



<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Operations and Algebraic Thinking (OA)</b> <b>Benchmark Code: 4.SMC.OA.1</b> <b>Standard: Use the four operations with whole numbers to solve problems. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Solve, write and explain a multi-step word problem using more than one operation.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Solve multi-step word problems involving whole numbers.</b></li> <li>• <b>Use mental computation and estimation strategies to assess the reasonableness of answers.</b></li> <li>• <b>Multiply or divide to solve word problems involving multiplication.</b></li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ all together, combined, fewer than, products, quotients, equation, variable.</li> </ul> </li> <li>• Use addition and subtraction with whole numbers to solve problems.</li> <li>• Use equations with a letter standing for the unknown quantity to represent multi-step word problems involving whole numbers.</li> <li>• Identify the relationship between operations (e.g., addition and multiplication).</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Domain: Standards for Mathematical Content</b> <b>Strand: Operations and Algebraic Thinking (OA)</b> <b>Benchmark Code: 4.SMC.OA.2</b> <b>Standard: Gain familiarity with factors and multiples. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Determine the factors of 3 and 4 digit numbers.</li> <li>• Extend number patterns.</li> <li>• Identify a rule for a pattern.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>List multiples for a whole-number in the range 1–100.</b></li> <li>• <b>Determine whether a given whole-number in the range 1–100 is divisible by a given one-digit number.</b></li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>○ factor, multiple, pattern, prime number, composite number, divisible.</li> </ul> </li> <li>• Determine whether a given whole-number in the range 1–100 is prime or composite.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b> <b>Domain: Standards for Mathematical Content</b> <b>Strand: Operations and Algebraic Thinking (OA)</b> <b>Benchmark Code: 4.SMC.OA.3</b> <b>Standard: Generate and analyze patterns. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Extend patterns in drawings that use cubes and tiles.</li> <li>• Extend numerical patterns with a complex rule.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Identify features of a number or shape pattern.</b></li> <li>• <b>Generate a number or shape pattern that follows a given rule.</b></li> </ul>
Score	<i>No major errors or omissions regarding score 2.0 content and partial</i>

	2.5	<i>success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>pattern, repeat, rules.</li> </ul> </li> <li>Identify simple patterns in sequences of numbers and shapes.</li> <li>Identify the patterns in multiples of 2, 3, 5, 6, 9 and 10.</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

<b>Proficiency Scale Grade 4</b>		
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Number and Operations in Base Ten (NBT)</b> <b>Benchmark Code: 4.SMC.NBT.1</b> <b>Standard: Generalize place value understanding for multi-digit whole numbers. (DOK 2)</b>		
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>Describe in words the relationships of the digits within a multi-digit number .</li> </ul>	
	Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li><b>Explain the concept that as a number moves from one place value to the next, it increases or decreases by a multiple of ten (e.g., when a 7 moves from the ones place to the tens place it goes from being worth 7 to being worth 70).</b></li> </ul>	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>value, place value, digits, standard form, word form, expanded form, compare.</li> </ul> </li> <li>Compare pairs of multi-digit whole numbers using the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</li> <li>Identify multi-digit whole numbers in base ten, number name, and expanded form.</li> <li>Write multi-digit whole numbers in base ten, number name, and expanded form.</li> <li>Round a multi-digit whole number to a given place value.</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	

<b>1.0</b>	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Number and Operations in Base Ten (NBT)</b> <b>Benchmark Code: 4.SMC.NBT.2</b> <b>Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Write and solve multi-step word problems.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Explain the calculation of multiplying two two-digit numbers.</b></li> <li>• <b>Use and describe the process of calculating whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.</b></li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>○ product, quotient, dividend, divisor.</li> </ul> </li> <li>• Provide examples that illustrate the associative, identity, and commutative properties of addition.</li> <li>• Add and subtract multi-digit whole numbers fluently using the standard algorithm.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Number and Operations - Fractions (NF)</b> <b>Benchmark Code: 4.SMC.NF.1</b> <b>Standard: Extend understanding of fraction equivalence and ordering. (DOK 2)</b>	

Standard: Extend understanding of fraction equivalence and ordering. (DOK 2)	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Order sets of mixed numbers with different numerators and different denominators.</li> <li>• Order sets involving mixed numbers and fractions.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to compare fractions that have different numerators and different denominators.</li> <li>• Justify comparisons of pairs of fractions.</li> <li>• Rewrite mixed numbers to improper fractions.</li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>◦ numerator, denominator, equivalent, multiple, factor.</li> </ul> </li> <li>• Determine multiples of a given whole-number.</li> <li>• Generate equivalent fractions.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Number and Operations - Fractions (NF)</b> <b>Benchmark Code: 4.SMC.NF.2</b> <b>Standard: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Justify the need for like denominators when adding or subtracting fractions with unlike denominators.</li> <li>• Add and subtract mixed numbers with unlike denominators.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Multiply a fraction by a whole number.</li> <li>• Add and subtract mixed numbers with like denominators.</li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:</li> </ul>

