Grade 4: Concepts and Procedures Target A, B, & C: Operations and Algebraic Thinking

Student Just Entering Standard Nearly Met Should Be Able To:

- Add and subtract to solve one-step problems involving an unknown number.

- Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number.

- Generate a shape pattern that follows a given rule.

Student Just Entering Standard Met Should Be Able To:

- Multiply and divide to solve one-step problems involving equal groups or arrays.
- Find factor pairs for whole numbers in the range of 1–100.
- Identify apparent features of a pattern in a problem with scaffolding.

Student Just Entering Standard Exceeded Should Be Abe To:

- Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Grade 4: Concepts and Procedures Targets D & E: Number and Operations – Base Ten

Student Just Entering Standard Nearly Met Should Be Able To:

- Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names.

- Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.

Student Just Entering Standard Met Should Be Able To:

- Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form.

- Multiply four-digit whole numbers by a one-digit number.

Student Just Entering Standard Exceeded Should Be Abe To:

N/A

Grade 4: Concepts and Procedures Target F, G, & H: Number and Operations–Fractions

Student Just Entering Standard Nearly Met Should Be Able To:

- Recognize equivalent fractions using visual models.

- Use visual fraction models to represent a problem.

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100.

Student Just Entering Standard Met Should Be Able To:

- Generate equivalent fractions using visual models.

- Identify and generate equivalent forms of a fraction with like denominators.

- Add two fractions with respective denominators 10 and 100.

Student Just Entering Standard Exceeded Should Be Abe To:

- Compare two fractions with different numerators and different denominators using <, >, and =.

- Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.

Grade 4: Concepts and Procedures Targets I, J, & K: Measurement and Data

Student Just Entering Standard Nearly Met Should Be Able To:

- Apply the perimeter formula to rectangles in mathematical problems.

- Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems.

- Recognize whole-number degrees on a protractor.

Student Just Entering Standard Met Should Be Able To:

- Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

- Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots.

- Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.

Student Just Entering Standard Exceeded Should Be Abe To:

- Apply the perimeter formula to rectangles in real-world problems.

- Solve addition problems to find unknown angles on a diagram in mathematical problems.

Grade 4: Concepts and Procedures Target L: Geometry

Student Just Entering Standard Nearly Met Should Be Able To:

- Identify points, lines, line segments, and rays.

Student Just Entering Standard Met Should Be Able To:

- Draw lines of symmetry for two-dimensional figures.

Student Just Entering Standard Exceeded Should Be Abe To:

- N/A

Grade 4: Problem Solving / Modeling and Data Analysis

Student Just Entering Standard Nearly Met Should Be Able To:

- Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.

- Use the necessary elements given in a problem situation to solve a problem.

- Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.

Student Just Entering Standard Met Should Be Able To:

- Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.
- Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.

Student Just Entering Standard Exceeded Should Be Abe To:

- Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.

- Begin to solve problems optimally.

- Construct multiple plausible solutions and approaches.

Grade 4: Communicating Reasoning

Student Just Entering Standard Nearly Met Should Be Able To:

- Find and identify the flaw in an argument.

Student Just Entering Standard Met Should Be Able To:

- Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.
- Use previous information to support his or her own reasoning on a routine problem.

Student Just Entering Standard Exceeded Should Be Abe To:

- Begin to construct chains of logic about abstract concepts autonomously.