

Broken Into More Specific

M04.A-T.1.1.1: Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.

Demonstrate an understanding that in a multi-digit whole number, the value of each digit represents the amount of its specific place value. Example: 1,567,433 - the 5 represents 500,000.

M04.A-T.1.1.4: Round multi-digit whole numbers (through 1,000,000) to any place.

How about something straight forward without all the reading? (I'm fine with word problems and real-world applications, but it seems we're going out of our way to "trick" children with the complexity of certain problems.)

M04.A-T.2.1.1: Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

Not sure if all 4th graders would be able to do a word problem. I would be concerned if their reading level is on level to translate the word problem into the expression.

M04.A-T.2.1.2: Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

Ask what ONE of the children made (e.g., Ruth) and give choices. THEN, in a second question, ask what BOTH made. Putting it together is confusing. Again, we're playing "gotcha". (All of my current students can perform the multiplication in this problem, but some would get it wrong because of the 2-step nature. Again, multi-step problems are important, but so is basic computation. Is that or is that not what this standard is supposed to be measuring?)

I agree with the multiplying by one digit in fourth grade, but feel multiplying by two digits should be covered in fifth grade.

M04.A-F.1.1.2: Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions.

The statement is fine but... (The problem associated with it should NOT be a word problem that requires students to decipher math vocabulary AND do the math that goes along with it.)

M04.A-F.2.1.2: Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Example 1: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ Example 2: $2\frac{1}{12} = 1 + 1 + \frac{1}{12} = \frac{12}{12} + \frac{12}{12} + \frac{1}{12}$

The first sentence is all that is needed.

M04.B-O.2.1.1: Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given onedigit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

1 - Find all factor pairs for a whole number in the interval 1 through 100. 2 - Recognize that a whole number is a multiple of each of its factors. 3 - Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. 4 - Determine whether a whole number in the interval 1 through 100 is prime or composite.

1. Find all factor pairs for a whole number in the interval 1 through 100. 2. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one digit number. 3. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

M04.C-G.1.1.1: Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

The sample test question should not include both symmetry and perpendicular. (Symmetry has its own Eligible Content statement.)

Two parts should NOT be combined into one question.

M04.C-G.1.1.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of

symmetry (up to two lines of symmetry).

The sample test question should not include an obtuse angle and symmetry.

Which figure has an obtuse angle? Which figure has a line of symmetry? (Split them up! There is no reason to combine these into one question, if our goal is to measure whether a child has the skills in the standard.)

M04.D-M.1.1.4: Identify time (analog or digital) as the amount of minutes before or after the hour. Example 1: 2:50 is the same as 10 minutes before 3:00. Example 2: Quarter past six is the same as 6:15.

1- Identify time (analog or digital) as the amount of minutes before or after the hour. 2- Find elapsed time. (The sample test question does not match the objective. The objective simply asks students to identify time as the amount of minutes before or after the hour, but does not ask students to apply the knowledge by finding elapsed time.)

Different Grade

M04.A-T.1.1.1: Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.

5

7

8

M04.A-T.1.1.2: Read and write whole numbers in expanded, standard, and word form through 1,000,000.

6

M04.A-T.1.1.3: Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.

5

6

M04.A-T.1.1.4: Round multi-digit whole numbers (through 1,000,000) to any place.

5

6

7

6

M04.A-T.2.1.1: Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

3

6

M04.A-T.2.1.2: Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

5

6

5

M04.A-T.2.1.3: Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

5

6

7

7

M04.A-T.2.1.4: Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits \times 1 digit, excluding powers of 10).

6

7

M04.A-F.1.1.1: Recognize and generate equivalent fractions.

5

6

7

M04.A-F.1.1.2: Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions.

5

6

7

M04.A-F.2.1.1: Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).

5

7

M04.A-F.2.1.2: Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Example 1: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ Example 2: $2 \frac{1}{12} = 1 + 1 + \frac{1}{12} = \frac{12}{12} + \frac{12}{12} + \frac{1}{12}$

5

6

7

13

M04.A-F.2.1.3: Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no

regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).

