

Strand: Number Sense

Topic: 4.NS.1 & 4.NS.2 - Understand and Compare Place Values

Level: Grade 4

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> goes beyond the millions place with whole numbers compares whole numbers or numbers with decimals reads and writes whole numbers with decimals in word form or expanded form 	<ul style="list-style-type: none"> See sample problems in score 3.0, numbers may go beyond 1,000,000 Student will solve a riddle that asks another to figure out the unknown number based on place value clues 57.3 ____ 57.26 Write 2.45 in expanded form
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> Reads and writes whole numbers up to 1,000,000 Uses words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000 Compares multi-digit numbers up to 1,000,000 using <, >, = <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> 987,564 (<, >, =)996,453 900,000+80,000+7,000+500+50+4= _____ or write the expanded form of 987,564 Write 996,453 in word form.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> millions, hundred thousands, ten thousands, and other place value names or positions, expanded form, standard form, word form, greater than, less than, equivalent performs basic processes, such as: <ul style="list-style-type: none"> reads, writes, and compares multi-digit numbers up to 1,000,000 using <,>, or = when using a place value or manipulative chart <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Build numbers using base ten blocks in order to compare 2 numbers independently Use place value chart to compare and write numbers independently
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Number Sense

Topic: 4.NS.5 - Compare Fractions

Level: Grade 4

Score		In addition to Score 3.0, the student:	Sample Tasks
4.0		<ul style="list-style-type: none"> Find the least common multiple to compare 2 or more fractions 	<ul style="list-style-type: none"> $\frac{1}{4}$, $\frac{6}{8}$, $\frac{3}{12}$ put these in order from least to greatest
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		<p>The student:</p> <ul style="list-style-type: none"> Compares two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, $\frac{1}{2}$, and 1) Recognizes comparisons are valid only when the two fractions refer to the same whole Records the results of comparisons with symbols $<$, $=$, or $>$, and justify the conclusions (e.g., by using a visual fraction model) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Use $>$, $=$, or $<$ to compare each pair of fractions. Explain how you determined your answers <ul style="list-style-type: none"> $\frac{3}{4}$ ___ $\frac{5}{8}$ $\frac{2}{5}$ ___ $\frac{4}{10}$ $\frac{2}{3}$ ___ $\frac{12}{25}$ Use the common multiples simplify/ least common multiple generate equivalent fractions
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> numerator, denominator, factors, common multiple, whole, equal, unequal, common (like) denominators, equivalent, convert, compare, symbol performs basic processes, such as: <ul style="list-style-type: none"> Compares two fractions with <u>like</u> denominators <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Compare two fractions with common denominators. $\frac{7}{12}$ _____ $\frac{4}{12}$ Use fraction strips to compare two fractions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0		Even with help, no understanding or skill demonstrated.	

Strand: Numbers Base Ten Fractions

Topic: 4.NS.6 - Decimal Notation for Fractions

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
Score 4.0	<ul style="list-style-type: none"> 5.NS.1 Use a number line to compare and order fractions, mixed numbers, and decimals to the thousandths 	<ul style="list-style-type: none"> Place the following on the number line in the appropriate places: $2\frac{1}{4}$, 0.67, $3\frac{5}{6}$, 2.35, $4\frac{2}{3}$
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Writes tenths and hundredths in decimal and fraction notation Uses words, models, and standard form to represent decimal numbers to hundredths Knows the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.50$, $\frac{7}{4} = 1\frac{3}{4} = 1.75$) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given 0.45, student writes $\frac{45}{100}$ Given $\frac{37}{100}$, student writes 0.37 Student finds and labels $2\frac{8}{10}$ on a number line Given a metric ruler, student finds and labels 3.7 cm Given 0.25, student writes $\frac{1}{4}$
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> decimal, tenths, hundredths, place value, equivalent, halves, fourths (quarters), compare performs basic processes, such as: <ul style="list-style-type: none"> creates an illustration to represent the given decimal or fraction with denominator of 10 or 100 identifies the correct decimal representation of a fraction or fraction representation of a decimal when given multiple choices <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Use hundred grid to shade in .02 or $\frac{2}{100}$ Match $\frac{6}{10}$ to 0.6
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Number Sense

Topic: 4.NS.9 Rounding Multi-Digit Numbers

Level: Grade 4

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> ● Rounds decimal numbers up to the hundredths to any given place value ● Rounds decimal numbers up to the hundredths place when given a real world scenario ● Explains the rounding process in detail and relate it to problems ● Estimate 2 numbers to find an approximate answer. 	<ul style="list-style-type: none"> ● Round 2.456 to the tenths place ● A car rental service charges customers for the number of miles they travel, rounded to the nearest whole mile. Sarah travels 29.83 miles. For how many miles will she be charged? Explain
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> ● Uses place value understanding to round up to a six digit number to the nearest thousands through hundred thousands <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Round 658,493 to the nearest ten thousand ● Round 235,957 to the nearest hundred thousand ● Select all that round to a given number
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ ones, tens, hundreds, thousands, ten thousands, hundred thousands, estimate, place value ● performs basic processes, such as: <ul style="list-style-type: none"> ○ uses place value understanding to round two and three digit whole numbers to the nearest ten or hundred <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Round 436 to the nearest hundred ● Round 67 to the nearest ten ● Round 383 to the nearest ten
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Computation

Topic: 4.C.1 – Solve Multi-digit Addition and Subtraction

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> Fluently adds and subtract multi-digit whole numbers which include decimals or decimal only using the standard algorithm. 5.C.8 – Adding decimals 4.AT.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers 	<ul style="list-style-type: none"> 2.4- 1.26 $5.7 + 12.843 + 3.04 =$ Solve: Joe was timing his newly built dragster race car. On his first run, he crossed the finish line in 9,545 seconds. On his second run, it took 10,312 seconds. The last run took 10,645 seconds. What is the difference in time between Joe’s fastest and slowest race?
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Adds and subtracts multi-digit whole numbers (beyond 1,000 and up to 100,000) fluently using a standard algorithmic approach <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> $2345 + 1245 =$ $25,741 - 20,698 =$ $1,576 + 8,421 + 7,385 =$
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> carry, borrow, regrouping, place value, sum, difference, addend, digit performs basic processes, such as: <ul style="list-style-type: none"> fluently, with efficiency and accuracy, adding and subtracting multi-digit whole numbers (within 1,000) using the standard algorithm <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> $999 + 873 =$ $471 - 452 =$
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation

Topic: 4.C.4 - Multiplying Fluently within 100

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> ● Demonstrates fluency with multiplication facts 0-12 ● Demonstrates fluency with division facts ● 13 sets of facts fluently 	<ul style="list-style-type: none"> ● Multiplication and Division problems and showing strategies used to solve the problems <ul style="list-style-type: none"> ○ repeated addition or skip counting ○ making landmark or friendly numbers ○ partial product ○ doubling and halving ○ breaking factors into smaller factors ● Dry erase boards ● Fact pop up activities (see assessment folder) ● Math Running Records <p>NO TIMED TESTS SHOULD BE UTILIZED</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> ● 12 sets of facts fluently
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Demonstrates fluency with multiplication within 100 (fluency is the flexibility of being able to use an efficient strategy to accurately determine an unknown fact within 5 seconds) ● 11 sets of facts fluently <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Math Running Records <p>NO TIMED TESTS SHOULD BE UTILIZED</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> ● 8 sets of facts fluently
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ properties, operations, strategies, multiply, divide, product, quotient, variable, factors, multiples, array ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Demonstrates fluency with multiplication within 100 (fluency is the flexibility of being able to use a an efficient strategy to accurately determine an unknown fact within 5 seconds) ○ 5 sets of facts fluently <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Multiplication and Division problems and showing strategies used to solve the problems <ul style="list-style-type: none"> ○ repeated addition or skip counting ○ making landmark or friendly numbers ○ partial product ○ doubling and halving ○ breaking factors into smaller factors ● Dry erase boards ● Fact pop up activities (see assessment folder) ● Math Running Records <p>NO TIMED TESTS SHOULD BE UTILIZED</p>
1.5	3 sets of facts fluently	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Computation

Topic: 4.C.2 – Multiply 2-digit by 2-digit numbers and Multiplying multi-digit by one digit whole numbers

