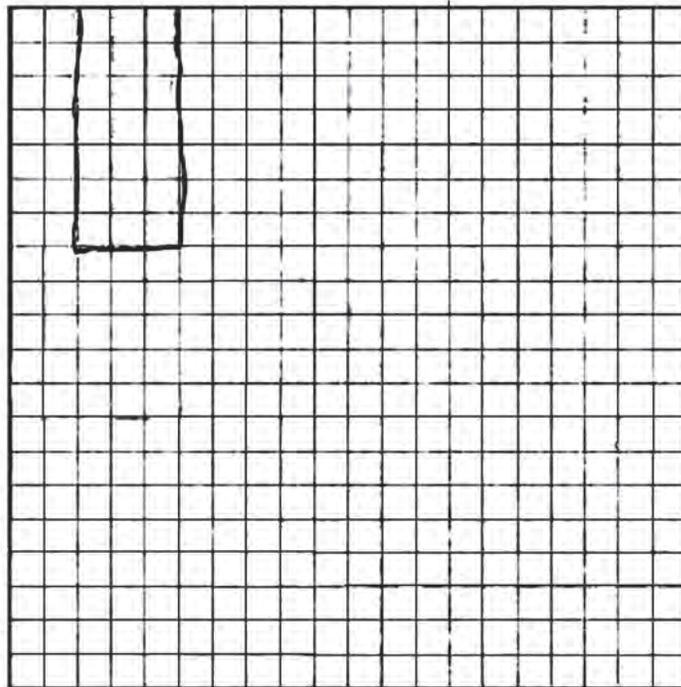
- b. On the grid below, draw a rectangle that is not a square.



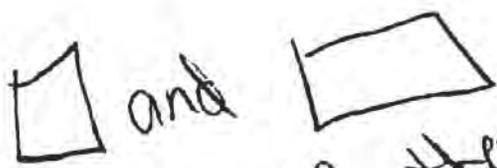
- 14 a. Explain one way that squares and rectangles are **alike**.

they both have 4 right angles

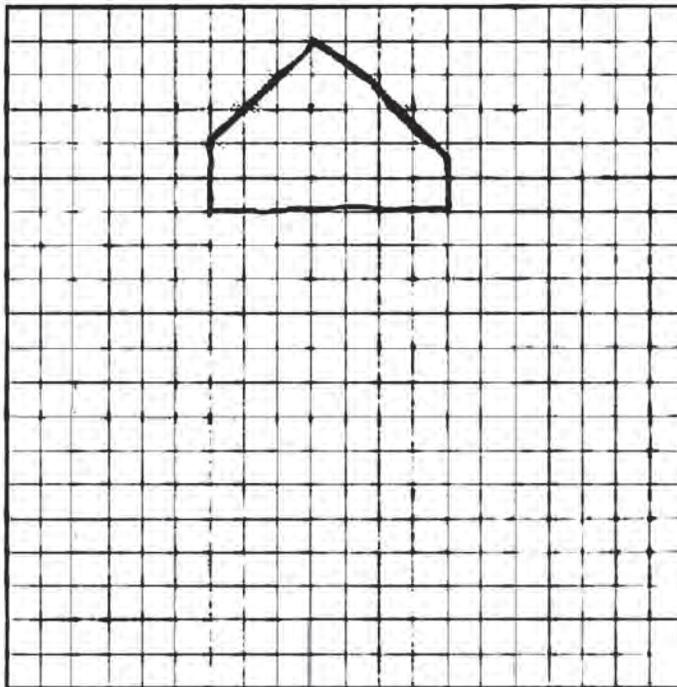
- b. On the grid below, draw a rectangle that is not a square.



- 14 a. Explain one way that squares and rectangles are **alike**.

 and  are alike because they both have four sides!! =

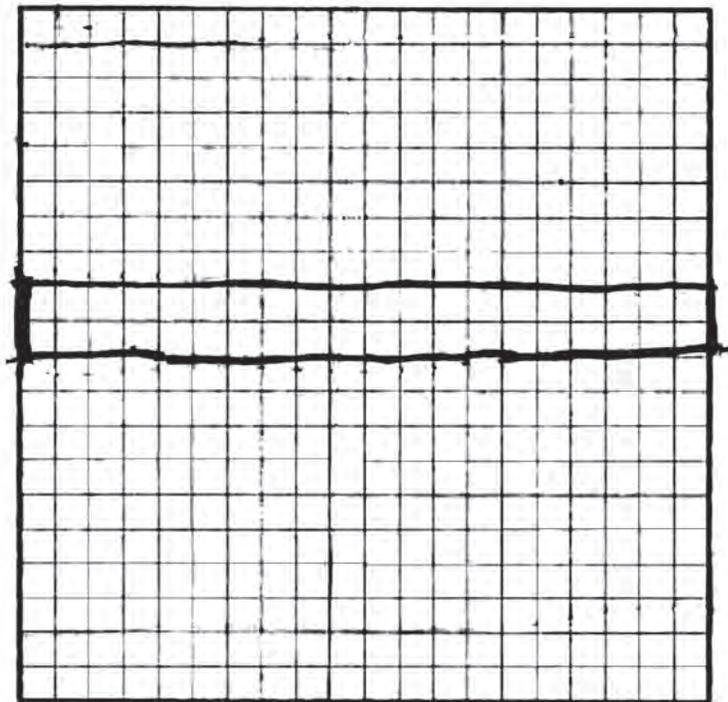
- b. On the grid below, draw a rectangle that is not a square.



