

Student's Name: _____

Individual Profile of Progress: Grade 4 Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Number Systems					
				4.N.1 Skip count by 1,000s	
				4.N.2 Read and write whole numbers to 10,000	
				4.N.3 Compare and order numbers to 10,000	
				4.N.4 Understand the place value structure of the base ten number system 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand	
				4.N.5 Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	
				4.N.6 Understand, use, and explain the associative property of multiplication	
				3.N.14 Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)	
				3.N.15 Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line	
				4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers*	
				4.N.8 Recognize and generate equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$) using manipulatives, visual models, and illustrations*	

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				4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line) *	
				4.N.10 Develop an understanding of decimals as part of a whole*	
				4.N.11 Read and write decimals to hundredths, using money as a context*	
				4.N.12 Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money*	
Number Theory					
				4.N.13 Develop an understanding of the properties of odd/even numbers as a result of multiplication	

Students will understand meanings of operations and procedures, and how they relate to one another.

Operations					
				4.N.14 Use a variety of strategies to add and subtract numbers up to 10,000	
				4.N.15 Select appropriate computational and operational methods to solve problems	
				3.N.19 Develop fluency with single-digit multiplication facts (above 5×10 , in context)	
				3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12×12	
				3.N.22 Demonstrate fluency and apply single-digit division facts (above $50/10$, in context)	
				3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division	
				4.N.16 Understand various meanings of multiplication and division	

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				4.N.17 Use multiplication and division as Inverse operations to solve problems	
				4.N.18 Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)	
				4.N.19 Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)*	
				4.N.20 Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	
				4.N.21 Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)	
				4.N.22 Interpret the meaning of remainders	
				4.N.23 Add and subtract proper fractions with common denominators*	
				4.N.24 Express decimals as an equivalent form of fractions to tenths and hundredths*	
				4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart*	

Students will compute accurately and make reasonable estimates.

Estimation					
				3.N.25 Estimate numbers up to 500	
				3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate	
				4.N.26 Round numbers less than 1,000 to the nearest tens and hundreds	
				4.N.27 Check reasonableness of an answer by using estimation	

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Student's Name: _____

Individual Profile of Progress: Grade 4 Algebra Strand

Students will represent and analyze algebraically a wide variety of problem-solving situations.

Students will perform algebraic procedures accurately.

Students will recognize, use, and represent algebraically patterns, relations, and functions.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Variables and Expressions					
				4.A.1 Evaluate and express relationships using open sentences with one operation	
Equations and Inequalities					
				3.A.1 Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, and $1/10$)	
				4.A.2 Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions & decimals (up to hundredths)*	
				4.A.3 Find the value or values that will make an open sentence true, if it contains $<$ or $>$	
Patterns, Relations, and Functions					
				4.A.4 Describe, extend, and make generalizations about numeric ($+$, $-$, \times , \div) and geometric patterns	
				4.A.5 Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box	

*Post March for fractions and decimals.

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Individual Profile of Progress: Grade 4 Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Shapes					
				3.G.2 Identify congruent and similar figures	
				4.G.1 Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)	
				4.G.2 Identify points and line segments when drawing a plane figure	
				4.G.3 Find perimeter of polygons by adding sides	
				4.G.4 Find the area of a rectangle by counting the number of squares needed to cover the rectangle	
				4.G.5 Define and identify vertices, faces, and edges of three-dimensional shapes	

Students will identify and justify geometric relationships, formally and informally

Geometric Relationships					
				4.G.6 Draw and identify intersecting, perpendicular, and parallel lines*	
				4.G.7 Identify points and rays when drawing angles*	
				4.G.8 Classify angles as acute, obtuse, right, and straight*	

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Student's Name: _____

Individual Profile of Progress: Grade 4 Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Units of Measurement					
				4.M.1 Select tools and units (customary and metric) appropriate for the length being measured	
				4.M.2 Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)	
				4.M.3 Know and understand equivalent standard units of length: 12 inches = 1 foot 3 feet = 1 yard	
				4.M.4 Select tools and units appropriate to the mass of the object being measured (grams and kilograms)	
				4.M.5 Measure mass, using grams	
				4.M.6 Select tools and units appropriate to the capacity being measured (milliliters and liters)	
				4.M.7 Measure capacity, using milliliters and liters	

Students will use units to give meaning to measurements.

Units					
				4.M.8 Make change, using combined coins and dollar amounts	
				4.M.9 Calculate elapsed time in hours and half hours, not crossing A.M./P.M.	
				4.M.10 Calculate elapsed time in days and weeks, using a calendar	

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Student's Name: _____

Individual Profile of Progress: Grade 4 Statistics and Probability Strand
Students will collect, organize, display, and analyze data.

MARKING PERIOD				PERFORMANCE INDICATORS	COMMENTS
Collection of Data					
				3.S.1 Formulate questions about themselves and their surroundings*	
				3.S.2 Collect data using observation and surveys, and record appropriately*	
				4.S.1 Design investigations to address a question from given data*	
				4.S.2 Collect data using observations, surveys, and experiments and record appropriately*	
Organization and Display of Data					
				4.S.3 Represent data using tables, bar graphs, and pictographs	
Analysis of Data					
				4.S.4 Read and interpret line graphs*	

Students will make predictions that are based upon data analysis.

Predictions from Data					
				4.S.5 Develop and make predictions that are based on data	
				4.S.6 Formulate conclusions and make predictions from graphs	

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