

Grade: Fourth

Subject: Reading

Phonics and Word Recognition: know and apply phonics and word analysis skills

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context; • connect words that are related to each other because they have the same base or root word.	A fourth grade student at this level can sometimes or with increased support: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context; • connect words that are related to each other because they have the same base or root word.	A fourth grade student at this level can usually: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context; • connect words that are related to each other because they have the same base or root word.	A fourth grade student at this level can consistently: • apply letter-sound correspondence skills to decode multi-syllable words in or out of context; • apply syllabication patterns to decode multi-syllable words in or out of context; • apply knowledge of roots and affixes to decode multi-syllable words in or out of context; • connect words that are related to each other because they have the same base or root word.

Grade: Fourth

Subject: Reading

Fluency: read with sufficient accuracy and fluency to support comprehension

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level reads grade level or below grade level text: • with very little expression and a monotone voice; • mostly word-by-word • at 74 WPM or less.	A fourth grade student at this level reads grade level or below grade level text: • with some expression that conveys meaning; • with inappropriate pauses and with shorter phrases most of the time; • at a minimum of 75 WPM.	A fourth grade student at this level reads grade level text: • with expression, mood, pace and tension <i>at times</i>; • with generally appropriate pauses, heeding most punctuation and reading with longer meaningful phrases <i>most of the time</i>; • at a minimum of 105 WPM.	A fourth grade student at this level reads grade level text: • with expression that reflects mood, pace, and tension <i>most of the time</i>; • with appropriate pauses, heeding <i>all</i> punctuation and reading <i>consistently</i> longer, meaningful phrases; • at a minimum of 105 WPM.

Grade: Fourth

Subject: Reading

Key Ideas and Details

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • refer to general textual evidence when explaining what the text says explicitly and when drawing inferences from the text • recount stories determining a central message, lesson, or moral, and explain how it is conveyed through key details in the text; • describe a character (using literal evidence), the setting, and an event in a story or drama.	A fourth grade student at this level can: • refer to general textual evidence when explaining what the text says explicitly and when drawing inferences from the text; • determine a theme of a story, drama, or poem using general details in the text and produce a summary; • describe a character's feelings, the setting, and an event in a story or drama using text support.	A fourth grade student at this level can: • refer to specific textual evidence when explaining what the text says explicitly and when drawing inferences from the text; • determine a theme of a story, drama, or poem using specific details in the text and produce a summary; • describe a character (using inference), the setting, and an event in a story or drama, drawing on specific details in the text.	A fourth grade student at this level can: • refer to meaningful details and examples when explaining what the text says explicitly and when drawing inferences from the text; • determine a theme of a story, drama, or poem using meaningful details in the text and produce a concise summary; • describe how a character changes over time citing thoughts, words, or actions; • describe a setting and the most important event in a story or drama, drawing on the most meaningful details in the text.

Grade: Fourth

Subject: Reading

Craft and Structure; respond to the author's choice of words, point of view, and structure

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • identify mythological phrases; • identifies prose, poetry, and drama; • identify who is telling the story using first or third person vocabulary.	A fourth grade student at this level can: • describe the meaning of mythological phrases; • identify the structure of prose, poetry and drama when provided with genre specific vocabulary; • describe how the first or third person perspective impacts the reader's understandings of the text.	A fourth grade student at this level can: • describe the meaning of mythological phrases; • identify the structures of prose, poetry and drama using genre-specific vocabulary; • compare or contrast first or third person perspectives between different texts and how these perspectives impact the reader's understandings of the texts.	A fourth grade student at this level can: • describe the meaning of mythological phrases supported by text evidence; • explain the differences between the structures of prose, poetry, and drama, using genre-specific vocabulary; • compare and contrast first and third person perspectives between different texts and how these perspectives impact the reader's understandings of the texts.