5

6

7

M04.A-F.2.1.4: Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

5

6

7

M04.A-F.2.1.5: Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: $5 \times (1/4) = 5/4$

5

6

M04.A-F.2.1.6: Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: $3 \times (5/6) = 15/6$

5

7

M04.A-F.2.1.7: Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

5

6

7

M04.A-F.3.1.1: Add two fractions with respective denominators 10 and 100. Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{30}{100} + \frac{4}{100} = \frac{34}{100}$.

5

6

7

M04.A-F.3.1.2: Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as $\frac{62}{100}$ and vice versa.

5

6

7

M04.A-F.3.1.3: Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions.

5

6

M04.B-O.1.1.1: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.

5

6

7

M04.B-O.1.1.2: Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Example: Know that 3×4 can be used to represent

that Student A has 4 objects and Student B has 3 times as many objects not just 3 more objects.

5

6

8

M04.B-O.1.1.3: Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.

5

6

7

M04.B-O.1.1.4: Identify the missing symbol (+, −, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).

5

6

M04.B-O.2.1.1: Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given onedigit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

5

6

7

M04.B-O.3.1.1: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Example 1: Given the rule “Add 3” and the starting number 1,

generate terms in the resulting sequence and observe that the terms alternate between odd and even numbers. Example 2: Given the rule “increase the number of sides by 1” and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.

5

7

M04.B-O.3.1.2: Determine the missing elements in a function table (limit to +, −, or × and to whole numbers or money).

5

7

M04.B-O.3.1.3: Determine the rule for a function given a table (limit to +, −, or × and to whole numbers).

5

6

M04.C-G.1.1.1: Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

13

3

5

6

7

M04.C-G.1.1.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

13

5

6

7

M04.C-G.1.1.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).

13

3

5

7

M04.D-M.1.1.1: Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided. Example 1: Know that 1 kg is 1,000 times as heavy as 1 g. Example 2: Express the length of a 4-foot snake as 48 in.

5

6

7

M04.D-M.1.1.2: Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

13

5

6

7

M04.D-M.1.1.3: Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided.

5

6

8

M04.D-M.1.1.4: Identify time (analog or digital) as the amount of minutes before or after the hour. Example 1: 2:50 is the same as 10 minutes before 3:00. Example 2: Quarter past six is the same as 6:15.

3

5

6

M04.D-M.2.1.1: Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$).

5

6

7

M04.D-M.2.1.2: Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).

5

6

7

M04.D-M.2.1.3: Translate information from one type of display to another (table, chart, bar graph, or pictograph).

5

6

M04.D-M.3.1.1: Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.

4

5

6

7

M04.D-M.3.1.2: Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)

5

6

7

Rewritten

M04.A-T.1.1.1: Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.

I don't understand the question.... (I don't quite understand what the question is asking so how could a 4th grader???)

Needs to be written more simply

M04.A-T.1.1.2: Read and write whole numbers in expanded, standard, and

word form through 1,000,000.

How about something straight forward, like: Which number is the expanded form of 157,342? (If we want 9 year olds to accurately write whole numbers in various forms, then fine. I agree. But why do we need to trick them "gotcha style" by turning into a rounding-style question on the sample?)

It seems that there is an easier way to get the concept across to students

Statement is fine. (Again, the sample test question does not match the objective in this eligible content. Not only are students being asked to read and write numbers in expanded, standard, and word form, but they also need to understand the concept of rounding, which should be measured in another statement.)

Statement is fine. See below. (The statement is fine but the sample question also involves rounding numbers which may be fine for a proficient student but others may struggle with the rounding and not be able to choose the correct answer.)

the answers need to be written in numbers not words....

What is this number in word form? (this problem tests knowledge of rounding, not of what the eligible content states. It belongs in a different area)

M04.A-T.1.1.4: Round multi-digit whole numbers (through 1,000,000) to any place.

It's not incorrect to ask students to round to place values other than front-end digits. It's not unexpected to ask students to select the value of the number before it was rounded. It's more challenging (too challenging) to offer them distractors where more than one answer could round to that value but then where one of those answers is more correct than another. (Students are not cognitively mature enough or have the stamina to work on each of the answers to deduce the correct response given three equally difficult distractors (in addition to the correct answer.))

You should specify whether to round up or to round down.

M04.A-T.2.1.1: Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

It seems that this statement would be misleading to kids of that grade level. Isn't the point of the math getting them to add multidigit numbers. Why is sea level relevant to any of this?

M04.A-T.2.1.2: Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

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. (Please include the HOW. Fourth graders benefit from non-standard algorithm strategies. These need to be encouraged.)

Statement is fine. (Sample question does not match eligible content. The sample question requires multiple steps which further complicates the problem, leading it into a multiple-step word problem.)

M04.A-T.2.1.3: Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

At the fourth grade level, I would suggest dividing up to 3-digits numbers.

M04.A-F.2.1.4: Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

(Add on that the final answer does not need to be simplified or written as a mixed number). (The final answer should not need to be simplified or be written as a mixed number, since it is not required in other areas of the eligible content.)

Like denominators would make this question more grade appropriate. (Students are just learning to perform operations with fractions at this grade level, and unfortunately, fraction topics are generally taught after the spring test. Students could approach a question like this with 3rd grade knowledge if the denominators were alike.)

Make $8/12$ an answer choice., not $2/3$. (Are we measuring a child's new ability to add fractions of like denominators, or are we measuring reducing fractions with this standard? Again, we're playing "gotcha".)

Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2,3,4,5,6,8,10,12, and 100; answers do not need to be simplified; and no improper fractions as the final answer.) (M04.A-F.2.1.1, M04.A-F.2.1.3, M04.A-F.2.1.5, and M04.A-F.2.1.6 all say answers do not need to be simplified, yet this sample question has an answer that needs simplification.)

M04.A-F.2.1.5: Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: $5 \times (1/4) = 5/4$

I understand the concept of what the question is trying to ask, however at this age level it needs

to be something that a child can visualize or at least be able to comprehend. Even if you have a child that has baked before. who ever has heard of 1/12 of a teaspoon? Use something that a student can visualize.

M04.A-F.2.1.7: Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; final answers do not need to be simplified or written as a mixed number). (The previous standards involving multiplying a fraction by a whole number (F.2.1.5 and F.2.1.6) do not require answers to be simplified or written as a mixed number, so it does not make sense that it would be required for a word problem.)

Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2,3,4,5,6,8,10,12, and 100; answers do not need to be simplified.) (M04.A-F.2.1.1, M04.A-F.2.1.3, M04.A-F.2.1.5, and M04.A-F.2.1.6 all say answers do not need to be simplified, yet this sample question has an answer that needs simplification.)

M04.A-F.3.1.3: Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions.

Just make the students give the answer on this. Justification of the conclusion seems senseless. Learn the basic math, not provide a thesis on how it was derived.

Rewrite the distractors to remove the faulty logic explanations. (4th grade students are likely to buy into the faulty logic provided in the distractors: this is a problem they can solve easily just given the comparisons with the greater than, less than, or equal to symbols.)

Should be rewritten as a comparison using inequality symbols.

Since the 2 in the place is less than the 3 (in the tenths place)

Which symbol makes the comparison statement true? (As originally written, my experience shows that some students who can accurately compare decimals will get this wrong--because of how it's written.)

M04.B-O.1.1.1: Interpret a multiplication equation as a comparison.

Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented

by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.

Your test question example makes great sense, but the actual statement is hard to understand. So I like the test question. However, I have no idea what you are trying to get across without the sample question.

M04.B-O.1.1.4: Identify the missing symbol (+, −, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).

The statement is fine as written, however the sample test question is far too confusing!!!

