SJPS 4th Grade Math Report Card Scales

Domain: Operations

State Standard: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **4.OA.2** **Report Card Standard Language:**	
4.0	In addition to the 3.0 score, I can demonstrate connections, inferences, and applications that go beyond what was taught or read by the end of the year.
3.0 	**Students will be able to:** ● Multiply to solve word problem with multiplicative comparison ● **AND** Divide to solve word problems with multiplicative comparison ● **AND** Solve these problems using unknowns in equations
2.0	**Students will be able to:** ● Multiply to solve word problem with multiplicative comparison ● **OR** Divide to solve word problems with multiplicative comparison ● **OR** Solve these problems using letters for unknowns in equations ● **OR** Solve these problems using unknowns in drawings
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain: Operations

State Standard: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.4.OA.3 **Report Card Standard Language:**	
4.0	In addition to the 3.0 score, I can demonstrate connections, inferences, and applications that go beyond what was taught or read by the end of the year.
3.0 	**Students will be able to:** ● Solve multistep word problems using all four operations (+,-,x,➗) ● **AND** solve multistep word problems that include remainders to be interpreted ● **AND** represent these problems using equations with a letter for the unknown quantity. ● **AND** assess the reasonableness of their answer *(First trimester: using addition and subtraction; Second trimester: using addition, subtraction and multiplication; Third trimester: using all 4 operations)*
2.0	**Students will be able to:** ● Partially solve multistep word problems using all four operations (+,-,x,➗) ● **OR** represent these problems using equations with a letter for the unknown quantity. ● **OR** assess the reasonableness of their answer
1.0	● With help and reteaching, I have partial success at the 2.0 level.

Domain: Numbers and Operations in Base Ten

State Standard: Fluently add and subtract multi-digit whole numbers using the standard algorithm. 4.NBT.4 **Report Card Standard Language:** MA 4.5: Adds and subtracts large numbers	
4.0	In addition to the 3.0 score, I can add or subtract large numbers into the thousands where there are unknown numbers given in the problem.
3.0 	**Students will be able to:** ● Fluently add multi-digit whole numbers using the standard algorithm **AND** ● Fluently subtract multi-digit whole numbers using the standard algorithm.
2.0	**Students will be able to:** ● Fluently add multi-digit whole numbers using the standard algorithm **OR** ● Fluently subtract using the standard algorithm
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain: Numbers and Operations in Base Ten

State Standard: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.5 **Report Card Standard Language:** MA 4.6: Multiplies 4-digit x 1-digit and 2-digit x 2-digit numbers and can explain.	
4.0	**In addition to a 3.0 score, students can multiply more than 2-digit x 2-digit whole numbers.**
3.0 	**Students will be able to:** ● Multiply a whole number of up to four digits by a one-digit whole number (students have the option of using a multiplication chart) **AND** ● Multiply two two-digit numbers **AND** ● Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2.0	**Students will be able to:** ● Multiply whole number of up to four digits by a one-digit whole number (students have the option of using a multiplication chart) **OR** ● Multiply two-digit numbers **OR** ● Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain: Whole number fractions

State Standard: Multiply a fraction by a whole number 4.NF.4b. **Report Card Standard Language:** Multiplies fractions by a whole number	
4.0	In addition to the 3.0 score, I can multiply a fraction by a double digit number and/or I can convert answers of improper fractions to mixed numbers.
3.0 	**Students will be able to:** ● Multiply a fraction by a whole number (students have the option of using a multiplication chart)
2.0	**Students will be able to:** ● Understand the process of multiplying a fraction by a whole number (but have errors in multiplication.)
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: 4.NF.A2 Recognize that fraction comparisons require same-size wholes using a model and compare two fractions using a model. (compares and orders fractions) Fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100 **Report Card Standard Language: Compare and order fractions**	
4.0	**Students will be able to:** ● Compare using unlike denominators or numerators **AND** ● Compare to benchmark fractions **AND** ● Compare using a created model
3.0 	**Students will be able to:** ● Compare using unlike denominators or numerators **OR** ● Compare to benchmark fractions **OR** ● Compare using a created model
2.0	**Students will be able to:** ● Compare fractions using like denominators or numerators
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain: Numbers and Operations in Base Ten

