Powerful Instruction
Purposeful Individualization
Productive Partnerships

Solid Evidence of Student Success

Instructional Services

2017-2018

Teacher's Guidebook

Fourth Grade

GOLETA UNION SCHOOL DISTRICT
Instructional Services

Dear Educators,

I am absolutely thrilled with the work that our committees have completed this year. The following Teacher Guidebook contains pacing, rubrics, and assessment documents. I don't think we've ever had a document like this and you should be proud of the work you've done or the work that your colleagues have done. Thanks to our Curriculum Council, Report Card Committee, participants from the Summer Institute, and feedback from all of you, we have a guide for yearlong expectations.

During the 2016-17 school year, our Curriculum Council worked on prioritizing items, discussed our math pacing, Number Talks, Factswise, NGSS, and ELD. Our Report Card Committee also prioritized standards, aligned report cards, and created math rubrics. Many educators participated in the Summer Institute and built upon previous work to bring this document to fruition. Of course, this is a **work in progress** but it is far enough along to guide our curriculum pacing and assessments.

Please review the document for *your* grade level. The documents are in pdf to maintain formatting and will be updated online. Again, this is a **work in progress**. I thank you ahead of time for your valuable feedback to refine and improve this guide.
Sincerely,

Bridget Braney, Ed.D.
Assistant Superintendent of Instructional Services

Introduction

The purpose of this guidebook is to support collaborative teams as they discuss and apply GUSD's pacing and assessment guidelines. The collaborative work, though, is best conducted through the venue of Professional Learning Communities (PLCs).

In 2016, GUSD began the journey to implement PLCs as our Districtwide model for continuous school improvement to ensure all students learn at high levels. All GUSD educators are members of collaborative teams that ask themselves four essential questions:

What do we expect students to learn?
How do we know they have learned it?
How do we respond if they have not learned it?
How do we respond if they already know it?

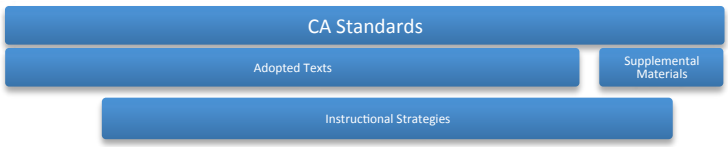
Once we know what students need to know and be able to do, we then have to determine:

What do educators need to know to ensure student success?
What professional development will ensure educators acquire the necessary knowledge and skills?

Professional Practice Goals serve to differentiate for the varied levels of student need and educator expertise among our schools and classrooms. The success of nearly all education initiatives depends on the capacity of the educators within the system. To that end, effective professional learning is core to all improvement efforts. Professional learning is defined as the continuous, sustained, and focused engagement of educators in learning to refine, expand, and improve their knowledge, skills, dispositions, and practices.

Certainly Professional Practice Goals require a shift in thinking that begins with an open mind, honest reflection and dialogue. Professionals do not limit their thinking to the status quo. They engage in action research that allows them to make changes that advance their profession. More important, Professional Practice Goals are critical because our children deserve the best educators to help create great learners.

The work of PLCs start with 'what do we expect students to learn?'. The new CA Standards answer our initial question, but fulfilling those standards requires significant steps. Our curriculum is how we fulfill meeting the state standards. We use our adopted text, supplemental materials, and effective instructional strategies.



In 2015-2016, we adopted Bridges and CPM to meet Mathematical CCSS. In 2017-2018 we will implement Wonders Balanced Literacy to meet ELA/ELD CCSS. One program, however, does not fit all. As you will see by the trimester pacing guides, we have incorporated Factswise and Number Talks as well as rearranged some of our Bridges/CPM units depending on the grade level. The assessment guide provides benchmark assessments that will measure student learning throughout the year. Teachers may still use the Bridges/CPM unit assessments as a formative assessment but the trimester benchmark assessments are required. Similarly, the reading trimester benchmarks are required as well. The math and reading benchmarks will be administered online, which eliminates the need for score sheets and input scores. There will still be minimal scoring tasks depending on the grade level.

Again, the starting point for instructional planning is the standards. Adopted texts serve as an additional substantive tool for teachers to build mathematical and ELA/ELD understanding. This guide helps fulfill the expectation that everyone, working with their grade level at school sites, ensures full instruction and assessment of the grade level standards by the end of the school year.

Acknowledgements

The Goleta Union School District is sincerely appreciative of the collective efforts of the teachers, principals, parents, and Board members who participated in multiple committees to bring us to this point. The professional dialogue, research of best practices, and critical feedback provided by these stakeholders led to important refinements in our curriculum, report card, and assessments that will be implemented this school year.

Our work started with the Curriculum Council and Report Card Committee during the 2016-2017 school year. The 2017 Summer Institute (a.k.a. Miracle Week) participants brought the work to a productive point. Of course, this document is still a work in progress and we look forward to your feedback to help with continued refinements.

Grade Level	Curriculum Council	School	Report Card Committee	School	Summer Institute	School
K	Allison Mowers Kathy Gallo Elizabeth Blair	Hollister Mt. View	Kimberly Spiewak Phoebe Ball Allison Mowers Cheryl Takahara	El Camino Hollister Hollister La Patera	Dani Martinazzi Alejandra Navarro	Foothill Kellogg
1	Jessica Smart Rachel Demsas Tara Svensson	Brandon Kellogg La Patera	Cathy Gamboa Loriann Mastromarino Carin Roberts Tara Svensson	Foothill Hollister Hollister La Patera	Allison Slauenwhite Christina Perez Rachel Demsas Ann Erickson	Brandon Isla Vista Kellogg Mountain View
2	Cyndi Aghayan Tanya Mishler	Foothill Isla Vista	Tanya Mishler	Isla Vista	Mary Hernandez Imelda Delgado Tanya Mishler	Brandon Hollister Isla Vista
3	Kandie White	El Camino	Jenny Van Steyn	Kellogg	Lindsay Kurtz Jackie Keifer	Hollister Isla Vista
4	Margie Ryckman Nora Zwehl-Quintero	Isla Vista Kellogg	Colby Boss Kellie Pearson	Foothill Mt. View	Chris Hann	Ellwood
5	Lisa Lisle Linda Sparkuhl Amanda Sweigart	Brandon El Camino Ellwood	Linda Sparkuhl Nora Antenore	El Camino Foothill	Amanda Sweigart Nora Antenore Louise Dahlquist Laura Burrato	Ellwood Foothill Ellwood La Patera
6	Lisa Gil Nora Antenore / Juri Holmes Kelly Hammond	Ellwood Foothill Mt. View	Lisa Gil Jen Checchio Laura Sweeney	Ellwood Kellogg La Patera	Marika Dundore Juri Holmes Jen Checchio Lisa Embery Kelly Hammond	El Camino Ellwood Foothill Kellogg Mountain View Mountain View
	Elizabeth Blair Francisca Escobar	El Camino Isla Vista	Ty Saxby Mojdeh Senzamici Regina Davis	Brandon Hollister Isla Vista	Sheri Scott Mojdeh Sensamici	Foothill Hollister
	Regina Davis	Isla Vista				
District Staff	Bridget Braney Liz Barnitz Joanna Lauer	District Office	Bridget Braney Liz Barnitz Joanna Lauer	District Office	Bridget Braney Liz Barnitz	District Office
Principals	Ryan Sparre	Sarah Bautista	Abby Vasquez	Felicia Roggero	Pam Rennick	Mary Kahn
	Kim Bruzzese	Sonida DeHay	Ned Schoenwetter			
Board Members	Rich Mayer / Yvonne DeGraw	Board of Trustees	Caren Ezal Sholeh Jahangir	Board of Trustees		
Consultants	Kristy Guerro	SBCOE	Darby Feldwinn	UCSB	Anna Scharfeld	

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Trimester Pacing Guides

With newly adopted text (Bridges/CPM and Wonders),we have a more aligned and focused curriculum that results in consistency among and between grade levels. The pacing guides serve as a common road map as well as an authentic vehicle to examine our curricula and its relationship to other aspects of our system.
Pacing guides are divided by trimesters. The trimester mirrors our report card timeline. Additionally, trimesters provide time for students to demonstrate proficiency of standards and for teachers to instruct, assess and gather evidence of student learning of the standards. Since many elementary-aged students need more time to grow and develop physically, socially and academically, trimesters give students that gift of time.

Color Coding

The pacing guides contain color coding that correspond to content areas. Red shades represent math while yellow corresponds to ELA/ELD content, green with Next Generation Science Standards (NGSS), and blue represents assessments. The assessments listed in the pacing guide are not comprehensive. Staff should follow the assessment guide portion to administer the designated assessment during each trimester. Formative assessments, however, are suggested in the blue rows.
Please note that while we have listed NGSS connections in ELA (yellow) and Science (green), our current science curriculum remains the same. There is no expectations that teachers will implement NGSS this year. Working with the new science standards is highly encouraged however our Curriculum Council will focus on NGSS this year.

In addition to the pacing guides, some grade levels contain more specific guides pertaining to Factswise or Number Corner. As noted earlier, this is a **work in progress** but we are at a point that it serves to guide us.

Pacing Guides

Grade: 4
Universal Theme: Systems

	Trimester 1	Trimester 2	Trimester3
Bridges See detailed guide	Unit 1 Unit 2	Unit 4 Unit 3 Unit 5	Unit 6 Unit 7 Unit 8
Wonders	**Unit 1** **4-PS3-1** The Big Race (unit 1, strong) Max Axiom (unit 1, strong) George's Giant Wheel (unit 1, strong) Speed and Motion Science Activity Card (unit 1, medium) Potential and Kinetic Science Activity Card (unit 1, medium) **4-PS3-2** The Big Race/DI/Small Group (unit 1, strong) A Crash Course (unit 1, strong) George's Giant Wheel/DI/Small Group (unit 1, strong) Write to Sources (unit 1, strong) Research and Inquiry, Ideas in Motion, T230 (unit 1, strong) Speed and Motion Science Activity Card,	**Unit 3** No Life Science **Unit 4** No Life Science	**Unit 5** **4-ESS1-1** NOTHING **4-ESS2-1** NOTHING **4-ESS2-2** NOTHING **4-ESS3-1** Your World Up Close (unit 5, weak) A Drop of Water (unit 5, weak) Secrets of the Ice (unit 5, weak) Teacher's Edition: T153V, T208, T209, T217A, T217R (unit 5, weak) **4-ESS3-2** NOTHING **Unit 6** **4-ESS1-1**

	Potential and Kinetic Science Activity Card (unit 1, strong) **4-PS3-3** The Big Race/DI/Small Group (unit 1, strong) George's Giant Wheel/DI/Small Group (unit 1, strong) Speed and Motion Science Activity Card, Potential and Kinetic Science Activity Card (unit 1, strong) **4-PS3-4** The Big Race/DI/Small Group (unit 1, strong) Max Axiom (unit 1, weak) George's Giant Wheel (unit 1, strong) **Unit 2** **4-PS3-1** NOTHING **4-PS3-2** NOTHING **4-PS3-3** NOTHING **4-PS3-4** Teacher Edition: T145, T153E, T156 (unit 2, weak)		NOTHING **4-ESS2-1** NOTHING **4-ESS2-2** NOTHING **4-ESS3-1** Energy Solutions (unit 6, strong) Great Energy Debate (unit 6, strong) Energy Island (unit 6, strong) Reading Digitally T328 (unit 6, strong) Planet Power (unit 6, strong) **4-ESS3-2** NOTHING

