Operations and Algebraic Thinking

Indicator: Knows multiplication and division facts fluently				
Standard: 4.OA.4				
Performance Level	1	2	3	4
Trimester 1	Recalls from memory, with automaticity, few: ● Multiplication and division facts within 100 (fewer than 13 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	Recalls from memory, with automaticity: ● Multiplication and division facts within 100 (13-16 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	Consistently able to recall from memory, with automaticity: ● Multiplication and division facts within 100 (17-20 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	Consistently, accurately and independently able to recall from memory, with automaticity: ● All multiplication and division facts within 144 (>20 problems/ 1 minute) ● Identify all of the common factors and the greatest common factor of two or more whole numbers ● Identify the first twelve multiples and the least common multiple of two or more numbers ● Apply knowledge of factors and multiples to solve multi-step problems
Trimester 2	Recalls from memory, with automaticity, few: ● Multiplication and division facts within 100	Recalls from memory, with automaticity: ● Multiplication and division facts within 100	Consistently able to recall from memory, with automaticity: ● Multiplication and division facts within 100	Consistently, accurately and independently able to recall from memory, with automaticity: ● All multiplication and division facts within 144 (>20 problems/ 1 minute)

	(fewer than 13 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	(13-16 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	(17-20 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	● Identify all of the common factors and the greatest common factor of two or more whole numbers ● Identify the first twelve multiples and the least common multiple of two or more numbers ● Apply knowledge of factors and multiples to solve multi-step problems
Trimester 3	Recalls from memory, with automaticity, few: ● Multiplication and division facts within 100 (fewer than 13 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number	Recalls from memory, with automaticity: ● Multiplication and division facts within 100 (13-16 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number	Consistently able to recall from memory, with automaticity: ● Multiplication and division facts within 100 (17-20 problems/ 1 minute) ● Find all factor pairs for a whole number in the range 1-100 ● Determine whether a whole number, 1-100, is a multiple of a given one-digit number ● Determine if a whole number, 1-100, is prime or composite	Consistently, accurately and independently able to recall from memory, with automaticity: ● All multiplication and division facts within 144 (>20 problems/ 1 minute) ● Identify all of the common factors and the greatest common factor of two or more whole numbers ● Identify the first twelve and the least common multiple of two or more numbers ● Apply knowledge of factors and multiples to solve multi-step problems

	• Determine if a whole number, 1-100, is prime or composite	• Determine if a whole number, 1-100, is prime or composite		

Indicator: Interprets and solves word problems				
Standard: 4.OA.1, 4.OA.2, 4.OA.3				
Performance Level	1	2	3	4
Trimester 1	Unable to: • Interpret a one-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Requires teacher prompting and support to: • Interpret a one-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Independently able to: • Interpret a one-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Consistently, accurately and independently meets the criteria for a 3 and is able to: • Interpret and solve multi-step word problems involving the four operations • Justify the reasonableness of a response using words, models, and equations
Trimester 2	Unable to: • Interpret a multi-step word problem involving whole numbers	Requires teacher prompting and support to: • Interpret a multi-step word problem involving whole numbers	Independently able to: • Interpret a multi-step word problem involving whole numbers	Consistently, accurately and independently meets the criteria for a 3 and is able to: • Interpret and solve multi-step word problems involving the four operations • Justify the reasonableness of a

	• Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	• Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	• Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	response using words, models, and equations
Trimester 3	Unable to: • Interpret a multi-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Requires teacher prompting and support to: • Interpret a multi-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Independently able to: • Interpret a multi-step word problem involving whole numbers • Solve the problems accurately and efficiently in all four operations • Use strategies that **may** include equations, models, diagrams, etc.	Consistently, accurately and independently meets the criteria for a 3 and is able to: • Interpret and solve multi-step word problems involving the four operations • Justify the reasonableness of a response using words, models, and equations.

