

Grade 4 Report Card Rubrics

Mathematics

Operations and Algebraic Thinking

Uses the four operations with whole numbers to solve problems. (4.OA.1, 4.OA.2, 4.O.3)				
Marking Period	1	2	3	4
1	Not yet able to use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted.	Requires teacher assistance to use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted.	Consistently and independently uses the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted.	Meets criteria of a 3, explains reasoning, and is able to construct viable arguments to justify and communicate their reasoning.
2	Not yet able to: *Use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solve problems in which symbols are used to represent the unknown number represented in the problem.	Requires teacher assistance to: *Use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solve problems in which symbols are used to represent the unknown number represented in the problem.	Consistently and independently: *Uses the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solve problems in which symbols are used to represent the unknown number represented in the problem.	Meets criteria of a 3, explains reasoning, and is able to construct viable arguments to justify and communicate their reasoning.

Uses the four operations with whole numbers to solve problems. (4.OA.1, 4.OA.2, 4.O.3)				
Marking Period	1	2	3	4
3	<p>Not yet able to:</p> <ul style="list-style-type: none"> *Use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solve problems in which symbols are used to represent the unknown number represented in the problem; *Solve multistep-word problems posed with whole numbers and having whole number answers using the four operations.; *Represent equations with a letter standing for the unknown quantity in area and perimeter. 	<p>Requires teacher assistance to :</p> <ul style="list-style-type: none"> *Use the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solve problems in which symbols are used to represent the unknown number represented in the problem; *Solve multistep-word problems posed with whole numbers and having whole number answers using the four operations.; *Represent equations with a letter standing for the unknown quantity in area and perimeter. 	<p>Consistently and independently:</p> <ul style="list-style-type: none"> *Uses the four operations with whole numbers to solve problems using mental computation and estimating including rounding and problems in which remainders need to be interpreted; *Solves problems in which symbols are used to represent the unknown number represented in the problem; *Solves multistep-word problems posed with whole numbers and having whole number answers using the four operations.; *Represents equations with a letter standing for the unknown quantity in area and perimeter. 	<p>Meets criteria of a 3, explains reasoning, and is able to construct viable arguments to justify and communicate their reasoning.</p>

Gains familiarity with factors and multiples (4.OA.4)				
Marking Period	1	2	3	4
1	<p>Not yet able to determine factor pairs and multiples for a whole number in the range 1-100 and determine whether a number is prime or composite.</p>	<p>Requires teacher assistance to determine factor pairs and multiples for a whole number in the range 1-100 and determine whether a number is prime or composite.</p>	<p>Consistently and independently able to determine factor pairs and multiples for a whole number in the range 1-100 and determine whether a number is prime or composite.</p>	<p>Meets criteria of a 3, and explains patterns that exist between multiples and can describe these patterns using words and equations with unknowns.</p>
2	Reassess as needed			
3	Reassess as needed			

Generate and analyze patterns (4.OA.5)				
Marking Period	1	2	3	4
1	Not yet able to generate a number pattern that follows a given rule.	Requires teacher prompting and support to generate a number pattern that follows a given rule.	Consistently and independently able to generate a number pattern that follows a given rule.	Meets criteria of a 3, explains reasoning and is able to construct viable arguments to justify and communicate reasoning.
2	Not yet able to generate a number pattern including decimals that follow a given rule.	Requires teacher prompting and support to generate a number pattern including decimals that follow a given rule.	Consistently and independently able to generate a number pattern including decimals that follow a given rule.	Meets criteria of a 3, explains reasoning and is able to construct viable arguments to justify and communicate reasoning.
3	Reassess as needed			

Numbers and Operations in Base Ten

Generalizes place value understanding for multi-digit whole numbers (4.NBT.1, 4.NBT.2, 4.NBT.3)				
Marking Period	1	2	3	4
1	Not yet able to use place-value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Requires teacher assistance to use place-value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Consistently and independently able to use place-value understanding to read, write, compare, and round multi-digit whole numbers to any place.	Consistently and independently able to use place-value understanding to read, write, compare, and round multi-digit whole numbers to any place.
2	Reassess as needed			
3	Reassess as needed			

