

<p>Task Model 1a</p> <p>Response Type: Equation/Numeric</p> <p>DOK Level 1</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>Evidence Required: 1. The student solves contextual problems involving multiplicative comparisons, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Tools: None</p>	<p>Prompt Features: The student is prompted to solve a contextual problem involving multiplicative comparison.</p> <p>Stimulus Guidelines:</p> <ul style="list-style-type: none"> • Numbers should fit in the parameters of up to 4-digit by 1-digit, or 2-digit by 2-digit multiplication problems, and up to 4-digit divided by 1-digit division problems. • All quantities should be whole numbers. • Problems may involve measurements, limited to non-conversion items, using <ul style="list-style-type: none"> ○ kilometers (km), meters (m), centimeters (cm); ○ kilograms (kg), grams (g); ○ pounds (lb), ounces (oz); ○ liters (L), milliliters (mL); ○ hours (hr), minutes (min), seconds (s); ○ money (whole number \$ or ¢ only); ○ yards (yd), feet (ft), inches (in); or ○ gallons (gal), quarts (qt), pints (pt), or cups. • Item difficulty can be adjusted via these example methods: <ul style="list-style-type: none"> ○ Using multiplication facts in the context ○ Using non-math facts in the context <p>TM1a Stimulus: The student is presented with a contextual problem involving multiplicative comparison with an unknown product.</p> <p>Example Stem: A cat has 4 times as many toys as a puppy. The puppy has 12 toys. How many toys does the cat have?</p> <p>Enter your answer in the response box.</p> <p>Rubric: (1 point) The student solves for an unknown and enters the correct number (e.g., 48).</p> <p>Response Type: Equation/Numeric</p>
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<p>Task Model 1b-c</p> <p>Response Type: Equation/Numeric</p> <p>DOK Level 2</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>Evidence Required: 1. The student solves contextual problems involving multiplicative comparisons, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Tools: None</p> <p>Version 3 update: Replaced example stem in TM1c to update context.</p>	<p>Prompt Features: The student is prompted to solve a contextual problem involving multiplicative comparison.</p> <p>Stimulus Guidelines: Same as for TM1a.</p> <p>TM1b Stimulus: The student is presented with a contextual problem involving multiplicative comparison with an unknown factor. The unknown is a quantity of objects or measurement quantity.</p> <p>Example Stem: A cat has 2 times as many toys as a puppy. The cat has 10 toys. How many toys does the puppy have?</p> <p>Enter your answer in the response box.</p> <p>TM1c Stimulus: The student is presented with a contextual problem involving multiplicative comparison that solves for an unknown factor. The unknown is the multiplier that describes how many times more one quantity is than the other.</p> <p>Example Stem: Josh and Aaron are collecting shells at the beach. Josh collects 9 shells and Aaron collects 36 shells. How many times more shells does Aaron collect than Josh?</p> <p>Enter your answer in the response box.</p> <p>Rubric: (1 point) The student solves for an unknown and enters the correct number (e.g., 5; 4).</p> <p>Response Type: Equation/Numeric</p>
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<p>Task Model 2</p> <p>Response Type: Equation/Numeric</p> <p>DOK Level 2</p> <p>4.OA.A Use the four operations with whole numbers to solve problems.</p> <p>Evidence Required: 2. The student solves straightforward, contextual problems using the four operations.</p> <p>Tools: None</p>	<p>Prompt Features: The student is prompted solve straightforward word problems using the four operations.</p> <p>Stimulus Guidelines:</p> <ul style="list-style-type: none"> • Numbers should fit in the parameters of up to 4-digit by 1-digit, or 2-digit by 2-digit, multiplication problems. • All quantities should be whole numbers. • Problems may involve measurements, limited to non-conversion items, using <ul style="list-style-type: none"> ○ kilometers (km), meters (m), centimeters (cm); ○ kilograms (kg), grams (g); ○ pounds (lb), ounces (oz); ○ liters (L), milliliters (mL); ○ hours (hr), minutes (min), seconds (s); ○ money (whole number \$ or ¢ only); ○ yards (yd), feet (ft), inches (in); or ○ gallons (gal), quarts (qt), pints (pt), or cups. • Item difficulty can be adjusted via these example methods: <ul style="list-style-type: none"> ○ Using numbers less than 100 ○ Using numbers greater than 100, but less than 1,000 ○ Using numbers greater than 1,000, but less than 1,000,000 (for addition and subtraction only) <p>TM2</p> <p>Stimulus: The student is presented with a contextual problem using any of the four operations.</p> <p>Example Stem 1: Tanya ran 400 meters on Tuesday. She ran 800 meters on Wednesday. What is the total number of meters Tanya ran these two days?</p> <p>Example Stem 2: A container holds 750 milliliters of water. Jess drank 90 milliliters of the water. How many milliliters of water remain in the container?</p> <p>Rubric: (1 point) The student correctly solves the word problem (e.g., 1200; 660).</p> <p>Response Type: Equation/Numeric</p>
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