Mathematics Standards-Based Report Card Rubric – Fourth Grade

Domain: Numbers and Operation in Base Ten							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Place value with multi-digit whole numbers	NBT1	In any five-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right	In any six-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right	In any seven-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right	In any number with more than seven digits, recognizes a digit in one place represents 10 times as much as it represents in the place to its right	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Read, write, and compare multi-digit whole numbers.	NBT2	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Reads a number with up to five digits **OR** Writes a number (up to five digits) using base-ten numerals **OR** Writes a number (up to five digits) using number names **OR** Writes a number (up to five digits) using expanded form **OR** Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	Student independently and consistently demonstrates **THREE** of the following: Reads a number with up to six digits **OR** Writes a number (up to six digits) using base-ten numerals **OR** Writes a number (up to six digits) using number names **OR** Writes a number (up to six digits) using expanded form **OR** Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	Student independently and consistently demonstrates **ALL** of the following: Reads a number with up to seven digits **AND** Writes a number (up to seven digits) using base-ten numerals **AND** Writes a number (up to seven digits) using number names **AND** Writes a number (up to seven digits) using expanded form **AND** Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	Student independently and consistently demonstrates understanding in all five parts described in the "proficient leaner" column using numbers beyond 1,000,000	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Round multi-digit whole numbers.	NBT3	Rounds a number (with up to five digits) to any place	Rounds a number (with up to six digits) to any place	Rounds a number (with up to seven digits) to any place	Rounds a number (with more than seven digits) to any place	See NBT Assessment Folder	Q1* Q2, Q3, Q4

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Add and subtract multi-digit whole numbers.	NBT4	Fluently add multi-digit whole numbers (up to five digits) using strategies based on place value **OR** Fluently subtract multi-digit whole numbers (up to five digits) using strategies based on place value	Fluently add multi-digit whole numbers (up to six digits) using a standard algorithm (there are multiple standard algorithms) **AND** Fluently subtract multi-digit whole numbers (up to six digits) using a standard algorithm (there are multiple standard algorithms)	Fluently add multi-digit whole numbers (up to seven digits) using a standard algorithm (there are multiple standard algorithms) **AND** Fluently subtract multi-digit whole numbers (up to seven digits) using a standard algorithm (there are multiple standard algorithms)	Fluently add multi-digit whole numbers (more than seven digits) using a standard algorithm (there are multiple standard algorithms) **AND** Fluently subtract multi-digit whole numbers (more than seven digits) using a standard algorithm (there are multiple standard algorithms)	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Multiply whole numbers using strategies	NBT5	Multiplies a whole number of up to two digits by a one-digit whole number using strategies based on place value and the properties of operations. **AND** Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Multiplies a whole number of up to three digits by a one-digit whole number using strategies based on place value and the properties of operations. **OR** Multiplies two two-digit numbers, using strategies based on place value and the properties of operations.	Multiplies a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations. **AND** Multiplies two two-digit numbers, using strategies based on place value and the properties of operations. **AND** Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Independently and consistently demonstrates understanding in all three parts described in the "proficient leaner" column multiplying more than four digits by one digit **AND** a three-digit number by a two-digit number.	See NBT Assessment Folder	Q1* Q2, Q3, Q4

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| Divide whole-numbers using st rategies. | NBT6 | Finds whole-number quotients and remainders with up to two-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. | Finds whole-number quotients and remainders with up to three-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. **AND** Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. | Finds 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. **AND** Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. | Finds whole-number quotients and remainders with a dividend larger than four-digits and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. **AND** Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. | See NBT Assessment Folder | Q1* Q2, Q3, Q4 |

Domain: Measurement and Data							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Know sizes and understand relationships between units within one system of units	MD1	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Knows relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. **OR** Understands the relationship between gallons, cups, quarts, and pints. **OR** Expresses larger units in terms of smaller units within the same measurement system.	Student independently and consistently demonstrates **TWO** of the following: Knows relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. **OR** Understands the relationship between gallons, cups, quarts, and pints. **OR** Expresses larger units in terms of smaller units within the same measurement system.	Student independently and consistently demonstrates **ALL** of the following: Knows relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. **AND** Understands the relationship between gallons, cups, quarts, and pints. **AND** Expresses larger units in terms of smaller units within the same measurement system. **AND**	N/A	See MD Assessment Folder	Q4*

