

Grade 4 Progress Report 2016-2017

Mathematics	December	March	June
<p>Adds, subtracts, multiplies and divides with automaticity</p>	<p>M: Student adds and subtracts within 20. Addition 20 to 29. Subtraction 14 to 21. Student multiplies and divides within 100. Multiplication 12 to 18. Division 7 to 13.</p>	<p>M: Student adds and subtracts within 20. Addition 24 to 35. Subtraction 18 to 26. Student multiplies and divides within 100. Multiplication 17 to 24. Division 14 to 22.</p>	<p>M: Student adds and subtracts within 20. Addition 25 to 36. Subtraction 19 to 29. Student multiplies and divides within 100. Multiplication 19 to 27. Division 16 to 26.</p>
	<p>P: Student adds and subtracts within 20. Addition 15 to 19. Subtraction 9 to 13. Student multiplies and divides within 100. Multiplication 9 to 11. Division 3 to 6.</p>	<p>P: Student adds and subtracts within 20. Addition 17 to 23. Subtraction 12 to 17. Student multiplies and divides within 100. Multiplication 12 to 16. Division 8 to 13.</p>	<p>P: Student adds and subtracts within 20. Addition 19 to 24. Subtraction 13 to 18. Student multiplies and divides within 100. Multiplication 13 to 18. Division 10 to 15.</p>
<p>Generalizes place value understanding with multi-digit whole numbers</p>	<p>M: Student consistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student consistently reads, writes and compares two multi-digit numbers using $<$, $>$, $=$ symbols to record the results. Student consistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000.</p>	<p>M: Student consistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies, and finds whole number quotients and remainders with up to four digit dividends and one digit dividers. Student consistently illustrates and explains these calculations using equations, rectangular arrays or area models.</p>	<p>M: Student consistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies, and finds whole number quotients and remainders with up to four digit dividends and one digit dividers. Student consistently illustrates and explains these calculations using equations, rectangular arrays or area models.</p>
	<p>P: Student inconsistently reads and writes multi-digit whole numbers to 1,000,000 in standard, word and expanded form. Student inconsistently reads, writes and compares two multi-digit numbers using $<$, $>$, $=$ symbols to record the results. Student inconsistently uses place value understanding to estimate and/or round multi-digit whole numbers within a 1,000,000.</p>	<p>P: Student inconsistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies, and finds whole number quotients and remainders with up to four digit dividends and one digit dividers. Student inconsistently illustrates and explains these calculations using equations, rectangular arrays or area models.</p>	<p>P: Student inconsistently multiplies four digit by one digit whole numbers and two digit by two digit whole numbers using strategies, and finds whole number quotients and remainders with up to four digit dividends and one digit dividers. Student inconsistently illustrates and explains these calculations using equations, rectangular arrays or area models.</p>

Uses place value and properties of operations to perform multi-digit computation	M: Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student consistently solves multi-step word problems using the four operations.	M: Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student consistently solves multi-step word problems using the four operations.	M: Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student consistently solves multi-step word problems using the four operations.
	P: Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Students will inconsistently solve multi-step word problems using the four operations.	P: Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Students will inconsistently solve multi-step word problems using the four operations.	P: Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Students will inconsistently solve multi-step word problems using the four operations.
Creates, compares and computes with fractions	N/A	M: Student consistently recognizes and generates equivalent fractions, compares, composes/decomposes, and multiplies fractions by whole numbers.	M: Student consistently recognizes and generates equivalent fractions, compares, composes/decomposes, and multiplies fractions by whole numbers.
		P: Student inconsistently recognizes and generates equivalent fractions, compares, composes/decomposes, and multiplies fractions by whole numbers.	P: Student inconsistently recognizes and generates equivalent fractions, compares, composes/decomposes, and multiplies fractions by whole numbers.
Solves problems using measurement	N/A	N/A	M: Student consistently relates sizes of metric and customary measurements. Student consistently uses four operations to solve word problems involving measurement and its conversions from larger to smaller units. Student accurately measures rotations and draws angles in degrees using a protractor.
			P: Student consistently relates sizes of metric and customary measurements. Student consistently uses four operations to solve word problems involving measurement and its conversions from larger to smaller units. Student accurately measures rotations and draws angles in degrees using a protractor.

Classifies shapes by attributes	N/A	N/A	M: Student consistently draws, identifies, and measures lines and angles. Student consistently classifies shapes by properties of their lines and angles.
			P: Student inconsistently draws, identifies, and measures lines and angles. Student inconsistently classifies shapes by properties of their lines and angles.
Constructs viable arguments and justifies reasoning within problem solving	M: Student consistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student consistently estimates to determine reasonableness of answers. Student consistently questions the reasoning of others.	M: Student consistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student consistently estimates to determine reasonableness of answers. Student consistently questions the reasoning of others.	M: Student consistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student consistently estimates to determine reasonableness of answers. Student consistently questions the reasoning of others.
	P: Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.	P: Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.	P: Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.

July 2016