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Chapter 1 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating			
Chapter 1 Understand Multiplication and Division				
Learning Target: Understand multiplication and division.	1	2	3	4
I can identify equal groups.	1	2	3	4
I can explain a multiplication equation.	1	2	3	4
I can compare multiplication to division.	1	2	3	4
I can model multiplication and division problems.	1	2	3	4
1.1 Use Equal Groups to Multiply				
Learning Target: Use equal groups to multiply.	1	2	3	4
I can identify equal groups.	1	2	3	4
I can write a repeated addition equation for equal groups.	1	2	3	4
I can write a multiplication equation for equal groups.	1	2	3	4
1.2 Use Number Lines to Multiply				
Learning Target: Use a number line to multiply.	1	2	3	4
I can explain the parts of a multiplication equation.	1	2	3	4
I can use a number line to skip count.	1	2	3	4
1.3 Use Arrays to Multiply				
Learning Target: Use an array to multiply.	1	2	3	4
I can identify the number of rows and columns in an array.	1	2	3	4
I can draw an array.	1	2	3	4
I can write a multiplication equation for an array.	1	2	3	4

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	Rating
1.4 Multiply in Any Order	
Learning Target: Multiply factors in any order.	1 2 3 4
I can use arrays to show the Commutative Property of Multiplication.	1 2 3 4
I can write two multiplication equations for an array.	1 2 3 4
I can use the Commutative Property of Multiplication.	1 2 3 4
1.5 Divide: Size of Equal Groups	
Learning Target: Use division to find the size of equal groups.	1 2 3 4
I can model equal groups.	1 2 3 4
I can identify the size of equal groups.	1 2 3 4
I can write a division equation.	1 2 3 4
1.6 Divide: Number of Equal Groups	
Learning Target: Use division to find the number of equal groups.	1 2 3 4
I can model equal groups.	1 2 3 4
I can identify the number of equal groups.	1 2 3 4
I can write a division equation.	1 2 3 4
1.7 Use Number Lines to Divide	
Learning Target: Use a number line to divide.	1 2 3 4
I can use a number line to skip count backward.	1 2 3 4
I can write repeated subtraction equations and a division equation.	1 2 3 4

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Chapter 2 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 2 Multiplication Facts and Strategies	
Learning Target: Understand multiplication strategies.	1 2 3 4
I can define a product.	1 2 3 4
I can find the product of two numbers.	1 2 3 4
I can make a plan to solve a problem.	1 2 3 4
I can solve a problem.	1 2 3 4
2.1 Multiply by 2	
Learning Target: Multiply by 2.	1 2 3 4
I can use a model to multiply by 2.	1 2 3 4
I can find the product of a number and 2.	1 2 3 4
2.2 Multiply by 5	
Learning Target: Multiply by 5.	1 2 3 4
I can use a model to multiply by 5.	1 2 3 4
I can find the product of a number and 5.	1 2 3 4
2.3 Multiply by 10	
Learning Target: Multiply by 10.	1 2 3 4
I can use a model to multiply by 10.	1 2 3 4
I can find the product of a number and 10.	1 2 3 4

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	Rating
2.4 Multiply by 0 or 1	
Learning Target: Use properties to multiply by 0 or 1.	1 2 3 4
I can explain the multiplication properties of 0 and 1.	1 2 3 4
I can find the product of a number and 0.	1 2 3 4
I can find the product of a number and 1.	1 2 3 4
2.5 Use the Distributive Property	
Learning Target: Use the Distributive Property to multiply.	1 2 3 4
I can use known facts to find a product.	1 2 3 4
I can find the sum of products.	1 2 3 4
I can explain how to use the Distributive Property.	1 2 3 4
2.6 Problem Solving: Multiplication	
Learning Target: Use the problem-solving plan to solve word problems.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve.	1 2 3 4
I can solve a problem.	1 2 3 4

