Fourth Grade SBRC Rubrics

1-Does Not Meet Standards **2-Approaching Standards** **3-Meets Standards** **E-Exceeds Standards**

Math

1) Applies mathematical practices (MP.1-MP.8)				
Trimester	**1**	**2**	**3**	**E**
ALL (MP.1-MP.8)	**Student has limited ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	**Student is developing ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	**Student is able to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems	Student's ability to use a variety of strategies to solve problems exceeds standards .
Assessment: Math reasoning rubric, journals, CSA				

Operations and Algebraic Thinking

2) Uses +, -, x, and ÷ with whole numbers to solve problems (4.OA.A1, 4.OA.A2, 4.OA.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.OA.A1-OA.A3)	**With consistent prompting and support,** student **has difficulty** using a provided addition, subtraction, multiplication, and division strategies to solve one-step and/or multi-step problems with multiple errors.	**With prompting and support,** student can use addition, subtraction, multiplication, and division strategies to solve one-step and/or multi-step problems.	Students can **consistently** use addition, subtraction, multiplication, and division strategies to accurately solve one-step and/or multi-step problems.	Student can **consistently and independently** use addition, subtraction, multiplication, and division strategies to accurately solve one-step and multi-step problems, and inverse operations to self-assess and correct when necessary.
Assessment:				

3) Gains familiarity with factors and multiples (4.OA.B4)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.OA.B4)	**With consistent teacher support,** student **has difficulty** using a provided strategy to find some factor pairs for whole numbers in the range of 1-100, understanding that a whole number is a multiple of each of its factors, and in using a provided strategy to determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	**With prompting and support,** student can find some factor pairs for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, and determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Student can **consistently** find most factor pairs for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and determine if a given whole number within the range 1-100 is prime or composite.	Student can **consistently and independently** find all factor pairs for whole numbers in the range of 1-100, understand that a whole number is a multiple of each of its factors, determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and determine if a given whole number within the range 1-100 is prime or composite.
Assessment:				

4) Generates and analyzes patterns (4.OA.C5) Ex: For the rule "Add 3" starting at 1, generate terms, observe that the terms alternate between odd and even numbers, and explain why.				
Trimester	**1**	**2**	**3**	**E**
ALL (4.OA.C5)	**With consistent prompting and support,** student **has difficulty** generating and analyzing patterns.	**With prompting and support,** student can generate and analyze patterns.	Student can **consistently** generate and analyze patterns.	Students can consistently and independently analyze patterns.
Assessment:				

5) Demonstrates fluency for + and - with multi-digit numbers (4.NBT.B4)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NBT.B4)	**With consistent teacher support and/or visual aids,** student **has difficulty** adding and subtracting multi-digit whole numbers.	**With prompting and support,** student can add and subtract using the standard algorithm.	Student can **consistently** apply place value concepts in order to add and subtract using the standard algorithm.	Student can **consistently and independently** apply place value concepts in order to add and subtract multi-digit whole numbers using the standard algorithm and explain the process of regrouping within our place value system.
Assessment:				

6) Demonstrates fluency for ÷ and x within 144 (0-12)				
Trimester	**1**	**2**	**3**	**E**
ALL	Student is **not developing fluency** when dividing facts 1 to 12. Student is **not developing fluency** when multiplying facts 0 to 12.	Student is **inconsistently** fluent when dividing facts 1 to 12. Student is **inconsistently** fluent when multiplying facts 0 to 12.	Student **consistently** demonstrates **fluency within division facts** 1 to 12. Student **consistently** demonstrates **fluency within multiplication facts** 0 to 12.	NA
Assessment:				

Numbers and Operations Within Base 10

7) Applies place value understanding for multi-digit whole numbers (4.NBT.A1, 4.NBT.A2, 4.NBT.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NBT.A1-NBT.A3)	**With consistent prompting and support,** as well as manipulatives, student has difficulty consistently recognizing the value of a given digit in multi-digit number.	**With prompting and support,** student can recognize that in multi-digit numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word, and expanded form; compare two multi-digit whole numbers using <, >, or =; round multi-digit whole numbers to any given place value.	Student can **consistently** recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right; read and write multi-digit whole numbers in standard, word and expanded form, most of the time; compare two multi-digit numbers using <, >, or =; round multi-digit numbers to any given place value, most of the time.	Student can **consistently and independently** recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right and explain why in his/her own words; read and write multi-digit whole numbers in standard, word and expanded form; compare two multi-digit numbers using <, >, or = and explain their relationship; round multi-digit numbers to any given place value and explain in his/her own words.
Assessment:				

8) Uses place value understanding and properties of operations to perform multi-digit arithmetic (4.NBT.B5, 4.NBT.B6)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NBT.B5-NBT.B6)	**With consistent teacher support and/or visual aids,** student has difficulty multiplying four-digit by one-digit and two-digit by two-digit whole number, and in dividing up to four-digit dividends by a one-digit divisor.	**With prompting and support,** student can multiply four-digit by one-digit and two-digit by two-digit whole numbers and divide whole numbers up to four-digit dividends by a one-digit divisor.	Student can **consistently** multiply a four-digit by one-digit whole numbers and two-digit by two-digit whole numbers, and divide whole numbers up to four-digit dividends by a one-digit divisor.	Student can **consistently and independently** apply place value concepts in order to multiply up to four-digit by one-digit whole numbers and two-digit by two-digit whole numbers using a variety of strategies with explanations, and divide whole numbers up to four-digit dividends by a one-digit divisor using a variety of strategies with explanations.
Assessment:				

