



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Student Work Samples  
2008**

**Grade 4**



# Reading

7 Use the definitions below.

**trail** (noun): 1. a marked or beaten path  
(verb): 2. to follow behind

Write your own sentences using the word trail to show **each** dictionary meaning.

1. We hired the trail on the mountain.

2. Sam was left to trail behind.

Use the definitions below.

**report** (noun): 1. a news story  
(verb): 2. to tell what happened

Write your own sentences using the word report to show **each** dictionary meaning.

3. There was a special report on the News.

4. "I will report this right away."

7 Use the definitions below.

**trail** (noun): 1. a marked or beaten path  
(verb): 2. to follow behind

Write your own sentences using the word trail to show **each** dictionary meaning.

1. That looks like a cool trail.

2. Just follow the trail.

Use the definitions below.

**report** (noun): 1. a news story  
(verb): 2. to tell what happened

Write your own sentences using the word report to show **each** dictionary meaning.

3. I have a new report for you

4. We should report this

7 Use the definitions below.

**trail** (noun): 1. a marked or beaten path  
(verb): 2. to follow behind

Write your own sentences using the word trail to show **each** dictionary meaning.

1. I walk on a trail in the woods.

2. I follow behind my dad on the trail in the woods.

Use the definitions below.

**report** (noun): 1. a news story  
(verb): 2. to tell what happened

Write your own sentences using the word report to show **each** dictionary meaning.

3. On the news they tell car crash reports.

4. The report was about a car crash.

7 Use the definitions below.

**trail** (noun): 1. a marked or beaten path  
(verb): 2. to follow behind

Write your own sentences using the word trail to show **each** dictionary meaning.

1. A marking where people can walk
2. A trail someone has walked on and you walking on.

Use the definitions below.

**report** (noun): 1. a news story  
(verb): 2. to tell what happened

Write your own sentences using the word report to show **each** dictionary meaning.

3. When if something is go to haping they will teal on TV.
4. Someone might say torndo might laper here

7 Use the definitions below.

**trail** (noun): 1. a marked or beaten path  
(verb): 2. to follow behind

Write your own sentences using the word trail to show **each** dictionary meaning.

1. When some is in a line.

2. to copy what they do

Use the definitions below.

**report** (noun): 1. a news story  
(verb): 2. to tell what happened

Write your own sentences using the word report to show **each** dictionary meaning.

3. a story of what happened

4. if some won in dead

- 12 Explain why people in wagon trains traveled in groups instead of alone. Use details from the passage.

People traveled in wagon trains because it was more convenient and safe. If you traveled in a wagon train you could post guards for Indian or animal attacks. Also if you run out of food or if your food gets spoiled you could ask for some more from others in the wagon train.

- 12 Explain why people in wagon trains traveled in groups instead of alone. Use details from the passage.

They traveled together instead of alone because if a woman was going to have a baby some of the other women could help. They traveled together also because they hunted buffalo.

- 12 Explain why people in wagon trains traveled in groups instead of alone. Use details from the passage.

So they would be able to hunt better  
and have more people to help the  
babies.

- 12 Explain why people in wagon trains traveled in groups instead of alone. Use details from the passage.

because it's a lot safer.

- 12 Explain why people in wagon trains traveled in groups instead of alone. Use details from the passage.

BECAUSE THEY WANT TO BE FREE.  
AND HAVE MORE LAND.  
AND DON'T HAVE TO PAY TAXES.



# Mathematics

- 11 Look at this model.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

Write a fraction that is greater than  $\frac{1}{4}$  and less than  $\frac{2}{3}$ .

$$\frac{1}{2}$$

- 11 Look at this model.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

Write a fraction that is greater than  $\frac{1}{4}$  and less than  $\frac{2}{3}$ .

$$\frac{3}{9}$$

- 11 Look at this model.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

Write a fraction that is greater than  $\frac{1}{4}$  and less than  $\frac{2}{3}$ .

$$\frac{2}{5}$$

11 Look at this model.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

Write a fraction that is greater than  $\frac{1}{4}$  and less than  $\frac{2}{3}$ .

*Handwritten:*  $\frac{1}{2}$

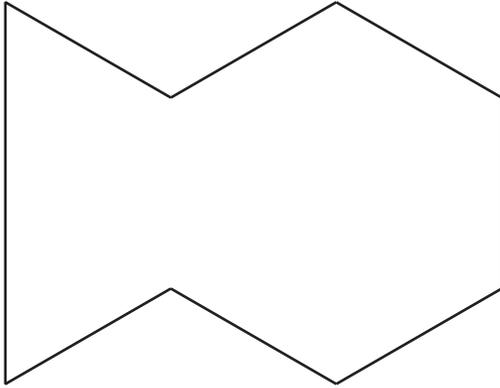
- 11 Look at this model.

1			
$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

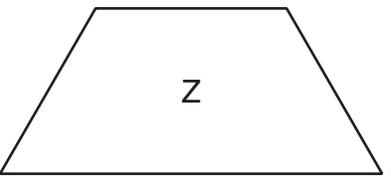
Write a fraction that is greater than  $\frac{1}{4}$  and less than  $\frac{2}{3}$ .

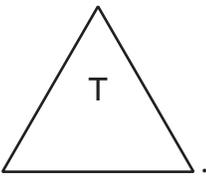
$$\frac{1}{5}$$

12 Look at this figure. 



Maya used shapes to cover the figure without any gaps or overlaps.

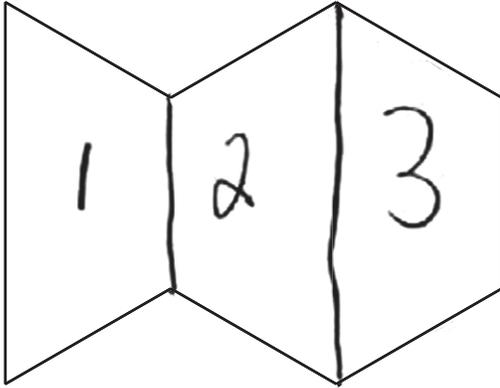
- She used **exactly one** .

- She used **some** .

- She used **no** other shapes.

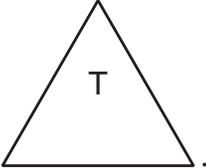
How many  did Maya use?

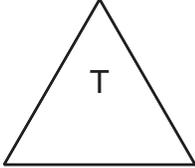
12 Look at this figure. 

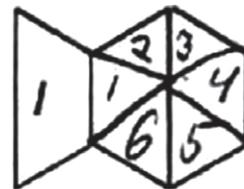


Maya used shapes to cover the figure without any gaps or overlaps.

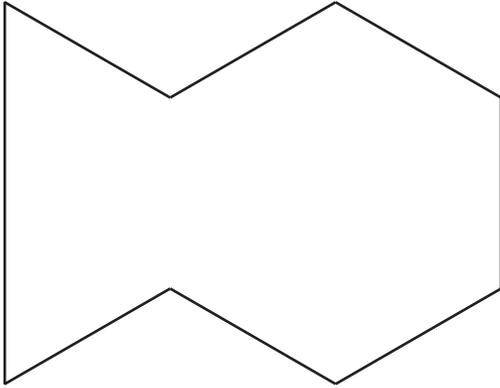
- She used **exactly one** .

- She used **some** .
- She used **no** other shapes.

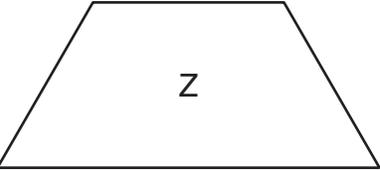
How many  did Maya use?

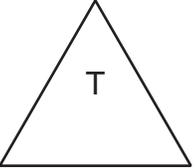


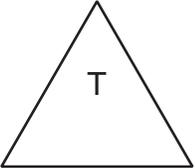
12 Look at this figure. 



Maya used shapes to cover the figure without any gaps or overlaps.

- She used **exactly one**  .

- She used **some**  .
- She used **no** other shapes.

How many  did Maya use?

7

- 13 Luis made a pattern on this number chart by circling numbers. He started at 32.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

He forgot to circle two numbers **between** 50 and 68 in his pattern. What two numbers did Luis forget to circle?

56 and 62 because he's counting by 6 from 32. 32, 38, 44, 50, 56, 62, 68.

- 13 Luis made a pattern on this number chart by circling numbers. He started at 32.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

He forgot to circle two numbers **between** 50 and 68 in his pattern. What two numbers did Luis forget to circle?

I think I would count by 6

- 13 Luis made a pattern on this number chart by circling numbers. He started at 32.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

He forgot to circle two numbers **between** 50 and 68 in his pattern. What two numbers did Luis forget to circle?

The numbers are 55 and 62.

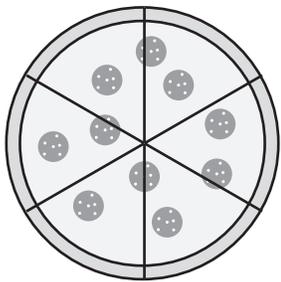
- 13 Luis made a pattern on this number chart by circling numbers. He started at 32.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

He forgot to circle two numbers **between** 50 and 68 in his pattern. What two numbers did Luis forget to circle?