Numbers and Operations in Base 10

Indicator: Demonstrates understanding of place value				
Standard: 4.NBT.1, 4.NBT.2, 4.NBT.3				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Read and write numbers to 100,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 100,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Requires teacher prompting and support to: ● Read and write numbers to 100,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 100,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Independently able to: ● Read and write numbers to 100,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 100,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include numbers beyond 1,000,000 ● Explain and justify the role of place value to mathematical computation using multiple strategies

Trimester 2	Unable to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Requires teacher prompting and support to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Independently able to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form ● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include numbers beyond 1,000,000 ● Explain and justify the role of place value to mathematical computation using multiple strategies
Trimester 3	Unable to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form ● Use place value understanding to round,	Requires teacher prompting and support to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form	Independently able to: ● Read and write numbers to 1,000,000 using standard form, word form and expanded form	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include numbers beyond 1,000,000 ● Explain and justify the role of place value to mathematical computation using multiple strategies

	estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	● Use place value understanding to round, estimate and compare whole numbers up to 1,000,000 ● Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right ● Relate place value to mathematical computations	

Indicator: Performs operations with multi-digit whole numbers				
Standard: 4.NBT.4, 4.NBT.5, 4.NBT.6				
Performance Level	1	2	3	4
Trimester 1	Unable to add and subtract with multi-digit **whole numbers** involving: ● Addition and subtraction within 100,000 ● Use of the standard algorithm ● Use of strategies that **may** include strategies based on place value, properties of	Requires teacher prompting and support to add and subtract with multi-digit **whole** numbers involving: ● Addition and subtraction within 100,000 ● Use of the standard algorithm ● Use of strategies that **may** include strategies based on place value, properties of	Independently adds and subtracts with multi-digit **whole** numbers involving: ● Addition and subtraction within 100,000 ● Use of the standard algorithm ● Use of strategies that **may** include strategies	Consistently, accurately and independently performs operations with multi-digit whole numbers involving: ● Addition and subtraction beyond 100,000 ● Use of the standard algorithm

	operations and/or the relationship between addition and subtraction ● Ability to illustrate calculation with a drawing or model	operations and/or the relationship between addition and subtraction ● Ability to illustrate calculation with a drawing or model Student may be able to independently perform operations on smaller numbers beyond basic facts.	based on place value, properties of operations and/or the relationship between addition and subtraction ● Ability to illustrate calculation with a drawing or model	● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that may include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model) ● Use multiple strategies to solve problems
Trimester 2	Unable to perform operations with multi-digit **whole** numbers involving: ● Addition and subtraction	Requires teacher prompting and support to perform operations with multi-digit **whole** numbers involving: ● Addition and subtraction	Independently performs operations with multi-digit **whole** numbers involving: ● Addition and	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include larger numbers

	within 100,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model)	within 100,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model) Student may be able to independently perform operations on smaller numbers beyond basic facts.	subtraction within 100,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model)	● Use multiple strategies to solve problems
Trimester 3	Unable to perform operations with multi-digit **whole** numbers involving: ● Addition and subtraction	Requires teacher prompting and support to perform operations with multi-digit **whole** numbers involving: ● Addition and subtraction	Independently performs operations with multi-digit **whole** numbers involving: ● Addition and subtraction	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include larger numbers

	within 1,000,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model)	within 1,000,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model) Student may be able to independently perform operations on smaller numbers beyond basic facts.	within 1,000,000 ● Use of the standard algorithm ● Multiplication of 4-digit whole numbers by 1-digit whole number and two-digit by two-digit numbers ● Division of up to four-digit whole number dividends by one –digit divisors ● Use of strategies that **may** include strategies and algorithms based on place value, properties of operations and/or the relationship between addition/subtraction, multiplication/division ● Ability to illustrate calculation with a drawing or model (array, area model)	● Use multiple strategies to solve problems

