

Beatrice Gilmore School Report Card Overview

4th Grade Mathematics Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children’s progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
The student does not yet demonstrate progress toward initial foundational skills of the topic	The student demonstrates some proficiency in foundational skills of the topic	The student demonstrates proficiency in <u>all grade level</u> skills of the topic	The student demonstrates understanding and performance <u>beyond</u> proficiency and has exceeded the standard.

Operations and Algebraic Thinking

Demonstrates fluency in problem-solving with multiplication facts of whole numbers.

Standards: 4.OA.A.1, 4.OA.A.2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Interpreting multiplication equations as comparisons. ● Using modeling accordingly. ● Making insightful connections.
2	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Interpreting multiplication equations as comparisons. ● Using mental computation and/or modeling accordingly. ● Making insightful connections.
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison. ● Represent verbal statements as multiplication equations. ● Multiply to solve word problems. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Interpreting multiplication equations as comparisons. ● Using mental computation. ● Making insightful connections.

Gain familiarity with factors and multiples.

Standards: 4.OA.B.4

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. 	The student sometimes can: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. 	The student consistently can: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. ● Works independently and with no prompting. 	The student exceeds in: <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Using mental strategies to determine factors and multiples. ● Using mental strategies to determine factors and multiples. ● Making insightful connections.
2	The student is unable to: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. ● Identify prime or composite numbers. 	The student sometimes can: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. ● Identify prime or composite numbers. 	The student consistently can: <ul style="list-style-type: none"> ● Find factor pairs from 1-100. ● Recognize a whole number as a multiple of its factor. ● Determine whether one number is a multiple of another. ● Identify prime or composite numbers. ● Works independently and with no prompting. 	The student exceeds in: <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Using mental strategies to determine factors and multiples. ● Using mental strategies to determine factors and multiples. ● Using mental strategies to identify prime or composite numbers. ● Making insightful connections.
3	<u>Will not be assessed during this time.</u>			

Demonstrates fluency in problem-solving with division facts of whole numbers.

Standards: 4.OA.A.1, 4.OA.A.2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time.</i></u>			
2	The student is unable to: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. 	The student sometimes can: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. 	The student consistently can: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. 	The student exceeds in: <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Using rounding as as strategy. ● Assessing the reasonableness of answers.
3	The student is unable to: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. ● Use estimation strategies. 	The student sometimes can: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. ● Use estimation strategies. 	The student consistently can: <ul style="list-style-type: none"> ● Divide to solve word problems involving multiplicative comparison. ● Represent verbal statements as division equations with a variable for the unknown. ● Use rounding as as strategy. ● Assess the reasonableness of answers. ● Use estimation strategies. 	The student exceeds in: <ul style="list-style-type: none"> ● Meeting the criteria for a 3 ● Using rounding as as strategy. ● Assessing the reasonableness of answers. ● Using estimation strategies.

Generate and analyze patterns.

Standard: 4.OA.C.5

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: <ul style="list-style-type: none"> ● Generate a number or shape pattern that follows a given rule. ● Describe features of a pattern. 	The student sometimes can: <ul style="list-style-type: none"> ● Generate a number or shape pattern that follows a given rule. ● Describe features of a pattern. 	The student consistently can: <ul style="list-style-type: none"> ● Generate a number or shape pattern that follows a given rule. ● Describe features of a pattern. 	The student exceeds in: <ul style="list-style-type: none"> ● Generating a number or shape pattern that follows a given rule. ● Describing features of a pattern.

Solves multi-step word problems involving all four operations.

Standards: 4.OA.A.2 and 4.OA.A.3

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Represent these problems using equations with variables. ● Assess the reasonableness of their answer. 	<p>Student sometimes can:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Represent these problems using equations with variables. ● Assess the reasonableness of their answer. 	<p>Student consistently can:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Represent these problems using equations with variables. ● Assess the reasonableness of their answer. 	<p>Student exceeds in:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguishing multiplicative comparisons from additive comparisons. ● Representing these problems using equations with variables. ● Assessing the reasonableness of their answer.
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Make equations with variables. ● Assess the reasonableness of their answer. 	<p>Student sometimes can:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Make equations with variables. ● Assess their answer. 	<p>Student consistently can:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguish multiplicative comparisons from additive comparisons. ● Make equations with variables. ● Assess their answer. 	<p>Student exceeds in:</p> <ul style="list-style-type: none"> ● Solve addition, subtraction, and multiplication word problems posed with whole numbers and having whole number answers. ● Distinguishing multiplicative comparisons from additive comparisons. ● Make equations with variables. ● Assessing their answer.

