Making a Difference for all Students

Grade 4 Mathematics Rubric (Beginning of the Year)

Name ..... Date .....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Number Sequences	☐ Says the number sequence 0 to 1000 and above forward and backward by: • 5s, 10s or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25	☐ With models or prompts, shows a number sequence 0 to 1000 forward by: • 5s, 10s or 100s, using any starting point • 25s, using starting points that are multiples of 25 • using concrete supports (e.g., hundred chart)	☐ With prompting and support, is beginning to show a number sequence 0 to 100 using concrete supports (e.g., hundred chart, number lines)
	Looking for strategies to assess students' understanding of this concept? See *Pearson's Math Makes Sense 3*, ProGuide, Unit 2, Show What You Know Tasks, pages 42–43.		
Notes			

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	Proficient	Approaching proficiency	Limited
Represents Numbers	☐ Represents and describes numbers to 1000 and above, concretely, pictorially and symbolically	☐ With models or prompts, represents and is beginning to describe numbers to 1000, concretely and pictorially	☐ With models and prompts, is beginning to represent numbers to 100, concretely or pictorially
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 3*, ProGuide, Unit 2, Show What You Know Tasks, pages 42–43.		
Mental Mathematics	☐ Describes and applies mental mathematics strategies for adding and subtracting two 2-digit numerals or more by: • adding from left to right • taking one addend to the nearest multiple of 10 and then compensating using doubles • taking the subtrahend to the nearest multiple of 10 and then compensating • thinking of corresponding addition when subtracting	☐ With prompts and exemplars, models strategies for adding or subtracting two 2-digit numerals by: • using familiar mathematical language in context that involve addition and subtraction • using concrete representations • using understanding of place value	☐ With prompting and supports, is beginning to explore strategies for adding or subtracting two 2-digit numerals by: • using concrete representations
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 3*, ProGuide, Unit 3, pages 48–49, Show What You Know Tasks, Questions 9 and 10.		
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	Proficient	Approaching proficiency	Limited
Multiplication	☐ Demonstrates an understanding of multiplication to 5 × 5 by: • representing and explaining multiplication, using equal grouping and arrays • modelling multiplication, using concrete and visual representations, and recording the process symbolically • creating and solving problems in context that involve multiplication	☐ With models and exemplars, demonstrates an understanding of multiplication to 5 × 5 by: • representing and explaining multiplication, using equal grouping and arrays • relating multiplication to repeated addition • modelling multiplication, using concrete and visual representations, and recording the process symbolically • relating multiplication to division	☐ With models and prompts, is beginning to represent equal grouping to 5 x 5, using concrete and visual representations
	Looking for strategies to assess students' understanding of this concept? See Pearson's *Math Makes Sense 3*, ProGuide, Unit 8, pages 17–18, Assessment Focus, Question 3.		
Notes			

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	Proficient	Approaching proficiency	Limited
Division	☐ Demonstrates an understanding of division (limited to division related to multiplication facts up to 5 × 5) by: • representing and explaining division, using equal sharing and equal grouping • modelling equal sharing and equal grouping • using concrete and visual representations, and recording the process symbolically relating division to repeated subtraction • relating division to multiplication • creating and solving problems in context that involve equal sharing and equal grouping	☐ With models and exemplars, demonstrates an understanding of division (limited to division related to multiplication facts up to 5 × 5) by: • representing division, using equal sharing and equal grouping with concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction	☐ With prompts and supports, is beginning to explore the concept of division using concrete and visual representations
	Looking for strategies that assess students' understanding of this concept? See Pearson's *Math Makes Sense 3,* ProGuide, Unit 8, pages 40–41, Unit Problem.		
Notes			