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Chapter 3 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 3 More Multiplication Facts and Strategies	
Learning Target: Understand multiplication strategies.	1 2 3 4
I can define a product.	1 2 3 4
I can find the product of two numbers.	1 2 3 4
I can make a plan to solve a problem.	1 2 3 4
I can solve a problem.	1 2 3 4
3.1 Multiply by 3	
Learning Target: Multiply by 3.	1 2 3 4
I can use a model to multiply by 3.	1 2 3 4
I can use known multiplication facts to multiply by 3.	1 2 3 4
I can find the product of a number and 3.	1 2 3 4
3.2 Multiply by 4	
Learning Target: Multiply by 4.	1 2 3 4
I can use a model to multiply by 4.	1 2 3 4
I can use known multiplication facts to multiply by 4.	1 2 3 4
I can find the product of a number and 4.	1 2 3 4
3.3 Multiply by 6	
Learning Target: Multiply by 6.	1 2 3 4
I can use a model to multiply by 6.	1 2 3 4
I can use known multiplication facts to multiply by 6.	1 2 3 4
I can find the product of a number and 6.	1 2 3 4

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	Rating
3.4 Multiply by 7	
Learning Target: Multiply by 7.	1 2 3 4
I can use a model to multiply by 7.	1 2 3 4
I can use known multiplication facts to multiply by 7.	1 2 3 4
I can find the product of a number and 7.	1 2 3 4
3.5 Multiply by 8	
Learning Target: Multiply by 8.	1 2 3 4
I can use a model to multiply by 8.	1 2 3 4
I can use known multiplication facts to multiply by 8.	1 2 3 4
I can find the product of a number and 8.	1 2 3 4
3.6 Multiply by 9	
Learning Target: Multiply by 9.	1 2 3 4
I can use a model to multiply by 9.	1 2 3 4
I can use known multiplication facts to multiply by 9.	1 2 3 4
I can find the product of a number and 9.	1 2 3 4
3.7 Practice Multiplication Strategies	
Learning Target: Use a strategy to multiply two factors.	1 2 3 4
I can choose a strategy to multiply two factors.	1 2 3 4
I can multiply two factors and write the product.	1 2 3 4
I can explain the strategy I used.	1 2 3 4
3.8 Multiply Three Factors	
Learning Target: Use the Associative property of Multiplication.	1 2 3 4
I can explain the Associative Property of Multiplication.	1 2 3 4
I can change the grouping of factors.	1 2 3 4
I can multiply three factors to find a product.	1 2 3 4

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3.9 More Problem Solving: Multiplication				
Learning Target: Use the problem-solving plan to solve word problems.	1	2	3	4
I can understand a problem.	1	2	3	4
I can make a plan to solve.	1	2	3	4
I can solve a problem.	1	2	3	4

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Chapter 4 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 4 Division Facts and Strategies	
Learning Target: Understand division strategies.	1 2 3 4
I can define a dividend, a divisor, and a quotient.	1 2 3 4
I can explain a division equation for an array.	1 2 3 4
I can compare multiplication to division.	1 2 3 4
I can solve a division problem.	1 2 3 4
4.1 Use Arrays to Divide	
Learning Target: Use an array to divide.	1 2 3 4
I can draw an array to model division.	1 2 3 4
I can identify a dividend, a divisor, and a quotient.	1 2 3 4
I can write a division equation for an array.	1 2 3 4
4.2 Relate Multiplication and Division	
Learning Target: Use fact families to relate multiplication and division.	1 2 3 4
I can use an array to write related multiplication and division equations.	1 2 3 4
I can explain the relationship between multiplication and division.	1 2 3 4
4.3 Divide by 2, 5, or 10	
Learning Target: Divide a number by 2, 5, or 10.	1 2 3 4
I can model dividing by 2, 5, or 10.	1 2 3 4
I can find the quotient of a number and 2, 5, or 10.	1 2 3 4

