

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Multiply or divide to solve multiplicative comparison word problems. (4.OA.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Create and solve a word problem that involves multiplicative comparisons. • Use mental computation and estimation strategies, including rounding, to assess and explain the reasonableness of answers
3	<p>The student will:</p> <ul style="list-style-type: none"> • Multiply or divide to solve word problems involving multiplicative comparison, (ex. by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Multiply, divide, remainder, comparison, interpret, multiplicative comparison, product, quotient, times as many, equation, multiples, divisor, dividend, unknown, factor <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify a multiplication equation as a comparison, (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) • Represent verbal statements of multiplicative comparisons as multiplication equations
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Solve multistep word problems. (4.OA.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Assess and explain the reasonableness of answers using mental computation and estimation strategies including rounding. • Justify how one strategy is better than another in solving a problem.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Solve multistep word problems posed with whole numbers using the four operations including problems where the remainders must be interpreted. • Represent these problems using situation equations and/or solution equations with a letter or symbol standing for the unknown quantity.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • reasonableness, situation equations, solution equations, variable, remainder, estimation, rounding, sum, difference, product, quotient, more than, less than, times, area model, each, compare, add <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Represent and solve two step word problems with whole numbers using any of the four operations
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Find all factor pairs for a whole number in the range 1-100 and determine if prime or composite. (4.OA.4)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Find all factors for a whole number greater than 100 and justify if it is prime or composite • Find multiples of a two-digit number
3	The student will: <ul style="list-style-type: none"> • Find all factor pairs for a whole number in the range 1 to 100. • Determine whether a given whole number in the range 1 to 100 is prime or composite.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • factor, multiple, factor pair, product, prime, composite, whole number, times The student will perform basic processes, such as: <ul style="list-style-type: none"> • Find all factors of whole numbers that are multiples of 2 or 5 • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number in the range 1 to 100 is a multiple of a given one-digit number.
1	No understanding of the standard is demonstrated

Operations and Algebraic Thinking

Topic: Operations and Algebraic Thinking	
Score	Description: Generate a number or shape pattern that follows a given rule. (4.OA.5)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Explain features of number and shape patterns that are not explicitly stated in the pattern • Create your own pattern and explain the reasoning behind it
3	The student will: <ul style="list-style-type: none"> • Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. (For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers) • Explain informally why the numbers will continue to alternate in this way.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Number pattern, shape pattern, rule, features, analyze, generate, sequence, extend The student will perform basic processes: <ul style="list-style-type: none"> • Generate a number and shape patterns that follow a given rule
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right (4.NBT.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain a digit in one place represents a hundred times what it represents in the place value two times to the right.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. • Recognize that a digit in one place represents ten times less than what it represents in the place value to the left.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • ten times as many, place value, digit, pattern <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Complete the pattern with no explanation of place value understanding. • Basic fact multiplication by 10. • Identify place value of digits in a multi-digit number.
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Read, write, and compare multi-digit numbers. (4.NBT.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Read and write multi-digit whole numbers up to a million using unit form, word form, standard form and expanded form. • Compare two multi-digit whole numbers up to a million in any form based on meanings of the digits in each place.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read and write multi-digit whole numbers up to 100,000 in unit form, word form, standard form and expanded form • Compare two whole numbers up to 100,000 in any form based on meanings of the digits in each place.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • place value, unit form, expanded form, word form, standard form, base ten, greater than, less than, equal to, not equal to <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Read and write whole numbers up to 10,000 in any form • Compare two whole numbers up to 10,000 written in the same form
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Use place value understanding to round whole numbers. (4.NBT.3)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Use place value understanding to round whole numbers up to 1,000,000 to any place value.
3	The student will: <ul style="list-style-type: none"> • Use place value understanding to round whole numbers up to 100,000 to any place value.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • rounding, place value, endpoint, midpoint, approximate symbol, estimate, number line The student will perform basic processes, such as: <ul style="list-style-type: none"> • Use number line to find the midpoint and endpoints. • Use place value understanding to round whole numbers up to 10,000 to any place value.
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Fluently add and subtract multi-digit whole numbers. (4.NBT.4)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Demonstrate multiple strategies to solve addition and subtraction problems and explain their thinking using mathematical reasoning and vocabulary.
3	The student will: <ul style="list-style-type: none"> • Fluently (efficiently, accurately and flexibly) add and subtract multi-digit whole numbers using an efficient algorithm (traditional, partial-sums, etc.) based on place value understanding and the properties of operations.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • traditional, partial-sums, sum, difference, addend, more than, less than, place value, regrouping, compose, decompose, algorithm, digit, equation, number sentence The student will perform basic processes: <ul style="list-style-type: none"> • Add and subtract 2 and 3 digit whole numbers using any algorithm based on place value understanding.
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Numbers and Operations in Base Ten	
Score	Description: Multiply multi-digit whole numbers. (4.NBT.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain how multiple strategies relate to one another using equations, arrays, and area models based on place value understanding and properties of operations
3	<p>The student will:</p> <ul style="list-style-type: none"> • Multiply a whole number of up to four digits by a one-digit whole number and two two-digit whole numbers using strategies based on place value understanding and properties of operations. • Illustrate the calculation by using equations, rectangular arrays and/or area models.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • multiply, product, factor, place value, area model, rectangular array, times, multiple, distributive property <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Multiply a whole number of three or four digits by a one-digit whole number.
1	No understanding of the standard is demonstrated

