

Mathematics Grade 4

Operations and Algebraic Thinking

1. Multiplies basic facts fluently (Standard: 4.OA.1; 4.OA.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: relating multiplication equations to multiplicative comparison	Student requires teacher prompting and support to: relate multiplication equations to multiplicative comparison	Student consistently and independently: relates multiplication equations to multiplicative comparison	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: relating multiplication equations to multiplicative comparison
2	Student demonstrates little or no understanding of: relating multiplication equations to multiplicative comparison	Student requires teacher prompting and support to: relate multiplication equations to multiplicative comparison	Student consistently and independently: relates multiplication equations to multiplicative comparison	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: relating multiplication equations to multiplicative comparison
3	Student demonstrates little or no understanding of: relating multiplication equations to multiplicative comparison	Student requires teacher prompting and support to: relate multiplication equations to multiplicative comparison	Student consistently and independently: relates multiplication equations to multiplicative comparison	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: relating multiplication equations to multiplicative comparison

2. Divides basic facts fluently (Standard: 4.OA.2)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: relating division equations to multiplicative comparisons
3	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	Student demonstrates little or no understanding of: relating division equations to multiplicative comparisons	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: relating division equations to multiplicative comparisons

3. Uses the four operations to solve multistep word problems (Standards: 4.OA.2; 4.OA.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: - distinguishing multiplicative comparisons from additive comparisons - dividing to solve word problems involving multiplicative comparisons - solving multi-step word problems using the four operations - assessing the reasonableness of answers to multi-step word problems - using algebraic equations to represent multi-step word problems	Student requires teacher prompting and support to: - distinguish multiplicative comparisons from additive comparisons - divide to solve word problems involving multiplicative comparisons - solve multi-step word problems using the four operations - assess the reasonableness of answers to multi-step word problems - use algebraic equations to represent multi-step word problems	Student consistently and independently: - distinguish multiplicative comparisons from additive comparisons - divide to solve word problems involving multiplicative comparisons - solve multi-step word problems using the four operations - assess the reasonableness of answers to multi-step word problems - use algebraic equations to represent multi-step word problems	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - distinguishing multiplicative comparisons from additive comparisons - dividing to solve word problems involving multiplicative comparisons - solving multi-step word problems using the four operations - assessing the reasonableness of answers to multi-step word problems and clearly communicating mathematical reasoning - using algebraic equations to represent multi-step word problems
2	Student demonstrates little or no understanding of: - distinguishing multiplicative comparisons from additive comparisons - dividing to solve word problems involving multiplicative comparisons - solving multi-step word problems using the four operations including problems in which	Student requires teacher prompting and support to: - distinguish multiplicative comparisons from additive comparisons - divide to solve word problems involving multiplicative comparisons - solve multi-step word problems using the four operations including problems in which remainders must be interpreted	Student consistently and independently: - distinguish multiplicative comparisons from additive comparisons - divide to solve word problems involving multiplicative comparisons - solve multi-step word problems using the four operations including problems in which remainders must be interpreted	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - distinguishing multiplicative comparisons from additive comparisons - dividing to solve word problems involving multiplicative comparisons - solving multi-step word problems using the four

	remainders must be interpreted • assessing the reasonableness of answers to multi-step word problems • using algebraic equations to represent multi-step word problems	• assess the reasonableness of answers to multi-step word problems • use algebraic equations to represent multi-step word problems	• assess the reasonableness of answers to multi-step word problems • use algebraic equations to represent multi-step word problems	operations including problems in which remainders must be interpreted • assessing the reasonableness of answers to multi-step word problems and clearly communicating mathematical reasoning • using algebraic equations to represent multi-step word problems
3	Student demonstrates little or no understanding of: • distinguishing multiplicative comparisons from additive comparisons • dividing to solve word problems involving multiplicative comparisons • solving multi-step word problems using the four operations including problems in which remainders must be interpreted • assessing the reasonableness of answers to multi-step word problems • using algebraic equations to represent multi-step word problems	Student requires teacher prompting and support to: • distinguish multiplicative comparisons from additive comparisons • divide to solve word problems involving multiplicative comparisons • solve multi-step word problems using the four operations including problems in which remainders must be interpreted • assess the reasonableness of answers to multi-step word problems • use algebraic equations to represent multi-step word problems	Student consistently and independently: • distinguish multiplicative comparisons from additive comparisons • divide to solve word problems involving multiplicative comparisons • solve multi-step word problems using the four operations including problems in which remainders must be interpreted • assess the reasonableness of answers to multi-step word problems • use algebraic equations to represent multi-step word problems	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • distinguishing multiplicative comparisons from additive comparisons • dividing to solve word problems involving multiplicative comparisons • solving complex multi-step word problems using the four operations including problems in which remainders must be interpreted • assessing the reasonableness of answers to multi-step word problems and clearly communicating mathematical reasoning • using algebraic equations to represent multi-step word problems