M04.B-O.2.1.1: Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given onedigit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one digit number. Determine whether a given whole number in the interval 1 through 25 is prime or composite. (I think asking 4th graders to identify all primes between 1 and 100 is too much to expect. I agree they can learn what prime and composite means, but most don't have enough experience with multiples to master the primes to 100. (25 years of teaching experience speaking))

Eliminate prime and composite for 4th grade.

M04.B-O.3.1.3: Determine the rule for a function given a table (limit to +, −, or × and to whole numbers).

Show 5 minutes/50 cents on the chart! (If the goal is to relate $40+10$ to 5×10 , then show it on the chart.)

The answer doesn't follow the rule which it to multiply by 10, not to add 10.

M04.C-G.1.1.1: Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Which of these figures shows a line of symmetry which is perpendicular to the bottom edge of the game board? (Students are just learning the apply the term perpendicular. They are skilled at applying the term symmetrical. They would not be comfortable unnaturally combining these two

concepts as written in this problem. Students are generally skilled in math but are just learning to read to learn. Sometimes the students get bogged down by the intent of the question and fail to hit the mark because of the confusing designs of the questions themselves.)

M04.C-G.1.1.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Along with the answer, picture should be included as visuals. (There are several ways to represent the different two-dimensional figures. A picture should be included as a visual for the students.)

Include a small picture of each figure, ALONG WITH the name. (Most children are visual learners. They'll read this question as constructed and attempt to draw each shape by hand. Since they'll be unable to draw any shape perfectly accurately, they're likely to make a foolish mistake. Again, are we looking to see if they know what perpendicular means, or are we playing "reading gotcha"?)

M04.D-M.1.1.2: Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

Elapsed time should not be over 12 hours.

The statement is fine. (M04.A-F.2.1.3 says fractions do not need to be simplified, however the answer to this sample test question is simplified.)

M04.D-M.2.1.1: Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$).

Fractions should be written in simplest form in both the question and in the distractors. (Students learn fraction concepts late in the school year (often after the spring exams). They have enough knowledge and experience with fractions at the 4th grade level to solve this problem given fractions in simplest form; however, they do not have enough experience to convert fractions as described in this question. Also, I immediately looked for an X in the line plot for 1 mile (that Gia ran) as well.)

M04.D-M.2.1.2: Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be

labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).

Solve problems involving addition and subtraction of fractions by using information presented in a bar graph. (The scale must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, , $\frac{3}{4}$). (When we teach our children line plots, we do not teach them what is viewed in this picture, which is a bar graph. The standard says "Line Plot", not "Bar Graph", which is confusing.)

M04.D-M.3.1.2: Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)

The testing question is unfair, the wording of EC is ok. (Students should be tested on how to find the missing angle between line segments. Using the terminology cable will not accurately asses if students understand how to determine the missing measurement.)

Should Be Deleted

M04.A-T.1.1.1: Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. Example: Recognize that in the number 770, the 7 in the hundreds place is ten times the 7 in the tens place.

4th grade is just learning multiplication and division. this is way too complicated to throw in.

Absolutely ridiculous wording for a 4th grader!!

causing children to much confusion

I don't approve of common core standard .

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

The children are struggling and I feel this is all too much and doesn't make any sense at all

The wording of the sample question is too cumbersome and difficult for a fourth grader to

decipher.

We are giving our younger students too much information, when they need to know the basics first.

M04.A-T.1.1.2: Read and write whole numbers in expanded, standard, and word form through 1,000,000.

Common core is wearing our children out .

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

Same as above

to much confusion for children these added steps are not needed

M04.A-T.1.1.3: Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols.

None of the answers to the sample question are correct.

Take common core out of pa schools . we as a majority ,mothers ,fathers, brothers,sisters, our children don't want to be oppressed by these unattainable standards . children have the right to be children.

This statement is confusing and will do nothing to build confidence in math skills for developing learners. I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

M04.A-T.1.1.4: Round multi-digit whole numbers (through 1,000,000) to any place.

common core doesn't work. It creates robots,not character. It creates slaves ,not educated children.

