# Fourth Grade Math Rubric

| Fourth Grade Math Rubric | 1-Limited Understanding of Grade Level Standard | 2-Progressing Towards Grade Level Standard | 3-Meets Grade Level Standard |
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| **Factors & Multiples** | | | |
| Applies understanding of multiplication and area to work with factors and multiples. | Understanding is limited when using multiplication and area to work with factors and multiples; requires significant teacher support. | Inconsistently applies understanding of multiplication and area to work with factors and multiples. | Consistently applies understanding of multiplication and area to work with factors and multiples. |
| **Fraction Equivalence & Comparison** | | | |
| Generates and reasons about equivalent fractions and compares fractions with the following denominators: 2-8, 10, 12, 100. | Understanding is limited when reasoning about equivalent fractions and comparing fractions; requires significant teacher support. | Inconsistently reasons about equivalent fractions and compares fractions. | Consistently reasons about equivalent fractions and compares fractions. |
| **Extending Operations to Fractions** | | | |
| Demonstrates understanding that a fraction is a product of a whole number and a unit fraction. | Understanding is limited when demonstrating understanding that a fraction is a product of a whole number and a unit fraction; requires significant teacher support. | Inconsistently demonstrates understanding that a fraction is a product of a whole number and a unit fraction. | Consistently demonstrates understanding that a fraction is a product of a whole number and a unit fraction. |
| Adds and subtracts fractions with like-denominators. | Understanding is limited when adding and subtracting fractions with like- denominators; requires significant teacher support. | Inconsistently adds and subtracts fractions with like-denominators. | Consistently adds and subtracts fractions with like-denominators. |
| **From Hundredths to Hundred-thousands** | | | |
| Reads, writes and compares numbers in decimal notation. | Understanding is limited when reading, writing, and comparing numbers in decimal notation; requires significant teacher support. | Inconsistently reads, writes, and compares numbers in decimal notation. | Consistently reads, writes, and compares numbers in decimal notation. |
| Extends place value understanding for multi-digit whole numbers within 1,000,000 . | Understanding is limited of place value for multi digit numbers; requires significant teacher support. | Inconsistently understands place value for multi digit numbers. | Consistently understands place value for multi digit numbers. |
| **Multiplicative Comparison and Measurement** | | | |
| Interprets, represents, and solves multiplicative comparison problems using an understanding of the relationship between multiplication and division. | Understanding is limited when interpreting, representing, and solving multiplicative comparison problems using an understanding of the relationship between multiplication and division; requires significant teacher support. | Inconsistently interprets, represents, and solves multiplicative comparison problems using an understanding of the relationship between multiplication and division. | Consistently interprets, represents, and solves multiplicative comparison problems using an understanding of the relationship between multiplication and division. |
| Converts units of measure within a given system from larger to smaller units. | Understanding is limited when converting units of measure within a given system from larger to smaller units; requires significant teacher support. | Inconsistently converts units of measure within a given system from larger to smaller units. | Consistently converts units of measure within a given system from larger to smaller units. |

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| **Multiplying and Dividing Multi-Digit Numbers** | | | |
| Multiplies multi-digit whole numbers using partial products strategies. | Understanding is limited when multiplying multi-digit whole numbers using partial product strategies; requires significant teacher support. | Inconsistently multiplies multi-digit whole numbers using partial product strategies. | Consistently multiplies multi-digit whole numbers using partial product strategies. |
| Divides multi-digit whole numbers using partial quotients strategies. | Understanding is limited when dividing multi-digit whole numbers using partial quotients strategies; requires significant teacher support. | Inconsistently divides multi-digit whole numbers using partial quotients strategies. | Consistently divides multi-digit whole numbers using partial quotients strategies. |
| Solves multi-step problems using the four four operations. | Understanding is limited when solving multi-step problems using the four operations; requires significant teacher support. | Inconsistently solves multi-step problems using the four operations. | Consistently solves multi-step problems using the four operations. |
| **Angle and Angle Measurement** | | | |
| Draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. | Understanding is limited when drawing and identifying points, rays, segments, angles, and lines, including parallel and perpendicular lines; requires significant teacher support. | Inconsistently draws and identifies points, rays, segments, angles, and lines, including parallel and perpendicular lines. | Consistently draws and identifies points, rays, segments, angles, and lines, including parallel and perpendicular lines. |
| **Properties of Two-Dimensional Shapes** | | | |
| Classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry. | Understanding is limited when classifying triangles and quadrilaterals and learning about lines of symmetry; requires significant teacher support. | Inconsistently classifies triangles and quadrilaterals and learns about lines of symmetry. | Consistently classifies triangles and quadrilaterals, and learns about lines of symmetry. |
| Use understanding of these attributes to solve problems, including problems involving perimeter. | Understanding is limited when using understanding of these attributes to solve problems; requires significant teacher support. | Inconsistently understands these attributes to solve problems. | Consistently understands these attributes to solve problems. |