Number and Operations in Base Ten

Topic: Number and Operations in Base Ten	
Score	Description: Divide multi-digit whole numbers (4.NBT.6)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain the calculations to solve a division problem using equations, rectangular arrays and area models based on place value understanding and properties of operations and explain how multiple strategies relate to one another.
3	<p>The student will:</p> <ul style="list-style-type: none"> • 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 relationship between multiplication and division. • Illustrate the calculation by using equations, rectangular arrays and/or area models.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • quotient, divisor, dividend, remainder, divide, rectangular array, area model, equation, long division, partial quotient, place value <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Find whole number quotients and remainders with two-digit dividends and one-digit divisors
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Number and Operations- Fractions	
Score	Description: Explain equivalent fractions. (4.NF.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions using denominators other than those listed in level 3
3	<p>The student will:</p> <ul style="list-style-type: none"> • Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions (Limit denominators to 2,3,4,5,6,8,10,12,100)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • numerator, denominator, equivalent, decompose, compose, unit fraction, whole, visual fraction models <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Recognize equivalent fractions using visual models
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Number and Operations- Fractions	
Score	Description: Compare fractions. (4.NF.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications:</p> <ul style="list-style-type: none"> • Justify the comparison of 2 fractions with different numerators and different denominators (ex. Using visual models to explain thinking)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compare two fractions with different numerators and different denominators, (ex. by creating common numerators or denominators or comparing to benchmark fractions) • Record the results of comparisons with relational symbols $>$, $<$, $=$, or \neq (Limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • numerator, denominator, benchmark fraction, fractions greater than 1, whole, unit fraction, visual fraction model, common denominator <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize that comparisons are valid only when the two fractions refer to the same whole. • Compare two fractions with different numerators and different denominators, by comparing to a benchmark fraction such as $1/2$
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Number and Operations- Fractions	
Score	Description: Add and subtract fractions and mixed numbers, decompose fractions, and solve word problems. (4.NF.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Add and subtract mixed numbers with like denominators, ex. by replacing each mixed number with an equivalent fraction (simplest form is not an expectation), and/or by using properties of operations and the relationship between addition and subtraction using denominators other than those listed in Level 3 • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, ex. by using visual fraction models and equations to represent the problem using denominators other than those listed in level 3
3	<p>The student will:</p> <ul style="list-style-type: none"> • Add and subtract mixed numbers with like denominators, ex. by replacing each mixed number with an equivalent fraction (simplest form is not an expectation), and/or by using properties of operations and the relationship between addition and subtraction (Limit denominators to 2,3,4,5,6,8,10,12,100) • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, ex. by using visual fraction models and equations to represent the problem (Limit denominators to 2,3,4,5,6,8,10,12,100)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • numerator, denominator, fraction greater than 1, whole, equivalent fraction, simplest form, improper fraction, visual fraction model, compose, decompose, unit fraction, mixed number <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Understand a fraction a/b, with $a > 1$ as a sum of fractions $1/b$. • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, ex. by using a visual fraction model
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Number and Operations- Fractions	
Score	Description: Multiply fractions by a whole number and solve word problems. (4.NF.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Solve multi-step real world and mathematical problems involving multiplication of a fraction by a whole number • Solve word problems involving multiplication of a fraction by a whole number (ex. by using visual fraction models and equations to represent the problem) using denominators other than those listed in level 3.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Solve mathematical and one-step real world problems involving multiplication of a fraction by a whole number (ex. by using visual fraction models and equations to represent the problem.) Limit denominators to 2,3,4,5,6,8,10,12,100.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • multiplication, whole number, fraction, unit fraction, greater than 1, improper fraction, mixed number, area model, tape diagram, visual fraction model <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication to multiply a fraction by a whole number • Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as 5 copies of $1/4$, recording the conclusion by the equation $5/4 = 5 \times 1/4$.
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Number and Operations- Fractions	
Score	Description: Express equivalent fraction with denominator 10 and 100. (4.NF.5)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Create and solve a word problem that involves addition of two fractions with denominators of 10 and 100. • Solve a word problem that involves addition of two fractions with denominators of 10 and 100 and justify your answer with visuals.
3	<p>The student will:</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 [$3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$]
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • decimal fraction, hundredth, tenth, denominator, numerator, equivalent fraction <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Express a fraction with a denominator 10 as an equivalent fraction with a denominator 100
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Numbers and Operations- Fractions	
Score	Description: Use decimal notation for fractions with denominators 10 or 100. (4.NF.6)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications: <ul style="list-style-type: none"> • Explain or justify the placement of the decimal notation on the number line
3	The student will: <ul style="list-style-type: none"> • Use decimal notation for fractions with denominators of 10 or 100 and locate decimal numbers on a number line
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • decimal number, decimal point, hundredths, tenths, decimal expanded form, number line, denominator, numerator The student will perform basic processes: <ul style="list-style-type: none"> • Write decimal notation for fractions with denominators 10 or 100 [0.62 as 62/100]
1	No understanding of the standard is demonstrated