Rounding does not make sense in real life

not 4th grade material. I have seen kids who really enjoyed math decline steadily over this material. very complicated, problems are not dictated very well.

M04.A-T.2.1.1: Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

dislike

Our town hates common core.

M04.A-T.2.1.2: Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

i will vote against any who support this common core.

I would hope for students to master addition and subtraction before multiplying and dividing. I feel like this is pushing too much on the student. The focus should be one adding and subtracting and translating word problems into addition and subtraction problems.

M04.A-T.2.1.3: Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

communist core = common core

I would hope for students to master addition and subtraction before multiplying and dividing. I feel like this is pushing too much on the student. The focus should be one adding and subtracting and translating word problems into addition and subtraction problems.

We are giving our students too many things to think about at this age, there is nothing wrong with old math. Work the problem and get the answer. I have a 4th grader and this math concepts is confusing the world out of him. He hates math.....

Way too complicated for 4th grade level. These kids just learned how to multiply and are enjoying it. How could you possibly introduce this next? As an educated adult, I don't even understand this!

M04.A-T.2.1.4: Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits \times 1 digit, excluding powers of 10).

Again, I think 4th grade topics should focus on the mastering of basic skills and transition into

5th grade of translating word problems. Some students would be ready for a problem such as this, but in my opinion a majority of students would not be ready.

i will opt out of all testing due to religious belief.

One of the items that I don't like about common core is the value it places on estimates. How many kids would multiply 9×7 and have a wrong answer that estimating would have told them it was incorrect? Obviously any child would not come up with 127 as an answer, usually their answer is wrong by a few single digits. (67 instead of 63 for example). Spend the extra time making sure they can do the math instead of so much emphasis on estimating. Estimating comes with a good understanding of math.

M04.A-F.1.1.1: Recognize and generate equivalent fractions.

Pennsylvania doesn't want common core.

Whats the purpose?

M04.A-F.1.1.2: Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols $>$, $=$, or $<$ and justify the conclusions.

children are not groomed for slavery ,they are educated . common core is child labor. child slavery.

Since there is no other place in this survey to comment on the wording of the questions, I will use this space to say that the wording of the various answer choices is too cumbersome and difficult for many fourth graders to decipher. Students may be able to compare two fractions and tell which is greater yet not be able to follow the train of thought required to answer this sample item correctly. Too often, struggling readers are unable to demonstrate math ability due to the structure of the questions.

M04.A-F.2.1.1: Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).

we shall not conform to the oppression of our children in Pennsylvania. opt out of common core !

children in 4th grade are 9 years old. they are just learning how to divide and multiply. this is too complicated for this grade level.

M04.A-F.2.1.2: Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6,

8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Example 1: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ Example 2: $2\frac{1}{12} = 1 + 1 + \frac{1}{12} = \frac{12}{12} + \frac{12}{12} + \frac{1}{12}$

common core creates miserable children, families ,and teachers

Fourth graders do not have the fraction experience to recognize what is being done in that type of question. Look at Piaget theory for what different age brains can understand and conserve.

Too much break downs.

It doesn't provide any practical application in everyday life. In my six-plus decades, I've never had to deal with this concept.

M04.A-F.2.1.3: Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).

common core is harmful to our youth.

The question is too above a 4th grader's head. Just do a simple problem for the content

M04.A-F.2.1.4: Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

The agenda of those in power behind common core is clearly an evil agenda.

M04.A-F.2.1.5: Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: $5 \times (\frac{1}{4}) = \frac{5}{4}$

In Pennsylvania we value our children,so we must not let you push this on us.

Too confusing for children and parents makes them hate math

M04.A-F.2.1.6: Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). Example: $3 \times (\frac{5}{6}) = \frac{15}{6}$

common core is too hard .

Not sure there is a value to a student in keeping the numbers in non-simplified or mixed numbers. Go ahead and do the math and write as a mixed number.