4. Finds factor pairs and recognizes multiples (Standard: 4.OA.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: • finding factor pairs • recognizing that a whole number is a multiple of each of its factors • determining whether one number is a multiple of another • identifying prime or composite numbers	Student requires teacher prompting and support to: • find factor pairs • recognize that a whole number is a multiple of each of its factors • determine whether one number is a multiple of another • identify prime or composite numbers	Student consistently and independently: • find factor pairs • recognize that a whole number is a multiple of each of its factors • determine whether one number is a multiple of another • identify prime or composite numbers	Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • finding factor pairs • recognizing that a whole number is a multiple of each of its factors • determining whether one number is a multiple of another • identifying prime or composite numbers
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A

5. Generates and analyzes patterns (Standard: 4.OA.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: - generating a number pattern that follows a given rule - generating a shape pattern that follows a given rule - identifying apparent features of the pattern that were not explicit in the rule itself	Student requires teacher prompting and support to: - generate a number pattern that follows a given rule - generate a shape pattern that follows a given rule - identify apparent features of the pattern that were not explicit in the rule itself and explain why the numbers will continue to alternate in this way	Student consistently and independently: - generates a number pattern that follows a given rule - generates a shape pattern that follows a given rule - identifies apparent features of the pattern that were not explicit in the rule itself and explains why the numbers will continue to alternate in this way	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - generating a number pattern that follows a given rule - generating a shape pattern that follows a given rule - identifying apparent features of the pattern that were not explicit in the rule itself and explains why the numbers will continue to alternate in this way
2	Student demonstrates little or no understanding of: - generating a number pattern that follows a given rule - generating a shape pattern that follows a given rule - identifying apparent features of the pattern that were not explicit in the rule itself	Student requires teacher prompting and support to: - generate a number pattern that follows a given rule - generate a shape pattern that follows a given rule - identify apparent features of the pattern that were not explicit in the rule itself and explain why the numbers will continue to alternate in this way	Student consistently and independently: - generates a number pattern that follows a given rule - generates a shape pattern that follows a given rule - identifies apparent features of the pattern that were not explicit in the rule itself and explains why the numbers will continue to alternate in this way	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - generating a number pattern that follows a given rule - generating a shape pattern that follows a given rule - identifying apparent features of the pattern that were not explicit in the rule itself and explains why the numbers will continue to alternate in this way
3	N/A	N/A	N/A	N/A

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Number and Operations in Base Ten

1. Reads, writes and identifies place value for multi-digit whole numbers (Standards: 4.NBT.1; 4.NBT.2; 4.NBT.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: • recognizing that a digit in one place represents ten times what it represents in the place to its right • reading and writing base-ten numerals for multi-digit numbers • reading and writing names for multi-digit numbers • using expanded form for multi-digit numbers • comparing two multi-digit numbers and use the symbols $>$, $=$, and $<$ • rounding multi-digit whole numbers to any place	Student requires teacher prompting and support to: • recognize that a digit in one place represents ten times what it represents in the place to its right • read and write base-ten numerals for multi-digit numbers • read and write names for multi-digit numbers • use expanded form for multi-digit numbers • compare two multi-digit numbers and use the symbols $>$, $=$, and $<$ • round multi-digit whole numbers to any place	Student consistently and independently: • recognizes that a digit in one place represents ten times what it represents in the place to its right • reads and writes base-ten numerals for multi-digit numbers • reads and writes names for multi-digit numbers • uses expanded form for multi-digit numbers • compares two multi-digit numbers and use the symbols $>$, $=$, and $<$ • rounds multi-digit whole numbers to any place	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • recognizing that a digit in one place represents ten times what it represents in the place to its right • reading and writing base- ten numerals for multi-digit numbers • reading and writing names for multi-digit numbers • using expanded form for multi-digit numbers • comparing two multi-digit numbers and use the symbols $>$, $=$, and $<$ • rounding multi-digit whole numbers to any place
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A