State Standard: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6 **Report Card Standard Language:** Finds quotients & remainders w/4-digit dividends and 1-digit divisors	
4.0	In addition to the 3.0 score, I can find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors.
3.0 	**Students will be able to:** ● Find quotients and remainders with up to 4-digit dividends and 1-digit divisors. **AND** ● Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2.0	**Students will be able to:** ● Find quotients and remainders with up to 3-digit dividends and 1-digit divisor **OR** ● Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: Represent decimals to hundredths using a preferred model and translate between decimal notation and fractions with denominators 10 or 100 using a model. 4.NF.6 **Report Card Standard Language:** Uses decimals to show fractions with denominators of 10 & 100	
4.0	**In addition to the 3.0 score, I can translate between decimal notation and fractions with denominators of 1000.**
3.0 	**Students will be able to:** ● Represent decimals to the hundredths using a preferred model. **AND** ● Translate between decimal notation and fractions with denominators of 10 or 100 using a model.
2.0	**Students will be able to:** ● Represent decimals to the tenths or hundredths using a preferred model **OR** ● Translate between decimal notation and fractions with denominators of 10 or 100 using a model.
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: 4.NF.B.3.A Adds and subtracts fractions with like denominators. **Report Card Standard Language:** Adds and subtracts fractions with like denominators.	
4.0	In addition to the 3.0 score, I can add and subtract fractions with unlike denominators
3.0 	**Students will be able to:** ● Add fractions with common denominators **AND** ● Subtract fractions with common denominators
2.0	**Students will be able to:** ● Add fractions with common denominators **OR** ● Subtract fractions with common denominators
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: 4.NF.B.3.C Add and subtract mixed numbers with like 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. **Report Card Standard Language:** Add and subtract mixed numbers with common denominators	
4.0	In addition to the 3.0 score, add and subtract mixed numbers with regrouping/borrowing and can explain to show mastery.
3.0 	**Students will be able to:** ● Add mixed numbers with common denominators **AND** ● Subtract mixed numbers with common denominators
2.0	**Students will be able to:** ● Add mixed numbers with common denominators **OR** ● Subtract mixed numbers with common denominators
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: Draws points, lines, line segments, rays, angles(right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.1 **Report Card Standard Language:** Identifies/draws points-rays-angles-perpendicular & parallel lines	
4.0	In addition to the 3.0 score, I can use geometry principles to draw and label unidentified angles.
3.0 	**Students will be able to:** ● Draw points, line, line segments, rays, angles, and perpendicular and parallel lines **AND** identify them in two-dimensional figures.
2.0	**Students will be able to:** ● Draw points **OR** lines **OR** line segments **OR** rays **OR** angles **OR** perpendicular lines **OR** parallel lines (must be able to represent 3 or more) **OR** ● Identify them in two-dimensional figures.
1.0	● With help and reteaching, I have partial success at the 2.0 level

Domain:

State Standard: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.4.MD.3 **Report Card Standard Language:** Applies area & perimeter formulas to solve problems using rectangles.	
4.0	In addition to the 3.0 score, I can apply area and perimeter formulas to solve real world problems with missing sides given in rectilinear figures.
3.0 	**Students will be able to:** ● Apply the area formulas for rectangles in real world and mathematical problems AND write an equation to solve the area problems correctly **AND** ● Apply the perimeter formulas for rectangles in real world and mathematical problems AND write an equation to solve the perimeter problems correctly
2.0	**Students will be able to:** ● Apply the area formulas for rectangles in real world mathematical problems **OR** ● Apply the perimeter formulas for rectangles in real world and mathematical problems
1.0	● With help and reteaching, I have partial success at the 2.0 level