	Physical Science	Life Science	Earth Science
NGSS	**4-PS3-1** Food Fight (unit 3, strong) **4-PS3-2**	**4-LS1-1** Animal Adaptations (unit 2, strong) Adapting to Survive (unit 2, strong) Extreme Animals (unit 2, strong) **4-LS1-2**	**4-ESS1-1** A World Of Change (Unit 1,weak) Extreme Animals, T224 (Unit 1,weak) Saving San Francisco Bay (unit 2,weak) **4-ESS2-1** A World of Change (unit 1, strong) Drop of Water (unit 1, weak) Earthquakes (unit 1, weak) Changing Landscapes (unit 1, strong) **4-ESS2-2** **4-ESS3-1** Earthquakes (unit 1, weak) **4-ESS3-2** A World of Change (unit 1, strong) To the Rescue (unit 1, strong) Plate Tectonics Science Activity Card 3 (unit 1, weak) Water All Around Us Science Activity Card 24 (unit 1, weak)

Beginning Connections			
Assessments	Writing Benchmark: Narrative Performance Task 1 in Count Down to Core Book (CCC)	Writing Benchmark: Informational Performance Task 2 (CCC)	Writing Benchmark: Opinion Performance Task 2 (CCC)

	Trimester One		Trimester Two				Trimester Three		
	Aug/Sept Unit 1	October Unit 2	November Unit 4	December Unit 3 Part 1	January Unit 3 Part 2	February Unit 5	March Unit 6	April Unit 7	May/June Unit 8
Learning Goal	Review key multiplication & division skills and concepts.	Continue to build multiplicative reasoning and find quotients with remainders.	Compare use of standard addition/subtraction algorithms to other methods. Solve and/or convert problems involving measurement	Module 1 & 2 Model and investigate equivalent fractions. Comparing, composing and decomposing fractions and mixed numbers.	Module 3 & 4 Identify and compare relationship between fractions and decimals.	Identify and demonstrate understanding of geometric concepts	Deepen and extend understanding the connections between multiplication and division. Identify, plot, and interpret data on line plot.	Recognize, generate, and compare fractions and decimals. Extend understanding of multi-digit multiplication.	Apply geometric and measurement understanding to design a model playground.
Module 1	Models for Mult. & Div.	Building Multiplication Arrays	Place Value & Standard Addition Algorithm	Equivalent Fractions		Measuring Angles	Multiplication & Division Strategies	Comparing Fractions & Writing Equivalent Fractions	Playground Design
Module 2	Prime and Composites	Arrays & Ratio Tables	Standard Subtraction Algorithm	Comparing, Composing & Decomposing Fractions & Mixed Numbers		Polygons & Symmetry	Revisiting Area & Perimeter	Decimals & Fractions	Making Decisions
Module 3	Multiplicative Comparisons and Equations	Multiplication Stories & Strategies	Measurement		Introducing Decimals	Area & Perimeter	Line Plots, Fractions & Divisions	Introduce Standard Mult. Algorithm	Scale Models for Playground & Field

Module 4	Measurement Experiences	Early Division with Remainders	Measurement & Data Displays		Fractions & Decimals	Angles in Motion	More Division	Extending Standard Mult. Algorithm	Building Model Playground
Learning Needs	*fluent with multiplication facts *basic fact strategies *linguistics, ex: *24 is 4 times as many as 6*	*multiplicative reasoning, ex: *4 x 27 = (4 x 20) + (4 x 7)*	Understanding of Give and Take and Constant Difference strategies for addition and subtraction before using algorithm.	*creating & analyzing models; concrete and visual	*creating & analyzing models; concrete and visual	*prior knowledge with shapes, terminology, geometric concepts through visual and exploratory experiences	*move beyond sharing strategy to chunks of 10s and 1s, skip-counting, and multiplication facts. *stay in context with division remainders *language		
ASSESSMENT	Trimester CFA Post Tests (Checkpoints) Teacher Observations Teacher Generated Assessments (exit cards, etc.) (Number Corner Checkups)		Trimester CFA Post Tests (Checkpoints) Teacher Observations Teacher Generated Assessments (exit cards, etc.) (Number Corner Checkups)				Trimester CFA Post Tests (Checkpoints) Teacher Observations Teacher Generated Assessments (exit cards, etc.) (Number Corner Checkups)		

Supplemental Pacing Tools

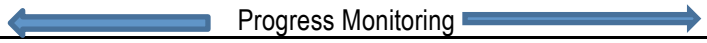
	Aug/Sept	October	November	December
Calendar Grid	**Ancient Egyptian Symbols**	**Fractions & Decimals**	**Night & Day**	**Pentominoes**
Calendar Collector	**Six Inches a Day**	**Race to the Millions**	**A Cup a Day**	**Up & Down to Two Thousand**
Number Corner Workouts	The Number Line & Splat (CF) Multiplication Models (PS) *One-Step Multiplication Problems (SP)*	The Number Line & Put it on the Line Part 1 (CF) Ratio Tables (PS*)* *Multi-Step Multiplication Problems (SP)*	The Number Line & Roll & Compare (CF) *Multi-Digit Addition Strategies (PS)* Place Value, Rounding & Comparing (SP)	The Number Line & The Mystery Grid Game (CF) *Multi-Digit Subtraction Strategies (PS)* Line & Symmetry (SP)
Number Talks	Number Talks can be used to supplement, and Number Talks strategies can be incorporated into Number Corner Workouts. Based on student need, use *Number Talks* or *Number Talks: Fractions, Decimals, and Percentages* as support. A table of contents guide is available for both books.			
FactsWise	Use as needed based on students' addition, subtraction, multiplication, and/or division fluency.			

BOLD = Most beneficial components
ITALICS = strong Number Corner Workouts (use at teacher discretion)

	January	February	March	April	May/June
Calendar Grid	**Similar Figures**	**Constructing Angles & Polygons**	**The Function Machine**	**Perimeter Puzzle**	**Quilt Block Symmetry**
Calendar Collector	**Three Quarters a Day**	**Spin, Add & Measure**	**The Great Fraction Race**	**A Decimeter a Day**	**Water Evaporation Experiment**
Number Corner Workouts	*Division Capture (CF)* Division Strategies (PS) Multi-Step Division Problems (SP)	The Number Line & Put It on the Line Part 2 (CF) *Adding & Subtracting Fractions with Like & Unlike Denominators (PS)* Multi-Step Problems & Equations (SP)	Don't Break 3.00 (CF) Generating *Equivalent Fractions (PS)* Multiply Fractions & Whole Numbers Story Problems (SP)	*Color Tens (CF)* More Division Strategies (PS) Line Plots (SP)	Decimal Draw (CF) Multiplying Fractions & Whole Numbers (PS) *Measurement Conversions (SP)*
Number Talks	Number Talks can be used to supplement, and Number Talks strategies can be incorporated into Number Corner Workouts. Based on student need, use *Number Talks* or *Number Talks: Fractions, Decimals, and Percentages* as support. A table of contents guide is available for both books.				
FactsWise	Use as needed based on students' addition, subtraction, multiplication, and/or division fluency.				

Assessment in a Standards-Based System

A comprehensive assessment system serves to evaluate students. Our assessments tools determine if students can demonstrate that they have met the grade level curricular goals.

Screening	Diagnostic	Formative	Benchmark/Interim	Summative
Initial ability used for grouping purposes	Analyze strengths and challenges	Assess progress and performance with the intent to respond instructionally	A critical mid-point measure to ensure continued trajectory toward end-of-year outcomes	Final learning outcomes that align prescribed, enacted, and learned curriculum
				

Educators glean information from analyzing state data through growth, grade-to-grade, and year-to-year analysis. Drilling down for cohort analyses in specific concepts within content areas provides more granular information to reveal trends and compares the same students over multiple years. As teachers examine assessment results through data teams/PLCs, they move from a focus on state data to a focus on local benchmarks, visualizing data with spreadsheets, graphs, trend lines, cohort comparisons, cohort tracking, subgroups, and then to identified individual students.

Assessment literacy encompasses an educator's ability to design, use, and interpret assessments whether at the formative, benchmark or summative level to improve instruction and ultimately student learning. The process to align curriculum and assessments and respond instructionally is a difficult but worthwhile endeavor. Data analysis is not a stand-alone process. As a district, we strive for a robust assessment system that pairs achievement results with multiple areas to provide a full picture of a child. We not only work for student learning but we also strive to serve the *whole* child.

Formative Assessment

Formative assessments happen in the classroom in a systematic way that is typically common to the grade level. When teachers integrate formative assessments with their collective expertise through the venue of PLCs, assessments serve a wider, more powerful purpose. As practitioners, we use formative assessments to add value to data, contextualize numbers to create information, and transform data through expertise to produce effective feedback, instructional adjustments, and improved student learning. Formative assessments are the foundation to overall student learning. Still, additional assessment types complete a comprehensive assessment system.

Benchmark Assessments

The Assessment Timeline delineates assessments to be administered as benchmarks. These assessments are for all students unless their IEP or 504 excuses them from benchmark assessments. Benchmark assessments, at the end of each trimester, evaluate students' trajectory toward end-of-year standards.

Report Cards

Goleta Union School District is committed to sustaining a healthy parent-school partnership by communicating regularly concerning student progress. Report cards serve as one method to communicate student progress toward grade level expectations. Other communication avenues include newsletters, conferences, phone calls, and emails.
The report cards for each grade level are included here. Grades TK and 2-6 are the same as last year while grade K has changed slightly. The first grade report card needs to be clarified.

Report Card Rubrics

One teacher's '3' may be different than another teacher's '3'. Rubrics help guide standards-based grading. The Report Card Committee developed end-of-year expectations for grading 1-3 or 1-4 depending on your grade level. Only the math rubrics are included (except 1st), and again, some grade levels documents are a work in progress but still serve to guide grading and provide common verbiage among teachers.

Standards for Mathematical Practice (SMPs)

The Standards for Mathematical Practice describe the varieties of expertise that mathematics educators at all levels should seek to develop in their students. They are the habits of mind to be developed, along with the content, in effective mathematics instruction. In any math task, all eight standards may be present, but some practice standards are more naturally paired with some content standards. The SMPs will be added digitally.

Assessments Documents

As noted throughout this document, this is a work in progress. This guide will be available online and updated accordingly. The following documents include our assessment timeline, report card talking points, report cards, rubrics, reading benchmarks, writing prompt topics, and a sample math benchmark that will be ready for the first trimester. Assessments are tools to be used to help determine if students can demonstrate that they have met the grade level curricular goals.