Number and Operations - Fractions

Topic: Numbers and Operations- Fractions	
Score	Description: Compare two decimals to hundredths. (4.NF.7)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Justify the conclusion of the comparison (ex. by using a visual fraction model.)
3	The student will: <ul style="list-style-type: none"> • Compare two decimals to hundredths by using symbols $>$, $<$, $=$, or \neq
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • comparison, hundredths, numerator, denominator, decimal notation, place value chart, tenths, expanded form The student will perform basic processes, such as: <ul style="list-style-type: none"> • Recognize that comparisons are valid only when the two decimals refer to the same whole • Compare two decimals to the tenths by using symbols $>$, $<$, $=$ or \neq
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Know relative sizes of measurements and convert within one system of units (km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec) (4.MD.1)
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Explain the process of converting a measurement
3	The student will: <ul style="list-style-type: none"> • Know relative sizes of measurements units within one system of units including: km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. • Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. • Record measurement equivalents in a two column table.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • kilometer, meter, centimeter, kilogram, gram, pound, ounces, liter, milliliter, hour, minute, second, convert, mixed units, mass, metric, customary units of measurement The student will perform basic processes, such as: <ul style="list-style-type: none"> • Understand measurement using a measurement device. • Know relative sizes of measurements units within one system of units including: km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec.
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Solve word problems involving distance, time, volume, mass, and money (4.MD.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Solve a multi-step word problem using the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. • Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • kilometer, meter, centimeter, kilogram, gram, pound, ounces, liter, milliliter, hour, minute, second, convert, mixed units, mass, metric, customary units of measurement, add, subtract, multiply, divide, number line diagram <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Solve word problems that use the same measurement unit.
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Solve real-world area and perimeter problems. (4.MD.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain and justify the appropriate unit of measure for answers in the problem (whether perimeter, area or missing side length)
3	<p>The student will:</p> <ul style="list-style-type: none"> • Apply the area and perimeter formulas for rectangles to solve real world problems. • Apply the area and perimeter formulas for rectangles to determine the missing side length in mathematical problems
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Area, perimeter, formula, length, width, unit, square unit <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Determine the perimeter and area of rectangles in mathematical problems when given the side lengths
1	No understanding of the standard is demonstrated

Measurement and Data

Topic: Measurement and Data	
Score	Description: Use a data display to solve problems. (4.MD.4)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Interpret data displays representing data sets in whole units and fractions of a unit and solve problems based on this.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Make a data display (line plot, bar graph, pictograph) to show a 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 with like denominators by using information presented in the data display.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Data display, line plot, bar graph, pictograph, length, fractions <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Make data displays representing data sets in whole units and fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$)
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. (4.G.1)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain the difference between the geometric vocabulary
3	<p>The student will:</p> <ul style="list-style-type: none"> • Draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. • Identify these in two-dimensional figures
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), perpendicular lines, parallel lines, two-dimensional figures <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines in isolation
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Classify two-dimensional figures. (4.G.2)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Explain their reasoning behind their classification of the two-dimensional figures • Categorize triangles based on angles (right, acute, obtuse, and equiangular) and sides (scalene, isosceles, and equilateral).
3	<p>The student will:</p> <ul style="list-style-type: none"> • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse, straight, reflex). • Recognize triangles based on angles (right, acute, obtuse)
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • right, acute, obtuse, scalene, isosceles, triangle, straight, equilateral, equiangular, figures, angle, parallel, perpendicular, reflex <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify and group shapes correctly by traits, but cannot use the proper vocabulary to describe why
1	No understanding of the standard is demonstrated

Geometry

Topic: Geometry	
Score	Description: Identify a line of symmetry. (4.G.3)
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Distinguish line-symmetric figures from non-line-symmetric figures • Explain that some figures have multiple lines of symmetry and that the size of the pieces would be the same
3	<p>The student will:</p> <ul style="list-style-type: none"> • Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts • Given line-symmetric figures, a student can draw lines of symmetry
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • symmetry, line of symmetry, two-dimensional figure, asymmetric figures <p>The student will perform basic processes:</p> <ul style="list-style-type: none"> • Define the meaning of a line of symmetry - the line when folded along forms two matching parts
1	No understanding of the standard is demonstrated