

Grade 4 Mathematics- Term 3

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
Uses the four operations with whole numbers to solve problems. NY-4.OA.1 NY-4.OA.2 NY-4.OA.3 <i>Note- See NY.4.NBT.4 NY.4.NBT.5 NY.4.NBT.6</i>	Even with teacher support, shows LIMITED understanding of the following: - Interpret multiplication as a comparison - Multiply or divide to solve word problems - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations - Interpret remainders - Write an equation or expression with a letter standing for the unknown quantity. - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Consistently and independently demonstrates MOST of the following, <i>may require some teacher support</i>: - Interpret multiplication as a comparison - Multiply or divide to solve word problems - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations - Interpret remainders - Write an equation or expression with a letter standing for the unknown quantity. - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Consistently and independently demonstrates ALL of the following: - Interpret multiplication as a comparison - Multiply or divide to solve word problems - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations - Interpret remainders - Write an equation or expression with a letter standing for the unknown quantity. - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Consistently and independently meets all the requirements listed as Secure AND - Demonstrates multiple ways to solve a problem - Can explain their work verbally and in written form.	T1, T2, T3
Finds factor pairs and multiples for whole numbers in the range 1–100. NY.4.OA.4	Even with teacher support, shows LIMITED understanding of the following for whole numbers 1–100: - finds all factor pairs: - Can identify factors and multiples of a number. - Identifies if a	Consistently and independently demonstrates SOME of the following for whole numbers 1–100, <i>may require some teacher support</i>: - finds all factor pairs: - Can identify factors and multiples of a number. - Identifies if a	Consistently and independently demonstrates ALL of the following for whole numbers 1–100: - finds all factor pairs: - Can identify factors and multiples of a number. - Identifies if a	Consistently and independently demonstrates all of the following indicators listed as Secure AND Can apply to numbers beyond 100	T1 - N/A

	number is prime or composite	number is prime or composite	number is prime or composite		
Generates, analyzes and explains patterns that follow a given rule. NY.4.OA.5	Even with teacher support, shows LIMITED understanding of the following for number or shape patterns: ○ Generate a given rule. ○ Describe/identify a rule ○ Identify additional features of the pattern (Ex. Add 3 is the rule but an additional feature is the sequence produces odd and even numbers)	Consistently and independently demonstrates SOME of the following for number or shape patterns, may require some teacher support: ○ Generate a given rule. ○ Describe/identify a rule ○ Identify additional features of the pattern (Ex. Add 3 is the rule but an additional feature is the sequence produces odd and even numbers)	Consistently and independently demonstrates ALL of the following for number or shape patterns: ○ Generate a given rule. ○ Describe/identify a rule ○ Identify additional features of the pattern (Ex. Add 3 is the rule but an additional feature is the sequence produces odd and even numbers)	NA	T3
Demonstrates place value understanding for multi-digit numbers. NY.4.NBT.1 NY.4.NBT.2A NY.4.NBT.2B NY.4.NBT.3	Even with teacher support, shows LIMITED understanding of the following for multi-digit numbers up to 1,000,000: ○ Understands that a digit is ten times what it represents in the place to its right. ○ Reads and writes using base-ten numerals (5 ten thousands, 2 thousands, 7 hundreds, 8 tens, 9 ones = 52,789); number names (fifty two thousand seven hundred eighty nine); and expanded form (50,000 +	Consistently and independently demonstrates SOME of the following for multi-digit numbers up to 1,000,000, may require some teacher support: ○ Understands that a digit is ten times what it represents in the place to its right. ○ Reads and writes using base-ten numerals (5 ten thousands, 2 thousands, 7 hundreds, 8 tens, 9 ones = 52,789); number names (fifty two thousand seven hundred eighty nine); and expanded form (50,000 + 2,000 + 700 + 80 + 9). ○ Compares two multi-digit numbers using >,	Consistently and independently demonstrates ALL of the following for multi-digit numbers up to 1,000,000: ○ Understands that a digit is ten times what it represents in the place to its right. ○ Reads and writes using base-ten numerals (5 ten thousands, 2 thousands, 7 hundreds, 8 tens, 9 ones = 52,789); number names (fifty two thousand seven hundred eighty nine); and expanded form (50,000 + 2,000 + 700 + 80 + 9). ○ Compares two multi-digit numbers using >, =, and < ○ Uses place value understanding to round numbers to	Student independently and consistently demonstrates everything as described for the Secure column AND ● can apply to numbers beyond 1,000,000.	T2- N/A

	$2,000 + 700 + 80 + 9$); - Compares two multi-digit numbers using $>$, $=$, and $<$ - Uses place value understanding to round numbers to any place	$=$, and $<$ Uses place value understanding to round numbers to any place	any place		
Demonstrates an understanding of place value and uses the four operations to solve multi-digit problems. NY.4.NBT.4 NY.4.NBT.5 NY.4.NBT.6	Even with teacher support, shows LIMITED understanding of the following for multi-digit numbers up to 1,000,000: - Fluently adds and subtracts - Multiplies up to 4 digit by 1-digit and 2-digit by 2-digit numbers. - Finds the whole-number quotients and remainders with up to 4-digit dividends and 1 digit divisors - Can Illustrate and explain using equations, arrays, and/or area models.	Consistently and Independently demonstrates SOME of the following for multi-digit numbers up to 1,000,000, may require some teacher support: - Fluently adds and subtracts - Multiplies up to 4 digit by 1-digit and 2-digit by 2-digit numbers. - Finds the whole-number quotients and remainders with up to 4-digit dividends and 1 digit divisors - Can Illustrate and explain using equations, arrays, and/or area models.	Consistently and Independently demonstrates ALL of the following for multi-digit numbers up to 1,000,000: - Fluently adds and subtracts - Multiplies up to 4 digit by 1-digit and 2-digit by 2-digit numbers. - Finds the whole-number quotients and remainders with up to 4-digit dividends and 1 digit divisors - Can Illustrate and explain using equations, arrays, and/or area models.	Consistently and Independently demonstrates ALL of indicators listed as Secure AND Can apply to numbers beyond 1,000,000	T1, T2, T3
Understands equivalent fractions and compares fractions with like and unlike denominators. NY.4.NF.1 NY.4.NF.2	With significant teacher support or demonstrates LIMITED understanding of the following: - Identify, generate and explain equivalent fractions using visual fraction models. - Compares two	Consistently and independently demonstrates SOME of the following, may require some teacher support: - Identify, generate and explain equivalent fractions using visual fraction models. - Compares two fractions with	Consistently and independently demonstrates ALL of the following: - Identify, generate and explain equivalent fractions using visual fraction models. - Compares two fractions with different	Consistently and independently meets all the requirements listed as Secure AND Can demonstrate multiple ways for each of the Secure skills	T2- N/A

	fractions with different numerators and different denominators: - Recognize that comparisons are valid only when the two fractions refer to the same whole. - Records the results of comparisons with symbols $>$, $=$, or $<$. <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>	different numerators and different denominators: - Recognize that comparisons are valid only when the two fractions refer to the same whole. - Records the results of comparisons with symbols $>$, $=$, or $<$. <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>	numerators and different denominators: - Recognize that comparisons are valid only when the two fractions refer to the same whole. - Records the results of comparisons with symbols $>$, $=$, or $<$. <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>		
Understands that fractions work like whole numbers by solving problems with addition and subtraction of fractions and mixed numbers. NY.4.NF.3	Even with teacher support, shows LIMITED understanding of the following: - Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction referring to the same whole. (Non-Example: adds and/or subtracts denominators) - Decomposes a fraction in more than one way. (Ex. $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$) - Adds and subtract mixed numbers with	Consistently and independently demonstrates SOME of the following, may require some teacher support: - Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction referring to the same whole. (Non-Example: adds and/or subtracts denominators) - Decomposes a fraction in more than one way. (Ex. $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$) - Adds and subtract mixed numbers with like denominators. - Solves word problems using the	Consistently and independently demonstrates ALL of the following: - Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction referring to the same whole. (Non-Example: adds and/or subtracts denominators) - Decomposes a fraction in more than one way. (Ex. $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ OR $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$) - Adds and subtract mixed numbers with like denominators. - Solves word problems using the addition and subtraction of fractions referring to	Consistently and independently meets all the requirements listed as Secure AND Can demonstrate multiple ways for each of the Secure skills	T2: N/A