Grade: Fourth

Subject: Reading

Integration of Knowledge and Ideas

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: ● explain how the illustrations in a text contribute to what is conveyed in literary elements.	A fourth grade student at this level can: ● explain how the illustrations in a text contribute to what is conveyed in literary elements; ● compare generalized themes, setting or plot across texts by the same author.	A fourth grade student at this level can: ● compare text, visual, and oral presentations of the same story; ● compare and contrast stories with similar universal recurrent themes across literature from different cultures.	A fourth grade student at this level can: ● make connections between text, visual, and oral presentations and identify how each version reflects specific literary elements; ● compare and contrast stories with similar universal recurrent themes and explain differences in theme development; ● compare and contrast topics and patterns of events across literature from different cultures.

Grade: Fourth

Subject: Reading

Key Ideas and Details

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • refer to general textual evidence when explaining what the text says explicitly and when drawing inferences from the text • determine the main idea of a text; recount the key details and explain how they support the main idea	A fourth grade student at this level can: • refer to general textual evidence when explaining what the text says explicitly and when drawing inferences from the text; • determine the main idea of a text; recount the key details and explain how they support the main idea; recount the text • explain the concepts, ideas, procedures, events in historical, scientific and technical texts including what happened from a variety of informational texts.	A fourth grade student at this level can: • refer to specific textual evidence when explaining what the text says explicitly and when drawing inferences from the text; • determine the main idea of a text and support with key details; summarize the text using specific text evidence to communicate main ideas of the text; • explain the concepts, ideas, procedures, events in historical, scientific and technical text including what happened from a variety of informational texts.	A fourth grade student at this level can: • refer to meaningful details and examples in a historical, scientific, or technical text when explaining what the text says explicitly and when drawing inferences from the text; • determine the main idea in a historical, scientific, or technical text and support with key details; summarize historical, scientific, or technical text by paraphrasing the main ideas of the text; • explain the concepts, ideas, procedures, events in historical, scientific and technical text including what happened and why from a variety of informational texts.

Grade: Fourth

Subject: Reading

Craft and Structure

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • identify some types of the overall structure (descriptive, chronological, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text; • identify if one source is a firsthand or secondhand account.	A fourth grade student at this level can: • identify the overall structure (descriptive, chronological, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text; • identify if one source is a firsthand or secondhand account and describe the focus (perspective) and the information provided.	A fourth grade student at this level can: • identify the overall structure (descriptive, chronological, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text; • compare or contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus (perspective) and the information provided.	A fourth grade student at this level can: • describe the overall structure (descriptive, chronological, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or a part of a text and provide text evidence to explain reasoning; • compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus (perspective) and the information provided.

Grade: Fourth

Subject: Reading

Integration of Knowledge and Ideas

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • identify information presented visually; • identify an author's claim.	A fourth grade student at this level can: • demonstrate understanding of a text using information presented visually; • identify reasons an author provides to support claims.	A fourth grade student at this level can: • demonstrate understanding of a text using information presented visually, orally, or quantitatively and identify an example; • identify the reasons and evidence an author provides to support a claim.	A fourth grade student at this level can consistently: • explain how information presented visually, orally, or quantitatively contributes to an understanding of text and elaborate with examples; • explain how an author's reasons and evidence support a claim and elaborate with examples; • integrate information from at least two texts in order to present content clearly.

Grade: Fourth

Subject: Reading

Demonstrate understanding of figurative language

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level can: • use easily located, explicitly stated details to determine the meaning of familiar and content specific words and phrases in a text using context clues and reference materials; • recognize the use of figurative language, word relationships, and nuances with prompting.	A fourth grade student at this level can: • determine the meaning of words and content specific phrases in a text using a limited number of strategies including context clues, Greek and Latin roots and affixes, and reference materials with prompting; • recognize the use of figurative language, word relationships, and nuances.	A fourth grade student at this level can: • determine the meaning of words and content specific phrases in a text using a limited number of strategies including context clues, Greek and Latin roots and affixes, and reference materials; • recognize and attempt to explain the meaning of figurative language, word relationships, and nuances, but explanations may include misinterpretation.	A fourth grade student at this level can: • determine the meaning of unfamiliar and content specific words and phrases in a text using a variety of strategies, including context clues, Greek and Latin roots and affixes, and reference materials; • recognize and explain the meaning of figurative language, word relationships, and nuances.