Level: Grade 4

Score 4.0	In addition to Score 3.0, the student:		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> ● 5.9 x 7.3 ● 68 x 4.2
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Multiplies a whole number of up to two digits by a two digit whole number ● Uses strategies based on place value and the properties of operations. (equations, arrays, and/or area models) ● Describes the strategy and explain the reasoning (written or verbal) <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Student solves a 2 by 2-digit multiplication problem fully showing all work, and explains the steps used to solve the problem including Level 2 vocabulary either verbally or in written form. ● 45 X 73 = _____ ● Student solves multiplication problem using alternate methods such as arrays, area models, or partial product. ● Students can use error analysis (Ex: regrouping error, fact error, place value inversions)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ equation, product, place value, carry, multiply, factor, arrays, operations, strategies, digit ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Multiplies a whole number of up to four digits by a one digit whole number ○ Uses strategies based on place value and the properties of operations ○ Describes the strategy and explain the reasoning <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Students will accurately use words, symbols or pictures to explain their answer ● Students will solve equations showing all work and explain the steps to solve the problem. ● 5489 X 6 = ____ ● Students can use error analysis (Ex: regrouping error, fact error, place value inversions)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Number and Operations Base Ten

Topic: 4.C.3 - Divide by 1-Digit Divisor

Level: Grade 4

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> 5.C.2 – Find quotients of whole numbers 5.C.8 – Divide decimals 	<ul style="list-style-type: none"> 0.27 divided by 9 1.4 divided by 7 6, 247 divided by 18 Divide fractions into decimals $\frac{\%}{\%}$
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> Finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors Uses strategies based on place value, the properties of operations, and/or the relationship between multiplication and division Describes the strategy and explain the reasoning (verbal or written) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> $3987/5 =$ Error analysis word problems
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> dividend, divisor, quotient, remainder, product, divide, strategies performs basic processes, such as: <ul style="list-style-type: none"> Finds whole number quotients <u>without</u> remainders with up to four-digit dividends and one-digit divisors Illustrates the calculation by using equations, arrays, pictures, and/or area models <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> $48/6 =$ $374/2 =$ <p>Some alternative strategies</p> <ul style="list-style-type: none"> repeated subtraction or sharing/dealing out partial quotient multiplying up proportional reasoning <ul style="list-style-type: none"> Use manipulatives to show the division of the problem by grouping (students can take 5 paper plates and place counters/cubes on them to show the dividend being divided) Draw arrays or pictures to show the division into groups. Circle or highlight groups based on divisor Use equations to find quotients without remainders
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Computation

Topic: 4.C.5 & 4.C.6 – Add and Subtract Mixed Numbers

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> 5.C.4 – Add and subtract fractions with unlike denominators 5.AT.2 – Solve real-world problems involving addition and subtraction of fractions 	<ul style="list-style-type: none"> $5 \frac{1}{3} + 2 \frac{2}{5}$ Subtracts mixed numbers where regrouping is necessary $4 \frac{3}{10} - 2 \frac{3}{4} = \underline{\hspace{2cm}}$ After the birthday party, there was $\frac{4}{5}$ of a sausage pizza, $\frac{2}{3}$ of a cheese pizza, and $1 \frac{1}{2}$ pepperoni pizzas left. How much pizza was left altogether?
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Adds and subtracts mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Solve problems showing all work *make sure to include addition and subtraction involving carrying and borrowing with mixed numbers <ul style="list-style-type: none"> $5 \frac{2}{3} + 3 \frac{2}{3} = \underline{\hspace{2cm}}$ $7 \frac{5}{6} - 3 \frac{2}{6} = \underline{\hspace{2cm}}$ $\frac{2}{3} + \frac{2}{3} = \underline{\hspace{2cm}}$ $\frac{5}{8} - \frac{1}{8} = \underline{\hspace{2cm}}$ $4 \frac{2}{7} - 2 \frac{5}{7} = \underline{\hspace{2cm}}$
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> mixed number, improper fraction, numerator, denominator, factors, common multiple, common denominator, equivalent performs basic processes, such as: <ul style="list-style-type: none"> adds and subtracts fractions where the answer of the fractions < 1 Decomposes a fraction into a sum of fractions with common denominators (4.C.5) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> $\frac{1}{4} + \frac{2}{4} = \underline{\hspace{2cm}}$ $\frac{2}{3} - \frac{1}{3} = \underline{\hspace{2cm}}$ $\frac{1}{4} + \frac{2}{4} = \underline{\hspace{2cm}}$ $\frac{2}{3} - \frac{1}{3} = \underline{\hspace{2cm}}$ Decomposing Fractions: The fraction $\frac{5}{6}$ can be written as $\frac{1}{6} + \frac{4}{6}$. Write $\frac{5}{6}$ as a sum of two or more fractions in three different ways Example: Solve given visual representations
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Algebraic Thinking