55 and 61

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.



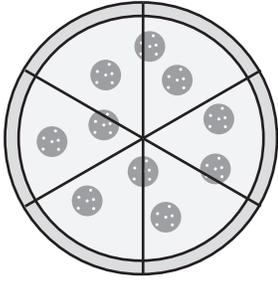
- a. What fraction of the pizza is left over?

$\frac{1}{6}$  of the pizza is left.

- b. Explain the meaning of each number in the fraction you wrote.

The six in this fraction means there are six pieces of pizza. The 1 means there is 1 out of six pieces left.

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.



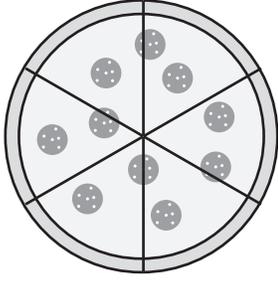
- a. What fraction of the pizza is left over?

$$\frac{1}{6}$$

- b. Explain the meaning of each number in the fraction you wrote.

There was 6 pieces.  $3 + 2 = 5$   
 $6 - 5 = 1$ .

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.

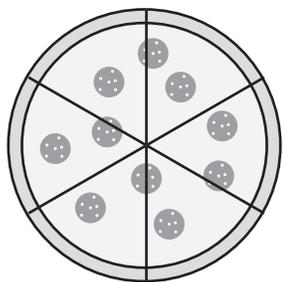


- a. What fraction of the pizza is left over?

$$\frac{1}{6}$$

- b. Explain the meaning of each number in the fraction you wrote.

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.



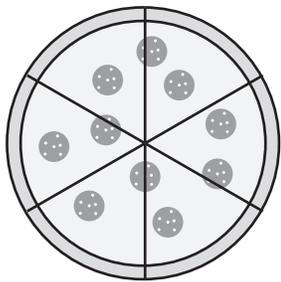
- a. What fraction of the pizza is left over?

$\frac{5}{6}$  is left over

- b. Explain the meaning of each number in the fraction you wrote.

There is 6 pieces of pizza so you write 6 at the bottom. Ali and Tran ate 5 pieces in all so you put 5 at the top.

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.



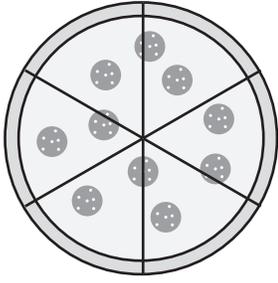
- a. What fraction of the pizza is left over?

$$\frac{1}{6}$$

- b. Explain the meaning of each number in the fraction you wrote.

$$1 = \text{one}$$
$$6 = \text{Sixt}$$

- 14 Tran and Ali shared this pizza. Tran ate 3 pieces and Ali ate 2 pieces.



- a. What fraction of the pizza is left over?

$$\frac{1}{1}$$

- b. Explain the meaning of each number in the fraction you wrote.

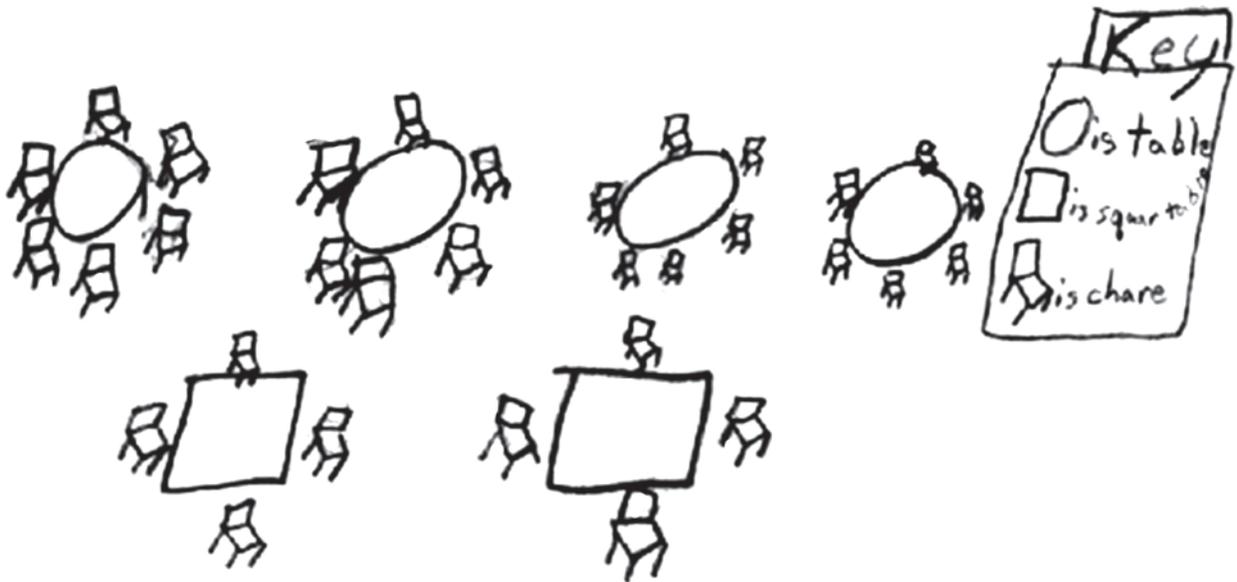
I wrote  $1+0=1$  because Tran ate 3 and Ali ate 2 and  $3-2=1$ .