M04.A-F.2.1.7: Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

please stop common core

M04.A-F.3.1.1: Add two fractions with respective denominators 10 and 100. Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{30}{100} + \frac{4}{100} = \frac{34}{100}$.

4th grade is for fun , learning and imagination. This curriculum is ridiculous.

M04.A-F.3.1.2: Use decimal notation for fractions with denominators 10 or 100. Example: Rewrite 0.62 as $\frac{62}{100}$ and vice versa.

way to hard.

M04.A-F.3.1.3: Compare two decimals to hundredths using the symbols $>$, $=$, or $<$, and justify the conclusions.

My education made me successful . This is not education.

This question is awful and confusing for a 4th grader.

too complex for 4th grade

M04.B-O.1.1.1: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. Example 1: Interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Example 2: Know that the statement 24 is 3 times as many as 8 can be represented by the equation $24 = 3 \times 8$ or $24 = 8 \times 3$.

opt out

This is too confusing for 4th graders.

Too wordy, would confuse a 4th grader

M04.B-O.1.1.2: Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Example: Know that 3×4 can be used to represent that Student A has 4 objects and Student B has 3 times as many objects not just 3 more objects.

opt out

M04.B-O.1.1.4: Identify the missing symbol (+, −, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).

Awful statement. Should be deleted. No wonder our children are more stressed than ever.

Confusing, make a little simpler

Statement is confusing

Too much of a reading/interpretation question. Get rid of it. If you want to measure this standard, then do it without the trickery.

Without even doing any math, it's safe to assume that the class of the lesser amount of students will get the lesser amount of paint brushes as compared to the class with the greater amount of students. I see no challenge.

M04.B-O.2.1.1: Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given onedigit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.

I do not believe there is a real world application that kids will be able to apply this concept to until they get into high school or college. Again stick with basics.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

Too many steps, makes the rate of error to high.

M04.B-O.3.1.1: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the

rule itself. Example 1: Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms alternate between odd and even numbers. Example 2: Given the rule “increase the number of sides by 1” and starting with a triangle, observe that the tops of the shapes alternate between a side and a vertex.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

M04.B-O.3.1.2: Determine the missing elements in a function table (limit to +, −, or × and to whole numbers or money).

the chart is misleading--I didn't even get the correct answer....

M04.C-G.1.1.1: Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

I believe there is more than one answer.....

M04.C-G.1.1.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

M04.D-M.2.1.1: Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$).

WAY too confusing even for an adult

M04.D-M.2.1.2: Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).

I don't quite see the point of this question. Perhaps a 5th or 6th grade question.

I have a master's in developmental psychology, from Teachers College, Columbia University. Several of the Common Core questions such as this one may not be developmentally appropriate for 4th grade students. In addition, Common Core mathematics is ensuring a generation of students will have a string dislike for math.

M04.D-M.3.1.1: Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.

if the students are not given protractors, the question should not be included.

Suggested Eligible Content

In fourth grade, the students are just beginning to learn how to use and measure with a protractor.

There needs to be standards in place in 4th grade are below regarding money.

Content common to my teaching experience not mentioned on this set of samples includes money transactions, shape and number patterns, and classification of objects by attributes. The students at this grade level are still concrete/visual learners and it makes sense to include more questions that cater to their developmental thinking (like visual fractions, visual patterns, attributes, etc) and fewer questions requiring higher-order thinking skills and abstract thinking which would be more appropriate beginning at the 5th grade level. I appreciated this opportunity to review these questions in this way. With thanks.

there is no material available to come home. the websites are confusing for educated parents. common core needs to be abolished

It helps me as a teacher to better prepare my students. Also one questions cannot give me an overview of the standard.

I have had multiple people trying to help my son with "common core" math. These people include and CPA, a master Engineer, and a person with an actual bachelors degree in Mathematics. All of them say that it's horrible, and not getting our future doctors, teachers, nurses, etc learn real world skill that will truly help our kids.

Calculating Change with money amounts