2017-2018 Assessment Timeline

	Please note that depending on your site schedule, progress monitoring for select students is conducted between benchmarks. Additionally, the expectation is that teachers will administer formative assessments between benchmarks.			
Month	**Description**	**Date**	**Grade**	**Scores entered**
August	ADEPT (modified)	all month	New and K	10/6
September	KSEP	8/29 - 9/8	K	9/16
	STAR 360 Initial Baseline / Screening	8/24 - 9/8	K-6	9/9
	CELDT initial	9/5 - 9/15	New and K	N/A
October/ November	**Trimester 1 Benchmarks**	10/23-11/10	K-6	11/10
	Writing	10/23- 11/10	K-6	11/10
	Reading- TBD	10/30-11/10	1-6	11/10
	Bridges/CPM	10/30-11/10	K-6	11/10
	STAR 360 Benchmark 1- Early; Rdg, Math	10/23 - 11/10	K-6	11/10
	Kindergarten Assessment	10/30-11/10	K	11/10
	First Report Card/Parent Conf	11/13 - 11/17	K-6	N/A
December	CogAT- new to GUSD & Retest (online)	12/4 - 12/15	4,5, 6	N/A
January	CogAT- 3rd (online)	1/8 - 1/19	3	1/20
	Physical Fitness Test			
February/ March	ELPAC	2/5-2/23	3-6	
	Trimester 2 Benchmarks	2/19-3/9	K-6	2/12-3/2
	Writing	2/19-3/9	1-6	3/9
	Reading	2/19-3/9	K-6	3/9
	Bridges/CPM	2/19-3/9	1-6	3/9
	STAR 360 Benchmark 2	2/19-3/9	K-6	3/9
	Kindergarten Assessment	2/28-3/9	K-6	3/9
	Second Report Card/Conferences	3/13 - 3/16	K-6	N/A
April	SBAC/CAA Window Opens	TBD	3-6	N/A
	Physical Fitness Test	4/2 - 4/27	5	N/A
	ELPAC	4/9-4/20	K (former TK) -2	
May	SBAC/CAA testing	April/May	3-6	N/A
	CAST/CAA Science testing	April/May	5	N/A

	Trimester 3 Benchmarks	5/14 - 6/1	K-6	5/26
	Writing	5/14 - 5/25	K-5	5/26
	Reading	5/21-6/1	K-6	6/1
	Bridges/CPM Benchmark 3	5/21-6/1	6	6/1
	STAR 360 Benchmark 3	5/21-6/1	1-6	6/1
	Kindergarten Assessment	5/21-6/1	K-6	6/1
	Third Report Card			
Site Based	DIBELS	As needed for PM	K-3	
	STAR 360	As needed for PM	K-6	
	High Frequency Words		K-3	
	SIPPS Initial		1-3	
	BPST		1-2	
	IAB Math		3-6	
	IAB ELA		3-6	
	Progress Monitoring		K-6	
	Wonders Fluency and/or additional Wonders Assessments			

Teacher Talking Points for Report Cards

Teacher Talking Points for Report Cards

Standards-Based Report Card

These talking points articulate a common understanding and definition of report card features and serve to provide common verbiage as teachers consult with parents.

A report card grade reflects student learning of standards to accurately communicate to students and families specific information about academic achievement. Grades are based on the current trimester expectations.

Non-academic factors do not contribute to the academic grade. Information about these areas will be shared through the section entitled *Attitudes and Approaches to Learning*.

The GUSD report card contains two main reporting categories:

Academic Learning - indicators for what a student knows and is able to demonstrate based on California Common Core State Standards

Attitudes and Approaches to Learning - indicators which describe the student's efforts, actions, behaviors, social skills, work habits, and a growth mindset in the school setting.

The purpose of the report card is to communicate, on a trimester basis, with parents and students about each child's progress relative to specific year-end grade level standards and characteristics that support learning.

Differences between Traditional and Standards-Based Reporting

Traditional Report Cards: Traditional grading is a compilation of all work including concepts, skills, and standards within a subject area including test scores, work completion and homework. Factors such as effort, attitude, and behavior are also a part of the grade. Marks are then averaged together to determine a holistic grade.

Standards-Based Report Cards: Standards-based grading and reporting focuses solely on the proficiency of specific grade level standards that students need to master by the end of the school year and their progression of learning over time. The *progress* expected toward mastery is reflected in a grade for each standard. Standards-based grading gives priority to recent evidence of learning rather than an average of learning. Work habits, effort, attitude, and homework are *not* part of the academic grade.

Explanation of Academic Indicators

The Goleta Unified School District elementary report card uses a numerical grading scale:

- K- 2nd grade uses a 1-3 rubric grading scale
- 3rd- 6th grade uses a 1-4 rubric grading scale

4= Extends Standards – Student consistently and independently demonstrates in-depth understanding and extends required performance and understanding of the standard(s). The student ***extends*** standards as demonstrated by multiple sources of evidence that reflect depth of understanding and flexible application of grade-level concepts. Understanding includes in-depth inferences**,** applications, and extensions that demonstrate growth.

3= Meets and Applies Standards – Student demonstrates achievement and understanding of the standard(s). The student consistently meets standards as demonstrated by multiple sources of evidence that reflect understanding and application of grade-level concepts.

2= Approaches Standards – Student is making progress toward achievement of the standard(s). The student occasionally or partially meets standards as demonstrated by multiple measures of evidence that reflect incomplete/inconsistent understanding and application of grade-level concepts. A student may demonstrate few errors in general understanding of the simpler aspects of a grade level concept, but struggles with the more complex ideas or processes of the concept. A student may not be able to connect ideas or demonstrate understanding of a concept without support.

1= Has Difficulty with Standards – Student requires more time and experiences; shows limited achievement of the standard(s). The student rarely meets standards as demonstrated by multiple sources of evidences that reflect minimal understanding and application of grade-level concepts. Only a partial knowledge of some of the simpler details or processes and/or little to no understanding or skill demonstrated.

X = Standard Not Assessed — Standard has not been taught and/or measured during this trimester.

Not enough artifacts or pieces of evidence have been collected for an individual student to show evidence of learning. This mark may be used if:

1) The student has been absent for a significant amount of time during the trimester.
2) The student is new to the school.

Explanation of Attitudes and Approaches to Learning

Work habits and social development criteria are reflected separately on the report card. They are a very important part of communicating to parents about their child's progress.

Reporting effort and habits as a separate category, teachers can honestly communicate about such matters as behavior, participation, homework, and completing assignments without distorting a student's actual achievement in learning.

C = Consistently demonstrates: Student consistently demonstrates the characteristic all or most of the time.

D = Developing: Student demonstrates the characteristic some of the time.

N = Needs Improvement: Student seldom demonstrates this characteristic.

Mathematical practices, PE, Art and Music give a C, D, or N on the report card.

- Able to effectively communicate thinking to others
- Makes connections and extends thinking
- Participates effectively in discussions and activities
- Demonstrates perseverance
- Follows through and completes tasks with quality
- Recognizes (6th)/views(1st) mistakes as learning opportunities
- Strives to do his or her best
- Maintains focus and resists distractions
- Accepts responsibility for actions
- Listens and interacts effectively with peers
- Listens and interacts appropriately with adults

Parent Talking Points for Report Cards

Parent Talking Points for Report Cards

Frequently Asked Questions
GUSD

Report Cards
Instructional Services

Dear Parents,

As you review your child's report card, we hope you find the Frequently Asked Questions helpful. At GUSD, we use a standards-based reporting system. Standards-based reporting provides a more comprehensive picture of your child's academic progress by identifying specific areas of strengths and challenges. Rather than looking at a subject area in a holistic way, standards-based reporting examines each subject area through specific elements (standards) of learning.

How are grades determined on a standards-based report card?

Grades are based on the current trimester expectations and give priority to recent evidence of learning rather than an average of learning. The grades for each trimester reflect student learning based on what was taught up to that point with the goal of meeting the standards by the end of the year.

How is my child evaluated?

We use two categories to communicate student progress:

1) **Attitudes and Approaches to Learning -** efforts, actions, behaviors, social skills, work habits, and a growth mindset in the school setting

   C = Consistently Demonstrates: Student consistently demonstrates the characteristic all or most of the time.
   D = Developing: Student demonstrates the characteristic some of the time.
   N = Needs Improvement: Student seldom demonstrates this characteristic.

2) **Academic Learning** - indicates knowledge and ability to demonstrate progress toward California Common Core State Standards

   TK- 2nd grade uses a 1-3 rubric grading scale

   3rd- 6th grade uses a 1-4 rubric grading scale

What do the grades mean?

Multiple measures are used to determine grades as outlined below.

3= Meets and Applies Standards – A student demonstrates achievement and understanding of the standard(s).

2= Approaches Standards – A student is making progress toward achievement of the standard(s).

1= Has Difficulty with Standards – A student requires more time and experiences; shows limited achievement of the standard(s).

X= Standard Not Assessed – Standard has not been taught and/or measured during this trimester.

4= Extends Standards (grades 3-6 only) – A student demonstrates in-depth inferences, applications, and extensions. A student achieving 100% does not necessarily receive a '4'. Instead, a '4' reflects an in-depth integration of grade level standards.

Why does the grading scale differ between grades TK-2 and 3-6?

Instruction across grade levels reflects depth and complexity. The TK-2 report card includes an emphasis on foundational skills.

Estimados padres de familia,

Cuando revise las calificaciones de su hijo/a esperamos que estas preguntas frecuentes sean útiles. En GUSD, usamos un sistema de calificaciones basado en los estándares. Las calificaciones basadas en los estándares ofrecen una visión más completa del progreso académico de su hijo/a al identificar las áreas específicas de fortalezas y desafíos. En lugar de ver la materia de una forma holística, las calificaciones basadas en los estándares examinan cada materia por elementos específicos (estándares) de aprendizaje.

¿Cómo se determinan las calificaciones basadas en los estándares?

Las calificaciones están basadas en las expectativas del trimestre actual y se le da prioridad a la evidencia más reciente del aprendizaje en vez de un promedio del aprendizaje. Las calificaciones para cada trimestre reflejan el aprendizaje del estudiante basado en lo que se ha enseñado hasta ese punto con el objetivo de satisfacer los estándares para finales del año escolar.

¿Cómo es evaluado/a mi hijo/a?

Usamos dos categorías para comunicar el progreso estudiantil:

1) **Actitudes y aproximaciones al aprendizaje -** esfuerzos, acciones, comportamientos, habilidades sociales, hábitos de trabajo y una mentalidad de crecimiento en el ambiente escolar

   C = Consistentemente lo demuestra: El estudiante consistentemente demuestra la característica siempre o casi siempre.
   D = En desarrollo: El estudiante demuestra la característica algunas veces.
   N = Necesita mejorar: El estudiante casi nunca demuestra esta característica.

2) **Aprendizaje académico** - indica conocimiento y habilidad para demostrar progreso hacia los estándares estatales básicos comunes
   TK- 2o grado usa una rúbrica de calificación de 1-3
   3rd- 6o grado usa una rúbrica de calificación de 1-4

¿Qué significan las calificaciones?

Se usan varias medidas para determinar las calificaciones, como se indica a continuación.

3= Cumple con y aplica los estándares – El estudiante demuestra el logro y el entendimiento del estándar.
2= Se aproxima a los estándares – El estudiante está avanzando hacia el logro del estándar.
1= Se le dificultan los estándares – El estudiante requiere más tiempo y experiencias; muestra un logro limitado del estándar.
X= No se evaluó el estándar –– El estándar no se ha enseñado y/o no se ha medido durante este trimestre.

4= Sobrepasa los estándares (grados 3-6 solamente) – El estudiante demuestra inferencias, aplicaciones y extensiones detalladas. Un estudiante que logra 100% no necesariamente recibe una nota de '4'. Una nota de '4' refleja una integración profunda en los estándares de nivel de grado.

¿Por qué cambia la rúbrica entre los grados TK-2 y 3-6?

La enseñanza en los niveles de grado refleja profundidad y complejidad. Las calificaciones para TK-2 incluyen un énfasis en habilidades fundamentales.

Report Cards

Goleta Union School District

Progress Report 2016-2017

Fourth Grade

Name	School	Teacher

Progress Toward Meeting Standards			
	4	=	Extends standards
	3	**=**	**Meets and applies standards**
	2	=	Approaches standards
	1	=	Has difficulty with standards
	x	=	Not evaluated
Attitudes and Approaches to Learning	C	=	Consistently Demonstrates
Mathematical Practices	D	=	Developing
Art, Music, Physical Education	N	=	Needs Improvement

Each trimesters' grades reflect that grading period's cumulative achievement toward grade level standards.