Grade: Fourth Subject: Writing

Structures Opinion Writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level is able to write an opinion piece that: • writes an opinion or likes and dislikes and explains why; • writes a beginning which gets the reader's attention, names the topic or text, and gives an opinion. • writes more about the opinion; • writes an ending for the piece; • writes a part where that got the reader's attention and a part where that said more.	A fourth grade student at this level is able to write an opinion piece that: • writes an opinion or likes and dislikes, and gives reasons for the opinion; • writes a beginning which not only gives an opinion, but also sets readers up to expect that her writing will try to convince them of the opinion; • writes connection parts in the piece; • writes an ending that reminds readers of the opinion; • writes a piece had different parts; writes lots of lines for each part.	A fourth grade student at this level is able to write an opinion piece that: • writes an opinion and ideas on a text or a topic, and helps the reader understand the reasons; • writes a beginning in which not only sets readers up to expect an opinion piece, but also tries to hook them into caring about his opinion; • writes connections for ideas, reasons, and examples and connects at least one reason or example; • writes an ending that is a thought or comment related to the opinion; • writes his information in an organized manner so that each part writing is mostly about one thing.	A fourth grade student at this level is able to write an opinion piece that: • makes a claim about a topic or a text and tries to support reasons given; • writes a few sentences to hook readers, possibly by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information; • writes words and phrases to glue parts of her piece together, words and phrases to show a shift from saying reasons to giving evidence, and words and phrases to make a new point; • writes an ending that restates and reflects on the claim, perhaps suggesting an action or response based on what was written; • writes separate sections of information using paragraphs.

Grade: Fourth

Subject: Writing

Structures Informative Writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: • teaches readers about a topic; • names the topic in the beginning and got the reader's attention; • uses labels and words to give facts; • writes an ending; • tells different parts about her topic on different pages.	A fourth grade student at this level: • teaches some important points about a subject; • writes a beginning in which a subject is named and tries to interest the reader; • The writer tried to include the words that showed he was an expert on the subject; • uses words such as <i>and</i> and <i>also</i> to show he had more to say; • writes some sentences or a section at the end to wrap up her piece; • creates writing that has different parts and each part tells different information about the topic.	A fourth grade student at this level: • teaches readers different things about a subject by using ideas, observations, and questions; • introduces and attempts to hook readers by explaining why the subject matters; • uses general language and some domain-specific vocabulary to inform about or explain the topic; • uses transitional words appropriate to the text structure; • writes an ending that draws conclusions, asks questions, or suggests ways readers might respond; • groups information into paragraphs mostly related to the main topic.	A fourth grade student at this level: • teaches readers different things about a subject by using facts, details, quotes, and ideas in each part of writing; • clearly introduces and hooks readers by explaining why the subject matters • uses precise language and domain-specific vocabulary to inform about or explain the topic; • uses transitional words or phrases in each section that help the reader understand how one piece of information is connected with others; • writes an ending that reminds readers of the subject and either suggests a follow-up action or leaves readers with a final insight; • groups information into sections and uses paragraphs or chapters to separate sections.

Grade: Fourth **Subject:** Writing

Structures Narrative Writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: • writes about one time when something was done; • tries to make a beginning for the story; • puts her pages in order using words such as <i>and</i>, <i>then</i>, and <i>so</i>; • finds a way to end his story. • writes her story across three or more pages.	A fourth grade student at this level: • writes about one time when something was done; • thinks about how to write a good beginning and choses a way to start the story and chooses the action, talk, or setting that would make a good beginning; • tells the story in order by using words such as <i>when</i>, <i>then</i> and <i>after</i>; • chooses the action, talk, or feeling that would make a good ending; • writes a lot of lines on a page and writes across a lot of pages.	A fourth grade student at this level: • tells the story bit by bit; • writes a beginning that helped readers know who the characters were and what the setting was in the story; • tells the story in order by using phrases such as <i>a little later</i> and <i>after that</i>; • chooses the action, talk or feeling that would make a good ending and worked to write it well; • used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in the story.	A fourth grade student at this level: • writes the important part of an event bit by bit and takes out unimportant parts; • writes a beginning that showed what was happening and where, getting readers into the world of the story; • shows how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed); • writes an ending that connected to the beginning or the middle of the story and used action, dialogue, or feeling to bring his story to a close; • uses paragraphs to separate the different parts or times of the story or to show when a new character was speaking.

