

**INDIAN PRAIRIE SCHOOL DISTRICT 204  
GRADE 4 MATHEMATICS STUDENT PROFILE OF PROGRESS**

Student:  
School:  
Teacher:  
Year:

	Q1	Q2	Q3	Q4
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>				
Interpret a multiplication equation as a comparison.				
Represent verbal statements of multiplicative comparisons as multiplication equations.				
Multiply to solve word problems involving multiplicative comparison.				
Divide to solve word problems involving multiplicative comparison.				
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.				
Represent word problems using equations with a letter standing for the unknown quantity.				
Assess the reasonableness of answers using mental computation and estimation strategies including rounding.				
<b>NUMBER AND OPERATIONS IN BASE TEN</b>				
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.				
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.				
Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.				
Use place value understanding to round multi-digit whole numbers to any place.				
Fluently add and subtract multi-digit whole numbers using the standard algorithm.				
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.				
Illustrate and explain a multi-digit multiplication calculation by using equations, rectangular arrays, and/or area models.				
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 the relationship between multiplication and division.				
Illustrate and explain a division calculation by using equations, rectangular arrays, and/or area models.				
<b>NUMBER &amp; OPERATIONS –FRACTIONS</b>				
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.				
Recognize and generate equivalent fraction.				
Compare two fractions with different numerators and different denominators.				
Record the results of fraction comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions.				
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 of a fraction into a sum of fractions with the same denominator in more than one way.				
Add mixed numbers with like denominators.				

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**INDIAN PRAIRIE SCHOOL DISTRICT 204  
GRADE 4 MATHEMATICS 5 WINTER PROFILE OF PROGRESS**

**Student:**

**School:**

**Teacher:**

**Year:**

Subtract mixed numbers with like denominators.					
Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.					
Understand a fraction $a/b$ as a multiple of $1/b$ .					
Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.					
Solve word problems involving multiplication of a fraction by a whole number.					
Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.					
Use decimal notation for fractions with denominators 10 or 100.					
Compare two decimals to hundredths by reasoning about their size.					
Recognize that the comparison of two decimals is valid only when referring to the same whole.					
Record the results of decimal comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions.					

**RUBRIC**

**Beginning (B):** Your child cannot yet complete the task independently and shows little understanding of the concept or skill.  
**Developing (D):** Your child shows some understanding of concepts and skills. However, errors or misunderstandings still occur. Reminders, hints, or suggestions are needed to complete the task.  
**Secure (S):** Your child demonstrates firm understanding of the concept/skills and can apply these concepts/skills accurately and independently.

All concepts and skills listed above are considered most essential to master at this grade level. Concepts and skills are taught throughout the school year and are expected to be mastered, or secured, by the end of the school year.

\*Shaded boxes indicate the concept/skill has not yet been introduced into the grade level curriculum. A blank box (with no letter designation) indicates the concept/skill was not formally evaluated in the quarter. Please see further comment regarding this in the "teacher comment" section of the report card.

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