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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4.1.B use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models |  |  |  |  | 4.1.A use place value to read, write, compare, and order whole numbers through 999,999,999 |  |  |  |  |
| 4.2.D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models |  |  |  |  | 4.2.A use concrete objects and pictorial models to generate equivalent fractions |  |  |  |  |
| 4.4.D use multiplication to solve problems (no more than two digits times two digits without technology) |  |  |  |  | 4.2.B model fraction quantities greater than one using concrete objects and pictorial models |  |  |  |  |
| 4.4.E use division to solve problems (no more than one-digit divisors and three-digit dividends without technology) |  |  |  |  | 4.2.C compare and order fractions using concrete objects and pictorial models |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 4.3.A use addition and subtraction to solve problems involving whole numbers |  |  |  |  |
| 4.3.B add and subtract decimals to the hundredths place using concrete objects and pictorial models |  |  |  |  |
| 4.4.A model factors and products using arrays and area models |  |  |  |  |
| 4.4.B represent multiplication and division situations in picture, word, and number form |  |  |  |  |
| 4.4.C recall and apply multiplication facts through 12 x 12 |  |  |  |  |
| 4.5.A round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations |  |  |  |  |
| 4.5.B use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 4.7.A describe the relationship between two sets of related data such as ordered pairs in a table |  |  |  |  | 4.6.A use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9) |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 4.6.B use patterns to multiply by 10 and 100 |  |  |  |  |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4.8.C use essential attributes to define two- and three-dimensional geometric figures |  |  |  |  | 4.8.A identify and describe right, acute, and obtuse angles |  |  |  |  |
| 4.9.B use translations, reflections, and rotations to verify that two shapes are congruent |  |  |  |  | 4.8.B identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 4.9.C use reflections to verify that a shape has symmetry |  |  |  |  |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 4.11.A estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary |  |  |  |  | 4.11.B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 4.11.C use concrete models of standard cubic units to measure volume |  |  |  |  |
| 4.11.D estimate volume in cubic units |  |  |  |  |
| 4.11.E explain the difference between weight and mass |  |  |  |  |
| 4.12.A use a thermometer to measure temperature and changes in temperature |  |  |  |  |
| 4.12.B use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time |  |  |  |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 4.13.B interpret bar graphs |  |  |  |  | 4.13.A use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| 4.14.A identify the mathematics in everyday situations |  |  |  |  |
| 4.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness |  |  |  |  |
| 4.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem |  |  |  |  |
| 4.14.D use tools such as real objects, manipulatives, and technology to solve problems |  |  |  |  |
| 4.15.A explain and record observations using objects, words, pictures, numbers, and technology |  |  |  |  |
| 4.15.B relate informal language to mathematical language and symbols |  |  |  |  |
| 4.16.A make generalizations from patterns or sets of examples and nonexamples |  |  |  |  |
| 4.16.B justify why an answer is reasonable and explain the solution process |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |