



## Elementary Report Card Grading Benchmarks – Grade 4

### Mathematics

1. Operations and Algebraic Thinking: Demonstrates fluency and accuracy with math facts in all four operations.

1	2	3	4
The student is unable or rarely able to demonstrate fluency and accuracy with math facts in all four operations.	The student can sometimes, but is not consistently able to, demonstrate fluency and accuracy with math facts in all four operations.	The student consistently meets grade-level expectations by to demonstrating fluency and accuracy with math facts in all four operations.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by demonstrating fluency and accuracy with math facts in all four operations

2. Operations and Algebraic Thinking: Uses the four operations with whole numbers to solve word problems.

1	2	3	4
The student is unable or rarely able to use the four operations with whole numbers to solve problems.	The student can sometimes, but is not consistently able to, use the four operations with whole numbers to solve problems.	The student consistently meets grade-level expectations using the four operations with whole numbers to solve problems.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by using the four operations with whole numbers to solve problems.

3. Operations and Algebraic Thinking: Identifies factor pairs and multiples of whole numbers to 100.

1	2	3	4
The student is unable or rarely able to identify factors and multiples of whole numbers to 100.	The student can sometimes, but is not consistently able to, identify factors and multiples of whole numbers to 100.	The student consistently meets grade-level expectations by identifying factors and multiples of whole numbers to 100.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by identifying factors and multiples of whole numbers to 100.

4. Operations and Algebraic Thinking: Generates and analyzes patterns.

1	2	3	4
The student is unable or rarely able to generate and analyze patterns.	The student can sometimes, but is not consistently able to, generate and analyze patterns.	The student consistently meets grade-level expectations by generating and analyzing patterns.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by generating and analyzing patterns.

5. Number and Operations in Base Ten: Applies place value understanding to multi-digit whole numbers.

1	2	3	4
The student is unable or rarely able to apply place value understanding to multi-digit whole numbers.	The student can sometimes, but is not consistently able to, apply place value understanding to multi-digit whole numbers.	The student consistently meets grade-level expectations by applying place value understanding to multi-digit whole numbers.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by applying place value understanding to multi-digit whole numbers..

6. Number and Operations in Base Ten: Uses place value understanding and properties of operations to perform multi-digit arithmetic.

1	2	3	4
The student is unable or rarely able to use place value understanding and properties of operations to perform multi-digit arithmetic.	The student can sometimes, but is not consistently able to, use place value understanding and properties of operations to perform multi-digit arithmetic.	The student consistently meets grade-level expectations by using place value understanding and properties of operations to perform multi-digit arithmetic.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by using place value understanding and properties of operations to perform multi-digit arithmetic.

7. Number and Operations - Fractions: Generates, compares, and explains fractions and their equivalents

1	2	3	4
The student is unable or rarely able to generate, compare, and explain fractions and their equivalents.	The student can sometimes, but is not consistently able to, generate, compare, and explain fractions and their equivalents.	The student consistently meets grade-level expectations by extending understanding of generating, comparing, and explaining fractions and their equivalents.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by generating, comparing, and explaining fractions and their equivalents.

8. Number and Operations - Fractions: Builds fractions from unit fractions by applying and extending knowledge of operations on whole numbers.

1	2	3	4
The student is unable or rarely able to build fractions from unit fractions.	The student can sometimes, but is not consistently able to, build fractions from unit fractions.	The student consistently meets grade-level expectations by building fractions from unit fractions.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by building fractions from unit fractions.

9. Number and Operations - Fractions: Solve word problems involving operations of fractions.

1	2	3	4
The student is unable or rarely able to solve word problems involving operations of fractions.	The student can sometimes, but is not consistently able to, to solve word problems involving operations of fractions.	The student consistently meets grade-level expectations solving word problems involving operations of fractions.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by solving word problems involving operations of fractions.

10. Number and Operations - Fractions: Demonstrates understanding decimal notation for fractions, and compare decimals.

1	2	3	4
The student is unable or rarely able to understand decimal notation for fractions, and compare decimals.	The student can sometimes, but is not consistently able to, understand decimal notation for fractions, and compare decimals.	The student consistently meets grade-level expectations by understanding decimal notation for fractions, and comparing decimals.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by understanding decimal notation for fractions, and comparing decimals.

11. Measurement and Data: Solve problems involving measurement and conversion of measurements.

1	2	3	4
The student is unable or rarely able to solve problems involving measurement and conversion of measurements.	The student can sometimes, but is not consistently able to, solve problems involving measurement and conversion of measurements.	The student consistently meets grade-level expectations by solving problems involving measurement and conversion of measurements.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by solving problems involving measurement and conversion of measurements.

12. Measurement and Data: Applies area and perimeter formulas in real world and mathematical problems.

1	2	3	4
The student is unable or rarely able to apply area and perimeter formulas in real world and mathematical problems.	The student can sometimes, but is not consistently able to, apply area and perimeter formulas in real world and mathematical problems.	The student consistently meets grade-level expectations by understanding concepts of applying area and perimeter formulas in real world and mathematical problems.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by applying area and perimeter formulas in real world and mathematical problems.

13. Measurement and Data: Represent and interpret data.

1	2	3	4
The student is unable or rarely able to solve problems involving representing and interpreting data.	The student can sometimes, but is not consistently able to solve problems involving representing and interpreting data.	The student consistently meets grade-level expectations by solving problems involving representing and interpreting data.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by solving problems involving representing and interpreting data.

14. Measurement and Data: Measures angles and demonstrates understanding of concepts of angles.

1	2	3	4
The student is unable or rarely able to measure angles and demonstrate understanding of concepts of angles.	The student can sometimes, but is not consistently able to, to measure angles and demonstrate understanding of concepts of angles.	The student consistently meets grade-level expectations by measuring angles and demonstrating understanding of concepts of angles.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by measuring angles and demonstrating understanding of concepts of angles.

15. Geometry: Draws and identifies lines and angles.

1	2	3	4
The student is unable or rarely able to draw and identify lines and angles.	The student can sometimes, but is not consistently able to, draw and identify lines and angles.	The student consistently meets grade-level expectations by drawing and identifying lines and angles.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by drawing and identifying lines and angles.

16. Geometry: Classifies shapes by properties of their lines and angles.

1	2	3	4
The student is unable or rarely able to draw and identify lines and angles, and classify shapes by properties of their lines and angles.	The student can sometimes, but is not consistently able to, draw and identify lines and angles, and classify shapes by properties of their lines and angles.	The student consistently meets grade-level expectations by drawing and identifying lines and angles, and classifying shapes by properties of their lines and angles.	The student exceeds grade-level expectations, and is able to apply and extend learning in the content by drawing and identifying lines and angles, and classifying shapes by properties of their lines and angles.

17. Mathematical Reasoning: Models with mathematics.

1	2	3	4
The student is unable or rarely able to model with mathematics in order to solve real world and mathematical problems.	The student can sometimes, but is not consistently able to, model with mathematics in order to solve real world and mathematical problems.	The student consistently meets grade-level expectations by modeling with mathematics in order to solve real world and mathematical problems.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge independently by modeling with mathematics in order to solve real world and mathematical problems.

			Student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.
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