Grade: Fourth

Subject: Writing

Develops ideas by considering purpose

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
As appropriate to the type and purpose, a fourth grade student at this level can: • conduct guided research but gathers both relevant and unimportant information from print, digital sources, and experiences in note form; • sort information into provided categories; • use limited evidence to state facts.	As appropriate to the type and purpose, a fourth grade student at this level can: • conduct guided research but gathers both relevant and unimportant information from print, digital sources, and experiences in note form; • sort information into provided categories; • use evidence to state facts.	As appropriate to the type and purpose, a fourth grade student at this level can: • conduct research but gathers both relevant and unimportant information from print, digital sources, and experiences in note form; • determine categories and organizes information; • use evidence to support some analysis and reflection.	As appropriate to the type and purpose, a fourth grade student at this level can: • conduct research by gathering relevant information from print, digital sources, and experiences in note form; • determine categories and organizes information logically; • use evidence to support analysis and reflection throughout the writing; • provide a list of sources.

Grade: Fourth

Subject: Writing

Demonstrates command of language

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: ● rarely uses correct conventions in writing.	A fourth grade student at this level: ● inconsistently writes grammatically correct sentences that at times interfere with meaning; ● uses some correct conventions, but convention use can interfere with meaning.	A fourth grade student at this level: ● writes grammatically correct sentences most of the time that do not interfere with the meaning of a piece; ● uses correct conventions that do not interfere with meaning throughout most of a piece, including correct capitalization, quotations, commas, and grade-appropriate spelling	A fourth grade student at this level: ● writes grammatically correct sentences that do not interfere with the meaning throughout a piece; ● uses correct conventions that do not interfere with meaning throughout a piece, including correct capitalization, quotations, commas, and grade-appropriate spelling; ● chooses words and phrases that convey ideas precisely ● chooses punctuation for effect; ● chooses words that convey a tone that matches the task.

Grade: Fourth

Subject: Writing

Revises and edits to improve writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level does not revise and edit to improve writing.	A fourth grade student at this level: • strengthens writing by revising and editing using feedback from teacher; • uses technology to produce and publish writing as well as to interact and collaborate with others.	A fourth grade student at this level: • works with adults and peers to develop and strengthen writing as needed by planning, revising, and editing; • uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	A fourth grade student at this level: • works independently, with adults, and with peers to develop and strengthen writing as needed by planning, revising, and editing; • uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; • demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Grade: Fourth

Subject: Speaking and Listening

Clearly communicates ideas orally

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A fourth grade student at this level: - engages effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>; - asks questions to check understanding of information; - Determines main ideas and supporting details of a text read aloud or information presented in diverse media and formats; - speaks in complete sentences when appropriate to task and situation in order to provide detail or clarification.	A fourth grade student at this level: - engages effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>; - poses and responds to specific questions to clarify or follow up on information; - Determines main ideas and supporting details of a text read aloud or information presented in diverse media and formats; - speaks in complete sentences when appropriate to task and situation in order to provide detail or clarification.	A fourth grade student at this level: - engages effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>; - poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to the remarks of others; - paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; - differentiates between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

Grade: 4th

Subject: Mathematics

Use the four operations with whole numbers to solve problems

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: • use repeated addition, and picture models to solve multiplication problems; • determine whether a group of objects can be divided into equal groups to solve division problems.	A fourth grade student at this level: • use multiplication and division within 100 to solve word problems; • interpret and represent products and quotients; • determine the unknown number in a multiplication or division equation.	A fourth grade student at this level: • solves word problems with multiplication and division using drawings and equations with variables for unknown numbers; • solves multi-step word problems posed with whole numbers and whole number answers involving the four operations; • solves multi-step word problems with remainders; • represents word problems using equations with a letter standing for an unknown quantity..	A fourth grade student at this level: • solves word problems with multiplication and division using drawings and equations with variables for unknown numbers; • solves multi-step word problems posed with whole numbers and whole number answers involving the four operations; • solves multi-step word problems where remainders must be interpreted; • represents word problems using equations with a letter standing for an unknown quantity; • Interpret a multiplication equation as a comparison; • Assess the reasonableness of answers using mental computation and estimation.