2. Adds and subtracts multi-digit whole numbers with accuracy and fluency (Standard: 4.NBT.4)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: • fluently adding multi-digit whole numbers using the standard algorithm • fluently subtracting multi-digit whole numbers using the standard algorithm	Student requires teacher prompting and support to: • fluently add multi-digit whole numbers using the standard algorithm • fluently subtract multi-digit whole numbers using the standard algorithm	Student consistently and independently: • adds multi-digit whole numbers using the standard algorithm with fluency • subtracts multi-digit whole numbers using the standard algorithm with fluency	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • fluently adding multi-digit whole numbers using the standard algorithm • fluently subtracting multi-digit whole numbers using the standard algorithm
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A

3. Uses place value understanding and properties of operations to perform multi-digit multiplication with whole numbers (Standards: 4.NBT.5)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: • multiplying up to a four-digit number by a one-digit number • multiplying two two-digit numbers • modeling multi-digit multiplication	Student requires teacher prompting and support to: • multiply up to a four-digit number by a one-digit number • multiply two two-digit numbers • model multi-digit multiplication	Student consistently and independently: • multiplies up to a four-digit number by a one-digit number • multiplies two two-digit numbers • models multi-digit multiplication	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • multiplying up to a four-digit number by a one-digit number • multiplying two two-digit numbers • modeling multi-digit multiplication
3	N/A	N/A	N/A	N/A

4. Uses place value understanding and properties of operations to accurately solve long division problems with one-digit divisors (Standards: 4.NBT.6)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: • dividing up to four-digit dividends by 1-digit divisors • modeling division of up to four-digit dividends by one-digit divisors	Student requires teacher prompting and support to: • divide up to four-digit dividends by 1-digit divisors • model division of up to four-digit dividends by one-digit divisors	Student consistently and independently: • divides up to four-digit dividends by 1-digit divisors • models division of up to four-digit dividends by one-digit divisors	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • dividing up to four-digit dividends by 1-digit divisors • modeling division of up to four-digit dividends by one-digit divisors
3	N/A	N/A	N/A	N/A

Number and Operations – Fractions**1. Recognizes and generates equivalent fractions; Compare and order fractions (Standards: 4.NF.1; 4.NF.2)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: • explaining why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ • recognizing and generating equivalent fractions • compares two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$	Student requires teacher prompting and support to: • explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ • recognize and generate equivalent fractions • compares two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$	Student consistently and independently: • explains why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ • recognizes and generates equivalent fractions • compares two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • explaining why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ • recognizing and generating equivalent fractions • compares two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$
3	N/A	N/A	N/A	N/A

2. Adds and subtracts fractions and mixed numbers with like denominators (Standards: 4.NF.3)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	Student demonstrates little or no understanding of: • understanding a fraction a/b with $a > 1$ as a sum of fractions $1/b$ • interpreting addition and subtraction of fractions • decomposing fractions • adding & subtracting mixed numbers with like denominators • solving word problems involving addition & subtraction of fractions with like denominators	Student requires teacher prompting and support to: • understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ • interpret addition and subtraction of fractions" • decompose fractions • add & subtract mixed numbers with like denominators • solve word problems involving addition & subtraction of fractions with like denominators	Student consistently and independently: • understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$ • interprets addition and subtraction of fractions • decomposes fractions • adds & subtracts mixed numbers with like denominators • solves word problems involving addition & subtraction of fractions with like denominators	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • understanding a fraction a/b with $a > 1$ as a sum of fractions $1/b$ • interpreting addition and subtraction of fractions • decomposing fractions • adding & subtracting mixed numbers with like denominators • solving word problems involving addition & subtraction of fractions with like denominators
3	N/A	N/A	N/A	N/A