15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.

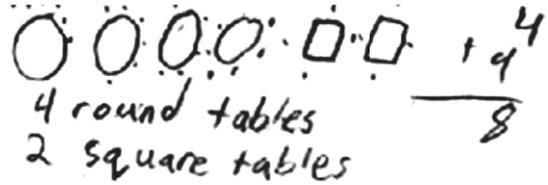
What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.





15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.



What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.

I knew 4 round tables because I wanted to get as many as I could big tables. I first tried five but then where would the left over people sit. So it had to be four. Then I needed some square tables I knew that 4 people go around each square table. I also so knew that 2 square tables is 8 people and that was how many I needed so I added them in and I had it, 2 square tables 4 round tables.



15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.

What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.

$$\begin{array}{r} 6 \\ 6 \\ 6 \\ +6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 124 \\ \times 8 \\ \hline 32 \end{array}$$

I add all the number



15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.

What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.

I did 2 round  
tables and 5 square tables and I got  
32 chairs.



15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.

What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.

Round	Square
1	2
2	12
3	18
4	24
5	30
6	36
7	42
8	58

you can just use square tables because if you use 8 you will have 32 chairs



15 Harold is planning a party for 32 people. He has some round tables and some square tables.

- There are 6 chairs at each round table.
- There are 4 chairs at each square table.

What is the **fewest** number of tables Harold needs for 32 people with no chairs left over? Show your work or explain how you know.

he needs 7 square tables and  
No round tables



- 16 This table shows how many days some students helped in the library.

Student	Number of Days
Tom	7
Jill	8
Anita	10
Yuri	5

- a. Jill helped in the library 3 more days than Yuri helped. How many days did Jill help in the library? Write your answer in the table.
- b. Use the data in this table to write a question that has an answer of **2 days**.

Anita helped for ten Days and  
Jill had worked in the library for  
eight Days how many Days Did Anita  
help More than Jill?



- 16 This table shows how many days some students helped in the library.

Student	Number of Days
Tom	7
Jill	8
Anita	10
Yuri	5

- a. Jill helped in the library 3 more days than Yuri helped. How many days did Jill help in the library? Write your answer in the table.
- b. Use the data in this table to write a question that has an answer of **2 days**.

Tom worked 7 days. Yuri worked 5 days. How many more days did Tom work than Yuri?

$$7 - 5 = 2$$

2 days



- 16 This table shows how many days some students helped in the library.

Student	Number of Days
Tom	7
Jill	8
Anita	10
Yuri	5

- a. Jill helped in the library 3 more days than Yuri helped. How many days did Jill help in the library? Write your answer in the table.
- b. Use the data in this table to write a question that has an answer of **2 days**.

Tom helped in the library  
2 more days than who?



- 16 This table shows how many days some students helped in the library.

Student	Number of Days
Tom	7
Jill	13
Anita	10
Yuri	5

- a. Jill helped in the library 3 more days than Yuri helped. How many days did Jill help in the library? Write your answer in the table.
- b. Use the data in this table to write a question that has an answer of **2 days**.

Tom help two more days than Yuri. If you add  $7+5$  what do you get?



- 16 This table shows how many days some students helped in the library.

Student	Number of Days
Tom	7
Jill	10
Anita	10
Yuri	5

- a. Jill helped in the library 3 more days than Yuri helped. How many days did Jill help in the library? Write your answer in the table.
- b. Use the data in this table to write a question that has an answer of **2 days**.

Tom helped the library more than Yuri because Tom did it seven days.