Grade: Fourth

Subject: Mathematics

Gain familiarity with factors and multiples

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to work with factors and multiples.	A fourth grade student at this level can: • find factor pairs for a whole number in the range 1-100.	A fourth grade student at this level can: • determine whether a given number in the range 1-100 is prime or composite; • find factor pairs for a whole number in the range 1-100.	A fourth grade student at this level can: • determine whether a given number in the range 1-100 is prime or composite; • find all factor pairs for a whole number in the range 1-100; • recognize that a whole number is a multiple of each of its factors.

Grade: Fourth

Subject: Mathematics

Generate and analyze patterns

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to work generate number and shape patterns.	A fourth grade student at this level: • generates a number or shape pattern.	A fourth grade student at this level: • generates a number or shape pattern following a rule.	A fourth grade student at this level: • generates a number or shape pattern following a rule; • identifies features of that pattern that are not explicit in the rule itself.

Grade: Fourth

Subject: Mathematics

Generalize place value understanding for multi-digit whole numbers

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level is not able to multiply whole numbers.	A fourth grade student at this level: • multiplies one-digit whole numbers by multiples of 10 in the range of 10-90 using place value strategies and properties of operations; • uses place value to round whole numbers to the nearest 10 and 100.	A fourth grade student at this level: • describes place value concepts of ten times more and ten times less in whole number place value; • rounds whole numbers to any place value;	A fourth grade student at this level: • describes place value concepts of ten times more and ten times less in whole number place value; • rounds whole numbers to any place value; • reads and writes numbers in word, expanded, and standard form to 1,000,000; • compares whole numbers up to 1,000,000..

Grade: Fourth

Subject: Mathematics

Use place-value and properties of operations to perform multi-digit arithmetic

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: • adds and subtracts within 100 using concrete models, drawings, and place value strategies.	A fourth grade student at this level: • fluently adds and subtracts within 1000 using place value strategies, properties of operations, and/or the relationship between addition and subtraction.	A fourth grade student at this level: • adds and subtracts multi-digit whole numbers using place value strategies; • multiplies multi digit whole numbers by a one-digit whole number; • finds whole number quotients and remainders with up to four digit dividends and one digit divisors.	A fourth grade student at this level: • fluently adds and subtracts multi-digit whole numbers using the standard algorithm; • multiplies whole numbers up to four digits by a one-digit whole number; • multiplies two two-digit whole numbers; • finds whole number quotients and remainders with up to four digit dividends and one digit divisors; • illustrates and explains calculations by using equations, rectangular arrays, and area models.

Grade: Fourth

Subject: Mathematics

Extend understanding of fraction equivalence and ordering

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to compare fractions.	A fourth grade student at this level: • uses $>$, $<$, $=$ to compare two fractions with the same numerator or the same denominator by reasoning about their size.	A fourth grade student at this level: • explains and generates equivalent fractions by using fraction models; • compares fractions with different numerators and denominators by using benchmark fractions; • recognizes that fraction comparisons must refer to the same whole; • uses the symbols $>$, $=$, or $<$ to compare fractions.	A fourth grade student at this level: • explains and generates equivalent fractions by using fraction models; • compares fractions with different numerators and denominators by creating common denominators and numerators; • compares fractions with different numerators and denominators by using benchmark fractions; • recognizes that fraction comparisons must refer to the same whole; • uses the symbols $>$, $=$, or $<$ to compare fractions.

Grade: Fourth

Subject: Mathematics

Build fractions from unit fractions by applying understanding of operations

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to build fractions from unit fractions.	A fourth grade student at this level: • demonstrates understanding that when adding and subtracting fractions the whole is the same; • decomposes fractions into unit form and can demonstrate in a model.	A fourth grade student at this level: • demonstrates understanding that when adding and subtracting fractions the whole is the same; • decomposes fractions into unit form and can demonstrate in a model; • adds and subtracts mixed numbers with like denominators.	A fourth grade student at this level: • demonstrates understanding that when adding and subtracting fractions the whole is the same; • decomposes fractions into unit form and can demonstrate in a model; • adds and subtracts mixed numbers with like denominators; • solves word problems involving the same whole and having like denominators; • multiplies a fraction by a whole number using a visual fraction model; • solves word problems involving multiplication of a fraction by a whole number.