Numbers and Operations in Base Ten

Understanding place value for multi-digit whole numbers.

Standards: 4.NBT.A1, 4.NBT.A2, and 4.NBT.A3

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1 and 2	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Recognize that a multi-digit whole number represents a place value. ● Read, write, and represent numbers to 1,000,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. ● Round multi-digit whole numbers to any place. ● Assess the reasonableness of their answer with mental computation. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Recognize that a multi-digit whole number represents a place value. ● Read, write, and represent numbers to 1,000,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. ● Round multi-digit whole numbers to any place ● Assess the reasonableness of their answer with mental computation. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Recognize that a multi-digit whole number represents a place value. ● Read, write, and represent numbers to 1,000,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. ● Round multi-digit whole numbers to any place ● Assess the reasonableness of their answer with mental computation. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Recognizing that a multi-digit whole number represents a place value. ● Reading, writing, and representing numbers to 1,000,000 using base-ten materials and expanded form. ● Reading, writing, and representing numbers to 1,000,000 using base-ten materials, numeral form, and number name form. ● Comparing two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. ● Rounding multi-digit whole numbers to any place. ● Assessing the reasonableness of their answer with mental computation.
3	<u><i>Will not be assessed during this time</i></u>			

Understanding of place value and properties of operations to perform arithmetic.

Standard: 4.NBT.B4

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1 and 2	<p>The student is unable to:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1,000,000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000, and 1,000,000. Assess the reasonableness of their answer with mental computation. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1,000,000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000, and 1,000,000. Assess the reasonableness of their answer with mental computation. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1,000,000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000, and 1,000,000. Assess the reasonableness of their answer with mental computation. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> Fluently adding and subtracting within 1,000,000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10, 100, 1,000, and 1,000,000. Assessing the reasonableness of their answer with mental computation.
3	<u><i>Will not be assessed during this time</i></u>			

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Perform multi-digit arithmetic using properties of operations and place value for multiplication.

Standard: 4.NBT.B5

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u>Will not be assessed during this time</u>			
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> • Multiply a whole number of up to 4 digits by a 1-digit number. • Multiply two 2-digit numbers, using strategies based on place value and properties of operations. • Illustrate and explain the calculation by using equations. • Illustrate and explain the calculation by using rectangular arrays, and/or area models. • Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit multiplication is essential)</p>	<p>The student sometimes can:</p> <ul style="list-style-type: none"> • Multiply a whole number of up to 4 digits by a 1-digit number. • Multiply two 2-digit numbers, using strategies based on place value and properties of operations. • Illustrate and explain the calculation by using equations. • Illustrate and explain the calculation by using rectangular arrays, and/or area models. • Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit multiplication is essential)</p>	<p>The student consistently can:</p> <ul style="list-style-type: none"> • Multiply a whole number of up to 4 digits by a 1-digit number. • Multiply two 2-digit numbers, using strategies based on place value and properties of operations. • Illustrate and explain the calculation by using equations. • Illustrate and explain the calculation by using rectangular arrays, and/or area models. • Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit multiplication is essential)</p>	<p>The student exceeds in:</p> <ul style="list-style-type: none"> • Multiplying a whole number of up to 4 digits by a 1-digit number. • Multiplying two 2-digit numbers, using strategies based on place value and properties of operations. • Illustrating and explaining the calculation by using equations. • Illustrating and explaining the calculation by using rectangular arrays, and/or area models. • Assessing the reasonableness of their answer with mental computation. <p>(*modeling multi-digit multiplication is essential)</p>

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Perform multi-digit arithmetic using properties of operations and place value for division.

Standard: 4.NBT.B6

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u>Will not be assessed during this time</u>			
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors ● Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division. ● Illustrate and explain the calculation by using equations. ● Illustrate and explain the calculation by using rectangular arrays, and/or area models. ● Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit division is essential)</p>	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors ● Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division. ● Illustrate and explain the calculation by using equations. ● Illustrate and explain the calculation by using rectangular arrays, and/or area models. ● Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit division is essential)</p>	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors ● Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division. ● Illustrate and explain the calculation by using equations. ● Illustrate and explain the calculation by using rectangular arrays, and/or area models. ● Assess the reasonableness of their answer with mental computation. <p>(*modeling multi-digit division is essential)</p>	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors ● Using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. ● Illustrating and explain the calculation by using equations. ● Illustrating and explain the calculation by using rectangular arrays, and/or area models. ● Assessing the reasonableness of their answer with mental computation. <p>(*modeling multi-digit division is essential)</p>

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Numbers and Operations with Fractions

The properties of fractions: comparing, ordering, and demonstrating equivalence.

Standards: 4.NF.A1 and 4.NF.A2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.				
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$. ● Use visual fraction models, with attention to the number and size of the parts differ. ● Recognize and generate equivalent fractions. ● Compare two fractions with different numerators and denominators. ● Recognize that comparisons are valid only when the two fractions refer to the same whole. ● Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$. ● Use visual fraction models, with attention to the number and size of the parts differ. ● Recognize and generate equivalent fractions. ● Compare two fractions with different numerators and denominators. ● Recognize that comparisons are valid only when the two fractions refer to the same whole. ● Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$. ● Use visual fraction models, with attention to the number and size of the parts differ. ● Recognize and generate equivalent fractions. ● Compare two fractions with different numerators and denominators. ● Recognize that comparisons are valid only when the two fractions refer to the same whole. ● Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Explaining why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$. ● Using visual fraction models, with attention to the number and size of the parts differ. ● Recognizing and generating equivalent fractions. ● Comparing two fractions with different numerators and denominators. ● Recognizing that comparisons are valid only when the two fractions refer to the same whole. ● Recording the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Adding/subtracting fractions with like denominators. Multiplying fractions by whole numbers. Standards: 4.NF.B3/4.NF.B4

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.				
2 only	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. ● Understand addition and subtraction of fractions. ● Decompose a fraction into a sum of fractions with the same denominator. ● Add and subtract mixed numbers with like denominators. ● Solve word problems involving fractions. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. ● Understand addition and subtraction of fractions. ● Decompose a fraction into a sum of fractions with the same denominator. ● Add and subtract mixed numbers with like denominators. ● Solve word problems involving fractions. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. ● Understand addition and subtraction of fractions. ● Decompose a fraction into a sum of fractions with the same denominator. ● Add and subtract mixed numbers with like denominators. ● Solve word problems involving fractions. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Understanding a fraction a/b with $a > 1$ as a sum of fractions $1/b$. ● Understanding addition and subtraction of fractions. ● Decomposing a fraction into a sum of fractions with the same denominator. ● Adding and subtracting mixed numbers with like denominators. ● Solving word problems involving fractions.
	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Multiply a fraction by a whole number. ● Understands a fraction a/b as a multiple of $1/b$. ● Understands that $n \times (a/b) = (n \times a) / b$. ● Solve word problems involving multiplication of a fraction by a whole number. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Multiply a fraction by a whole number. ● Understands a fraction a/b as a multiple of $1/b$. ● Understands that $n \times (a/b) = (n \times a) / b$. ● Solve word problems involving multiplication of a fraction by a whole number. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Multiply a fraction by a whole number. ● Understands a fraction a/b as a multiple of $1/b$. ● Understands that $n \times (a/b) = (n \times a) / b$. ● Solve word problems involving multiplication of a fraction by a whole number. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Multiplying a fraction by a whole number. ● Understanding a fraction a/b as a multiple of $1/b$. ● Understanding that $n \times (a/b) = (n \times a) / b$. ● Solving word problems involving multiplication of a fraction by a whole number.

Converting and comparing fractions to decimals and decimal notation.