- 14 a. Explain one way that squares and rectangles are **alike**.

They both have 4 faces.

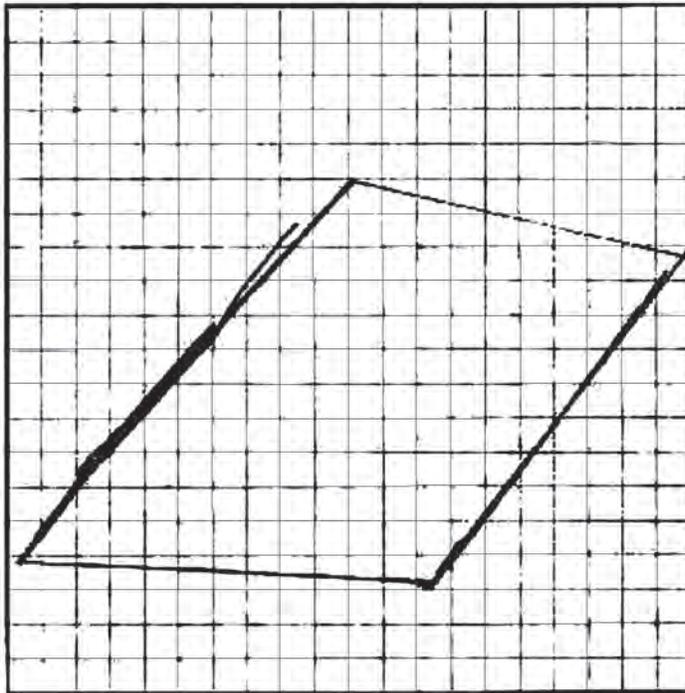
- b. On the grid below, draw a rectangle that is not a square.



- 14 a. Explain one way that squares and rectangles are **alike**.

Two squares equal  
one rectangle

- b. On the grid below, draw a rectangle that is not a square.



- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[blacked out]} + 15$$

- a. What number did Elke erase?

5

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[blacked out]} + 4 + \text{[blacked out]} = 6 + 4$$

- b. What number did Anna erase?

3, 3

- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[erased]} + 15$$

- a. What number did Elke erase?

Elke erased 5.

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[erased]} + 4 + \text{[erased]} = 6 + 4$$

- b. What number did Anna erase?

Anna erased number 3.

- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[blacked out]} + 15$$

- a. What number did Elke erase?

Elke erased the number 35 from the number sentence.

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[blacked out]} + 4 + \text{[blacked out]} = 6 + 4$$

- b. What number did Anna erase?

Anna erased two 3's from this number sentence.

- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[blacked out]} + 15$$

- a. What number did Elke erase?

5

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[blacked out]} + 4 + \text{[blacked out]} = 6 + 4$$

- b. What number did Anna erase?

6

- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[blacked out]} + 15$$

- a. What number did Elke erase?

20

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[blacked out]} + 4 + \text{[blacked out]} = 6 + 4$$

- b. What number did Anna erase?

1 and 1

- 15 Elke erased a number from this true number sentence.

$$11 + 9 = \text{[erased]} + 15$$

- a. What number did Elke erase?

$$11 + 9 = 20 + 15 = 35$$

Anna erased two numbers from this true number sentence. The two numbers Anna erased are the same.

$$\text{[erased]} + 4 + \text{[erased]} = 6 + 4$$

- b. What number did Anna erase?

$$1 + 4 + 1 = 6 + 4 = 10$$



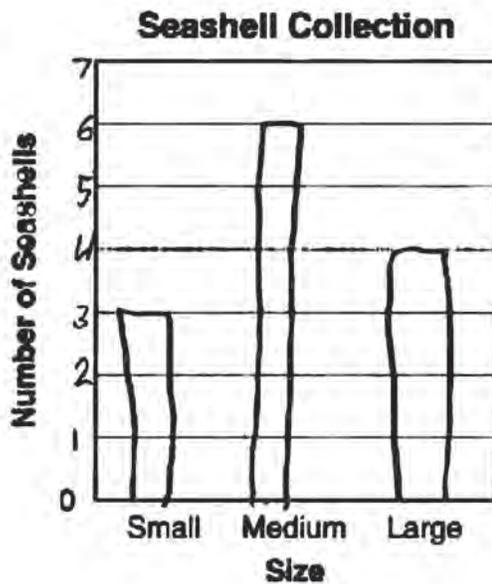
- 16 Haley made this table to show the number of different-sized seashells she has in her collection.

### Seashell Collection

| Size   | Number of Seashells |
|--------|---------------------|
| Small  | 3                   |
| Medium | 6                   |
| Large  | 4                   |

Use the information from the table to complete the bar graph below.

- Complete the scale on the bar graph.
- Draw bars on the graph to show each number of small, medium, and large seashells Haley has in her collection.





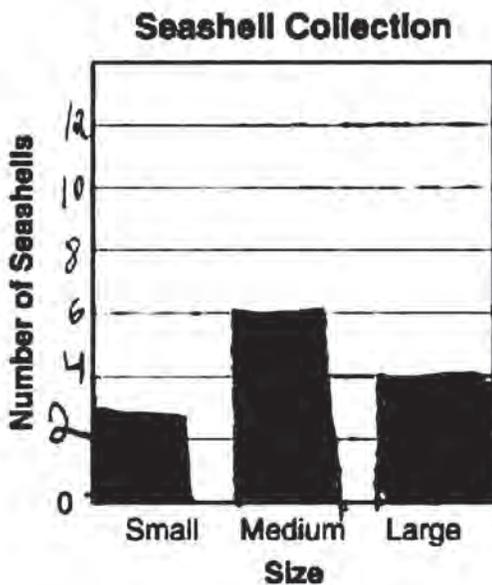
- 16 Haley made this table to show the number of different-sized seashells she has in her collection.

### Seashell Collection

| Size   | Number of Seashells |
|--------|---------------------|
| Small  | 3                   |
| Medium | 6                   |
| Large  | 4                   |

Use the information from the table to complete the bar graph below.

- Complete the scale on the bar graph.
- Draw bars on the graph to show each number of small, medium, and large seashells Haley has in her collection.





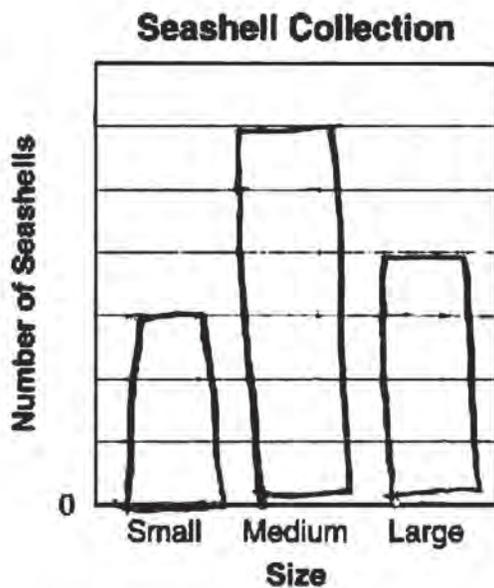
- 16 Haley made this table to show the number of different-sized seashells she has in her collection.

**Seashell Collection**

| Size   | Number of Seashells |
|--------|---------------------|
| Small  | 3                   |
| Medium | 6                   |
| Large  | 4                   |

Use the information from the table to complete the bar graph below.

- Complete the scale on the bar graph.
- Draw bars on the graph to show each number of small, medium, and large seashells Haley has in her collection.





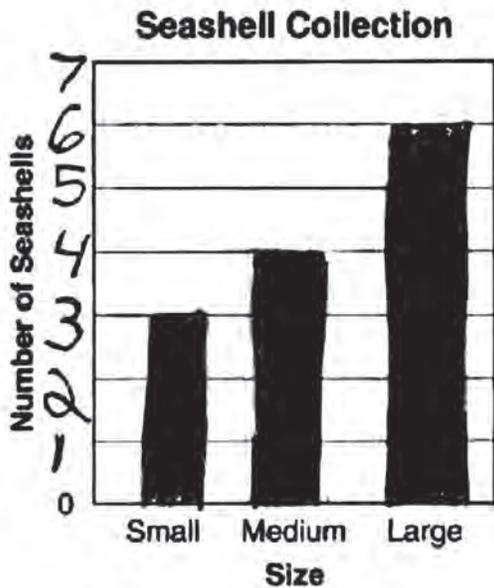
- 16 Haley made this table to show the number of different-sized seashells she has in her collection.

**Seashell Collection**

| Size   | Number of Seashells |
|--------|---------------------|
| Small  | 3                   |
| Medium | 6                   |
| Large  | 4                   |

Use the information from the table to complete the bar graph below.

- Complete the scale on the bar graph.
- Draw bars on the graph to show each number of small, medium, and large seashells Haley has in her collection.





- 16 Haley made this table to show the number of different-sized seashells she has in her collection.

### Seashell Collection

| Size   | Number of Seashells |
|--------|---------------------|
| Small  | 3                   |
| Medium | 6                   |
| Large  | 4                   |

Use the information from the table to complete the bar graph below.

- Complete the scale on the bar graph.
- Draw bars on the graph to show each number of small, medium, and large seashells Haley has in her collection.