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	Rating
4.4 Divide by 3 or 4	
Learning Target: Divide a number by 3 or 4.	1 2 3 4
I can model dividing by 3 or 4.	1 2 3 4
I can find the quotient of a number and 3 or 4.	1 2 3 4
4.5 Divide by 6 or 7	
Learning Target: Divide a number by 6 or 7.	1 2 3 4
I can model dividing by 6 or 7.	1 2 3 4
I can find the quotient of a number and 6 or 7.	1 2 3 4
4.6 Divide by 8 or 9	
Learning Target: Divide a number by 8 or 9.	1 2 3 4
I can model dividing by 8 or 9.	1 2 3 4
I can find the quotient of a number and 8 or 9.	1 2 3 4
4.7 Divide with 0 or 1	
Learning Target: Divide with 0 or 1.	1 2 3 4
I can find the quotient when dividing a number by 1.	1 2 3 4
I can find the quotient when dividing a number by itself.	1 2 3 4
I can find the quotient when dividing 0 by a number.	1 2 3 4
4.8 Practice Division Strategies	
Learning Target: Use a strategy to divide.	1 2 3 4
I can choose a strategy to solve a division problem.	1 2 3 4
I can divide and write the quotient.	1 2 3 4
I can explain the strategy I used.	1 2 3 4
4.9 Problem Solving: Division	
Learning Target: Use the problem-solving plan to solve word problems.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve.	1 2 3 4
I can solve a problem.	1 2 3 4

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Chapter 5 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 5 Patterns and Fluency	
Learning Target: Understand patterns.	1 2 3 4
I can identify a pattern.	1 2 3 4
I can explain a pattern in a multiplication table.	1 2 3 4
I can connect patterns to the multiplication table.	1 2 3 4
I can solve a problem.	1 2 3 4
5.1 Identify Patterns in the Multiplication Table	
Learning Target: Identify, explain, and use patterns related to the multiplication table.	1 2 3 4
I can identify and explain a pattern in the multiplication table.	1 2 3 4
I can use a pattern to solve a problem.	1 2 3 4
5.2 Use the Multiplication Table	
Learning Target: Use the multiplication table to write related multiplication and division facts.	1 2 3 4
I can use the multiplication table to find a product.	1 2 3 4
I can use the multiplication table to find a quotient.	1 2 3 4
I can use the multiplication table to explain the relationship between multiplication and division.	1 2 3 4

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5.3 Complete Multiplication Tables				
Learning Target: Complete a multiplication table.	1	2	3	4
I can use multiplication to find missing products in a table.	1	2	3	4
I can use multiplication or division to find missing factors in a table.	1	2	3	4
I can explain how to find missing numbers in a multiplication table.	1	2	3	4
5.4 More Problem Solving				
Learning Target: Solve multiplication and division word problems.	1	2	3	4
I can understand a problem.	1	2	3	4
I can make a plan to solve.	1	2	3	4
I can solve a problem.	1	2	3	4

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Chapter 6 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating			
Chapter 6 Relate Area to Multiplication				
Learning Target: Understand area.	1	2	3	4
I can identify the area of a shape.	1	2	3	4
I can explain how to find the area of a shape.	1	2	3	4
I can compare the area of one shape to another.	1	2	3	4
I can find the total area of a shape.	1	2	3	4
6.1 Understand Area				
Learning Target: Count to find the area of a shape.	1	2	3	4
I can count the number of unit squares covering a shape.	1	2	3	4
I can tell the area of a shape in square units.	1	2	3	4
I can explain how to find the area of a shape.	1	2	3	4
6.2 Measure Area Using Standard Units				
Learning Target: Count to find the area of a shape using standard units.	1	2	3	4
I can count the number of unit squares covering a shape.	1	2	3	4
I can tell the area of a shape in square units.	1	2	3	4
I can identify units as square inches, square feet, square centimeters, or square meters.	1	2	3	4

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	Rating
6.3 Find Area by Multiplying	
Learning Target: Use multiplication to find the area of a rectangle.	1 2 3 4
I can use an array to find the area of a rectangle.	1 2 3 4
I can write a multiplication equation to find the area of a rectangle.	1 2 3 4
6.4 Area and the Distributive Property	
Learning Target: Use the Distributive Property to find the area of a rectangle.	1 2 3 4
I can break apart a rectangle into two smaller rectangles.	1 2 3 4
I can explain how the area of a rectangle is equal to the areas of its smaller rectangles.	1 2 3 4
6.5 Find Areas of More Shapes	
Learning Target: Find the area of a shape made up of rectangles.	1 2 3 4
I can break apart a shape into rectangles.	1 2 3 4
I can find the area of each smaller rectangle.	1 2 3 4
I can find the total area of a shape.	1 2 3 4

