Math Standards
Grade 4 TERM 2 Benchmarks

Note for Parents/Caregivers:

Below are the skills within each standard that students are expected to have mastered by the end of each trimester.

- A score of "**Mastery**" means the student demonstrates a thorough understanding of grade level concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.
- A score of "**Near Mastery**" means the student demonstrates a thorough understanding of grade level concepts. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction.
- A score of "**Approaching Mastery**" means the student demonstrates a basic understanding of grade level concepts. Performance is characterized by the application of skills and strategies with support and direction.
- A score of "**Not at Mastery**" means the student inconsistently demonstrates the application of grade level concepts. Performance is characterized by limited application of skills and strategies and requires considerable support and direction.

STANDARDS	TERM 1	TERM 2	TERM 3
4.OA.A Use the four operations with whole numbers to solve problems.	Solve multi-step word problems posed with whole numbers and having whole-number answers using addition and subtraction.	Know that multiplication equations can show comparisons. For example: interpret 35 = 5 x 7 as a sentence like 35 is 5 times as many as 7. Know multiplication facts and related division facts through 12 x 12. Solve single and multi-step word problems with whole numbers using the four operations, including problems in which remainders must be interpreted. Use letters for unknown quantities. Use estimation to check their work.	Know that multiplication equations can show comparisons. For example: interpret 35 = 5 x 7 as a sentence like 35 is 5 times as many as 7. Know multiplication facts and related division facts through 12 x 12. Solve single and multi-step word problems with whole numbers using the four operations, including problems in which remainders must be interpreted. Use letters for unknown quantities. Use estimation to check their work.

4.NBT.A Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.	Recognize that in a multi-digit whole number (up to 10,000), a digit in any place represents 10 times as much as it represents in the place to its right. Round multi-digit whole numbers (up to 10,000) to any place.	Recognize that in a multi-digit whole number (up to 1,000,000), a digit in any place represents 10 times as much as it represents in the place to its right. Read and write multi-digit whole numbers (up to 1,000,000) in standard, word, and expanded forms. Compare two multi-digit numbers (up to 1,000,000) using <, >, or = symbols. Round multi-digit whole numbers (up to 1,000,000) to any place.	Recognize that in a multi-digit whole number (up to 1,000,000), a digit in any place represents 10 times as much as it represents in the place to its right. Read and write multi-digit whole numbers (up to 1,000,000) in standard, word, and expanded forms. Compare two multi-digit numbers (up to 1,000,000) using <, >, or = symbols. Round multi-digit whole numbers (up to 1,000,000) to any place.
4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	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 using a variety of strategies.	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 using a variety of strategies. Multiply two two-digit numbers using a variety of strategies. Divide four-digit numbers by one-digit divisors, to get answers with and without remainders using a variety of strategies.	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 the 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 the calculation by using equations, rectangular arrays, and/or area models.
4.NF.A Extend understanding of fraction equivalence and ordering for fractions.	n/a	n/a	Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions.	n/a	n/a	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
4.MD.B Represent and interpret data.	n/a	n/a	Students can make a line plot (dot plot) to show a data set of whole units and measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of whole numbers and fractions by using information presented in line plots (dot plots).