

	<p>4.NF.2 – Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
4	Students can consistently demonstrate and teach any of the concepts in level 3 to other students.
3	<p>Students can consistently:</p> <ul style="list-style-type: none"> • Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. • Recognize that comparisons are valid only when the two fractions refer to the same whole. • Record the results of comparisons with symbols $>$, $=$, or $<$ • Justify the conclusions, e.g., by using a visual fraction model.
2	<p>Students can do <u>three</u> of the following:</p> <ul style="list-style-type: none"> • compare fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. • Recognize that comparisons are valid only when the two fractions refer to the same whole. • Record the results of comparisons with symbols $>$, $=$, or $<$ • Justify the conclusions, e.g., by using a visual fraction model.
1	Students demonstrate minimal to no understanding how to compare fractions.

Consistent is defined as successful demonstration on three or more consecutive attempts.

4 = Exceeds standard

3 = Meets standard consistently

2 = Does not yet meet standard, is inconsistent

1 = Warning: Significantly below standard

NA = Standard not addressed this trimester

Major Content

Supporting Content

Additional Content