Standard: 4.NF.C5, 4.NF.C6, and 4.NF.C7

Trimester	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.				
2 and 3 only	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Express a fraction with denominator 10 as an equivalent fraction with denominator 100. ● Use decimal notation for fractions with denominators 10 or 100. ● Compare two decimals to hundredths by reasoning about their size. ● Recognize that comparisons are valid only when the two decimals refer to the same whole. ● Record the results of comparisons with the symbols $>$, $=$, or $<$. ● Justify the conclusions by using a visual model. ● Show decimals on a number line. ● Use decimal notation to describe length. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Express a fraction with denominator 10 as an equivalent fraction with denominator 100. ● Use decimal notation for fractions with denominators 10 or 100. ● Compare two decimals to hundredths by reasoning about their size. ● Recognize that comparisons are valid only when the two decimals refer to the same whole. ● Record the results of comparisons with the symbols $>$, $=$, or $<$. ● Justify the conclusions by using a visual model. ● Show decimals on a number line. ● Use decimal notation to describe length. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Express a fraction with denominator 10 as an equivalent fraction with denominator 100. ● Use decimal notation for fractions with denominators 10 or 100. ● Compare two decimals to hundredths by reasoning about their size. ● Recognize that comparisons are valid only when the two decimals refer to the same whole. ● Record the results of comparisons with the symbols $>$, $=$, or $<$. ● Justify the conclusions by using a visual model. ● Show decimals on a number line. ● Use decimal notation to describe length. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Expressing a fraction with denominator 10 as an equivalent fraction with denominator 100. ● Using decimal notation for fractions with denominators 10 or 100. ● Comparing two decimals to hundredths by reasoning about their size. ● Recognizing that comparisons are valid only when the two decimals refer to the same whole. ● Recording the results of comparisons with the symbols $>$, $=$, or $<$. ● Justifying the conclusions by using a visual model. ● Showing decimals on a number line. ● Using decimal notation to describe length.

Measurement and Data

Solving problems involving measurement and conversion of size.

Standard: 4.MD.A1

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<i><u>Will not be assessed during this time</u></i>			
2	<i><u>Will not be assessed during this time</u></i>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Know relative sizes of measurement units within one system of units including km, m, cm, mm. ● Know relative sizes of measurement units within one system of units including kg, g, lb, oz. l, ml. ● Know relative sizes of measurement units within one system of units including hr, min, sec. ● Express measurements in a larger unit in terms of a smaller unit. ● Record measurement equivalents in a two column table. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Know relative sizes of measurement units within one system of units including km, m, cm, mm. ● Know relative sizes of measurement units within one system of units including kg, g, lb, oz. l, ml. ● Know relative sizes of measurement units within one system of units including hr, min, sec. ● Express measurements in a larger unit in terms of a smaller unit. ● Record measurement equivalents in a two column table. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Know relative sizes of measurement units within one system of units including km, m, cm, mm. ● Know relative sizes of measurement units within one system of units including kg, g, lb, oz. l, ml. ● Know relative sizes of measurement units within one system of units including hr, min, sec. ● Express measurements in a larger unit in terms of a smaller unit. ● Record measurement equivalents in a two column table. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Knowing relative sizes of measurement units within one system of units including km, m, cm, mm. ● Knowing relative sizes of measurement units within one system of units including kg, g, lb, oz. l, ml. ● Knowing relative sizes of measurement units within one system of units including hr, min, sec. ● Expressing measurements in a larger unit in terms of a smaller unit. ● Recording measurement equivalents in a two column table.

Solving problems involving distance, time, volume, mass, and money.

Standard: 4.MD.A2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Use the four operations to solve word problems including involving simple fractions or decimals. ● Solve word problems involving distances (big to small/small to big). ● Solve word problems involving intervals of time (big to small/small to big). ● Solve word problems involving liquid volumes (big to small/small to big). ● Solve word problems involving masses of objects (big to small/small to big). ● Solve word problems involving money (big to small/small to big). ● Represent measurement quantities using number line diagrams with a scale. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Use the four operations to solve word problems including involving simple fractions or decimals. ● Solve word problems involving distances (big to small/small to big). ● Solve word problems involving intervals of time (big to small/small to big). ● Solve word problems involving liquid volumes (big to small/small to big). ● Solve word problems involving masses of objects (big to small/small to big). ● Solve word problems involving money (big to small/small to big). ● Represent measurement quantities using number line diagrams with a scale. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Use the four operations to solve word problems including involving simple fractions or decimals. ● Solve word problems involving distances (big to small/small to big). ● Solve word problems involving intervals of time (big to small/small to big). ● Solve word problems involving liquid volumes (big to small/small to big). ● Solve word problems involving masses of objects (big to small/small to big). ● Solve word problems involving money (big to small/small to big). ● Represent measurement quantities using number line diagrams with a scale. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Using the four operations to solve word problems including involving simple fractions or decimals. ● Solving word problems involving distances (big to small/small to big). ● Solving word problems involving intervals of time (big to small/small to big). ● Solving word problems involving liquid volumes (big to small/small to big). ● Solving word problems involving masses of objects (big to small/small to big). ● Solving word problems involving money (big to small/small to big). ● Representing measurement quantities using number line diagrams with a scale.

Solving real-world problems involving area and perimeter of rectangles.