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Chapter 7 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 7 Round and Estimate Numbers	
Learning Target: Understand estimation.	1 2 3 4
I can identify the values of different numbers.	1 2 3 4
I can explain how to round numbers.	1 2 3 4
I can round numbers.	1 2 3 4
I can estimate the difference between numbers.	1 2 3 4
7.1 Place Value	
Learning Target: Identify the values of digits in three-digit numbers.	1 2 3 4
I can model three-digit numbers.	1 2 3 4
I can identify the values of digits in three-digit numbers.	1 2 3 4
I can use place value to compare two numbers.	1 2 3 4
7.2 Round Numbers Using a Number Line	
Learning Target: Use a number line to round numbers to the nearest ten or nearest hundred.	1 2 3 4
I can identify the two tens a number is between and which ten it is closer to.	1 2 3 4
I can identify the two hundreds a number is between and which hundred it is closer to.	1 2 3 4
I can round a number to the nearest ten or nearest hundred.	1 2 3 4

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	Rating
7.3 Round Numbers Using Place Value	
Learning Target: Use place value to round numbers to the nearest ten or nearest hundred.	1 2 3 4
I can explain which digit I use to round and why.	1 2 3 4
I can identify which ten or hundred is closest to a number.	1 2 3 4
I can round a number to the nearest ten or nearest hundred.	1 2 3 4
7.4 Estimate Sums	
Learning Target: Use rounding or compatible numbers to estimate sums.	1 2 3 4
I can use rounding to estimate a sum.	1 2 3 4
I can use compatible numbers to estimate a sum.	1 2 3 4
I can explain different ways to estimate a sum.	1 2 3 4
7.5 Estimate Differences	
Learning Target: Use rounding or compatible numbers to estimate differences.	1 2 3 4
I can use rounding to estimate a difference.	1 2 3 4
I can use compatible numbers to estimate a difference.	1 2 3 4
I can explain different ways to estimate a difference.	1 2 3 4

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**Chapter
8**

Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 8 Add and Subtract Multi-Digit Numbers	
Learning Target: Understand addition and subtraction properties.	1 2 3 4
I can identify properties of addition.	1 2 3 4
I can explain what addition properties mean.	1 2 3 4
I can count on and count back to problem solve.	1 2 3 4
I can solve a problem.	1 2 3 4
8.1 Identify Addition Properties	
Learning Target: Identify and use addition properties.	1 2 3 4
I can identify the Associative and Commutative Properties of Addition.	1 2 3 4
I can identify the Addition Property of Zero.	1 2 3 4
I can use an addition property to find a sum.	1 2 3 4
I can explain what the addition properties mean.	1 2 3 4
8.2 Use Number Lines to Add	
Learning Target: Use a number line to find a sum.	1 2 3 4
I can use the <i>count on</i> strategy to add on a number line.	1 2 3 4
I can use the <i>make a ten</i> strategy to add on a number line.	1 2 3 4
8.3 Use Mental Math to Add	
Learning Target: Use mental math to find a sum.	1 2 3 4
I can use compensation to add.	1 2 3 4
I can use the <i>make a ten</i> strategy to add.	1 2 3 4
I can explain how to change one addend to a decade number or compatible number.	1 2 3 4

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	Rating
8.4 Use Partial Sums to Add	
Learning Target: Use partial sums to find a sum.	1 2 3 4
I can write addends in expanded form.	1 2 3 4
I can add to find the hundreds, tens, and ones.	1 2 3 4
I can add the partial sums.	1 2 3 4
8.5 Add Three-Digit Numbers	
Learning Target: Add three-digit numbers.	1 2 3 4
I can round to estimate a sum.	1 2 3 4
I can add three-digit numbers.	1 2 3 4
I can use an estimate to check whether my answer is reasonable.	1 2 3 4
8.6 Add Three or More Numbers	
Learning Target: Add up to four numbers.	1 2 3 4
I can round to estimate a sum.	1 2 3 4
I can identify compatible numbers.	1 2 3 4
I can find a sum and check whether it is reasonable.	1 2 3 4
8.7 Use Number Lines to Subtract	
Learning Target: Use a number line to find a difference.	1 2 3 4
I can use the <i>count back</i> strategy to subtract on a number line.	1 2 3 4
I can use the <i>count on</i> strategy to subtract on a number line.	1 2 3 4
8.8 Use Mental Math to Subtract	
Learning Target: Use mental math to find a difference.	1 2 3 4
I can explain how to change both numbers to use compensation to subtract.	1 2 3 4
I can explain how to change one number to use compensation to subtract.	1 2 3 4