	<ul style="list-style-type: none"> <li>○ unit fraction, whole number, numerator, denominator.</li> <li>● Add and subtract fractions with like denominators.</li> <li>● Solve word problems involving addition and subtraction of fractions with like denominators.</li> <li>● Generate multiple ways of making one whole using different combinations of unit fractions.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Number and Operations - Fractions (NF)</b> <b>Benchmark Code: 4.SMC.NF.3</b> <b>Standard: Understand decimal notation for fractions, and compare decimal fractions. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Order a mixed set of fractions, decimals and percentages by converting all elements to a common form.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Use equivalence to add a fraction with a denominator of 10 and a fraction with a denominator of 100.</li> <li>● Justify a comparison of two decimals to the hundredths place using the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</li> <li>● Rewrite fractions with denominators of 10 or 100 as decimals.</li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goal:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>○ denominator, tenths, hundredths, equivalence, compare, translate.</li> </ul> </li> <li>● Find equivalence between fractions with denominators of 10 and fractions with denominators of 100.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Measurement and Data (MD)</b> <b>Benchmark Code: 4.SMC.MD.1</b> <b>Standard: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Using decimals, express smaller units in terms of larger units within the same measurement system (e.g., 1 cm = 0.01 m).</li> <li>• Calculate the area and perimeter of rectangles with decimal number-length sides.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Express larger units in terms of smaller units within the same measurement system.</li> <li>• Use the four operations to solve word problems involving decimals, simple fractions and/or measurements.</li> <li>• Apply the area and perimeter formulas to rectangles with whole number-length sides.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>○ unit, area, perimeter, formula, metric system, US Customary System (USCS).</li> </ul> </li> <li>• Name relative sizes of measurement within the same system (e.g., millimetres to centimetres to metres to kilometres).</li> <li>• Recognize common abbreviations for measurements (e.g., in = inch).</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Measurement and Data (MD)</b> <b>Benchmark Code: 4.SMC.MD.2</b> <b>Standard: Represent and interpret data. (DOK 3)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to:

	Examples include, but are not limited to.
	<ul style="list-style-type: none"> <li>• Create and analyze line plots using real world data.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Make a line plot to display a data set of measurements in fractions of a unit (e.g., <math>\frac{1}{8}</math>, <math>\frac{2}{8}</math>, <math>\frac{3}{8}</math>).</b></li> <li>• <b>Solve problems involving addition and subtraction of fractions by using information presented in line plots.</b></li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>◦ data, line plot, measurement, fraction.</li> </ul> </li> <li>• Graph data on a provided line plot that has been marked off in whole numbers, halves, or quarters</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	<b>Even with help, no success</b>

<b>Proficiency Scale Grade 4</b>	
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Measurement and Data (MD)</b> <b>Benchmark Code: 4.SMC.MD.3</b> <b>Standard: Understand concepts of angle and measure angles. (DOK 2)</b>	
Score 4.0	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Sketch angles larger than <math>180^\circ</math>.</li> <li>• Use a diagram to find unknown angles in solving real world addition and subtraction problems.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Sketch angles of specified measure in whole-number degrees using a protractor.</b></li> <li>• <b>Measure angles in whole-number degrees using a protractor.</b></li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>◦ angle, acute, right, obtuse, reflex line, ray.</li> </ul> </li> <li>• Explain that an angle is formed by the common endpoint of two rays.</li> <li>• Explain that angle measure is additive.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>



	Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

<b>Proficiency Scale Grade 4</b>		
<b>Domain: Standards for Mathematical Content</b> <b>Strand: Geometry (G)</b> <b>Benchmark Code: 4.SMC.G.1</b> <b>Standard: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (DOK 2)</b>		
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Use known features of two-dimensional shapes to make inferences about other shapes (e.g., all rectangles have four right angles, and all squares are rectangles, therefore all squares have four right angles).</li> </ul>	
	Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Classify two-dimensional figures based on parallel and/or perpendicular lines.</b></li> <li>• <b>Draw points, lines, segments, rays, angles, perpendicular lines, and parallel lines.</b></li> <li>• <b>Draw lines of symmetry in two-dimensional figures.</b></li> </ul>	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>○ point, segment, angle, perpendicular, parallel, two-dimensional figure, symmetry</li> </ul> </li> <li>• Identify points, lines, segments, rays, angles, perpendicular lines and parallel lines in two-dimensional figures.</li> <li>• Identify lines of symmetry in two-dimensional figures.</li> <li>• Classify triangles according to their angles and side lengths.</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	