3. Multiplies fractions by whole numbers (Standard 4.NF.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • multiplying a fraction by a whole number • understanding a fraction a/b as a multiple of $1/b$ • understanding that $n \times (a/b) = (n \times a)/b$ • solving word problems involving multiplication of a fraction by a whole number	Student requires teacher prompting and support to: • multiply a fraction by a whole number • understands a fraction a/b as a multiple of $1/b$ • understands that $n \times (a/b) = (n \times a)/b$ • solves word problems involving multiplication of a fraction by a whole number	Student consistently and independently: • multiplies a fraction by a whole number • understands a fraction a/b as a multiple of $1/b$ • understands that $n \times (a/b) = (n \times a)/b$ • solves word problems involving multiplication of a fraction by a whole number	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • multiplying a fraction by a whole number • understanding a fraction a/b as a multiple of $1/b$ • understanding that $n \times (a/b) = (n \times a)/b$ • solving word problems involving multiplication of a fraction by a whole number

4. Shows understanding of the relationship between fractions and decimals (Standards: 4.NF.5; 4.NF.6; 4.NF.7).

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • expressing a fraction with denominator 10 as an equivalent fraction with denominator 100 • using equivalent fractions to add two fractions with respective denominators of 10 and 100 • little or no understanding of using decimal notation for fractions with denominators 10 or 100 • using decimal notation to describe length • showing decimals on a number line • comparing two decimals to hundredths and use the symbols $>$, $=$, or $<$	Student requires teacher prompting and support to: • express a fraction with denominator 10 as an equivalent fraction with denominator 100 • use equivalent fractions to add two fractions with respective denominators of 10 and 100 • use decimal notation for fractions with denominators 10 or 100 • use decimal notation to describe length • show decimals on a number line • compare two decimals to hundredths and use the symbols $>$, $=$, or $<$	Student consistently and independently: • expresses a fraction with denominator 10 as an equivalent fraction with denominator 100 • uses equivalent fractions to add two fractions with respective denominators of 10 and 100 • uses decimal notation for fractions with denominators 10 or 100 • uses decimal notation to describe length • shows decimals on a number line • compares two decimals to hundredths and use the symbols $>$, $=$, or $<$	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • expressing a fraction with denominator 10 as an equivalent fraction with denominator 100 • using equivalent fractions to add two fractions with respective denominators of 10 and 100 • using decimal notation for fractions with denominators 10 or 100 • using decimal notation to describe length • showing decimals on a number line • comparing two decimals to hundredths and use the symbols $>$, $=$, or $<$

Measurement				
1. Converts units of measures (Standard: 4.M.1)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • relative sizes of measurement units within one system of units • relative sizes of units of length • relative sizes of units of mass • relative sizes of units of weight • relative sizes of units of liquid volume • relative sizes of units of time • converting from larger units to smaller units • making a table of measurement equivalents	Student requires teacher prompting and support to: • know relative sizes of measurement units within one system of units • know relative sizes of units of length • know relative sizes of units of mass • know relative sizes of units of weight • know relative sizes of units of liquid volume • know relative sizes of units of time • convert from larger units to smaller units • make a table of measurement equivalents	Student consistently and independently: • knows relative sizes of measurement units within one system of units • knows relative sizes of units of length • knows relative sizes of units of mass • knows relative sizes of units of weight • knows relative sizes of units of liquid volume • knows relative sizes of units of time • converts from larger units to smaller units • makes a table of measurement equivalents	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • knowing relative sizes of measurement units within one system of units • knowing relative sizes of units of length • knowing relative sizes of units of mass • knowing relative sizes of units of weight • knowing relative sizes of units of liquid volume • knowing relative sizes of units of time • converting from larger units to smaller units • making a table of measurement equivalents