				Records measurement equivalents in a two-column table.			
Solve world problems using the four operations including fractions, decimals, and converting measurements.	**MD2**	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions that require expressing measurements given in a larger unit in terms of a smaller unit. **OR** Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple decimals that require expressing measurements given in a larger unit in terms of a smaller unit. **OR** Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Student independently and consistently demonstrates **TWO** of the following: Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions that require expressing measurements given in a larger unit in terms of a smaller unit. **OR** Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple decimals that require expressing measurements given in a larger unit in terms of a smaller unit. **OR** Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Student independently and consistently demonstrates **ALL** of the following: Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions that require expressing measurements given in a larger unit in terms of a smaller unit. **AND** Uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple decimals that require expressing measurements given in a larger unit in terms of a smaller unit. **AND** Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	N/A	See MD Assessment Folder	Q4*

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Find area and perimeter for rectangles	MD3	Does not apply the area formula for rectangles in real world and mathematical problems. **OR** Does not apply the perimeter formula for rectangles in real world and mathematical problems.	Applies the area formula for rectangles in real world and mathematical problems with scaffolding. **OR** Applies the perimeter formula for rectangles in real world and mathematical problems with scaffolding.	Independently and consistently applies the area formula for rectangles in real world and mathematical problems. **AND** Consistently and independently applies the perimeter formula for rectangles in real world and mathematical problems.	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using word problems which include those with side lengths missing.	See MD Assessment Folder	Q4*
Make a line plot to display a data set of measurements and add and subtract to solve fraction problems	MD4	Does not make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). **AND** Does not solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.	Independently and consistently makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). **OR** Consistently and independently solves problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.	Independently and consistently makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). **AND** Consistently and independently solves problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using word problems which include mixed numbers and evaluating the solution in relation to the data.	See MD Assessment Folder	Q4*
Geometric measurement: understand concepts of angles and measure angles.	MD5 MD6	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint **OR** Understands an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns	Student independently and consistently demonstrates **TWO** of the following: Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint **OR** Understands an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree	Student independently and consistently demonstrates **ALL** of the following: Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint **AND** Understands an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column measuring angles to the half degree.	See MD Assessment Folder	Q4*

		through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **OR** An angle that turns through n one-degree angles is said to have an angle measure of n degrees. **OR** Measures angles in whole-number degrees using a protractor.	angle," and can be used to measure angles. **OR** An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	angle," and can be used to measure angles. **AND** An angle that turns through n one-degree angles is said to have an angle measure of n degrees. **AND** Measures angles in whole-number degrees using a protractor. **AND** Sketch angles of specified measure.			
Add and subtract to find unknown angles in real world problems.	MD7	Recognize angle measure as additive. **OR** Calculates the unknown measure of an angle by decomposing an angle into non-overlapping parts	Student independently and consistently demonstrates **TWO** of the following Recognize angle measure as additive. **OR** Calculates the unknown measure of an angle by decomposing an angle into non-overlapping parts **OR** Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.	Student independently and consistently demonstrates **ALL** of the following: Recognize angle measure as additive. **AND** Calculates the unknown measure of an angle by decomposing an angle into non-overlapping parts **AND** Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.	N/A	See MD Assessment Folder	Q4*
Find areas of rectilinear figures.	MD8	Recognizes area as additive.	Recognize area as additive. **AND** Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts	Recognize area as additive. **AND** Solves real world problems using areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using irregular polygons.	See MD Assessment Folder	Q4*

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Domain: Number and Operations - Fractions							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Extend fraction equivalence and ordering.	**NF1** **NF2**	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Identifies equivalent fractions using visual fraction models **OR** Compares two fractions with different numerators and different denominators **OR** Recognize that comparisons are valid only when the two fractions refer to the same whole **OR** Records the results of comparisons with symbols >, =, or <.	Student independently and consistently demonstrates **TWO** of the following: Identifies equivalent fractions using visual fraction models **OR** Compares two fractions with different numerators and different denominators **OR** Recognize that comparisons are valid only when the two fractions refer to the same whole **OR** Records the results of comparisons with symbols >, =, or <.	Student independently and consistently demonstrates **ALL** of the following: Identifies equivalent fractions using visual fraction models **AND** Compares two fractions with different numerators and different denominators **AND** Recognize that comparisons are valid only when the two fractions refer to the same whole **AND** Records the results of comparisons with symbols >, =, or <.	N/A	See NF Assessment Folder	Q2* Q3, Q4
Adding and subtracting fractions and mixed numbers	**NF3**	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction **OR** Decomposes a fraction in more than one way using a visual model **OR** Add and subtract mixed numbers with like denominators	Student independently and consistently demonstrates **TWO** of the following: Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction **OR** Decomposes a fraction in more than one way using a visual model **OR** Add and subtract mixed numbers with like denominators **OR**	Student independently and consistently demonstrates **ALL** of the following: Uses addition to join fractions of the same denominator and subtraction to separate parts of a fraction **AND** Decomposes a fraction in more than one way using a visual model **AND** Add and subtract mixed numbers with like denominators **AND**	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using fractions with unlike denominators.	See NF Assessment Folder	Q2* Q3, Q4