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	Rating
8.9 Subtract Three-Digit Numbers	
Learning Target: Subtract three-digit numbers.	1 2 3 4
I can round to estimate a difference.	1 2 3 4
I can subtract three-digit numbers.	1 2 3 4
I can use an estimate to check whether my answer is reasonable.	1 2 3 4
8.10 Relate Addition and Subtraction	
Learning Target: Use inverse operations to check answers.	1 2 3 4
I can use addition to check a difference.	1 2 3 4
I can use subtraction to check a sum.	1 2 3 4
I can explain the relationship between addition to subtraction.	1 2 3 4
8.11 Problem Solving: Addition and Subtraction	
Learning Target: Use the problem-solving plan to solve two-step addition and subtraction word problems.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve a problem using letters to represent the unknown numbers.	1 2 3 4
I can solve a problem and check whether my answer is reasonable.	1 2 3 4

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Chapter 9 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 9 Multiples and Problem Solving	
Learning Target: Understand multiples.	1 2 3 4
I can skip count.	1 2 3 4
I can describe the pattern when multiplying.	1 2 3 4
I can make a plan to solve a problem.	1 2 3 4
I can solve a problem.	1 2 3 4
9.1 Use Number Lines to Multiply by Multiples of 10	
Learning Target: Use number lines to multiply by multiples of 10.	1 2 3 4
I can use a number line to skip count by a multiple of 10.	1 2 3 4
I can find the product of a one-digit number and a multiple of 10.	1 2 3 4
9.2 Use Place Value to Multiply by Multiples of 10	
Learning Target: Use place value to multiply by multiples of 10.	1 2 3 4
I can use a model to multiply by a multiple of 10.	1 2 3 4
I can find the product of a one-digit number and a multiple of 10.	1 2 3 4
I can describe a pattern when multiplying by multiples of 10.	1 2 3 4

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	Rating
9.3 Use Properties to Multiply by Multiples of 10	
Learning Target: Use properties to multiply by multiples of 10.	1 2 3 4
I can use the Associative Property of Multiplication to multiply by a multiple of 10.	1 2 3 4
I can use the Distributive Property to multiply by a multiple of 10.	1 2 3 4
I can use properties to find the product of a one-digit number and a multiple of 10.	1 2 3 4
9.4 Problem Solving: Multiplication and Division	
Learning Target: Use the problem-solving plan to solve two-step multiplication and division word problems.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve a problem using letters to represent the unknown numbers.	1 2 3 4
I can solve a problem and check whether my answer is reasonable.	1 2 3 4
9.5 Problem Solving: All Operations	
Learning Target: Use the problem-solving plan to solve two-step word problems involving different operations.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve a problem using letters to represent the unknown numbers.	1 2 3 4
I can solve a problem using one equation.	1 2 3 4

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Chapter 10 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 10 Understand Fractions	
Learning Target: Understand fractions.	1 2 3 4
I can name equal parts.	1 2 3 4
I can identify a unit fraction.	1 2 3 4
I can write a fraction.	1 2 3 4
I can plot a fraction.	1 2 3 4
10.1 Equal Parts of a Whole	
Learning Target: Identify equal parts of a whole and name them.	1 2 3 4
I can tell whether shapes show equal or unequal parts.	1 2 3 4
I can name equal parts.	1 2 3 4
I can divide a shape into equal parts.	1 2 3 4
10.2 Understand a Unit Fraction	
Learning Target: Identify and write a unit fraction.	1 2 3 4
I can identify a unit fraction.	1 2 3 4
I can write a unit fraction.	1 2 3 4
I can explain what a unit fraction is.	1 2 3 4
I can explain what the numerator and denominator are in a fraction.	1 2 3 4
10.3 Write Fractions of a Whole	
Learning Target: Identify and write a fraction.	1 2 3 4
I can identify a fraction.	1 2 3 4
I can write a fraction.	1 2 3 4

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	Rating			
10.4 Fractions on a Number Line: Less Than 1				
Learning Target: Plot fractions less than 1 on a number line.	1	2	3	4
I can divide a number line into equal parts.	1	2	3	4
I can label fractions on a number line.	1	2	3	4
I can plot a fraction.	1	2	3	4
10.5 Fractions on a Number Line: Greater Than 1				
Learning Target: Plot fractions greater than 1 on a number line.	1	2	3	4
I can divide a number line into equal parts.	1	2	3	4
I can label fractions on a number line.	1	2	3	4
I can plot a fraction.	1	2	3	4

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Chapter 11 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 11 Understand Fraction Equivalence and Comparison	
Learning Target: Understand fractions.	1 2 3 4
I can define a fraction.	1 2 3 4
I can find fractions on a number line.	1 2 3 4
I can explain how to use a number line to find fractions.	1 2 3 4
I can compare fractions on a number line.	1 2 3 4
11.1 Equivalent Fractions	
Learning Target: Model and write equivalent fractions.	1 2 3 4
I can model equivalent fractions.	1 2 3 4
I can write equivalent fractions.	1 2 3 4
11.2 Equivalent Fractions on a Number Line	
Learning Target: Use a number line to find equivalent fractions.	1 2 3 4
I can plot fractions on a number line.	1 2 3 4
I can find equivalent fractions on a number line.	1 2 3 4
I can explain how to use a number line to find equivalent fractions.	1 2 3 4
11.3 Relate Fractions and Whole Numbers	
Learning Target: Relate fractions and whole numbers.	1 2 3 4
I can label fractions on a number line.	1 2 3 4
I can write whole numbers as fractions.	1 2 3 4
I can use a number line to relate fractions and whole numbers.	1 2 3 4

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	Rating
11.4 Compare Fractions with the Same Denominator	
Learning Target: Compare fractions that have the same denominator.	1 2 3 4
I can model fractions that have the same denominator.	1 2 3 4
I can use the numerators to compare fractions.	1 2 3 4
I can explain how to compare fractions that have the same denominator.	1 2 3 4
11.5 Compare Fractions with the Same Numerator	
Learning Target: Compare fractions that have the same numerator.	1 2 3 4
I can model fractions that have the same numerator.	1 2 3 4
I can use the denominators to compare fractions.	1 2 3 4
I can explain how to compare fractions that have the same numerator.	1 2 3 4
11.6 Compare Fractions on a Number Line	
Learning Target: Use a number line to compare fractions.	1 2 3 4
I can plot fractions on a number line.	1 2 3 4
I can tell which fraction is closer to 0.	1 2 3 4
I can compare fractions on a number line.	1 2 3 4
11.7 Compare Fractions	
Learning Target: Compare fractions.	1 2 3 4
I can choose a strategy to compare two fractions.	1 2 3 4
I can compare two fractions.	1 2 3 4
11.8 Compare and Order Fractions	
Learning Target: Compare and order fractions.	1 2 3 4
I can choose a strategy to compare three fractions.	1 2 3 4
I can order three fractions from least to greatest.	1 2 3 4
I can order three fractions from greatest to least.	1 2 3 4

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Chapter 12 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating			
Chapter 12 Understand Time, Liquid Volume, and Mass				
Learning Target: Understand time and measurement.	1	2	3	4
I can explain how to tell time to the nearest minute.	1	2	3	4
I can find the appropriate way to measure and object.	1	2	3	4
I can solve time interval problems.				
I can compare one measurement to another.	1	2	3	4
12.1 Time to the Nearest Minute				
Learning Target: Tell time to the nearest minute.	1	2	3	4
I can write the time to the nearest minute.	1	2	3	4
I can write the time in multiple ways.	1	2	3	4
I can explain how to tell time to the nearest minute.	1	2	3	4
12.2 Measure Elapsed Time within the Hour				
Learning Target: Measure elapsed time, in minutes, within the same hour.	1	2	3	4
I can identify start and end times.	1	2	3	4
I can find the amount of time that passes between two times.	1	2	3	4
I can explain how to find elapsed time within the same hour.	1	2	3	4