Uses place value understanding and properties of operations to perform multi-digit arithmetic (4.NBT.4, 4.NBT.5, 4.NBT.6)				
Marking Period	1	2	3	4
1	<p>Not yet able to:</p> <ul style="list-style-type: none"> *Fluently add and subtract multi-digit whole numbers using the standard algorithm; *Multiply a whole number up to 4 digits by a one-digit whole number, and multiply two 2-digit numbers, using strategies based on place value and the properties of operations; *Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. 	<p>Requires teacher assistance to:</p> <ul style="list-style-type: none"> * Fluently add and subtract multi-digit whole numbers using the standard algorithm; * Multiply a whole number up to 4 digits by a one-digit whole number, and multiply two 2-digit numbers, using strategies based on place value and the properties of operations; * Illustrate and explain the calculations by using equations, rectangular arrays, and /or area models. 	<p>Consistently and independently able to:</p> <ul style="list-style-type: none"> * Fluently add and subtract multi-digit whole numbers using the standard algorithm; * Multiply a whole number up to 4 digits by a one-digit whole number, and multiply two 2-digit numbers, using strategies based on place value and the properties of operations; * Illustrate and explain the calculations by using equations, rectangular arrays, and/or area models. 	<p>Meets the criteria for a 3 and extends understanding to include a viable argument to explain answer.</p>
2	Reassess as needed			
3	Reassess as needed			

Numbers and Operations – Fraction

Extend understanding of fraction equivalence and ordering (4.NF.1, 4.NF.2)				
Marking Period	1	2	3	4
1				
2	<p>Not yet able to:</p> <ul style="list-style-type: none"> *Express why two or more fractions are equivalent; *Compare two fractions with different numerators and denominators using models and drawings; *Express the comparison using equations with proper mathematical symbols. 	<p>Requires teacher assistance to:</p> <ul style="list-style-type: none"> *Express why two or more fractions are equivalent; *Compare two fractions with different numerators and denominators using models and drawings; *Express the comparison using equations with proper mathematical symbols. 	<p>Consistently and independently able to:</p> <ul style="list-style-type: none"> *Express why two or more fractions are equivalent; *Compare two fractions with different numerators and denominators using models and drawings; *Express the comparison using equations with proper mathematical symbols. 	<p>Meets all the criteria for a 3 and is able to construct a viable argument.</p>
3	Reassess as needed			

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers (4.NF.3, 4.NF.4)				
Marking Period	1	2	3	4
1				
2	<p>Not yet able to:</p> <ul style="list-style-type: none"> * Solve problems with adding and subtracting fractions and mixed numbers with like denominators using visual models and equations to represent the problem; * Solve problems with multiplication of a fraction by a whole number using models and equations to represent the problem; * Solves word problems involving addition and subtraction of fractions. 	<p>Requires teacher assistance to:</p> <ul style="list-style-type: none"> * Solve problems with adding and subtracting fractions and mixed numbers with like denominators using visual models and equations to represent the problem; * Solve problems with multiplication of a fraction by a whole number using models and equations to represent the problem; * Solves word problems involving addition and subtraction of fractions. 	<p>Consistently and independently able to:</p> <ul style="list-style-type: none"> * Solve problems with adding and subtracting fractions and mixed numbers with like denominators using visual models and equations to represent the problem; * Solve problems with multiplication of a fraction by a whole number using models and equations to represent the problem; * Solves word problems involving addition and subtraction of fractions. 	<p>Meets all the criteria for a 3 and constructs a viable argument.</p>
3	Reassess as needed.			