2. Solves problems involving measurement (Standards: 4.M.2; 4.M.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • solving word problems involving distances • solving word problems involving intervals of time • solving word problems involving liquid volumes • solving word problems involving masses of objects • solving word problems involving money • using the four operations to solve measurement word problems involving simple fractions • representing measurement quantities on number line diagrams • using the area formula for rectangles • using the perimeter formula for rectangles	Student requires teacher prompting and support to: • solves word problems involving distances • solves word problems involving intervals of time • solving word problems involving liquid volumes • solving word problems involving masses of objects • solving word problems involving money • using the four operations to solve measurement word problems involving simple fractions • representing measurement quantities on number line diagrams • using the area formula for rectangles • using the perimeter formula for rectangles	Student consistently and independently: • solves word problems involving distances • solves word problems involving intervals of time • solves word problems involving liquid volumes • solves word problems involving masses of objects • solves word problems involving money • uses the four operations to solve measurement word problems involving simple fractions • represents measurement quantities on number line diagrams • uses the area formula for rectangles • uses the perimeter formula for rectangles	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • solving word problems involving distances • solving word problems involving intervals of time • solving word problems involving liquid volumes • solving word problems involving masses of objects • solving word problems involving money • using the four operations to solve measurement word problems involving simple fractions • representing measurement quantities on number line diagrams • using the area formula for rectangles • using the perimeter formula for rectangles

3. Measures angles using a protractor (Standards: 4.M.5; 4.M.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • how angles are formed • concepts of angle measurement • relating angle measurement in degrees to circles • relating one-degree angles to n-degree angles • measuring angles using a protractor • sketching angles of specified measure "recognizes angle measure as additive • solves addition and subtraction problems to find unknown angles on a diagram	Student requires teacher prompting and support to: • understand how angles are formed • understand concepts of angle measurement • relate angle measurement in degrees to circles • relate one-degree angles to n-degree angles • measure angles using a protractor • sketch angles of specified measure "recognizes angle measure as additive • solves addition and subtraction problems to find unknown angles on a diagram	Student consistently and independently: • understands how angles are formed • understands concepts of angle measurement • relates angle measurement in degrees to circles • relates one-degree angles to n-degree angles measures angles using a protractor • sketch angles of specified measure • recognizes angle measure as additive • solves addition and subtraction problems to find unknown angles on a diagram	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • understanding how angles are formed • understanding concepts of angle measurement • relating angle measurement in degrees to circles • relating one-degree angles to n-degree angles • measuring angles using a protractor sketching angles of specified measure • recognizes angle measures as additive • solves addition and subtraction problems to find unknown angles on a diagram

Data Literacy				
1. Represents and interprets data (Standard: 4.DL.3; 4.DL.4; 4.DL.5)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • solving problems involving addition and subtraction of fractions by using measurement data in line plots • making a line plot to display measurements involving halves, fourths, eighths of a unit	Student requires teacher prompting and support to: • solve problems involving addition and subtraction of fractions by using measurement data in line plots • make a line plot to display measurements involving halves, fourths, eighths of a unit	Student consistently and independently: • solves problems involving addition and subtraction of fractions by using measurement data in line plots • makes a line plot to display measurements involving halves, fourths, eighths of a unit	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • solving problems involving addition and subtraction of fractions by using measurement data in line plots • making a line plot to display measurements involving halves, fourths, eighths of a unit