Standard: 4.MD.A3

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	The student is unable to: <ul style="list-style-type: none"> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 	The student sometimes can: <ul style="list-style-type: none"> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 	The student consistently can: <ul style="list-style-type: none"> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 	The student exceeds in: <ul style="list-style-type: none"> Applying the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

Standard: 4.MD.B4

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1/2	<u><i>Will not be assessed during this time</i></u>			
3	The student is unable to: <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using the information presented in line plots. 	The student sometimes can: <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using the information presented in line plots. 	The student consistently can: <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using the information presented in line plots. 	The student exceeds in: <ul style="list-style-type: none"> Making a line plot to display a data set of measurements in fractions of a unit. Solving problems involving addition and subtraction of fractions by using the information presented in line plots.

Understand the concepts of angle and how to measure angles.

Standards: 4.MD.C5, 4.MD.C6, and 4.MD.C7

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Explain how angles are formed. ● Use concepts of angle measurements. ● Relate angle measurement in degrees to circles. ● Measure angles using a protractor. ● Sketch angles using specific measures. ● Recognize angle measure as additive. ● Solve addition and subtraction problems to find the unknown angles on a diagram. ● Use an equation with a symbol for the unknown angle measure. ● Show angle measure of the whole is the sum of the angle measures of the parts. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Explain how angles are formed. ● Use concepts of angle measurements. ● Relate angle measurement in degrees to circles. ● Measure angles using a protractor. ● Sketch angles using specific measures. ● Recognize angle measure as additive. ● Solve addition and subtraction problems to find the unknown angles on a diagram. ● Use an equation with a symbol for the unknown angle measure. ● Show angle measure of the whole is the sum of the angle measures of the parts. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Explain how angles are formed. ● Use concepts of angle measurements. ● Relate angle measurement in degrees to circles. ● Measure angles using a protractor. ● Sketch angles using specific measures. ● Recognize angle measure as additive. ● Solve addition and subtraction problems to find the unknown angles on a diagram. ● Use an equation with a symbol for the unknown angle measure. ● Show angle measure of the whole is the sum of the angle measures of the parts. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Explaining how angles are formed. ● Concepts of angle measurements. ● Relating angle measurement in degrees to circles. ● Measuring angles using a protractor. ● Sketching angles using specific measures. ● Recognizing angle measure as additive. ● Solving addition and subtraction problems to find the unknown angles on a diagram. ● Using an equation with a symbol for the unknown angle measure. ● Showing angle measure of the whole is the sum of the angle measures of the parts.

Geometry

Draw and identify lines and angles and classify shapes by various properties.

Standards: 4.G.A1, 4.G.A2, and 4.G.A3

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1/2	<u>Will not be assessed during this time</u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Draw and identify points, lines, line segments, rays, angles (right, acute, obtuse). ● Draw and identify perpendicular and parallel lines. ● Identify two-dimensional figures. ● Classify two-dimensional figures based on the parallel or perpendicular lines, or the angles of a specified size. ● Recognize right triangles and identify right triangles. ● Recognize a line of symmetry for a two-dimensional figure. ● Identify, understand, and draw line-symmetric figures. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Draw and identify points, lines, line segments, rays, angles (right, acute, obtuse). ● Draw and identify perpendicular and parallel lines. ● Identify two-dimensional figures. ● Classify two-dimensional figures based on the parallel or perpendicular lines, or the angles of a specified size. ● Recognize right triangles and identify right triangles. ● Recognize a line of symmetry for a two-dimensional figure. ● Identify, understand, and draw line-symmetric figures. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Draw and identify points, lines, line segments, rays, angles (right, acute, obtuse). ● Draw and identify perpendicular and parallel lines. ● Identify two-dimensional figures. ● Classify two-dimensional figures based on the parallel or perpendicular lines, or the angles of a specified size. ● Recognize right triangles and identify right triangles. ● Recognize a line of symmetry for a two-dimensional figure. ● Identify, understand, and draw line-symmetric figures. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Drawing and identifying points, lines, line segments, rays, angles (right, acute, obtuse). ● Drawing and identifying perpendicular and parallel lines. ● Identifying two-dimensional figures. ● Classifying two-dimensional figures based on the parallel or perpendicular lines, or the angles of a specified size. ● Recognizing right triangles and identifying right triangles. ● Recognizing a line of symmetry. ● Identifying, understanding, and drawing line-symmetric figures.