Number Sense and Operations-Fractions

Indicator: Demonstrates understanding of fractions				
Standard: 4.NF.1, 4.NF.2,4.NF.3, 4.NF.3b				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Identify equivalent fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, =	Requires teacher prompting and support to: ● Identify equivalent fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, = Student may be able to compare fractions with like denominators	Independently able to: ● Identify equivalent fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, =	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and order multiple fractions and mixed numbers presented with different numerators and denominators ● Demonstrate understanding with **multiple models and equations**
Trimester 3	Unable to: ● Identify equivalent	Requires teacher prompting and support to: ● Identify equivalent	Independently able to: ● Identify equivalent	Consistently, accurately and independently meets the criteria for a 3 and is able to:

	fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, =	fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, = Student may be able to compare fractions with like denominators	fractions ● Decompose a fraction into a sum of fractions with the same denominator in more than one way ● Compare two fractions with different numerators and denominators using models and drawings ● Compare two fractions using equations with proper mathematical symbols, <, >, =	● Compare and order multiple fractions and mixed numbers presented with different numerators and denominators ● Demonstrate understanding with **multiple models and equations**

Indicator: Solves problems involving operations with fractions				
Standard: 4.NF.3, 4.NF.3a 4.NF.3c, 4.NF.3d, 4.NF.4, 4.NF.4a, 4.NF.4b, 4.NF.4c				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Add and subtract fractions and mixed numbers with like	Requires teacher prompting and support to: ● Add and subtract fractions and mixed numbers with like	Independently able to: ● Add and subtract fractions and mixed numbers with like	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Add and subtract fractions and mixed numbers with **unlike** denominators

	denominators ● Multiply a fraction by a whole number ● Use visual fraction model (area model, number line, etc.)and equations to represent the problem	denominators ● Multiply a fraction by a whole number ● Use a visual fraction model (area model, number line, etc.)and equations to represent the problem	denominators ● Multiply a fraction by a whole number ● Use a visual fraction model (area model, number line, etc.)and equations to represent the problem	● Consistently reduce fractions to simplest form ● Demonstrate understanding with **multiple models and equations**
Trimester 3	Unable to: ● Add and subtract fractions and mixed numbers with like denominators ● Multiply a fraction by a whole number ● Use visual fraction model (area model, number line, etc.)and equations to represent the problem	Requires teacher prompting and support to: ● Add and subtract fractions and mixed numbers with like denominators ● Multiply a fraction by a whole number ● Use a visual fraction model (area model, number line, etc.)and equations to represent the problem	Independently able to: ● Add and subtract fractions and mixed numbers with like denominators ● Multiply a fraction by a whole number ● Use a visual fraction model (area model, number line, etc.)and equations to represent the problem	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Add and subtract fractions and mixed numbers with **unlike** denominators ● Ddemonstrate understanding with **multiple models and equations**

Indicator: Demonstrate understanding of decimals

Standard: 4.NF.5, 4.NF.6, 4.NF.7				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Write decimal equivalents for fractions with denominators of 10 or 100 ● Compare two decimals to the hundredths place referring to the same whole with proper mathematical symbols, <, >, =	Requires teacher prompting and support to: ● Write decimal equivalents for fractions with denominators of 10 or 100 ● Compare two decimals to the hundredths place referring to the same whole with proper mathematical symbols, <, >, =	Independently able to: ● Write decimal equivalents for fractions with denominators of 10 or 100 ● Compare two decimals to the hundredths place referring to the same whole with proper mathematical symbols, <, >, =	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend understanding to include decimals to the thousandths place ● Compare and order multiple decimals and fractions ● Write a given decimal in multiple ways using place value (i.e. 2.048 can be 2 and 48 thousandths or 1 and 10 tenths and 4 hundredths) ● Justify equivalencies and comparisons with visual models

Measurement and Data

Indicator: Uses the four operations to solve problems involving measurement				
Standard: 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.7				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Measure attributes of objects in the customary and metric systems to the nearest ¼” ● Make measurement conversions within one system of measurement (ft, in; km,m, cm; kg,g; lb, oz; l, ml; hr, min, sec) ● Solve problems involving time intervals, distance, liquid volumes, masses of objects and money ● Solve problems involving area and perimeter formulas	Requires teacher prompting and support to: ● Measure attributes of objects in the customary and metric systems to the nearest ¼” ● Make measurement conversions within one system of measurement (ft, in; km,m, cm; kg,g; lb, oz; l, ml; hr, min, sec) ● Solve problems involving time intervals, distance, liquid volumes, masses of objects and money ● Solve problems involving area and perimeter formulas	Independently able to: ● Measure attributes of objects in the customary and metric systems to the nearest ¼” ● Make measurement conversions within one system of measurement (ft, in; km,m, cm; kg,g; lb, oz; l, ml; hr, min, sec) ● Solve problems involving time intervals, distance, liquid volumes, masses of objects and money ● Solve problems involving area and perimeter formulas	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Demonstrate multiple equivalences among conversions (6kg 9 g= 6,009g=5kg 1,009g ● Justify the reasonableness of a response using words, models, and equations

	for rectangles ● Solve problems involving area and perimeter with an unknown (i.e. unknown length of a side)	for rectangles ● Solve problems involving area and perimeter with an unknown (i.e. unknown length of a side)	for rectangles ● Solve problems involving area and perimeter with an unknown (i.e. unknown length of a side)	

Indicator: Organizes, represents and interprets data				
Standard: 4.MD.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: ● Represent data on a table or graph ● Represent data on a line plot in fractions of a unit (1/2, 1/4, 1/8) ● Read data from a line plot to solve problems	Requires teacher prompting and support to: ● Represent data on a table or graph ● Represent data on a line plot in fractions of a unit (1/2, 1/4, 1/8) ● Read data from a line plot to solve problems	Independently able to: ● Represent data on a table or graph ● Represent data on a line plot in fractions of a unit (1/2, 1/4, 1/8) ● Read data from a line plot to solve problems	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Always present data with a title, key, and labels ● Generate and answer multi-step questions from table/graph/line plot

Geometry

Indicator: Demonstrates understanding of two-dimensional figures				
Standard: 4.MD.5, 4.MD.6, 4.G.1, 4.G.2, 4.G.3				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● Recognize and draw a point, angle, line, line segment, and ray ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	Requires teacher prompting and support to: ● Recognize and draw a point, angle, line, line segment, and ray ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	Independently able to: ● Recognize and draw a point, angle, line, line segment, and ray ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Describe the attributes of two-dimensional figures using proper mathematical vocabulary ● Classify and sort two-dimensional figures in a hierarchy by their attributes
Trimester 3	Unable to: ● Recognize and draw a point, angle, line, line segment, and ray ● Recognize, draw and classify triangles and quadrilaterals by their angles, sides, lines of symmetry ● Recognize and draw	Requires teacher prompting and support to: ● Recognize and draw a point, angle, line, line segment, and ray ● Recognize, draw and classify triangles and quadrilaterals by their angles, sides, lines of symmetry ● Recognize and draw	Independently able to: ● Recognize and draw a point, angle, line, line segment, and ray ● Recognize, draw and classify triangles and quadrilaterals by their angles, sides, lines of symmetry ● Recognize and draw	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Describe the attributes of two-dimensional figures using proper mathematical vocabulary ● Classify and sort two-dimensional figures in a hierarchy by their attributes

	lines of symmetry ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	lines of symmetry ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	lines of symmetry ● Measure angles with protractors ● Solve problems involving addition and subtraction to find unknown angles on a diagram	

Mathematical Practices

Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy
Trimester 2	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy

Trimester 3	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Check answers for reasonableness ● Solve with more than one strategy

Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies

Trimester 2	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies
Trimester 3	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies

	for the audience ● Listen to solutions of others and comment appropriately	for the audience ● Listen to solutions of others and comment appropriately	for the audience ● Listen to solutions of others and comment appropriately	