	like denominators: ○ Solves word problems using the addition and subtraction of fractions referring to the same whole and having like denominators. <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>	addition and subtraction of fractions referring to the same whole and having like denominators: <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>	the same whole and having like denominators: <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100</i>		
Uses decimal notation for fractions with denominators 10 & 100 and compares decimals. NY.4.NF.5 NY.4.NF.6 NY.4.NF.7	Even with teacher support, shows LIMITED understanding of the following: ○ Generate equivalent fractions with denominators 10 and/or 100 ○ Add fractions with denominators 10 and 100 ○ Use decimal notation for fractions with denominators of 10 and 100. ○ Compare two decimals to hundredths by reasoning about their size, and use the symbols $>$, $=$, or $<$, to justify the conclusions. ○ Recognize that comparisons are valid only when two decimals refer to the same whole.	Consistently and independently demonstrates SOME of the following, may require some teacher support: ○ Generate equivalent fractions with denominators 10 and/or 100 ○ Add fractions with denominators 10 and 100 ○ Use decimal notation for fractions with denominators of 10 and 100. ○ Compare two decimals to hundredths by reasoning about their size, and use the symbols $>$, $=$, or $<$, to justify the conclusions. ○ Recognize that comparisons are valid only when two decimals refer to the same whole.	Consistently and independently demonstrates ALL of the following: ○ Generate equivalent fractions with denominators 10 and/or 100 ○ Add fractions with denominators 10 and 100 ○ Use decimal notation for fractions with denominators of 10 and 100. ○ Compare two decimals to hundredths by reasoning about their size, and use the symbols $>$, $=$, or $<$, to justify the conclusions. ○ Recognize that comparisons are valid only when two decimals refer to the same whole.	Student independently and consistently demonstrates everything as described for the Secure column AND ○ can apply to decimals beyond hundredths.	T2- N/A
Solves problems involving measurement and conversion of	Even with teacher support, shows LIMITED understanding of the following:	Consistently and independently demonstrates SOME of the following, may require some	Consistently and independently demonstrates ALL of the following:	Consistently and independently meets all the requirements listed as Secure	T1, T2, T3

measurements from a larger unit to a smaller unit (i.e. ft to in. or km to m). NY.4.MD.1 NY.4.MD.2 NY.4.MD.3	- Understand the relative size of a ft., in; km, m, cm. - Identify and convert measurements for: ft., in.; km, m, cm; hr., min., sec. - Given the conversion factor, converts all other measurements - Record measurement equivalents in two-column table. - Use the four operations to solve word problems (include problems with fractions or decimals) involving distances, intervals of time, liquid volumes, masses of objects, and money, - Apply the area and perimeter formula for rectangles <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.</i>	teacher support: - Understand the relative size of a ft., in; km, m, cm. - Identify and convert measurements for: ft., in.; km, m, cm; hr., min., sec. - Given the conversion factor, converts all other measurements - Record measurement equivalents in two-column table. - Use the four operations to solve word problems (include problems with fractions or decimals) involving distances, intervals of time, liquid volumes, masses of objects, and money, - Apply the area and perimeter formula for rectangles <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.</i>	- Understand the relative size of a ft., in; km, m, cm. - Identify and convert measurements for: ft., in.; km, m, cm; hr., min., sec. - Given the conversion factor, converts all other measurements - Record measurement equivalents in two-column table. - Use the four operations to solve word problems (include problems with fractions or decimals) involving distances, intervals of time, liquid volumes, masses of objects, and money, - Apply the area and perimeter formula for rectangles <i>*Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.</i>	AND Can demonstrate multiple ways for each of the Secure skills	
Understands the concept of angles and measures angles. NY.4.MD.5 NY.4.MD.6 NY.4.MD.7	Even with teacher support, shows ~~LIMITED~~ understanding of the following: - Recognize angles are formed wherever two rays share a common endpoint. - Understand an angle is measured with reference to a circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles:	Consistently and independently demonstrates ~~SOME~~ of the following, may require some teacher support: - Recognize angles are formed wherever two rays share a common endpoint. - Understand an angle is measured with reference to a circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to	Consistently and independently demonstrates ~~ALL~~ of the following: - Recognize angles are formed wherever two rays share a common endpoint. - Understand an angle is measured with reference to a circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles: - Understand an angle that	N/A	T1- N/A

	- Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees. - Measure angles in whole-number degrees using a protractor. - Draw angles of specified measure. - Recognize angle measure as additive: $(75^\circ + x^\circ = 90^\circ)$. - Solves addition and subtraction problems (computational & real world) to find unknown angles.	measure angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees. - Measure angles in whole-number degrees using a protractor. - Draw angles of specified measure. - Recognize angle measure as additive: $(75^\circ + x^\circ = 90^\circ)$. - Solves addition and subtraction problems (computational & real world) to find unknown angles.	turns through n one-degree angles is said to have an angle measure of n degrees. - Measure angles in whole-number degrees using a protractor. - Draw angles of specified measure. - Recognize angle measure as additive: $(75^\circ + x^\circ = 90^\circ)$. - Solves addition and subtraction problems (computational & real world) to find unknown angles.		
Draws and classifies shapes by their lines and angles. NY.4.G.1 NY.4.G.2A NY.4.G.2B NY.4.B.2C NY.4.G.3	Even with teacher support, shows LIMITED understanding of the following: - Draw points, lines, line segments, rays, angles (right, acute, obtuse); and perpendicular and parallel lines and can identify in 2D figures. - Identify and name triangles based on angle size (right, obtuse, acute). - Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms. - Identify and name all quadrilaterals with four right angles as rectangles. - Recognize a line of symmetry for a 2D figure - Identify line-symmetric figures and draw lines of symmetry.	Consistently and independently demonstrates SOME of the following, may require some teacher support: - Draw points, lines, line segments, rays, angles (right, acute, obtuse); and perpendicular and parallel lines and can identify in 2D figures. - Identify and name triangles based on angle size (right, obtuse, acute). - Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms. - Identify and name all quadrilaterals with four right angles as rectangles. - Recognize a line of symmetry for a 2D figure - Identify line-symmetric figures	Consistently and independently demonstrates ALL of the following: - Draw points, lines, line segments, rays, angles (right, acute, obtuse); and perpendicular and parallel lines and can identify in 2D figures. - Identify and name triangles based on angle size (right, obtuse, acute). - Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms. - Identify and name all quadrilaterals with four right angles as rectangles. - Recognize a line of symmetry for a 2D figure - Identify line-symmetric figures and draw lines of symmetry.	Consistently and independently meets all the requirements listed as Secure AND Can classify 2D figures into categories based on their properties	T1- N/A

		and draw lines of symmetry:			
Represents and interprets data. NY.4.MD.4 <i>Note: Supports-NY-4.NF.3</i>	Even with teacher support, shows LIMITED understanding of the following: ○ make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). ○ Solve problems involving addition and subtraction of fractions with like denominators, by using information presented in line plots.	Consistently and independently demonstrates SOME of the following, may require some teacher support: ○ make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). ○ Solve problems involving addition and subtraction of fractions with like denominators, by using information presented in line plots.	Consistently and independently demonstrates ALL of the following: ○ make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). ○ Solve problems involving addition and subtraction of fractions with like denominators, by using information presented in line plots.	Consistently and independently meets all the requirements listed as Secure AND ○ Use fraction complements to solve problems more efficiently. ○ Apply and extend previous understandings of multiplication to multiply a whole number by a fraction (Ex. three x's for $\frac{1}{4}$, this student multiplies $3 \times \frac{1}{4}$ to solve versus adding $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) ○ Make conjectures about the data set ○ Create questions about the data set	T3