		OR Solves word problems using the addition and subtraction of fractions with like denominators	Solves word problems using the addition and subtraction of fractions with like denominators	Solves word problems using the addition and subtraction of fractions with like denominators			
Multiplying a fraction by a whole number.	NF4	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Understands a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). **OR** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. **OR** Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.	Student independently and consistently demonstrates **TWO** of the following: Understands a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). **OR** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. **OR** Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.	Student independently and consistently demonstrates **ALL** of the following: Understands a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). **AND** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. **AND** Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column multiplying a fraction by a fraction.	See NF Assessment Folder	Q2* Q3, Q4
Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and add the fractions.	NF5	Demonstrates limited understanding in expressing a fraction with a denominator of 10 as an equivalent fraction with a fraction with a denominator of 100.	With support expresses a fraction with a denominator of 10 as an equivalent fraction with a fraction with a denominator of 100 **OR** Adds two fractions with respective denominators 10 and 100 by expressing both fractions with a denominator of 10 or 100.	Consistently and independently expresses a fraction with a denominator of 10 as an equivalent fraction with a fraction with a denominator of 100 **AND** Adds two fractions with respective denominators 10 and 100 by expressing both fractions with a denominator of 10 or 100.	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using a denominator greater than 100.	See NF Assessment Folder	Q3* Q4

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Indicator	Standard	1	2	3	4	Evidence	Assessed
Use decimal notation for fractions with denominators 10 or 100.	NF6	Demonstrates limited understanding in using decimal notation for fractions with denominators of 10 **OR** Uses decimal notation for fractions with denominators of 100	With support Uses decimal notation for fractions with denominators of 10 **AND** Uses decimal notation for fractions with denominators of 100	Consistently and independently Uses decimal notation for fractions with denominators of 10 **AND** Uses decimal notation for fractions with denominators of 100	N/A	See NF Assessment Folder	Q3* Q4
Compare two decimals to hundredths.	NF7	Compares two decimals to tenths by reasoning about their size. **AND** Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compares two decimals to hundredths by reasoning about their size. **AND** Recognize that comparisons are valid only when the two decimals refer to the same whole.	Compares two decimals to hundredths by reasoning about their size. **AND** Recognize that comparisons are valid only when the two decimals refer to the same whole. **AND** Records the results of comparisons with the symbols >, =, or <.	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using decimals beyond the hundredths.	See NF Assessment Folder	Q3* Q4

Domain: Geometry							
Indicator	Standard	1 – Beginner Learner	2 – Developing Learner	3 – Proficient Learner	4 – Distinguished Learner	Evidence	Assessed
Draw and identify lines and angles.	G1	Identifies points, lines, line segments, rays, angles (right,	Inconsistently draws points, lines, line segments, rays,	Consistently and independently draws and identifies points, lines, line	Independently and consistently demonstrates understanding in both parts	See G Assessment Folder	Q3* Q4

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		acute, obtuse), and perpendicular lines	angles (right, acute, obtuse), and perpendicular lines **OR** Identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular lines in 2D figures	segments, rays, angles (right, acute, obtuse), and perpendicular lines **AND** Identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular lines in 2D figures	described in the "proficient leaner" column using 3D figures		
Classify shapes by properties of their lines and angles.	G2	Does not recognize parallel or perpendicular lines in a 2D shape **OR** Does not recognize acute, obtuse, or right angles in a 2D figure	Inconsistently classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of acute, obtuse, or right angles **OR** Inconsistently classifies two-dimensional figures based on the presence or absence of acute, obtuse, or right angles	Consistently and independently classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of acute, obtuse, or right angles **AND** Consistently and independently classify two-dimensional figures based on the presence or absence of acute, obtuse, or right angles	N/A	See G Assessment Folder	Q3* Q4
Recognize, identify and draw lines of symmetry.	G3	Unable to identify line-symmetric figures **OR** Unable to draw lines of symmetry	Inconsistently identifies line-symmetric figures **OR** Inconsistently draws lines of symmetry	Consistently and independently identifies line-symmetric figures **AND** Consistently and independently draws lines of symmetry	Extends understanding of line symmetry by constructing/drawing a symmetrical 2D figure.	See G Assessment Folder	Q3* Q4

