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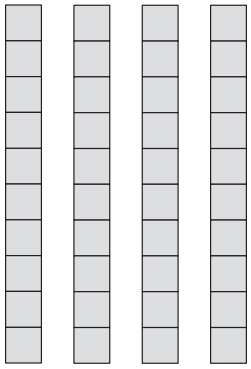
Extra Assessment Tasks

Place Value

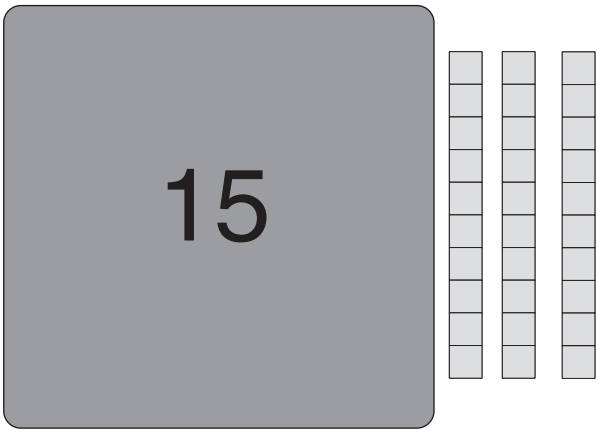
13. Jack has 3 stacks of ten cubes and 4 single cubes.
How many cubes does Jack have altogether? *[Use place-value blocks.]*

14. How many stacks of ten cubes can you make from 27 cubes? *[Use place-value blocks.]*

15. How many squares are in 4 strips of ten?



16. There are 15 squares under the card. There are 3 ten-strips. How many squares are there altogether?



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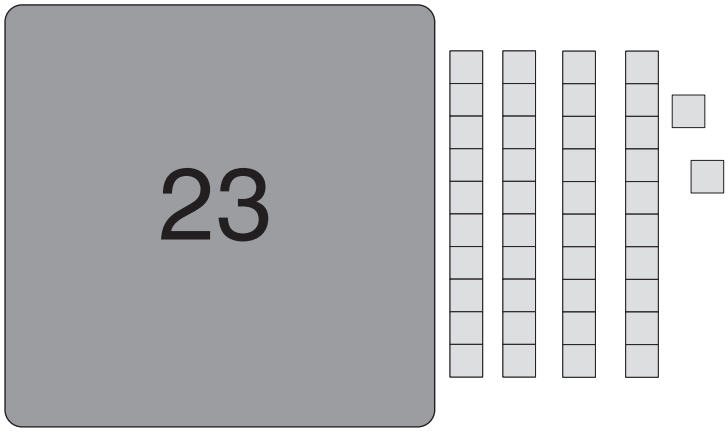
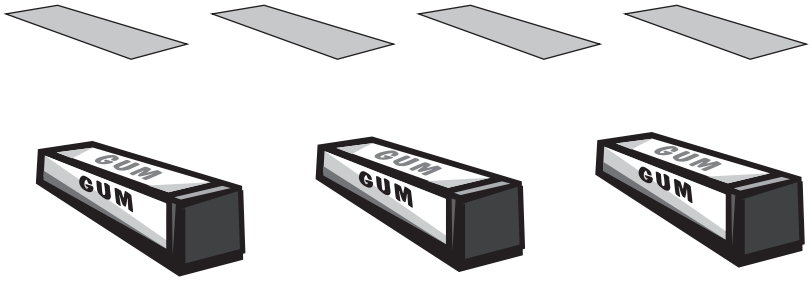
17. There are 23 squares under the card. How many squares are there altogether?



18. Jon has 4 sticks of gum and 3 packs of gum.
There are 10 sticks in each pack.
How many sticks of gum does Jon have altogether?



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19. Buckeye Gum is sold as single pieces or in packs of ten.
Randy has 53 pieces of gum.
What are all the different ways that Randy's gum could be packaged?

	NUMBER OF PACKS	NUMBER OF SINGLE PIECES
First way	5	3
Second way		
Third way		
Fourth way		
Fifth way		
Sixth way		

20. 36 = _____ tens *and* _____ ones.

21. 8 + 40 = _____ ones *and* _____ tens.

22. Maria has 34 teddy bears. She gives 16 of her teddy bears to Liz.
How many teddy bears does Maria have left?

23. 85 = 7 tens *and* _____ ones.

24. 7 + 600 + 40 = _____

25. A number has 14 ones and 3 tens. What is the number?

26. A number has 13 tens and 6 ones. What is the number?

27. 30 + 7 = _____

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28. 200 + 80 + 3 = _____

29. 4 + 500 + 80 + 3000 = _____

30. 9099 + _____ = 9999

31. 555 – 5 = _____

32. 555 – 500 = _____

33. 555 – 50 = _____

34. By how much would 217 be increased if the 1 is replaced by a 5?

35. In which pair of numbers is the first number 100 more than the second number? Explain your answer.

A. 805 795

B. 4247 4237

C. 8732 8632

D. 72,864 71,864

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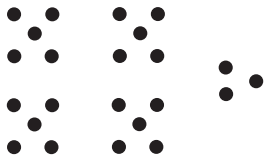
36.

(a) In the dot picture below, there are 23 dots. Can you count them for me?

(b) In the dot picture, circle what this part of the number means *[point to the numeral 3]*. How do you know?

(c) In the dot picture, circle what this part of the number means *[point to the numeral 2]*. How do you know?



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Additional Tasks for Grades 4 and 5

If students have difficulties with these problems, try rephrasing them using "groups of" language. For example, the first problem could be rephrased as "9 groups of ten-thousand + 8 groups of one hundred + 3 = _____." After doing these problems, you might ask students to write the whole problem in standard form.

37.

9 ten-thousands + 8 hundreds + 3 = _____.

52 thousands + 32 hundreds + 5 = _____.

32,000 – thirty thousand = _____.

38.

1 million – 700 thousands = _____.

2 millions – 700 thousands = _____.

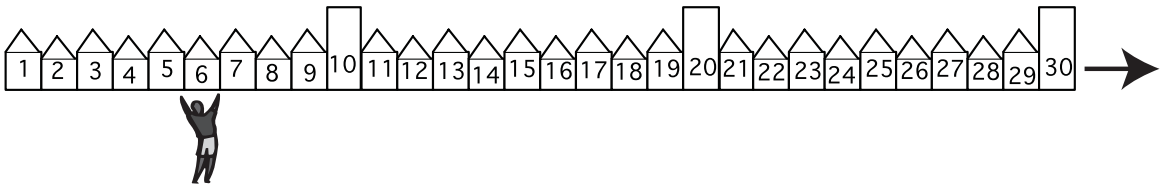
7 millions – 700 thousands = _____.

39.

5 × (3 hundreds) = _____ hundreds = _____ ones.

5 × 300 = _____.

40.



(a) If I'm at building 2 and I go forward 1 building, where am I?

(b) If I'm at building 2 and I go forward 10 buildings, where am I?

(c) If I'm at building 2 and I go forward 30 buildings, where am I?

41.

5 × (3 tens) = _____ tens = _____ ones.

5 × 30 = _____.