Numbers and Operations- Fractions

9) Extends understanding of fraction equivalence and ordering (4.NF.A1, 4.NF.A2)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NF.A1-NF.A2)	**With consistent teacher support and/or visual aids,** student **has difficulty** identifying equivalent fractions and comparing fractions with like numerators or denominators, using <, >, or =.	**With visual aids,** student can generate equivalent fractions, compare two fractions, with like or unlike denominators, using <, >, or = by comparing the fraction to a benchmark fraction.	Student can **consistently** generate equivalent fractions using visual aids and explains his/her process; compares two fractions, with like or unlike denominators, using <, > or = by creating common denominators and/or comparing the fraction to a benchmark fraction.	Student can **consistently and independently** generate equivalent fractions using a variety of strategies, and is able to explain his/her process. Student compares two fractions, with like or unlike denominators, using <, > or = with a variety of strategies.
Assessment:				

10) Builds fractions from unit fractions by applying properties of operations on whole numbers (4.NF.B3, 4.NF.B4)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NF.B3-NF.B4)	**With consistent teacher support and/or visual aids,** student **has difficulty** solving mathematical problems involving the addition and subtraction of fractions with like denominators, decomposing a fraction into a sum of fractions with like denominators in multiple ways, and multiplying a fraction by a whole number.	**With prompting and support and/or visual aids,** student can solve mathematical problems involving the addition and subtraction of fractions with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number.	Student can **consistently** solve mathematical problems involving the addition and subtraction of fractions with like denominators and decompose a fraction into a sum of fractions with like denominators in multiple ways. Student can multiply a fraction by a whole number and explain his/her thinking.	Student can **consistently and independently** solve mathematical problems involving the addition and subtraction of fractions and mixed numbers with like denominators, decompose a fraction into a sum of fractions with like denominators in multiple ways, and multiply a fraction by a whole number and explain his/her thinking.
Assessment:				

11) Understands decimal notation for fractions, and compares decimal notation for fractions, and decimal fractions (4.NF.C5, 4.NF.C6, 4.NF.C7)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.NF.C5-NF.C7)	**With consistent teacher support and/or visual aids,** student **has difficulty** recognizing fractions with denominators of 10 and 100 as decimals.	**With prompting and support and/or visual aids,** student can recognize decimals as fractions with denominators of 10 and 100, and demonstrate this understanding by comparing decimals and fractions.	Student can **consistently** understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations, and demonstrate this understanding by comparing decimals and fractions.	Student can **consistently and independently** understand the relationship between fractions (with denominators of 10 and 100) and their decimal notations, and demonstrate this understanding by comparing decimals and fractions.
Assessment:				

12) Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (4.MD.A1, 4.MD.A2, 4.MD.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.MD.A1-MD.A3)	**With consistent prompting and support,** student **has difficulty** using all four operations to solve problems involving units of measurement and converting measurement units.	**With prompting and support,** student uses all four operations to solve problems involving units of measurement, and convert measurement units.	Student can **consistently** use all four operations to solve problems involving units of measurement, and convert measurement units.	Students can **consistently and independently** use all four operations to solve problems involving units of measurement, and convert measurement units.
Assessment:				

13) Represents and interprets data (4.MD.B4)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.MD.B4)	**With consistent prompting and support,** student **has difficulty** visually representing collected data in fractions of a unit (½, ¼, ⅛) using a line plot, and in using operations on fractions to solve problems involving information from a line plot.	**With prompting and support,** student can visually represent collected data in fractions of a unit (½, ¼, ⅛) using a line plot to draw conclusions, compare data, analyze trends, make data-based predictions about future outcomes, and use operations on fractions to solve problems involving information from the line plot.	Student can **consistently** visually represent collected data in fractions of a unit (½, ¼, ⅛) using a line plot to draw conclusions, compare data, analyze trends, make data-based predictions about future outcomes, and use operations on fractions to solve problems involving information from the line plot.	Student can **consistently and independently** visually represent collected data in fractions of a unit (½, ¼, ⅛) using a line plot to draw conclusions, compare data, analyze trends, make data-based predictions about future outcomes, and use operations on fractions to solve problems involving information from the line plot.
Assessment:				

14) Understands concepts of angles and measures angles (4.MD.C5, 4.MD.C6, 4.MD.C7)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.MD.C5-MD.C7)	**With consistent teacher support and/or visual aids,** student **has difficulty** demonstrating understanding of angles, angle measurement, and solving addition and subtraction problems to find the measure of unknown angles.	**With prompting and support,** student demonstrates an understanding of the concept of an angle and angle measurement, measures angles using a protractor, and solves addition and subtraction problems to find the measure of unknown angles.	Student can **consistently** demonstrate understanding of the concept of an angle and angle measurement, measures angles using a protractor, and solves addition and subtraction problems to find the measure of unknown angles.	Student can **consistently and independently** demonstrate understanding of the concept of an angle and angle measurement, measures angles using a protractor, and solves addition and subtraction problems to find the measure of unknown angles.
Assessment:				

Geometry

15) Draws, identifies and classifies lines and angles (4.G.A1, 4.G.A2, 4.G.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (4.G.A1-G.A3)	**With consistent teacher support and/or visual aids,** student **has difficulty** drawing and identifying points, lines, line segments, rays, perpendicular lines, and parallel lines; drawing and identifying acute, obtuse, right, and straight angles; classifying shapes by properties of their lines and angles; and in recognizing and drawing lines of symmetry for two-dimensional figures.	**With prompting and support,** student can draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.	Student can **consistently** draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.	Student can **consistently and independently** draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines; draw and identify acute, obtuse, right, and straight angles; classify shapes by properties of their lines and angles; and recognize and draw lines of symmetry for two-dimensional figures.
Assessment:				