



Content Area: Math

Grade Level: Fourth Grade

Reporting Measure: Number and Operations in Base 10 Reporting Measure: Place Value

Level	Description	Initials
Above & Beyond (4.0)	<p>The student will:</p> <ul style="list-style-type: none"> Compare numbers beyond millions by reasoning about place value (for example, when given the numbers 24, 000, 000, 000, 000 and 12, 000, 000, 000, explain that the first number is 2, 000 times greater than the second number because 24 is twice as large as 12 and the digits 24 in the first number sit three places to the left of the digits 12 in the second number). 	
3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Proficient (3.0)	<p>The student will:</p> <p>PV1—Convert multi-digit whole numbers between forms (for example, rewrite “one million forty-two hundred twelve” in standard form, rewrite 7, 568, 374 using number names, and rewrite 288, 749 in expanded form).</p> <p>PV2—Compare multi-digit whole numbers using <, >, and = symbols (for example, compare “twelve hundred” and 1, 200; 883, 142 and 882, 979; “eleven thousand seven” and 1, 107; and “two thousand plus five hundred four” and 2, 000 + 540 using <, >, and = symbols).</p>	
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Getting There (2.0)	<p>PV1—The student will recognize or recall specific vocabulary (for example, <i>hundred thousands</i>, <i>millions</i>, <i>ten thousands</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify place-value names to millions. Identify the place of a given digit in a given whole number. For example, when given the number 39, 423, 885, identify the digit 4 as being in the hundred-thousands place. Explain that the standard form of a number expresses that number using base-ten numerals arranged according to place values. For example, explain that the standard form of “eleven thousand nine hundred forty-two” is 11, 942. Describe a value represented by a digit in the tens place or above as a multiple of a power of 10. For example, describe the digit 8 in 483, 755 as representing 8 ten thousands, or $8 \times 10,000$. Explain that the expanded form of a number represents that number as the sum of the place values represented by each of its digits, in which each value is represented as a multiple of a power of 10. For example, when given the number 576, explain that the digit 5 represents 5 hundreds (5×100), the digit 7 represents 7 tens (7×10), and the digit 6 represents 6 ones (6×1), and explain that the expanded form of the number 576 is $(5 \times 100) + (7 \times 10) + (6 \times 1)$. <p>PV2—The student will recognize or recall specific vocabulary (for example, <i>place value</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify the place of a given digit in a given whole number. For example, when given the number 39, 423, 885, identify the digit 4 as being in the hundred-thousands place. Identify the value represented by a given digit in a whole number. For example, when given the number 9,887,474, explain that the digit 9 represents a value of 9, 000, 000. Round numbers to a given place. For example, round the number 3, 453 to the hundreds place to produce the number 3, 500. Explain that a digit in a given place has a value equal to 10 times the value it would have in the place to its right. For example, explain that the digit 4 in 1, 400 represents 10 times the value of the digit 4 in 1, 040. Compare two numbers by reasoning about place value. For example, reason that $4, 719, 989 < 4, 721, 211$ because in the highest place at which the numbers differ (the ten-thousands place) the second number has a digit with a greater value. 	
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Beginning (1.0)	With help, partial success at score 2.0 content and score 3.0 content	