4th Grade Unit 1 Numbers & Opertions Student Assessment Reflection and Goal Setting

Name: _____

Pre-Assessment Score _____ **Post Assessment Score** _____ **Retake Score** _____

Directions:

- Before you turn in your test, please look at each problem and learning target. Place a check in the appropriate box:
  * I am sure of my answer. * I am **not sure** of my answer.
- After your teacher has graded your test, mark if each answer was correct or incorrect and decide why:
  * simple mistake * math mistake * process mistake
- After completing the table below, please set learning goals for the buffer week.
- After the Retake, mark with a highlighter in the "Right" column questions that you initially answered wrong and now can answer correctly.

		Before turning in the Test Choose One		**After the test Choose One**		**If you chose incorrect, decide why it was wrong.**		
	Learning Target	Sure of my answer	**Not sure** of my answer	Right	Incorrect	Simple Mistake	Math Mistake	Process Mistake
1	**4.NBT.B.5** *I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
2	**4.NBT.B.5** *I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models*							
3	**4.NBT.B.5** *I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
4a	***4.NBT.B.6*** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							

		Before turning in the Test Choose One		**After** the test Choose One		If you chose incorrect, decide why it was wrong.		
	Learning Target	Sure of my answer	**Not sure** of my answer	Right	Incorrect	Simple Mistake	Math Mistake	Process Mistake
4b	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
5	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
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8a	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
8b	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							

		Before turning in the Test Choose One		**After the test Choose One**		**If you chose incorrect, decide why it was wrong.**		
	Learning Target	Sure of my answer	**Not sure** of my answer	Right	Incorrect	Simple Mistake	Math Mistake	Process Mistake
9	**4.NBT.B.5** *I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
10	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
11a	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							
11b	**4.NBT.B.6** *I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*							

Simple Mistake: I wrote the wrong number or math problem; I did not listen or follow the directions correctly; My work was too messy to read or understand.
Math Mistake: I did not add, subtract multiply or divide correctly; I did not line up my digits, commas or decimal points.
Process Mistake: I did not follow the math properties or rules; I did not complete all of the steps or do them in order; I did not show my thinking of each step; I only did one step of a multi-step problem.

Student Goal Setting for Buffer Week

- Targets I'm confident I know …

I can multiply a whole number of up to 4 digits by a single digit.
I can find the product by using equations and area models.
I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.
I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors using equations and area models.
I can multiply two two-digit numbers.

- Targets I am still working on….

I can multiply a whole number of up to 4 digits by a single digit.
I can find the product by using equations and area models.
I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.
I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors using equations and area models.
I can multiply two two-digit numbers.

- My learning goal for the buffer week:

- To accomplish my goal, I will…