

**Grade 4 Mid-Point  
Math Check-up  
(Student Copy)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please note that the last page of this check-up will be done with your teacher in the form of an interview.

Tell me what you thought! After each section, circle a happy or sad face.  
If the question was easy, circle the smile!  
If the question was hard, circle the frown!



**PART 1 - Basic Facts and Computation**

**A. Oral Addition Facts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**B. Oral Subtraction Facts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**C. Oral Multiplication Facts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## D. Computation:

### Addition

1. 
$$\begin{array}{r} 558 \\ + 20 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 5\ 286 \\ + 3\ 157 \\ \hline \end{array}$$



### Subtraction

1. 
$$\begin{array}{r} 60 \\ - 27 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 271 \\ - 37 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 2003 \\ - 167 \\ \hline \end{array}$$



### Multiplication

1. 
$$\begin{array}{r} 43 \\ \times 5 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 60 \\ \times 3 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 587 \\ \times 6 \\ \hline \end{array}$$



### Division

1.  $12 \div 3 = \underline{\quad}$

2.  $36 \div 6 = \underline{\quad}$

3.  $64 \div 8 = \underline{\quad}$

4.  $14 \div 7 = \underline{\quad}$

5.  $7 \overline{)53}$



## Part 2 - Problem Solving

### Number Problems:

1. Fill in the missing numbers in these sequences:

2, 4, 6, \_\_, \_\_, \_\_

1, 5, 3, 7, 5, 9, \_\_, \_\_, \_\_

2. Write these numerals from smallest to largest:

4 133   4 013   4 131   4300

3. Which number is closest to 800? How do you know?

80   797   808   899

4. Write 3 different pairs of numbers that have a sum of 10.

\_\_\_ + \_\_\_ = 10

\_\_\_ + \_\_\_ = 10

\_\_\_ + \_\_\_ = 10

5. Please fill in the hidden digits:

$$\begin{array}{r} 47 \\ + 9\boxed{\phantom{0}} \\ \hline 1\boxed{\phantom{0}}5 \end{array}$$

$$\begin{array}{r} \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{\phantom{0}} \\ 264 \\ + 303 \\ \hline 1299 \end{array}$$



6. Draw a picture to show the value of this number:

542
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Problem Solving Strategies - Grade 4 - for the following questions please feel free to pick from this list when asked "what strategy did you use?"

1. Act it Out
2. Use a Model
3. Draw a Picture
4. Guess and Test
5. Look for a Pattern
6. Use an Open Sentence
7. Make a Chart, Table or Graph
8. Solve a Simpler Problem
9. Other (explain)

**Word Problems:**

1. Create your own word problem for this equation.

$$8 + 3 + 7 = \underline{\hspace{2cm}}$$



2. Create your own word problem for this equation:

$$9 \times 3 = \underline{\hspace{2cm}}$$



3. Sam needs to buy a pen for 78 cents. He has 1 quarter, 1 dime and 3 pennies. How much more money does she need?



What strategy did you use?

4. There are 18 muffins and 4 people.

- a. How many whole muffins would each person get if they were distributed equally?



- b. If the left-overs were distributed equally, how much of a left-over would each person get?



What strategy did you use?

5. In a theatre there are 900 seats altogether. All the seats are colored either blue or red. If 420 people are sitting in the blue seats and 360 people are sitting in the red seats, how many seats have no one sitting in them?



What strategy did you use?

6. Sasha has 75 cents in quarters, dimes and nickels. *She has at least one of each type of coin.* What are the fewest number of coins she could have that would total 75 cents.



What strategy did you use?

Name \_\_\_\_\_

INTERVIEW QUESTIONS: **Mental Math Questions.** Record your answer in the blanks below. Tell your teacher how you got the answer in your head. You will be asked to do only a few of these questions by your teacher.

**SECTION A**

**Addition:**

1.  $24 + 35 =$  \_\_\_\_\_

2.  $58 + 9 =$  \_\_\_\_\_

3.  $150 + 150 =$  \_\_\_\_\_

**SECTION B**

**Subtraction:**

1.  $40 - 27 =$  \_\_\_\_\_

2.  $450 - 49 =$  \_\_\_\_\_

3.  $120 - 90 =$  \_\_\_\_\_

### SECTION C

#### Multiplication Facts:

If you forgot the answers to these times tables, how could you most quickly determine the answers to these questions?

1.  $5 \times 9 = \underline{\hspace{2cm}}$

2.  $6 \times 8 = \underline{\hspace{2cm}}$

### SECTION D

Using base ten blocks, build a model and represent the answer to the following question. Put your answer in the blank provided:

$256 + 185 = \underline{\hspace{2cm}}$