

**Grade: 4th**  
**Strand: Number & Operations- Fractions**  
**Standard/Topic: MAT-04.NF.07**

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions.



|                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sample Activities                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Score 4.0<br/>Complex</b>                                                                                         | <p>In addition to Score 3.0, in-depth inferences and applications that go beyond the target content.</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>Create two decimals and compare their size/distance to a number.</li> </ul>                                                                                                                                                                                                               | <p>Example:<br/>Using the digits 0 to 9 at most one time each, place a digit in each box to create two decimals that are close to a number (example 5) as possible but also equally far away from that same number (example 5)</p> <p><input type="text"/>.<input type="text"/><input type="text"/><input type="text"/></p> <p><input type="text"/>.<input type="text"/><input type="text"/><input type="text"/></p> <p>© Robert Kaplinsky 2019</p>         |
| <b>3.5</b> In addition to target performance, in-depth inferences and applications with partial understanding        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Score 3.0<br/>Target</b>                                                                                          | <p>The student will:</p> <ul style="list-style-type: none"> <li><b>Compare 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.</b></li> <li><b>Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions.</b></li> </ul> <p>The student exhibits no major errors or omissions.</p> | <p>3.08 is ____ than 3.18, justify your thinking using words or visual representations.</p> <p>Example:<br/>Using the digits 0 to 9 at most one time each, place a digit in each box to create two different decimals: one that is greater than 5 and one that is less than 5.</p> <p><input type="text"/>.<input type="text"/><input type="text"/></p> <p><input type="text"/>.<input type="text"/><input type="text"/></p> <p>© Robert Kaplinsky 2019</p> |
| <b>2.5</b> No major errors or omissions regarding the simple content and partial understanding of the target content |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Score 2.0<br/>Simple</b>                                                                                          | <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>The student will recognize or recall specific terminology, such as: <ul style="list-style-type: none"> <li><b>Decimal, tenths, hundredths, comparison, greater than, less than, equal to</b></li> </ul> </li> </ul>                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                  | <ul style="list-style-type: none"> <li>• The student will perform basic processes, such as:             <ul style="list-style-type: none"> <li>○ <b>Recognize place values, tenths and hundredths, in a number written in numeral form.</b></li> <li>○ <b>Using a model, such as a 10 by 10 array, represent a decimal written to the tenths place.</b></li> <li>○ <b>Using a model, such as a 10 by 10 array, represent a decimal written to the hundredths place.</b></li> <li>○ <b>Understand that decimals, like fractions, are parts of a whole.</b></li> <li>○ <b>Compare two whole numbers using <math>&gt;</math>, <math>=</math>, or <math>&lt;</math> and justify the conclusions.</b></li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> |  |
|                  | <b>1.5</b> Partial understanding of the simple, but major errors or omissions regarding the target content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Score 1.0</b> | With help, partial understanding of the simple and target content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                  | <b>0.5</b> With help, partial understanding of the simple content, but not the targeted content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |