Avon Community School Corporation
Grade 4 Mathematics Unit 1 Report

Unit Update for: {{studentname}}

This report provides an overview of your child's performance on the key standards covered in this unit, as well as their scores on the unit assessments.

Levels of Proficiency

Proficient	Basic	Below Basic	Not Assessed

Proficient: Demonstrating solid academic performance and can apply their knowledge regularly.

Basic: Demonstrating partial understanding but lack consistency in application of skills.

Below Basic: Currently demonstrating below grade level proficiency and requires extra support.

Standards	Description	Performance
4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.	{{4NS1}}
4.NS.7	Use place value understanding to round multi-digit whole numbers to any given place value.	{{4NS7}}
4.CA.4	Investigate the mathematical relationship between factors and multiples for whole numbers from 1-100, including the set of factors and multiples for given numbers. Identify sets of factors and multiples for any given whole number up to 100.	{{4CA4}}
4.CA.5	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.	{{4CA5}}
4.CA.9	Describe the relationship between two terms and use it to find a second number when a first number is given. Generate a number pattern that follows a given rule.	{{4CA9}}
4.M.2	Within given measurement systems, convert larger units to smaller units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec., and use these conversions to solve real-world problems	{{4M2}}
4.M.3	Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	{{4M3}}

Shaded cells indicate standards for which proficiency is expected. Those not shaded will continue to be developed further this school year.

Unit Assessments

Assessment	Total Number of Points Student Earned
Unit 1 Multiplication, Division & Sequences Checkpoint	**{{OverallMultDivCheckpoint}}** out of **21**
Unit 1 Assessment	**{{OverallUnitAssess}}** out of **34** Scores between 27-34 are 80% or higher and a proficient score

How can I help at home?

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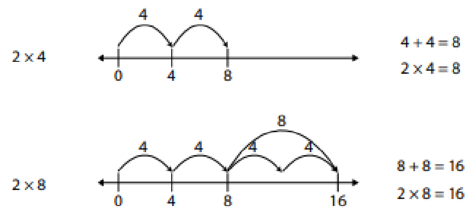
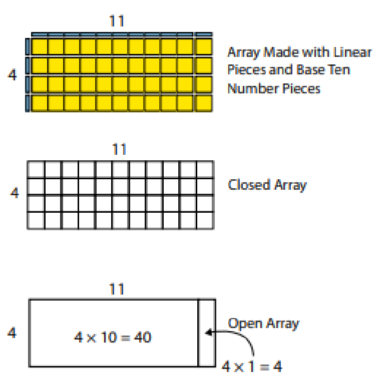
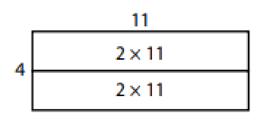
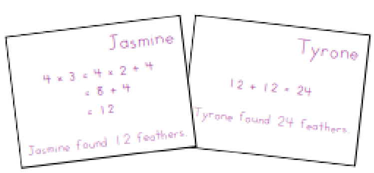
- Review the example of strategies and models used to develop these skills and concepts in this unit
- Visit www.mathlearningcenter.org for online resources. Here you can search for any skill you are wanting your child to work on.

PROBLEM	COMMENTS
	Students use the number line to model multiplication. In this example, they see that 2 × 8 is twice as much as 2 × 4. The number line shows multiplication as repeated addition or jumps of equal sizes. It helps students see the relationships among multiplication facts. Understanding those relationships builds computational fluency.
4 × 11 = 44 	The array is another important model for multiplication. In this model, the side lengths are the numbers being multiplied. The area (the number of squares) is the product. In this example, students multiply 4 and 11. They can use the array to show a variety of strategies for multiplying. Students could break up the array into 4-by-10 and 4-by-1 rectangles. They could also divide the array into two equal parts of 2-by-11. 4 × 11 = (2 × 2 × 11) = 2 × (2 × 11) = 2 × 22 = 44

PROBLEM	COMMENTS
Alexa found 4 feathers. Her sister Jasmine found 3 times as many feathers as Alexa. Their brother Tyrone found twice as many feathers as Jasmine. How many feathers did Jasmine find? How many feathers did Tyrone find? 	Many word problems invite students to think about multiplication and division as equal groups. For example, if three siblings each ate 2 grapes, they ate 6 grapes in all. Students also use multiplication and division to solve problems involving comparisons, for example, "3 times as many" or "one-third as many." We want students to appreciate that a variety of situations (equal groups, area, comparisons) call for multiplication and division, and there are many ways to represent these situations.