Understand decimal notation for fractions, and compare decimal fractions (4.NF.5, 4.NF.6, 4.NF.7)				
Marking Period	1	2	3	4
1				
2				
3	<p>Not yet able to:</p> <ul style="list-style-type: none"> *Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; *Use decimal notation for fractions with denominators 10 or 100; *Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole; *Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 	<p>Requires teacher assistance to :</p> <ul style="list-style-type: none"> *Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; *Use decimal notation for fractions with denominators 10 or 100; *Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole; * Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 	<p>Consistently and independently able to:</p> <ul style="list-style-type: none"> *Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; *Use decimal notation for fractions with denominators 10 or 100; *Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole; * Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. 	<p>Meets all the criteria for a 3 and constructs a viable argument.</p>

Measurement and Data

Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (4.MD.1, 4.MD.2, 4.MD.3)				
Marking Period	1	2	3	4
1				
2				
3	<p>Not yet able to:</p> <ul style="list-style-type: none"> *Measure attributes of objects in the customary and metric systems; *Make measurement conversion within one system of measurement; *Solve problems using the four operations involving measurable quantities (time, distance, and physical attributes of objects); *Solve problems using the formulas for area and perimeter. 	<p>Requires teacher assistance to:</p> <ul style="list-style-type: none"> *Measure attributes of objects in the customary and metric systems; *Make measurement conversion within one system of measurement; *Solve problems using the four operations involving measurable quantities (time, distance, and physical attributes of objects); *Solve problems using the formulas for area and perimeter. 	<p>Consistently and Independently able to:</p> <ul style="list-style-type: none"> *Measure attributes of objects in the customary and metric systems; *Make measurement conversion within one system of measurement; *Solve problems using the four operations involving measurable quantities (time, distance, and physical attributes of objects); *Solve problems using the formulas for area and perimeter. 	<p>Meets all the criteria for a 3 and is able to construct a viable argument.</p>

Represent and interpret data (4.MD.4)				
Marking Period	1	2	3	4
1				
2	Not yet able to: *Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$); *Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Requires teacher assistance to: *Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$); *Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Consistently and independently able to: *Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$); *Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Meets all the criteria for a 3 and constructs a viable argument
3	Reassess as needed.			

Geometric measurement: Understand concepts of angle and measure angles (4.MD.5, 4.MD.6, 4.MD.7)				
Marking Period	1	2	3	4
1				
2	Not yet able to: *Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement; *Measure angles in whole-number degrees using a protractor; * Recognize angle measure as additive, using addition and subtraction to find unknown angles on a diagram in mathematical problems.	Requires teacher assistance to: *Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement; *Measure angles in whole-number degrees using a protractor; * Recognize angle measure as additive, using addition and subtraction to find unknown angles on a diagram in mathematical problems.	Consistently and independently able to: *Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement; *Measure angles in whole-number degrees using a protractor; * Recognize angle measure as additive, using addition and subtraction to find unknown angles on a diagram mathematical problems.	Meets all the criteria for a 3 and constructs a viable argument.
3	Reassess as needed			

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles (4.G.1, 4.G.2, 4.G.3,)				
Marking Period	1	2	3	4
1				
2	Not yet able to: *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; *Identify these in two-dimensional figures.	Requires teacher assistance to: *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; *Identify these in two-dimensional figures.	Consistently and Independently able to: *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; *Identify these in two-dimensional figures.	Meets all the criteria for a 3 and justifies these classifications using proper mathematical vocabulary.
3	Not yet able to: * Classify two-dimensional figures including squares and rectangles based on angles and sides. *Recognize and draw lines of symmetry for two-dimensional figures; *Identify objects with line-symmetric figures.	Requires teacher assistance to: * Classify two-dimensional figures including squares and rectangles based on angles and sides. *Recognize and draw lines of symmetry for two-dimensional figures; *Identify objects with line-symmetric figures.	Consistently and Independently able to: *Classify two-dimensional figures including squares and rectangles based on angles and sides. *Recognize and draw lines of symmetry for two-dimensional figures; *Identify objects with line-symmetric figures.	Meets all the criteria for a 3 and justifies these classifications using proper mathematical vocabulary.