4th Grade Math

Operations and Algebraic Thinking

| Trimester | Standard | Proficiency Indicators | | | |
|-----------|--|---|--|--|---|
| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 1, 2, 3 | Solves problems involving the four operations 4.OA.1, 4.OA.2, 4.OA.3 | The student is seldom able to solve problems involving the four operations with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to solve problems involving the four operations with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to solve problems involving the four operations to demonstrate grade level expectations. | The student is able to solve problems involving the four operations, to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |
| 1 | Gains familiarity with factors and multiples 4.OA.4 | The student is seldom able to gain familiarity with factors and multiples with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to gain familiarity with factors and multiples with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to gain familiarity with factors and multiples to demonstrate grade level expectations. | The student is able to gain familiarity with factors and multiples to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |

| Numbers and Operations in Base Ten and Fractions | | | | | |
|--|---|---|--|--|---|
| Trimester | Standard | Proficiency Indicators | | | |
| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 2 | Uses place value understanding and properties of operations to perform multi-digit arithmetic problems | The student is seldom able to use place value understanding and properties of operations to perform multi-digit arithmetic problems with guidance and support from peers and adults to | The student is sometimes able to use place value understanding and properties of operations to perform multi-digit arithmetic problems with guidance and support from peers and adults to | The student is usually able to use place value understanding and properties of operations to perform multi-digit arithmetic problems to demonstrate grade level expectations. | The student is able to use place value understanding and properties of operations to perform multi-digit arithmetic problems to demonstrate grade level expectations and is beginning to |

| | 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.NBT.5, 4.NBT.6 | demonstrate grade level expectations. | demonstrate grade level expectations. | | demonstrate above grade level expectations. |
|---|---|--|---|--|---|
| 1 | Extends understanding of fraction equivalence and ordering 4.NF.1, 4.NF.2 | The student is seldom able to extend the understanding of fraction equivalence and ordering with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to extend the understanding of fraction equivalence and ordering with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to extend the understanding of fraction equivalence and ordering to demonstrate grade level expectations. | The student is able to extend the understanding of fraction equivalence and ordering to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |
| 1 | Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers 4.NF.3, 4.NF.4 | The student is seldom able to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers to demonstrate grade level expectations. | The student is able to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |
| 1 | Understands decimal notation for fractions and compares decimal fractions 4.NF.5, 4.NF.6, 4.NF.7 | The student is seldom able to understand decimal notation for fractions and compare decimal fractions with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to understand decimal notation for fractions and compare decimal fractions with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to understand decimal notation for fractions and compare decimal fractions to demonstrate grade level expectations. | The student is able to understand decimal notation for fractions and compare decimal fractions to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |

| Measurement and Data | | | | | | |
|----------------------|------------------------------|---|--|---|---|--|
| Trimester | Standard | Proficiency Indicators | | | | |
| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations | |
| 2, 3 | Solves problems involving | The student is seldom able to solve problems | The student is sometimes able to solve problems | The student is usually able to solve problems | The student is able to solve problems involving | |

| | measurement and conversion of measurements from a larger unit to a smaller unit 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7 | involving measurement and conversion of measurements from a larger unit to a smaller unit with guidance and support from peers and adults to demonstrate grade level expectations. | involving measurement and conversion of measurements from a larger unit to a smaller unit with guidance and support from peers and adults to demonstrate grade level expectations | involving measurement and conversion of measurements from a larger unit to a smaller unit to demonstrate grade level expectations. | measurement and conversion of measurements from a larger unit to a smaller unit to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |
|------|---|---|--|---|---|
| 2, 3 | Represents and interprets data 4.MD.4 | The student is seldom able to represent and interpret data with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to represent and interpret data with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to represent and interpret data to demonstrate grade level expectations. | The student is able to represent and interpret data to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |

| Geometry | | | | | |
|-----------|---|--|---|---|---|
| Trimester | Standard | Proficiency Indicators | | | |
| | | 1 Below Grade Level Expectations | 2 Approaching Grade Level Expectations | 3 Meets Grade Level Expectations | 4 Exceeds Grade Level Expectations |
| 3 | Draws, classifies, and identifies lines and angles 4.G.1, 4.G.2, 4.G.3 | The student is seldom able to draw, classify, and identify lines and angles with guidance and support from peers and adults to demonstrate grade level expectations. | The student is sometimes able to draw, classify, and identify lines and angles with guidance and support from peers and adults to demonstrate grade level expectations. | The student is usually able to draw, classify, and identify lines and angles to demonstrate grade level expectations. | The student is able to draw, classify, and identify lines and angles to demonstrate grade level expectations and is beginning to demonstrate above grade level expectations. |