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Domain: Operations and Algebraic Thinking							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Solve world problems using multiplication or division.	OA1 OA2	Rewrites multiplication phrases into multiplication equations. Student can distinguish between world problems that use addition and subtraction and world problems that use multiplication and division.	Multiplies 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 comparisons **OR** Divides to solve word problems by using drawings and equations with a symbol for the unknown number to represent the problem	Multiplies 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 comparisons **AND** Divides to solve word problems by using drawings and equations with a symbol for the unknown number to represent the problem	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column and solves multi-step word problems	See OA Assessment Folder	Q1* Q2, Q3, Q4
Solve multistep word problems using the four operations	OA3	Solves multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	Solves multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. **AND** Represent these problems using equations with a letter standing for the unknown quantity.	Solves multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. **AND** Represent these problems using equations with a letter standing for the unknown quantity. **AND** Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Independently and consistently demonstrates understanding in all three parts described in the "proficient leaner" column and solves multi-step word problems with decimals	See OA Assessment Folder	Q1* Q2, Q3, Q4

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Factors and multiples from 1-100.	**OA.4**	Student demonstrated limited understanding, **OR** independently and consistently demonstrates **ONE** of the following: Identifies all factor pairs for numbers 1-25 **OR** Identifies multiples of a given number to 25 **OR** Determines if a given number up to 25 is prime or composite	Student independently and consistently demonstrates **TWO** of the following: Identifies all factor pairs for numbers 1-50 **OR** Identifies multiples of a given number to 50 **OR** Determines if a given number up to 50 is prime or composite	Student independently and consistently demonstrates **ALL** of the following: Identifies all factor pairs for numbers 1-100 **AND** Identifies multiples of a given number to 100 **AND** Determines if a given number up to 100 is prime or composite	Independently and consistently demonstrates understanding in both parts described in the "proficient leaner" column using numbers beyond 100	See OA Assessment Folder	Q1* Q2, Q3, Q4
Generate and analyze number and shape patterns	**OA.5**	Identifies a number or shape pattern that follows a given rule	Generates a number or shape pattern that follows a given rule and identifies explicit features of the pattern	Generates a number or shape pattern that follows a given rule and identifies apparent features of the pattern that were not explicit in the rule itself **AND** Describes the rule for generating the number or shape pattern	N/A	See OA Assessment Folder	Q1* Q2, Q3, Q4

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Domain: Standards of Mathematical Practices							
Indicator	**Standard**	**1 – Rarely**	**2 – Sometimes**	**3 – Usually**	**4 – Always**	**Evidence**	**Assessed**
Make sense of problems and persevere in solving them.	SMP.1	Student is rarely able (or unable) to figure out the meaning of a problem and is rarely able to independently determine an appropriate strategy/tool to use to solve the problem. Constant teacher prompting is usually required.	Student inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis.	Student usually explains to himself/ herself the meaning of a problem and determines an appropriate strategy/ tool to use to solve grade-level appropriate problems.	Student self-starts and is consistently able to make the problem make sense to him/her using prior knowledge. The student can determine an appropriate strategy to use to solve grade-level appropriate problems. Student can explain the meaning of a problem and look for ways to solve it. The student may use concrete objects or pictures to help them conceptualize and solve problems.		Q1* Q2, Q3, Q4
Reason abstractly and quantitatively	SMP.2	Student is rarely able to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented in a problem solved using objects, pictures, drawings or actions.	Student is inconsistently able or may require teacher prompting to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions	Student usually connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions.	Student consistently and independently connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols.		Q1* Q2, Q3, Q4
Construct viable arguments and critique the reasoning of others	SMP.3	Student is rarely able to explain his/her mathematical reasoning and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	Student is inconsistently able to explain his/her mathematical reasoning and/or respond to others' thinking.	Student can usually explains his/her mathematical reasoning and responds to others' thinking.	Student consistently and independently explains his/her mathematical reasoning and responds to others' thinking.		Q1* Q2, Q3, Q4
Model with mathematics	SMP.4	Student rarely represents problem situations in multiple ways. Including numbers,	Student sometimes represents problem situations in multiple ways. Including numbers,	Student usually represents problem situations in multiple ways. Including	Student consistently represents problem situations in multiple ways.		Q1* Q2, Q3, Q4

		words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required.	words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required.	Including numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary.		
Use appropriate tools strategically	SMP.5	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.		Q1* Q2, Q3, Q4
Attend to precision	SMP.6	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.		Q1* Q2, Q3, Q4
Look for and make use of structure	SMP.7	Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is usually required.	Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is frequently required.	Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is sometimes required.	Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is rarely necessary.		Q1* Q2, Q3, Q4
Look for and express regularity in repeated reasoning	SMP.8	Student rarely notices repetitive actions in counting and computation, etc. Teacher prompting is usually required.	Student sometimes notices repetitive actions in counting and computation, etc. Teacher prompting is frequently required.	Student usually notices repetitive actions in counting and computation, etc. Teacher prompting is sometimes required.	Student consistently notices repetitive actions in counting and computation, etc. Students continually checks his/her work by asking themselves, "Does this make sense?"		Q1* Q2, Q3, Q4