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	Rating
12.3 Measure Elapsed Time Across the Hour	
Learning Target: Measure elapsed time, in minutes, from one hour to the next.	1 2 3 4
I can identify start and end times.	1 2 3 4
I can find the amount of time that passes between two times.	1 2 3 4
I can explain how to find elapsed time from one hour to the next.	1 2 3 4
12.4 Problem Solving: Time Interval Problems	
Learning Target: Use the problem-solving plan to solve time interval problems.	1 2 3 4
I can understand a problem.	1 2 3 4
I can make a plan to solve.	1 2 3 4
I can solve a problem.	1 2 3 4
12.5 Understand and Estimate Liquid Volume	
Learning Target: Understand and estimate liquid volumes in metric units.	1 2 3 4
I can tell the difference between a milliliter and a liter.	1 2 3 4
I can identify which unit to use to measure a liquid volume.	1 2 3 4
I can estimate a liquid volume.	1 2 3 4
12.6 Measure Liquid Volume	
Learning Target: Measure liquid volumes in liters and milliliters.	1 2 3 4
I can measure a liquid volume in liters.	1 2 3 4
I can measure a liquid volume in milliliters.	1 2 3 4
I can measure a liquid volume in liters and milliliters.	1 2 3 4

Name _____

	Rating
12.7 Understand and Estimate Mass	
Learning Target: Understand and estimate masses of objects.	1 2 3 4
I can tell the difference between a gram and a kilogram.	1 2 3 4
I can identify which unit to use to measure the mass of an object.	1 2 3 4
I can estimate the mass of an object.	1 2 3 4
12.8 Measure Mass	
Learning Target: Measure masses in grams and kilograms.	1 2 3 4
I can measure a mass in grams.	1 2 3 4
I can measure a mass in kilograms.	1 2 3 4
I can measure a mass in grams and kilograms.	1 2 3 4

Name _____

Chapter 13 Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating			
Chapter 13 Classify Two-Dimensional Shapes				
Learning Target: Understand two-dimensional shapes.	1	2	3	4
I can define two-dimensional shapes.	1	2	3	4
I can explain different shapes and their features.	1	2	3	4
I can compare one shape to another.	1	2	3	4
I can draw a shape.	1	2	3	4
13.1 Identify Sides and Angles of Quadrilaterals				
Learning Target: Identify parallel sides and right angles of quadrilaterals.	1	2	3	4
I can identify when two sides of a quadrilateral are parallel.	1	2	3	4
I can identify right angles of a quadrilateral.	1	2	3	4
13.2 Describe Quadrilaterals				
Learning Target: Describe quadrilaterals using sides and angles.	1	2	3	4
I can use sides and angles to identify a quadrilateral.	1	2	3	4
I can explain why a quadrilateral can have more than one name.	1	2	3	4

Name _____

	Rating
13.3 Classify Quadrilaterals	
Learning Target: Classify quadrilaterals based on their attributes.	1 2 3 4
I can tell what is alike between two groups of quadrilaterals.	1 2 3 4
I can tell what is different between two groups of quadrilaterals.	1 2 3 4
I can classify two types of quadrilaterals in one or more ways.	1 2 3 4
13.4 Draw Quadrilaterals	
Learning Target: Draw quadrilaterals.	1 2 3 4
I can draw and name a quadrilateral given a description.	1 2 3 4
I can draw a quadrilateral that does not belong to a given group.	1 2 3 4

Name _____

**Chapter
14**

Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating
Chapter 14 Represent and Interpret Data	
Learning Target: Understand data.	1 2 3 4
I can identify a tool to collect data.	1 2 3 4
I can create a tally chart to make a graph.	1 2 3 4
I can represent data in different ways.	1 2 3 4
I can interpret data in different ways.	1 2 3 4
14.1 Read and Interpret Picture Graphs	
Learning Target: Understand the data shown by a picture graph.	1 2 3 4
I can explain how to use a key to read a picture graph.	1 2 3 4
I can use a picture graph to answer questions.	1 2 3 4
14.2 Make Picture Graphs	
Learning Target: Use data to make picture graphs.	1 2 3 4
I can read a frequency table.	1 2 3 4
I can create a key for a picture graph.	1 2 3 4
I can use a frequency table to make a picture graph.	1 2 3 4
14.3 Read and Interpret Bar Graphs	
Learning Target: Understand the data shown by a bar graph.	1 2 3 4
I can explain how to use a scale to read a bar graph.	1 2 3 4
I can use a bar graph to answer questions.	1 2 3 4

