Multiply.

7 × 2	4 × 8	8 × 9	6 × 1	6 × 4	5 × 4
3 × 8	8 × 5	9 × 4	7 × 8	6 × 5	9 × 5
4 × 5	2 × 8	3 × 7	8 × 5	7 × 4	10 × 3
6 × 7	8 × 4	9 × 3	3 × 6	8 × 3	5 × 5
7 × 7	8 × 10	9 × 2	6 × 8	6 × 5	6 × 4

Item 24: 3 min   _____ 27-30 (3)   _____ 24-26 (2)   _____ 21-24 (1)

Teacher notes:
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Students who demonstrate full accomplishment can multiply any two numbers with a product within 100 with ease by picking and using strategies that will get to the answer fairly quickly, and/or can instantly recall from memory the product of any two one-digit numbers.

Students who demonstrate partial mastery may have efficient strategies for some multiplication and division facts, but may rely on other strategies such as making arrays, equal groups and/or repeated addition/subtraction to solve for facts that they have not mastered.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	**1 Marginal: Partial Accomplishment**	**2 Proficient: Substantial Accomplishment**	**3 Excellent: Full Accomplishment**
The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65