Topic: 4.AT.6 - Creating and solving equations when solving real world problems

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<p>5.AT.8</p> <ul style="list-style-type: none"> defines and uses up to two variables to write linear expressions that arise from real-world problems evaluates expressions for given values <p>5.C.9: Evaluate expressions involving whole numbers using the commutative, associative and distributive properties</p> <ul style="list-style-type: none"> uses specific terminology to solve expressions <ul style="list-style-type: none"> brackets, parenthesis, expressions, evaluate, variables 	<p>5.AT. 8: Gary is buying calculators and notebooks for school. Each calculator costs \$7 and each notebook costs \$2. Gary is not sure how many calculators and notebooks he will buy.</p> <ul style="list-style-type: none"> write an expression to represent the total cost of Gary's purchase. Be sure to define your variables. How much will it cost if Gary buys 12 calculators and 25 notebooks? <p>5.C.9: Order of operations including exponents</p> <ul style="list-style-type: none"> Evaluate: $7^2 + (8 - 2) - 13 = \underline{\hspace{2cm}}$
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Understands that an equation, such as $y=3x+5$, is a rule to describe a relationship between two variables and can be used to find a second number when a first is given <ul style="list-style-type: none"> Identify the operations needed Order of operations (excluding exponents) Write an equation to solve for an unknown variable <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> If $y=3x + 5$ and $x = 4$. Solve for y. Given an equation with multiple operations students can utilize the order of operations to determine the answer. $y = (5+6) \times 8$
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> addition, subtraction, multiplication, division, remainder, mental computation, estimation, inverse operations, fact families performs basic processes, such as: <ul style="list-style-type: none"> Solves one step equations with a variable <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Choose the equation that goes with this story. <ul style="list-style-type: none"> Sally made some doughnuts (d). She asked Jake to make six more. Together, they made 32 doughnuts. How many doughnuts did Sally make? $d + 6 = 32$ $d = \underline{\hspace{2cm}}$
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Geometry

Topic: 4.G.4 – Identify, Describe, and Draw Lines and Angles

Level: Grade 4

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> ● 4.M.6 - Measure angles in whole-number degrees using appropriate tools. ● Sketch angles of a specified measure. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> ● Draw and label the following: <ul style="list-style-type: none"> ○ Points ○ Lines (parallel and perpendicular) ○ Line segments ○ Rays ○ Angles (right, acute, and obtuse) ● Understand that an angle is measured with reference to a circle ● Looking at street map, identify the following: lines, rays, angles, etc. ● Students can measure angles using a protractor (physically use one or use a model on paper) 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> ● Given the following (ex. Give a picture, multiple choice, matching terms), students correctly identify: <ul style="list-style-type: none"> ● Points ● Lines (parallel and perpendicular) ● Line segments ● Rays ● Angles (right, acute, and obtuse) 	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Measurement

Topic: 4.M.4 – Determine Area

Level: Grade 4

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Knows and applies an area formula to calculate the area of any shape in real world mathematical problems 5.M.3- Area of a polygons 5.M.4, 5.M.5, and 5.M.6- Find the volume of a right rectangular prism 	<ul style="list-style-type: none"> Find the volume of a right rectangular prism Find the area of a trapezoid, triangle, and/or parallelogram
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Applies the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems Recognizes area is an additive Finds the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applies this technique to solve real-world problems and other mathematical problems <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Given the area and the length of a rectangular room, find the width Find the area of a complex shape by breaking it down into rectangles or squares and adding them together Given the area of an irregular shape, find two missing sides
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> area, length, width, formula, rectangle, square, multiply, solve, complex shape, divide, square units in inches and centimeters, metric, customary performs basic processes, such as: <ul style="list-style-type: none"> calculates the area of squares and rectangles when given the formula <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Find the area of a rectangles with a length of 11 and a width of 8, student can find the area when told to use the formula length x width= area
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Geometry

Topic: 4.G.1 - Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools

Level: Grade 4

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> ● 5.G.1 – Identify and describe circles ● 5.G.2 – Identify and classify polygons based on angle measures and sides 	<ul style="list-style-type: none"> ● Classify a triangle as equilateral, isosceles, or scalene, and right, obtuse, or acute ● Identify the radius, diameter, center point of a circle
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Identifies, describes, and draws parallelograms, rhombuses, and trapezoids using appropriate tools <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● What is the most specific name of the following shape? ● What rules do the following shapes follow? ● Sort the following shapes into the correct categories
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ parallelogram, rhombus, trapezoid, rectangle, square ● performs basic processes, such as: <ul style="list-style-type: none"> ○ Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Select all that apply questions ● Identify the following shapes
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	