Grade: Fourth

Subject: Mathematics

Understand decimal notation for fractions

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to compare decimal fractions.	A fourth grade student at this level: • expresses a fraction with a denominator 10 as an equivalent fraction with denominator 100; • Uses decimal notation for fractions with denominators 10 or 100;	A fourth grade student at this level; • expresses a fraction with a denominator 10 as an equivalent fraction with denominator 100; • Uses decimal notation for fractions with denominators 10 or 100; • compares two decimals to hundredths by reasoning about their size; • records the results of comparisons with the symbols $>$, $=$, and $<$.	A fourth grade student at this level: • expresses a fraction with a denominator 10 as an equivalent fraction with a denominator of 100 and uses this technique to add two fractions with denominators 10 and 100; • Uses decimal notation for fractions with denominators 10 or 100; • compares two decimals to hundredths by reasoning about their size; • records the results of comparisons with the symbols $>$, $=$, and $<$ and justifies the conclusions.

Grade: Fourth

Subject: Mathematics

Solve problems involving measurement and conversion of measurements

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level: • knows relative sizes of measurement units within one system of units.	A fourth grade student at this level: • knows relative sizes of measurement units within one system of units; • apply the area and perimeter formulas for rectangles in the real world and mathematical problems.	A fourth grade student at this level: • knows relative sizes of measurement units within one system of units; • uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, or money; • apply the area and perimeter formulas for rectangles in the real world and mathematical problems.	A fourth grade student at this level: • knows relative sizes of measurement units within one system of units; • in a single system of measurement, expresses measurements in a larger unit in terms of a smaller unit; • uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money; • applies the area and perimeter formulas for rectangles in the real world and mathematical problems.

Grade: Fourth

Subject: Mathematics

Represent and Interpret Data

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to show measurement data by making a line plot.	A fourth grade student at this level: • shows measurement data by making a line plot, using whole numbers, halves, or fourths.	A fourth grade student at this level: • makes a line plot to display a set of measurements in fractions of a unit.	A fourth grade student at this level: • makes a line plot to display a set of measurements in fractions of a unit; • solves problems involving addition and subtraction of fractions by using information presented in line plots.

Grade: Fourth

Subject: Mathematics

Geometric Measurement

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.	A fourth grade student at this level: • recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint; • measures angles in whole-number degrees using a protractor; • sketches angles of a specified measure.	A fourth grade student at this level: • recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint; • measures angles in whole-number degrees using a protractor; • sketches angles of a specified measure; • recognizes angle measures as additive.	A fourth grade student at this level: • recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint; • demonstrates understanding of concepts of angle measurement as a fraction of the circular arc between the points where two rays intersect a circle; • measures angles in whole-number degrees using a protractor; • sketches angles of a specified measure; • recognizes angle measures as additive; • solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

Grade: 4th **Subject:** Mathematics

Draw and identify lines and angles

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A fourth grade student at this level requires extensive support to draw and identify shapes by properties.	A fourth grade student at this level: • draws points, lines, line segments, rays, angles, perpendicular lines, and parallel lines; • identifies these shapes in two-dimensional figures;	A fourth grade student at this level: • draws points, lines, line segments, rays, angles, perpendicular lines, and parallel lines; • identifies these shapes in two-dimensional figures; • recognizes lines of symmetry for a two-dimensional figure; • identifies line-symmetric figures; • draws lines of symmetry.	A fourth grade student at this level: • draws points, lines, line segments, rays, angles, perpendicular lines, and parallel lines; • identifies these shapes in two-dimensional figures; • classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines; • classifies two-dimensional figures based on the presence or absence of angles of a specified size; • recognizes lines of symmetry for a two-dimensional figure; • identifies line-symmetric figures; • draws lines of symmetry.