<u>Geometry</u>				
1. Draws and identifies lines and angles / Classifies shapes based on lines and angles (Standards: 4.G.1; 4.G.2; 4.G.3)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	Student demonstrates little or no understanding of: • drawing and identifying points, lines, line segments, and rays • drawing and identifying parallel and perpendicular lines • drawing and identifying angles drawing and identifying right, acute, and obtuse angles • uses parallel or perpendicular lines to classify figures • uses angle measure to classify figures • categorizes and identifies right triangles • understands, identifies, and draws lines symmetry	Student requires teacher prompting and support to: • draw and identify points, lines, line segments, and rays • draw and identify parallel and perpendicular lines • draw and identify angles • draw and identify right, acute, and obtuse angles uses parallel or perpendicular lines to classify figures • uses angle measure to classify figures • categorizes and identifies right triangle • understands, identifies, and draws lines symmetry	Student consistently and independently: • draws and identifies points, lines, line segments, and rays • draws and identifies parallel and perpendicular lines • draws and identifies angles draws and identifies right, acute, and obtuse angles • uses parallel or perpendicular lines to classify figures • uses angle measure to classify figures • categorizes and identifies right triangles • understands, identifies, and draws lines symmetry"	“Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • drawing and identifying points, lines, line segments, and rays • drawing and identifying parallel and perpendicular lines • drawing and identifying angles • drawing and identifying right, acute, and obtuse angle • uses parallel or perpendicular lines to classify figures • uses angle measure to classify figures • categorizes and identifies right triangles • understands, identifies, and draws lines symmetry

Mathematical Practices**1. Makes sense of problems and perseveres in solving them**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	When given a problem, student is unable to: • Make a plan and apply strategies to solve the problem, determine if it makes sense, and check their work.	When given a problem, a student, with prompting and guidance, is sometimes able to: • Make a plan and apply strategies to solve the problem, determine if it makes sense, and check their work.	When given a problem, a student is consistently able to: • Make a plan and apply strategies to solve the problem, determine if it makes sense, and check their work.	When given a problem, a student is consistently able to: • Make a plan and apply strategies to solve the problem, determine if it makes sense, and check their work. • The student can also persevere to solve the problem accurately and suggest at least one other way to solve the problem.

2. Reasons abstractly and quantitatively

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to: select effective strategy identify appropriate operations mathematically compute the correct answer	Student sometimes: selects effective strategy identifies appropriate operations mathematically computes the correct answer	Student consistently: selects effective strategy identifies appropriate operations mathematically computes the correct answer	Student consistently: interprets the task and applies appropriate operations computes accurately on more complex problems makes connections to other mathematical ideas or contexts

3. Constructs viable mathematical arguments

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to: communicate mathematical thinking with accurate vocabulary; communicate logical arguments that follow a clear and coherent path throughout the problem	Student sometimes but not consistently: communicates all mathematical thinking with accurate vocabulary; communicates logical arguments that follow a clear and coherent path throughout the problem	Student consistently: communicates all mathematical thinking with accurate vocabulary; communicates logical arguments that follow a clear and coherent path throughout the problem	Student consistently: communicates all mathematical thinking precisely and with accurate vocabulary; communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

4. Models with mathematics

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to: use representations that are effective use appropriate representations that are complete	Student sometimes: uses representations that are effective uses appropriate representations that are complete	Student consistently: uses representations that are effective uses appropriate representations that are complete	Student consistently: uses representations that are both elegant and insightful uses appropriate representations on more complex problems

Science

Trimester One- Earth Science (4-ESS1-1, 4-ESS2-1, 4-ESS2-2)				
Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Changing Earth	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation.	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

Trimester Two- Physical Science (4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-PS4-1, 4-PS4-2, 4-PS4-3)				
Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Energy Waves and Information	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation.	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

**Trimester Three- Earth Science and Life Science
(4-ESS3-1, 4-ESS3-2, 4-LS1-1, 4-LS1-2)**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Earth and Human Activity From Molecules to Organisms: Structures and Processes	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation.	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation.	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

Science Inquiry and Engineering- All Trimesters (3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable, even with prompting to: • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence. • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities.	With prompting and support student is able to: • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence • Apply scientific concepts to real world scenarios • Contribute to class discussions and activities.	-Student is able to consistently: • Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Construct arguments which support scientific concepts based on evidence. • Apply scientific concepts to real world scenarios. • Contribute to class discussions and activities.	-Student meets all criteria for "Meets Standards" and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: • Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. • Constructing arguments which support scientific concepts based on evidence • Applying scientific concepts to real world scenarios • Contributing to class discussions and activities.