Name _____

	Rating
14.4 Make Bar Graphs	
Learning Target: Use data to make bar graphs.	1 2 3 4
I can read a frequency table.	1 2 3 4
I can choose a scale for a bar graph.	1 2 3 4
I can use a frequency table to make a bar graph.	1 2 3 4
14.5 Make Line Plots	
Learning Target: Use data to make line plots.	1 2 3 4
I can read the data shown in a table.	1 2 3 4
I can label the scale for a line plot.	1 2 3 4
I can make a line plot.	1 2 3 4
14.6 Measure Lengths: Half Inch	
Learning Target: Measure objects to the nearest half inch and make line plots.	1 2 3 4
I can measure the lengths of objects to the nearest half inch.	1 2 3 4
I can record lengths on a line plot.	1 2 3 4
14.7 Measure Lengths: Quarter Inch	
Learning Target: Measure objects to the nearest quarter inch and make line plots.	1 2 3 4
I can measure the lengths of objects to the nearest quarter inch.	1 2 3 4
I can record lengths on a line plot.	1 2 3 4
14.8 Determine Likelihood	
Learning Target: Understand likelihood.	1 2 3 4
I can explain what it means when something is impossible, unlikely, equally likely, likely, or certain to occur.	1 2 3 4
I can describe the likelihood that something will occur.	1 2 3 4

Name _____

	Rating			
14.9 Determine Probability				
Learning Target: Understand probability.	1	2	3	4
I can use a probability to describe the likelihood that something will occur.	1	2	3	4
I can find the probability that something will occur.	1	2	3	4

Name _____

**Chapter
15**

Chapter Self-Assessment

Use the scale below to rate your understanding of the learning targets and the success criteria.



	Rating			
Chapter 15 Find Perimeter and Area				
Learning Target: Understand perimeter and area.	1	2	3	4
I can identify the perimeter of a shape.	1	2	3	4
I can describe the area of a shape.	1	2	3	4
I can compare the area and perimeter of a shape.	1	2	3	4
I can find the area and perimeter of a shape.	1	2	3	4
15.1 Understand Perimeter				
Learning Target: Find perimeters of figures.	1	2	3	4
I can count the number of units around a figure.	1	2	3	4
I can tell the perimeter of a figure using standard units.	1	2	3	4
I can use a ruler to find the perimeter of a figure.	1	2	3	4
15.2 Find Perimeters of Polygons				
Learning Target: Find perimeters of polygons.	1	2	3	4
I can add all the side lengths to find the perimeter of a polygon.	1	2	3	4
I can multiply to find the perimeter of some polygons.	1	2	3	4
15.3 Find Unknown Side Lengths				
Learning Target: Use perimeter to find the unknown side lengths of a polygon.	1	2	3	4
I can use perimeter to find an unknown side length.	1	2	3	4
I can use multiplication and the perimeter to find the unknown side length when all sides are equal.	1	2	3	4

Name _____

	Rating			
15.4 Same Perimeter, Different Areas				
Learning Target: Use area to compare rectangles with the same perimeter.	1	2	3	4
I can find the perimeter and area of a given rectangle.	1	2	3	4
I can draw a rectangle with the same perimeter as a given rectangle.	1	2	3	4
I can compare the areas of the rectangles.	1	2	3	4
15.5 Same Area, Different Perimeters				
Learning Target: Use perimeter to compare rectangles with the same area.	1	2	3	4
I can find the area and perimeter of a given rectangle.	1	2	3	4
I can draw a different rectangle with the same area as a given rectangle.	1	2	3	4
I can compare the perimeters of the rectangles.	1	2	3	4