	Trimester 1st	2nd	3rd
Attitudes and Approaches to Learning			
Able to effectively communicate thinking to others			
Makes connections and extends thinking			
Participates effectively in discussions and activities			
Demonstrates perseverance			
Follows through and completes tasks with quality			
Recognizes mistakes as learning opportunities			
Strives to do his or her best			
Maintains focus and resists distractions			
Accepts responsibility for actions			
Listens and interacts effectively with peers			
Listens and interacts appropriately with adults			
Mathematics			
Mathematical Practices			
Makes sense of problems and perseveres, reasons, constructs viable arguments, models, uses tools, is precise, uses structure, expresses regularity in reasoning			
Operations and Algebraic Thinking			
Uses the four operations with whole numbers to solve problems; gains familiarity with factors and multiples; generates and analyzes patterns			
Number and Operations in Base Ten			
Generalizes place value understanding for multi-digit whole numbers; uses place value understanding and properties of operations to perform multi-digit arithmetic			
Number and Operations - Fractions			
Extends understanding of fraction equivalence and ordering; builds fractions from unit fractions; understands decimal notation for fractions, and compares decimal fractions			
Measurement and Data			
Solves problems involving measurement and conversion of measurement; represents and interprets data; geometric measurement with angles			
Geometry			
Draws and identifies lines and angles and classifies shapes by properties of their lines and angles.			

	Trimester 1st	2nd	3rd
Speaking and Listening			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
Reading and Language			
Foundational Skills			
Reads on-level text with sufficient accuracy and fluency to support comprehension			
Informational Text and Literature			
Refers to details and examples to demonstrate understanding of a text			
Determines or clarifies the meaning of unknown words and phrases based on grade level reading and content			
Integrates information from two texts on the same topic in order to write or speak about the subject			
Reads and comprehends complex literary and informational text with proficiency			
Writing and Language			
Text Type and Purpose			
Writes for a variety of purposes and text types including opinion, informative, and narrative			
Production and Distribution			
Develops and strengthens writing by planning, revising and editing			
Research to Build and Present Knowledge			
Conducts short research projects that build knowledge through investigation			
Conventions of Standard English			
Demonstrates command of the conventions of standard English grammar, capitalization, punctuation and spelling when writing			

Goleta Union School District

Progress Report 2016-2017

Fourth Grade

	Trimester		
	1st	2nd	3rd
Additional Areas			
Social Studies			
Science			
Art - Participates and maintains appropriate behavior			
Music - Participates and maintains appropriate behavior			
Physical Education- Participates and maintains appropriate behavior			
Attendance			
Days Absent			
Days Tardy			

First Trimester Comments

Second Trimester Comments

Third Trimester Comments

Report Card Rubrics

GUSD Mathematics
Fourth Grade
Trimester 3

Standards Based Report Card Rubrics

This resource was developed by your grade-level colleagues over the 2016-17 school year. It is based on the work of the Scottsdale Unified School District. These rubrics are to be used with the Standard-based Report Card and accompanying Talking Points. This document is intended to help the district align its reporting practices across grade levels and schools.

Trimester	**Bridges Units** (Checkpoints, Unit Assessments, Teacher Observations/Assessments)	**Number Corner** (Trimester 1: NC Checkup 1; Trimester 2: NC Checkup 2; Trimester 3: NC Checkups 3 & 4)
1	1 & 2	Aug., Sept. & Oct.
2	4, 3 & 5	Nov., Dec., Jan. & Feb.
3	6, 7 & 8	March, April, May & June

Here is the format for each report card rubric:

Subject
Reporting Standard on the Standards-based Report Card (SBRC)

Instructional Standard(s):

4	
3	
2	
1	

4th Grade Standards-based Report Card Rubric

Mathematics: Operations & Algebraic Thinking

Use the four operations with whole numbers to solve problems, gains familiarity with factors and multiples, generates and analyzes patterns.

Instructional Standard(s):

4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 ´ 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Table 2.)
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
~~**AZ.4.OA.3.1** Solve a variety of problems based on the multiplication principle of counting.~~
~~Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.~~
~~Analyze relationships among representations and make connections to the multiplication principle of counting.~~
4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself

4	*Student consistently and independently:* ● Creates multi-step, real-world problems using all four operations with multiple representations ● Uses number sense to determine reasonableness of answers ● Consistently demonstrates and uses multiple strategies to check and correct work ● Knows and can explain the relationship of prime and composite with factors and multiples ● Identify and generates a multiple function pattern with incorporation of two or more operations ● Creates non-numerical patterns
3	*Student independently:* ● Uses a variable to solve for the unknown number ● Solves multi-step, real-world problems using all four operations ● Can appropriately estimate the solution and verify the answer using estimation strategies ● Produce factor pairs for whole numbers 1-100, produces multiples of 1-10 ● Distinguishes differences between factors and multiples ● Consistently identifies prime and composite numbers ● Identify and continue patterns with all four functions ● Continues non-numerical patterns consistently
2	*Student occasionally and with prompting/ partial independence:* ● Has difficulty solving for the unknown number ● Solves multi-step, real world problems, but does not fluently use all four of the operations ● Has difficulty estimating the solution and/or verify the answer using estimation strategies ● Recognizes factor pairs 1-50 and produces a majority of pairs ● Sometimes identifies multiples ● Limited knowledge of prime and composite ● Partial independence in Identifying and extending numerical patterns ● Consistently demonstrates rules of patterns using addition and subtraction, but difficulty with multiplication and division patterns

4th Grade Standards-based Report Card Rubric

1	*Student with limited independence:* ● Limited independence in solving problems with variables ● Limited independence with multi-step, real world problems with limited accuracy ● Does not at this time verify answers to problems to check for reasonableness ● Limited independence in recognizing and identifying factors and multiples ● Identifies prime and composites numbers with limited accuracy ● Limited independence with identification of numerical patterns with addition and subtraction ● Difficulty with non-numerical patterns

4th Grade Standards-based Report Card Rubric

Mathematics: Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers; Use place value understanding and properties of operations to perform multi-digit arithmetic.

Instructional Standard(s):

4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4	*Student consistently and independently* ● Applies the rules of place value of multi-digit numbers ● Compares and orders three or more multi-digit numbers with accuracy ● Determine and apply rounding rules to an appropriate place value through story problems ● Justify the place value for rounding ● Always identifies and uses appropriate algorithms, often choosing to look for patterns that may lead them toward non-traditional methods for solving ● Consistently illustrates and explains the calculation by using equations, rectangular arrays, and/or area models ● Uses multiple strategies to check and correct work
3	*Student independently* ● Justifies the value of a number based on the place value of the number ● Consistently produces numerals in base ten, expanded form and number names ● Regularly rounds a number to the given place value ● Uses appropriate operation ● Regularly identifies and uses algorithms without skipping steps, most of the time ● Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models ● Uses inverse operations to check work for mistakes

4th Grade Standards-based Report Card Rubric

2	*Student occasionally and with prompting/ partial independence* ● Recognizes the place value of a number to identify value ● Distinguishes numbers in two of the three number forms ● Regularly rounds a number to the ten-thousands place value ● Identifies the appropriate algorithm with partial independence, but often skips steps or fails to carry out the operations to completion ● Limited use of illustrations and difficulty explaining calculations ● Sometimes checks work for mistakes. When mistakes are identified, student is often unsure of how to fix them
1	*Student with limited independence* ● Limited independence in recognizing the rules of place value when looking at multi-digit numbers. ● Distinguishes numbers in one of the three forms. ● Limited independence in rounding a number to the thousands place value ● Identifies appropriate algorithms with limited accuracy ● Minimal understanding of carrying out operations independently ● Limited independence when explaining or illustrating calculations. ● Does not recognize or correct work for mistakes at this time.

4th Grade Standards-based Report Card Rubric

Mathematics: Number and Operations - Fractions

Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions. Understand decimal notation for fractions and compare decimal fractions.

Instructional Standard(s):

4.NF.1. Explain why a fraction *a*/*b* is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

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 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.

4. NF.3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4. NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5´(1/4), recording the conclusion by the equation 5/4 = 5´(1/4).*

b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express* 3´(*2/5*) as 6´(*1/5*)*, recognizing this product as 6/5.* (*In general, n´(a/b)=(n´a)/b.*)

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.5 Converts a fraction with 10 in the denominator to a fraction with 100 in the denominator, and uses the strategy to add tenths and hundredths. Eg 4/10 + 36/100 = 40/100 + 36/100= 76/100.

4.NF.6 Writes fractions with denominators of 10 or 100 in decimal notation. ie 3/10 = 0.3

4.NF.7 Compares decimal numbers with digits to the hundredths place, and explains why one decimal number must be greater or less than another decimal number.

4	*Student consistently and independently* ● Creates and solves mathematical and real-world problems involving comparing fractions, equivalent fractions, mixed numbers, and decomposing fractions, and explains reasoning using visual fraction models and equations to represent the problem ● Recognizes and solves real-world applications of comparing fractions, equivalent fractions, mixed numbers, and decomposing fractions ● Creates and solves real-world problems using a visual fraction model to demonstrate that fraction a/b is a multiple of 1/b and uses that construct to multiply a fraction by a whole number ● Consistently recognizes and compares decimals, equivalent decimals, and mixed decimals, independently

4th Grade Standards-based Report Card Rubric

3	*Student independently* ● Recognizes and generates equivalent fractions and explain their equivalency by using visual fraction models. ● Creates common denominators or use benchmark fractions in order to compare fractions. Visual models demonstrate the understanding that comparisons are valid only when the two fractions refer to the same whole. ● Consistently solves addition and subtraction problems with fractions and mixed numbers using equivalent fractions and/or properties of operations. Demonstrates understanding that addition and subtraction of fractions are the joining and separating of parts referring to the same whole through verbal or visual explanations. ● Decomposes a fraction into a sum of fractions with the same denominator in more than one way. Uses equations to correctly record decompositions. Visual fraction models show clear evidence of reasoning. ● Understands and solves mathematical and real-world problems involving addition and subtraction of fractions and mixed numbers by using visual fraction models and equations to represent the problem. ● Using visual models, solves mathematical and real-world problems by recognizing that fraction a/b is a multiple of 1/b and uses that construct to multiply a fraction by a whole number. ● Converts, compares, and writes fractions with denominators of 10 or 100 in decimal notation.
2	*Student occasionally and with prompting/partial independence* ● Recognize or generate equivalent fractions and explain their equivalency when provided visual fraction models. ● Is able to create common denominators or use benchmark fractions in order to compare fractions with support. Visual models provide limited evidence of understanding that comparisons are valid only when the two fractions refer to the same whole. ● Struggles to solve addition and subtraction problems with fractions and mixed numbers using equivalent fractions and/or properties of operations. Has difficulty demonstrating the understanding that addition and subtraction of fractions are the joining and separating parts referring to the same whole through verbal or visual explanations. ● Decomposes a fraction into a sum of fractions with the same denominator in one way. Uses equations to correctly record decompositions some of the time. Visual fraction models are present but may be incorrect. ● Solves mathematical and real-world problems involving fractions and mixed numbers by using visual fraction models and/or manipulatives provided by the teacher. ● May need visual models or prompting to convert, compare, and write fractions with denominators of 10 or 100 in decimal notation. ● Requires support to use visual models or requires manipulatives to solve mathematical and real-world problems and may have trouble recognizing that fraction a/b is a multiple of 1/b or cannot use that construct to multiply a fraction by a whole number.
1	*Student with limited independence* ● Recognizes or generates equivalent fractions. ● Creates common denominators or use benchmark fractions in order to compare fractions with little to no success. ● At this time, does not solve addition and subtraction problems with fractions and mixed numbers using equivalent fractions and/or properties of operations. ● Limited independence in decomposing a fraction into a sum of fractions with the same denominator. ● Does not solve mathematical and real-world problems involving fractions and mixed numbers even when using visual fraction models and/or manipulatives provided by the teacher at this time. ● Limited independence in using visual models or manipulatives to solve mathematical and real- world problems and fails to recognize that fraction a/b is a multiple of 1/b. ● Limited understanding/ may need visual models or prompting to convert, compare, and write fractions with denominators of 10 or 100 in decimal notation.

4th Grade Standards-based Report Card Rubric

Mathematics: Measurement and Data

Solve problems involving measurement and conversion of measurement from a larger to a smaller unit.

Instructional Standard(s):

4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs* (*1, 12*), (*2, 24*), (*3, 36*),

4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

4	*Student consistently and independently* ● Converts one system of measurement to another ● Using more than one operation, develops solvable real-world problems using measurement ● Creates a scale drawing using area and perimeter, in which conversions need to occur
3	*Student independently* ● Demonstrates the relative size of measurement units within one system of units ● Records measurement equivalents in a two-column table ● Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. ● Applies the area and perimeter formulas for rectangles in real world and mathematical problems
2	*Student occasionally and with prompting/partial independence* ● Identifies the relative size of measurement units within one system of units ● Can differentiate the size of the unit by name but not convert ● Records measurement in a one-column table ● Identifies which operation to use while solving a story problem ● Applies the area and perimeter formulas for rectangles in real world and mathematical problems with minor errors
1	*Student with limited independence* ● Works with support to identify units of measurement ● Records measurements in a one-column table with support ● Limited knowledge of operations needed to solve a story problem ● Incorrectly uses formulas of area and perimeter

4th Grade Standards-based Report Card Rubric

Mathematics: Measurement and Data

Represent and Interpret Data.

Instructional Standard(s):

4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

4	*Student consistently and independently* ● Creates and gather data to be used with a line plot in fractions ● Creates real-world problems aligned with line plot data
3	*Student independently* ● Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) ● Solves problems consistently involving addition and subtraction of fractions by using information presented in line plots
2	*Student occasionally and with prompting/partial independence* ● Plots the data on a pre-made line plot in fractions of a unit ● Partial Independence to solve problems involving addition of fractions by using information presented in line plots
1	*Student with limited independence* ● Limited ability to plot or interpret data on a line plot in fractions of a unit ● Rarely solves problems with addition of fractions by using information presented in line plots without support

4th Grade Standards-based Report Card Rubric

Mathematics: Measurement and Data

Geometric measurement: understand concepts of angle and measure angle.

Instructional Standard(s):

4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4	*Student consistently and independently* ● Creates angles and 2D shapes with specified criteria and angle names (explores supplementary, complementary and reflex angles) ● Designs their own angles and determine measurement ● Constructs addition and subtraction problems to find unknown angles in real world and mathematical problems
3	*Student independently* ● Identifies angles and 2D shapes and terms associated with angles ● Measures and creates angles with specified measure ● Solves addition and subtraction problems to find unknown angles in real world and mathematical problems
2	*Student occasionally and with prompting/partial independence* ● Matches graphic representations with names for angles and angle terms and 2D shapes ● Measure and create angles with specified measure with teacher some support ● Solve addition and subtraction problems to find unknown angles in real world and mathematical problems with teacher support
1	*Student with limited independence* ● Limited ability to match graphic representations with names for angles and angle terms, and 2D shapes ● Limited ability to measure and create angles ● Limited ability to identify unknown angles

4th Grade Standards-based Report Card Rubric

Mathematics: Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Instructional Standard(s):

4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

4	*Student consistently and independently* •
3	*Student independently* •
2	*Student occasionally and with prompting/partial independence* •
1	*Student with limited independence* •

Reading

Wonders Gr 4 Benchmark 1

Directions: Read the question. Fill in the bubble next to the corresponding question number on your answer sheet.

Sample Question	Sample Answer Sheet
Sample Item Not Available	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ

For Questions 1 - 5:

Cinder the Crow

Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip, but she never cawed first.

Most of Cinder's crow friends were brave and bold. They ventured into other crow communities, searching for new sources of food. They were clever about getting into closed garbage containers where humans threw away such delicious morsels! When enemy birds approached, these crows chased them away. They were brave, even when facing birds that were a lot larger than they were, like hawks or herons.

Cinder stayed close to home and fed quietly on insects. Her favorite time of the day was just before bedtime because that's when all of her friends and family would gather in the boughs of a big tree. They would exchange news before falling asleep.

Cinder did not have a husband or children of her own. She was a helper crow. She happily helped raise the young of her sister, Smoke, and Smoke's husband Night.

Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory. Then they would gather big sticks and use them to construct the nest's outer ring. Next, they would line the nest with soft materials, such as leaves. Smoke would lay her eggs, and they would wait. Cinder looked forward to the moment when the first shell would crack open. A tiny pink creature would emerge that needed much food and attention to survive!

Cinder observed the young ones growing bigger in the nest. She saw their first flights. Then she watched the young crows play with acorns and stones. She knew these games would one day help the young gather food for themselves.

Life for Cinder was good until she was seven. Then something strange and terrible began to happen.

Large numbers of crows started to get sick. Many of them died. Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children. But it was sad to lose so many good friends. When it was time to roost at night, the tree was no longer full of dozens of crows, loudly talking over the events of the day. It was half-empty and much too quiet.

Then Night disappeared. Smoke was sure he had died of the mysterious sickness. She sat sadly on a bough, refusing to move. Cinder brought her delicious bugs. She even stole some snacks from a picnic, but Smoke was much too sad to eat.

Cinder was very worried. She had to find a way to get her sister interested in living again. As she flew around in circles, trying to think, Cinder heard a sad cawing from a field below. She landed to see what was wrong.

Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles.

"Are you sick?" Cinder asked them gently.

"No," one of them answered. "Just hungry and lonely. Everyone in our community got sick except us, and now we are alone."

"You cannot stay here by yourself," cawed Cinder in a firm voice. "Follow me."

Cinder flew with strong, steady wing beats to the tree where her sister was staying. The little crows followed.

"Smoke," said Cinder. "I would like you to meet the two new members of our family, Ashes and Pepper. You and I need to find them food right away."

At the word *food*, Pepper got so excited he almost fell out of the tree! Smoke gave a small, crowish smile and flew off in search of provisions.

Cinder found families for other lost and lonely orphans. She met with leaders of neighboring crow communities to deal with the problem they all faced. She even moved her family to a safer area.

The next year, the sickness went away as mysteriously as it had arrived. New crows were born, and, once more, the skies were full of the clever black birds. Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies – and Smoke became a very good helper.

1 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Which of these conclusions about Cinder is supported by the passage?

A At the end of the story, Cinder understands the reasons for the mysterious sickness.

B At the end of the story, Cinder understands the joy of caring for a family of her own.

C At the end of the story, Cinder understands that the problems of all the lost and lonely crow children are over.

D At the end of the story, Cinder understands that the problems of the community are more important than her own.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "Cinder found families for other lost and lonely orphans."

B "She met with leaders of neighboring crow communities to deal with the problem they all faced."

C "The next year, the sickness went away as mysteriously as it had arrived."

D "Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies – and Smoke became a very good helper."

2 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Which statement <u>best</u> describes the relationship between Cinder and Smoke?

A They both teach the young crows to take their first flights.

B They both want to be leaders and tell others what to do.

C They both remember being lost and lonely orphans themselves.

D They both work together to build nests and care for their children.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory."

B "Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children."

C "Cinder found families for other lost and lonely orphans."

D "She met with leaders of neighboring crow communities to deal with the problem they all faced."

3 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the sentences from the passage.

"Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles."

What does the author tell the reader by using the underlined phrase?

A The birds are unable to eat or fly.

B The birds are feeling sick from eating rocks.

C The birds are looking for other orphans.

D The birds are feeling tired and without hope.

Part B

Which detail from the passage best supports your answer in part A?

A "Their wings looked dusty and droopy."

B "'Are you sick?' Cinder asked them gently."

C "'No,' one of them answered. 'Just hungry and lonely.'"

D "Cinder found families for other lost and lonely orphans."

4 **Match each theme idea found in the passage to the event in the passage that shows that theme.**

	being kind to others	showing courage	using thinking skills to solve problems	working together to complete a task
Cinder and her sister build a new nest every spring.	☐	☐	☐	☐
Cinder's friends chase away enemy birds.	☐	☐	☐	☐
Cinder finds families for baby birds who are alone and lost.	☐	☐	☐	☐
Cinder meets with leaders of neighboring crow communities to talk about the sickness.	☐	☐	☐	☐

5 **Read the paragraph from the passage.**

"Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip but never cawed first."

How does this first description of Cinder help the reader understand Cinder's character? Support your answer with details from the passage.

For Questions 6 - 13:

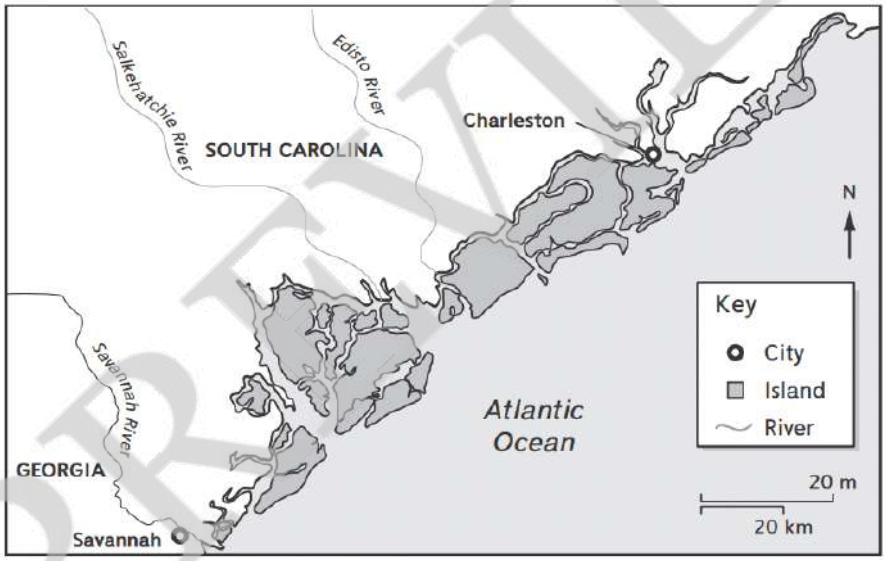
Gullah Traditions

As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves. Some of them ended up on the Sea Islands off the coast of South Carolina.

The warm climate of the Sea Islands made them a perfect place to grow rice. Some Africans came from Sierra Leone in West Africa. Sierra Leone is a rice-growing region. These people brought with them the knowledge necessary to cultivate rice.

Today, descendants of these West Africans still live on the Sea Islands. They are known as the Gullah people. They live in small communities that are separated from the mainland. They carry on many African traditions.

South Carolina Sea Islands



The Gullah Language

One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries. They also changed certain rules of grammar.

Over the years, outsiders have moved to the Sea Islands. Many local people have also moved away, looking for work. Language experts keep predicting that the Gullah language will die out. However, after hundreds of years, this has not yet happened. Today, many Gullah people hold their language and culture as an important part of who they are.

Grass Baskets

Gullah women today make baskets like those made by their ancestors. These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten.

Today, Gullah women sell their baskets to tourists. The baskets are woven from different types of grass and are stitched with palm leaves. Sometimes, they are decorated with pine needles. They are a beautiful mixture of soft green and brown. The baskets are expensive because it takes a lot of time and work to create each one.

Sometimes, baskets from other countries are sold as Gullah baskets. These fake baskets are far less expensive.

They tend to be gray, are stiffer, and they do not hold up as well as the real thing. Gullah basket weavers are trying to educate the public about the differences between traditional and fake sweetgrass baskets.

Other Traditions
The Gullah also brought with them the knowledge of how to grow indigo, a plant used to make a deep blue dye. This dye was valued for making clothes in the 1800s.

They brought folktales, too. The Gullah character Brer (Brother) Rabbit is a clever trickster who defeats bigger enemies. A similar character, Koni Rabbit, pops up in many West African tales.

An Amazing Story
Think back to the ancestors of today's Gullah. They were taken from their homes and families. They made a long and difficult journey over the ocean. They landed on a new continent where they were forced to work for others. They lost so much.

Yet, they held on to so many things, including words, stories, songs, and crafts. They also maintained their ways of farming. The strength of the human spirit can be seen in the story of the Gullah.

6 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Which sentence <u>best</u> states the main idea of the passage?

A The Gullah people faced difficulty, but they continued many traditions.

B Many Africans were brought to America as slaves by European settlers.

C The baskets made by the Gullah people are highly prized.

D Africans from Sierra Leone settled on the islands off the coast of South Carolina.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "Some of them ended up on the Sea Islands off the coast of South Carolina."

B "Sometimes, baskets from other countries are sold as Gullah baskets."

C "They were taken from their homes and families."

D "Yet, they held on to so many things, including words, stories, songs, and crafts."

7 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

What conclusion about the Gullah people is supported by the passage?

A The Gullah people needed a new place to grow rice.

B The Gullah people knew how to grow food for survival.

C The Gullah people could no longer grow rice as they had in the past.

D The Gullah people had to learn how to grow new kinds of crops to survive.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "The warm climate of the Sea Islands made them a perfect place to grow rice."

B "Some Africans came from Sierra Leone in West Africa."

C "These people brought with them the knowledge necessary to cultivate rice."

D "They live in small communities that are separated from the mainland."

8 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the sentences from the passage.

"One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries."

What does the underlined phrase *most likely* mean as it is used in the passage?

A a way of communicating among people who share the same ancestors

B a way of communicating among people who speak different languages

C a way of communicating among people who come from different places

D a way of communicating among people who live on the same continent

Part B

Which detail from the passage best supports your answer in part A?

A "One thing that makes the Gullah people special is their speech."

B "It is a mixture of English and several African languages."

C "Gullah was developed by slaves working in the rice fields."

D "They needed a way to communicate with one another."

9 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

What is the <u>most likely</u> reason the author included the map in the passage?

A to show where Europeans settled

B to show where the Gullah people came from

C to show where the Gullah communities are located

D to show why the Sea Islands are good for growing rice

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves."

B "The warm climate of the Sea Islands made them a perfect place to grow rice."

C "Some Africans came from Sierra Leone in West Africa."

D "They live in small communities that are separated from the mainland."

10 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the paragraph from the passage.

"These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten."

What does the prefix *in-* in the underlined word mean?

A different **B** not **C** outer **D** repeated

Part B

Which phrase from the passage best supports your answer in part A?

A "come in different shapes"

B "wide and shallow"

C "tossing the grains into the air"

D "part of the rice that could be eaten"

11 **Which of the following phrases best describe traditions of the Gullah people? Select all that apply.**

A growing rice

B using indigo for dye

C speaking many languages

D living in large communities

E cleaning rice with fanner baskets

F making fake sweetgrass baskets

12 **Place the events in the correct order in which they happened, as explained by the passage. Place the first event at the top of the list and the last event at the bottom.**

Gullah women began selling fanner baskets to tourists.
Europeans brought slaves from West Africa.
Some Gullah people moved away to find work.
The Gullah culture developed over time.
Some Africans settled in the South Carolina Sea Islands.

13 **Which sentence <u>best</u> states the author's main idea about fanner baskets?**

A Making fanner baskets takes a very long time.

B Fanner baskets are no longer used to clean rice.

C Making fanner baskets is an important tradition for the Gullah people.

D Fanner baskets have become important for the economy of the Gullah people.

The following questions are not about a passage.

14 **A student is writing a research report about summer camps. She wrote an opinion in the report.**

Summer camps offer lots of benefits for students. Summer camps are fun, entertaining, and rewarding. _____ Students can spend the day or stay overnight. _____ These are some of the benefits of enrolling a student into summer camp.

Choose the <u>two</u> sentences that should go in the blanks to <u>best</u> support the student's opinion.

A Many summer camps are found near state parks.

B Summer camps last for a few days to weeks at a time.

C Students get a chance to meet new friends and learn new skills.

D Summer camps are often held at schools and other gathering places.

E Students can choose from a variety of exciting activities at camp.

F Summer camps are available in every state, and many are in other countries.

15 **A student is writing a report about volunteering. Read the sentences from the source and the directions that follow.**

There is quite a variety of volunteering activities to choose from. You can choose to donate clothes or used household goods. You can help by making neighborhoods and parks more beautiful. You can care for sick or hurt animals and people. You could help clean up wildlife and natural areas. Or, you could convince your family to care for foster pets. The possibilities are endless!

The parts of the student's report are listed below. Choose <u>two</u> parts of the report where the information from the source should be placed.

A Helping People

B Helping Schools

C How to Fundraise

D Reasons to Volunteer

E Being a Good Volunteer

F Helping the World Around You

16 **A student is writing a report on how having a household pet can be a good thing. The student found the following sources. Which source would <u>most likely</u> have information for the report?**

A a website article titled "Cats Are Better Than Dogs"

B a fictional novel titled "Shiloh – the Story of a Heroic Dog"

C a nonfiction book titled "Wild at Home: Wild Animals as Pets"

D a magazine article titled "Can Pets Help Your Happiness?"

17 **A student has made a plan for research. Read the plan and the directions that follow.**

<u>Research Report</u>
Plan Topic: Architects
Audience: Students
Purpose: To inform
Research Question: How do people learn how to design buildings and become architects?

Which of these sources is the <u>most</u> useful source for the information needed to answer the research question?

A a toy catalog about becoming a master builder

B a book about architects and modern buildings in different countries

C an advertisement for a summer camp where building tree houses is an activity

D a website that explains a university's courses and requirements for architecture

18 **For her science class, a student is writing an opinion article about the space shuttle program. Read the draft of the opinion article and complete the task that follows.**

The space shuttle program started in 1972. President Nixon announced that the United States would build a space shuttle and send it into orbit. This happened less than ten years later. The program had 135 missions. Then it was ended in 2011.

The space shuttle has been called the "world's first reusable spacecraft." It is launched like a rocket. It orbits like a spacecraft, and it lands like a plane. This makes it the best type of spacecraft. The entire shuttle can be flown many times. It does not have to be built again like some other spacecrafts do.

Using information from the student's draft, write a paragraph that concludes the article and supports an opinion about the space shuttle program.

19 **A student is writing a story for his teacher about two friends who go hiking together. The student wants to revise his draft to show the reader what is happening at the beginning of the story. Read the draft of the story.**

Sam and Amil had never gone hiking together. Sam hiked all the time with his father and older brother. <u>They liked going into the woods behind the lake near where they lived. Sam knew he would have to be patient with Amil</u>. But, he did not expect to need this level of patience. He realized this when he asked his friend how much water he had brought with him and got a puzzled look in return. "I was supposed to bring water?" Amil replied. Sam decided he could share what he had brought, but he was already irritated.

Choose the *best* sentence to connect the <u>underlined</u> sentences.

A Amil, however, had never gone hiking before.

B Amil's house was not anywhere near the lake.

C Sam's older brother would tease him on their hikes.

D Sam, however, packed plenty of water when he hiked.

20 **A student is writing a report for her teacher about ideas for the year's field trip. The student wants to revise the draft to better develop her ideas. Read the draft of the report and complete the task that follows.**

Field trips are taken for educational purposes. However, if students do not enjoy the field trip, they will not learn as well. This year, students should be able to choose where we take our field trip.

There are 23 students in our class. I asked everyone where we should take our field trip this year. I then made this table to show the number of votes each location received. <u>Almost everyone wanted to go to the science center</u>. Therefore, the science center should be the place we go for this semester's trip.

Location for Field Trip	Number of Votes
Super Space Age Science Center	10
McElwain Soup Factory	7
Neuschwander Museum of Art	4
Ye Olde Historical Hall	2

Choose the sentence that is a better way to use information from the student's chart to support the student's idea in the <u>underlined</u> sentence.

A The science center and the soup factory both got a lot of votes from the class.

B The museum of art and the historical hall got the fewest votes from the class.

C Out of the 23 students in our class, 10 think we should go to the science center.

D Out of the 23 students in our class, only 2 think we should go to the historical hall.

For Questions 21 - 28:

The Fisherman and His Wife

Adapted from the Brothers Grimm

Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife. One day, the fisherman was fishing and pondering nothing in particular, when he felt a great force tug on his line. The fisherman hauled in the line with all his might and discovered he had caught a flounder as big as a whale.

Suddenly, the flounder said, "Wait, fisherman, I beg you to let me live. I am actually an enchanted prince. Please put me back into the water and let me go free."

Astonished, the fisherman stopped heaving the line and said, "Well, of course I will let you go. I had no idea that you were enchanted."

Then the fisherman left and trudged home.

"Husband, have you caught nothing today?" asked his wife as he entered through the door.

"Well, I did catch a giant flounder," said the fisherman. "But he was an enchanted prince, so I let him go free."

"Didn't you make a wish first?" asked the woman.

"What would I wish for?" he asked. "We have everything we need."

The fisherman's wife was beside herself. "Are you serious?" she bellowed. "We live in a shack! Go back and ask the flounder for a nice house we can live in. That's the least he can do; you spared his life."

The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife. So he returned to the sea and uttered,

"Flounder, flounder, in the sea,
Come back today and talk to me.
My good wife wants to make a wish
And hopes you are a magic fish."

In a few moments, the flounder appeared and asked, "Well, what does she want?"

"Ah," said the fisherman, "we live in a miserable little shack. She would like to have a nice cozy cottage by the sea."

"Go home, fisherman," said the flounder. "She will have what she desires."

The fisherman returned home, and it was true. Instead of the rundown shack, he found a cozy cottage. It had a delightful living room and a warm kitchen. His wife was smiling broadly when he walked in the door.

"Do you see, husband? All you had to do was request it, and here we are, living like a lord and a lady."

The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to

the flounder again.

"If he can give us a cheap little cottage, then he can give us a lovely stone castle. I would rather live in a castle than in this shameful place."

The fisherman did not want to go back to the flounder, but he did as his wife instructed. He explained to the magical fish what his wife desired, and the flounder granted the wish. When the fisherman got home this time, he found an elaborate stone castle. The solid wooden gates to the castle were open. He found his wife perched on a throne-like chair.

"Do you see, husband? All you had to do was request it, and here we are, living like royalty."

The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to the flounder once again.

"If he can give us a lovely stone castle, then he can make me a queen. I should be a queen if I'm going to live in a place like this."

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, "You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done."

The fisherman felt terrible about making the flounder upset. He turned away from the sea and went home. The elaborate stone castle was gone. In its place he found their old miserable home. He stood and gazed at it for a moment. He was happy with what had happened, because he had never thought their old home was so bad after all.

21 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the sentences from the passage.

"Do you see, husband? All you had to do was request it, and here we are, living like royalty."

What does the underlined phrase tell the reader about the fisherman's wife?

A She has very nice things.

B She wishes she had a magic fish.

C She receives visits from the king and queen.

D She comes from a very rich family.

Part B

Which sentence from the passage best supports your answer in part A?

A "My good wife wants to make a wish / And hopes you are a magic fish."

B "The solid wooden gates to the castle were open."

C "The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy."

D "I should be a queen if I'm going to live in a place like this."

22 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the paragraph from the passage.

The fisherman did not want to go back and bother the <u>enchanted</u> flounder, but he did want to please his wife. So he returned to the sea and uttered,

"Flounder, flounder, in the sea,
Come back today and talk to me.
My good wife wants to make a wish
And hopes you are a magic fish."

What does the underlined word *most likely* mean as it is used in the passage?

A welcomed

B underwater

C under a spell

D nowhere to be found

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "in the sea"

B "Come back today"

C "My good wife wants"

D "magic fish"

23 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the sentence from the story.

"We live in a <u>shack</u>!"

Which of these is a synonym of the underlined word?

A apartment **B** cabin **C** house **D** palace

Part B

Which sentence from the story <u>best</u> supports your answer in part A?

A "Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife."

B "'Go back and ask the flounder for a nice house we can live in.'"

C "The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy."

D "'I should be a queen if I'm going to live in a place like this.'"

24 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Which sentence <u>best</u> states the author's message?

A Do not be greedy.

B Magic can be dangerous.

C Try to make your family happy.

D A fish should be returned to the sea.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "'Well, of course I will let you go.'"

B "The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife."

C "He explained to the magical fish what his wife desired, and the flounder granted the wish."

D "'In return, I have tried to give you what you wished for, but this time your wife has gone too far.'"

25 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

Read the sentence from the passage.

"The fisherman's wife was <u>beside herself</u>."

What does the underlined phrase suggest about the fisherman's wife?

A She was very angry.

B She had many questions.

C She was pleased with her husband.

D She wanted to sit next to her husband.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "'Husband, have you caught nothing today?' asked his wife as he entered through the door."

B "'Are you serious?' she bellowed."

C "His wife was smiling broadly when he walked in the door."

D "He found his wife perched on a throne-like chair."

26 **Read the paragraph from the passage.**

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, "You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done."

Choose <u>two</u> conclusions that can be made based on the paragraph.

A The fisherman is happy to obey his wife.

B The fisherman does not wish to return to speak to the flounder

C The flounder understands why the fisherman wants another wish granted.

D The flounder wants to give back to the fisherman for his good deed.

E The fisherman's wife should have gone to see the flounder herself.

F The fisherman's wife has moved away from her big home.

27 **Match each statement with the character it <u>best</u> describes.**

	the fisherman	the flounder	the fisherman's wife
happy with the way things are	☐	☐	☐
unable to be pleased	☐	☐	☐
grateful for being saved	☐	☐	☐

28 **Reread the last paragraph of the passage.**

In your own words, explain what conclusion can be drawn about the fisherman based on the <u>last paragraph</u> of the passage? Support your answer with details from the passage.

For Questions 29 - 33:

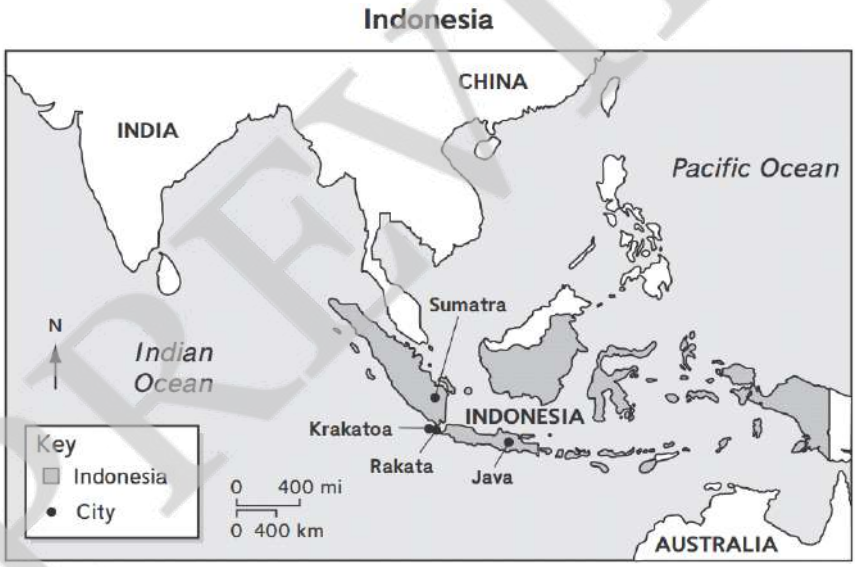
Mighty Krakatoa

One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883. Rakata lies in Indonesia, a large Asian country made up of thousands of islands.

On May 20, 1883, the volcano known as Krakatoa became active. Ash rose from the volcano and filled the air. Explosions could be heard 100 miles away. By the end of the month, the volcano was quieting down. The people living on nearby islands thought the danger had passed.

That summer, Krakatoa began grumbling again. On August 27, a huge eruption took place. Two thirds of the island exploded with a force greater than that of any bomb.

The noise was so loud that people heard it 2,000 miles away in Australia and 4,000 miles away in India! Black smoke shot 50 miles high into the air above the volcano. A ship 50 miles away reported being tossed around by sudden high winds. People on the ship felt like they were in a hurricane.



Luckily, no one lived on Rakata Island at the time. The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall. Many people died when these waves slammed into the islands of Java and Sumatra.

The effects of Krakatoa lasted long after the eruption. The explosion did not just produce flames and smoke. It threw so much dirt into the air that the area around the volcano was plunged into complete darkness for two and a half days. It must have felt as if the world had come to an end!

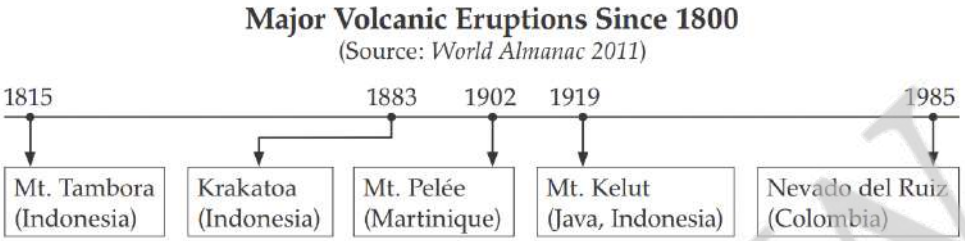
Material from the volcano landed in the sea. In some places, the layer of debris was so thick that ships had to wait for some of it to float away or sink just so they could get by!

Breezes carried dust from Krakatoa around the globe. When sunlight struck the dust, it was reflected. This had two effects. First, less sunlight reached the earth, so temperatures dropped around the globe. Second, the reflections created beautiful colors. For more than a year after the eruption, people far away marveled at the dramatic red and orange sunsets!

The islands around the volcano were completely covered in a thick layer of ash. For many years, nothing lived there—not even plants. However, over time, life gradually returned to the region.

In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again. Eventually, it

produced a new, smaller island, called Anak Krakatoa, or "child of Krakatoa." In 2007, this lively youngster began erupting. Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands.



29 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

In paragraph 3, what is the meaning of the word eruption?

A a giant wave

B a big hurricane

C a strong outburst

D a sudden event

Part B

Which sentence from the passage best supports your answer in part A?

A "Two thirds of the island exploded with a force greater than that of any bomb."

B "A ship 50 miles away reported being tossed around by the sudden high winds."

C "People on the ship felt like they were in a hurricane."

D "The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall."

30 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

What is the <u>most likely</u> reason the author used a cause-and-effect structure in the passage?

A to introduce the island called Anak Krakatoa

B to explain the specific location of Krakatoa

C to warn people that the volcano is likely to erupt again soon

D to show that the volcano was the source of many problems

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "Rakata lies in Indonesia, a large Asian country made up of thousands of islands."

B "The effects of Krakatoa lasted long after the eruption."

C "Eventually, it produced a new, smaller island, called Anak Krakatoa, or 'child of Krakatoa.'"

D "Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands."

31 **Part A**

The following question has two parts. First, answer part A. Then, answer part B.

What conclusion about the author's point of view is supported by the passage?

A The author believes that Krakatoa's eruption could have caused the world to end.

B The author believes that Anak Krakatoa will be even more powerful than Krakatoa.

C The author believes that Krakatoa created a great amount of damage and affected a large area.

D The author believes that Krakatoa created so many problems for the area around Rakata that nothing could live there ever again.

Part B

Which sentence from the passage <u>best</u> supports your answer in part A?

A "One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883."

B "It must have felt as if the world had come to an end!"

C "For many years, nothing lived there—not even plants."

D "In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again."

32 **What were the author's <u>most likely</u> reasons for including the map in the passage? Pick <u>two</u> choices.**

A to show the location of Indonesia

B to show how destructive Krakatoa was to the region

C to show how giant waves were formed when the volcano exploded

D to help the reader understand how far away the effects of the volcano were felt

E to help the reader understand why a new island was formed by the volcano

33 **Why is using a timeline important to understanding the information in the passage?**

A It shows that Krakatoa has erupted several times since 1815.

B It shows that major eruptions have occurred all over the world.

C It shows that Krakatoa was one of a few major eruptions near Indonesia.

D It shows that most major volcanic eruptions in history have happened since 1800.

The following questions are not about a passage.

34 **Match each sentence with the helping verb that best completes it.**

	might	would	must
I want to see that movie. I really _____ go.	☐	☐	☐
I _____ join the choir, but I have not decided for sure.	☐	☐	☐
Jacob _____ not have eaten the candy. He is allergic to chocolate.	☐	☐	☐

35 **Choose the two options that are complete and correct sentences.**

A So excited about the contest.

B Margo and Hank came for dinner, but John stayed home.

C Sold the cookies for the band but forgot to collect the money.

D Lily's new friend is Addison, Louisa and I like her, too.

E She couldn't decide whether to attend the school play or the basketball game.

36 **Choose the <u>two</u> sentences that do <u>not</u> have errors in grammar.**

A This is the place where I lost my watch.

B After lunch is the time when us eat lunch.

C Students who ride bicycles must sign up for their bicycle passes.

D Me don't know the reason why the play has been cancelled.

E If them are late for school, they should report to the office.

37 **A student is writing an article for his school newsletter. Read the draft of the article and complete the task that follows.**

The library club is <u>pleased</u> to announce that it is starting a new group this year. This group is for students who like to read informational books. A wide range of topics will be <u>read</u>. These include famous heroes and professional sports. Students will also be invited to recommend topics. The club will meet each Monday after school. Mrs. Johns is the sponsor.

The student wants to make sure that his words convince his audience to join the library club. Choose *two* words that would *best* replace the <u>underlined</u> words.

A contained

B content

C excited

D explored

E seen

38 **A student is writing a report for her science class about hurricanes. Read the draft of the report and complete the task that follows.**

Hurricanes begin in the tropics where it is very hot. These are the areas nearest the equator. Hurricanes often happen in late summer. This is the season when these areas have the highest amounts of moist air and heat. These are the two things necessary for hurricanes to form. <u>People who know about violent storms</u> can predict hurricanes. They are predicted based on the weather conditions at the time. Weather satellites predict and track hurricanes. This helps people prepare for them.

Choose the *best* phrase to replace the <u>underlined</u> phrase to make the writer's meaning more clear.

A People who know about hurricanes

B People who know how to operate satellites

C People who are experts about tropical areas

D People who are trained to forecast the weather

39 **A student is writing a report about the book, *Folk Music*. Read the draft of the report and complete the task that follows.**

Much of the country music we enjoy today came from folk music. Folk music is music which has been passed down <u>throughout the ages</u>. In our country, much of it came from rural areas. Often, a song was never written down but simply passed along by different singers. For this reason, many forms of the same folk songs exist today.

Which more exact phrase *best* replaces the <u>underlined</u> phrase?

A from different country areas

B from country areas to the city

C from one generation to the next

D from non-written to written music

Writing

GUSD 2017-2018
Benchmark Writing Assessments

GL/RUBRIC	Trimester 1	Trimester 2	Trimester 3
K Rubric: GUSD	Informative/Explanatory Sounds in the National Park If you were at the park with Nat and Tip, what sounds would you hear?	Opinion Weather What weather do you like, and why?	Narrative A Special Event Write about a party or special event/gathering you went to.
1st Rubric: GUSD	Opinion What is Your Favorite Animal and Why?	Informative How do penguins' features help them survive the Antarctic?	Narrative Story Writing Use the pictures to create a story.
2nd Rubric: Wonders Benchmark	Narrative Personal Narrative A Special Trip	Opinion Book Review What is your opinion about the story, *The Giant Turnip*?	Informative/Explanatory How Can People Make a Difference?
3rd Rubric: GUSD	Narrative Story Writing: Life Science Write a story about an animal in the forest who encounters an enemy.	Informative/Explanatory Article Writing: Weather and Climate Write an informational article that helps your class know how thunderstorms form and what happens during a thunderstorm.	Opinion/Argument Opinion Paper: Life Science Write an opinion paper in which you convince your principal to use the fundraiser money to help peregrine falcons or sharks.
4th Rubric: GUSD	Narrative Writing a Folktale	Informative/Explanatory Article Writing: Jazz Musician Ella Fitzgerald	Opinion/Argument Article Writing: Grades and Sports
5th Rubric: GUSD	Narrative City to Wilderness (Part 1 optional) Reference anchor paper/GUSD Narrative Rubric Wonders Benchmark Assessment Book Pg. 72-81 (anchor papers at end of book)	Informative/Explanatory National Monuments (Part 1 optional) Wonders Benchmark Assessment Book Pg. 82-90 (anchor papers at end of book)	Opinion/Argument Malaria - nets vs. vaccine (Part 1 optional) Wonders Benchmark Assessment Book Pg. 91-100 (anchor papers at end of book)

GUSD 2017-2018
Benchmark Writing Assessments

6th Rubric: GUSD	Narrative Jaguar Myths	Explanatory Ancient Greece	Argumentative Relationships Across the Generations

2017-2018 Writing Assessments

TRIMESTER BENCHMARK ASSESSMENTS

GL	Trimester	Text Type (Genre)	Topic	Source
K	1	Informative/Explanatory	If you were at the park with Nat and Tip, what sounds would you hear?	Unit 3 week 2 Reading/writing workshop page 38-39
1st	1	Opinion	State your opinion. What is your favorite animal and why?	Not in the Teacher Manual- Use provided doc in google folder and the district rubric.
2nd	1	Narrative	Personal Narrative: Write a Narrative to recount a special trip (field trip?) include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide sense of closure.	Teacher's Manual: Unit 1, Week 4-6, Pg.T486-491 -GUSD Writing Rubric -Student Writing Rubric 19 -Blank Model Graphic Organizer 14 available
3rd	1	Narrative		
4th	1	Narrative	Folktales	Countdown to Common Core: Smarter Balanced Performance Task (Pg. 17-24)
5th	1	Narrative	Narrative: City to Wilderness (Part 1 optional) Reference anchor paper/GUSD Narrative Rubric	Wonders Benchmark Assessment Book Pg. 72-81 (anchor papers at end of book)
6th	1	Narrative	After reading "Whistle for Willie" use what you know about Peter to write a new story about a time he learned to play a musical instrument or sing a special song.	Unit 5 week 4 pg T276 in Teacher Edition

2017-2018 Writing Assessments

K	2	Opinion	Write a sentence about the weather you like. Why?	Unit 6 Texts Unit 6 week 1 Reading/writing workshop pg. 16-17
1st	2	Informative/Explanatory	Write about how a penguin's features help them to survive in the antarctic. (Unit 4 week 2 Leveled readers is all about penguins)	Not in the Teacher Manual- Use provided doc in google folder and the district rubric.
2nd	2	Opinion/Argument	Book Review: What is your opinion about the story, *The Giant Turnip*? Introduce the story you are writing about, state an opinion, supply reasons that support your opinion, use linking words (e.g because, and, also) to connect opinions and reasons and provide a concluding statement.	Teacher's Manual: Unit 3, Week 4-6, Pg.T486 -*The Enormous Turnip:* Anthology Pg. 278 -GUSD Writing Rubric -Student Writing Rubric 59 -Blank Model Graphic Organizer 55 available
3rd	2	Informative/Explanatory		
4th	2	Informative/Explanatory	Jazz Musician: Ella Fitzgerald	Countdown to Common Core: Smarter Balanced Performance Task (9-16)
5th	2	Informative/Explanatory	Informative/Explanatory: National Monuments (Part 1 optional)	Wonders Benchmark Assessment Book Pg. 82-90 (anchor papers at end of book)
6th	2	Informative/Explanatory		
K	3	Narrative	Write about a party or special event/gathering you went to.	Unit 10 week 1 Reading/writing workshop page 16-17

2017-2018 Writing Assessments

1st	3	Narrative	Narrative:Look at the 3 pictures and create a story with a beginning middle and end. Don't forget to include all the story elements you learned this year.	Unit 5 week 4 read aloud picture cards- "squeaky bed" Do not read this story out loud, instead show picture card 1,3 and 4 to students to interpret on their own. Use provided doc in google folder and the district rubric.
2nd	3	Informative/Explanatory	Informative/Explanatory: How Can People Make a Difference? Write an informative/explanatory text in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement.	Teacher's Manual: Unit 5, Week 4-6, Pg.T479 -GUSD Writing Rubric -Student Writing Rubric 89 -Blank Model Graphic Organizer 50 available -1st Grade TIME for Kids Article "Help Your Community" G1, U1 -2nd Grade TIME for Kids Article "Good Deeds Add Up" G2, U1 -"Let's Make a Difference"
3rd	3	Opinion/Argument		
4th	3	Opinion/Argument	Grades and Sports	Common Core: Smarter Balanced Performance Task (Pg. 41- 49)
5th	3	Opinion/Argument	Opinion/Argument: Malaria - nets vs. vaccine (Part 1 optional)	Wonders Benchmark Assessment Book Pg. 91-100 (anchor papers at

2017-2018 Writing Assessments

				end of book)
6th	3	Opinion/Argument		

FORMATIVE ASSESSMENTS

GL	Unit	Text Type	Topic	Source	Unit	Topic	Source
K		Narrative					
1st		Narrative					
2nd	1	Narrative			4	.	
3rd	1	Narrative			4		
4th	1	Narrative	Using information from the two sources, "A Show of Courage" and "A Different Way of Thinking", write a story about a companion dog for either FDR or Temple Grandin.	Unit Assessments Pg. 29	4	Using information from the two sources, "Stories Behind the Stars" and "Let the Stars be Your Guide" write a myth about a constellation or a star.	Unit Assessments Pg. 146
5th	1	Narrative	Honor Local Hero	Unit Assessments Pg. 30	4	Language Barriers	Unit Assessments Pg. 148
6th	1	Narrative			4		
K							
1st							
2nd	2	Informative			5		
3rd	2	Informative			5		
4th	2	Informative	Using information from the two sources, "Can Animals Talk?" and "Sneaky Animal Signals", write an informational article	Unit Assessments Pg. 68	5	Using information from the two sources, "A Moment in Time" and "Family History", write an informational article about the ways people can learn from the	Unit Assessments Pg. 183

2017-2018 Writing Assessments

			about how animals "talk" to other animals.			past.	
5th	2	Informative	From Idea to Invention	Unit Assessments Pg. 67	5	Environmental Effects	Unit Assessments Pg. 186
6th	2	Informative			5		
K							
1st							
2nd	3	Opinion			6		
3rd	3	Opinion			6		
4th	3	Opinion	Using information from the two sources "The Pavement Bookworm" and "From Box to Backpack", write an opinion paper about the most effective ways to make a difference in your community.	Unit Assessments Pg. 110	6	Using information from the two sources, "Energy Efficiency and Conservation" and "Renewable Energy Sources: How They are Used in the United States, write an opinion about how the school should reduce its energy usage.	Unit Assessments Pg. 223
5th	3	Opinion	Bee Keeping at School	Unit Assessments Pg. 104	6	Faster Highway System	Unit Assessments Pg. 225
6th	3	Opinion			6		

Math

Goleta Assessment
CCSS Math
4th Grade
ID: 1689

Bridges Math 04 Trimester 1 Benchmark

Directions: Read the question. Fill in the bubble next to the corresponding question number on your answer sheet.

Sample Question	Sample Answer Sheet
Sample Item Not Available	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ

1 **Complete the chart.**

	a. List all the factors of the number.	b. List two multiples of the number.	c. Write P if the number is prime or C if the number is composite.
12	_____	_____	_____
5	_____	_____	_____

2 **Write a prime number in the space below and tell how you know it is prime.**

3 **Write a composite number in the space below and tell how you know it is composite.**

4 **The equation 5 × 7 = 35 can mean:**

A 35 rulers are 5 rulers and 7 rulers put together

B 35 pencils are 7 times as many as the 5 pencils at the green table

C 35 markers are 5 markers less than 7 markers

D 5 erasers split into 7 groups is 35 erasers

5 **Select the two equations that best represent this situation: Marcus has 15 toy cars. That is 3 times as many as his brother Craig has. How many toy cars does Craig have? (In the equations below, *c* stands for Craig's toy cars.)**

A $15 = 3 \times c$

B $15 \times 3 = c$

C $15 - 3 = c$

D $15 \div c = 3$

6 **Write and solve a multiplication equation for each of these problems.**

a. Eric is 11 years old. Eric's dad is 3 times older than Eric. How old is Eric's dad?

_____

b. Amber bought a pair of pants and a pair of shoes. The shoes cost 3 times as much as the pants. The pants cost $15. How much did the shoes cost?

_____

c. Jamal bought a book and a CD. The book cost $14. The CD cost $7. How many times more than the CD did the book cost?

_____

7 **Solve each of the story problems below. Show your thinking with numbers, sketches, or words. Then write an equation that represents your work, and record the answer, labeled with the correct units.**

a. **Each of the 4 students at the red table has 8 markers. The class has 5 times as many markers as the entire red table. How many markers total does the whole class have?**

Equation _____

Answer, labeled with correct units _____

b. **Abby saw 3 rows of crayons in her 24-count crayon box. How many crayons are in each row?**

Equation _____

Answer, labeled with correct units _____

8 **The green table has 5 students and each student brought 6 folders. The red table group has 6 students and each student brought 8 folders. How many folders do both groups have together?**

a. Solve the problem above. Show your thinking with numbers, sketches, or words. You do not need to write an equation for this problem.

b. Circle the equation that best represents this story problem. (The letter *f* stands for the number of folders both groups have together.)

$(5 \times 6) + (6 \times 8) = f$

$5 + 6 + 6 + 8 = f$

$((5 \times 6) + (6 \times 8)) \div 11 = f$

$(6 \times 8) - (5 \times 6) = f$

9 **Complete the chart.**

	List all the factors of the number.	List two multiples of the number.	Write P if the number is prime or C if the number is composite.
18	_____	_____	_____
7	_____	_____	_____

10 **Jon has 15 baseball cards. His brother has three times as many baseball cards as Jon. Select the equation that shows exactly how many baseball cards Jon's brother has.**

A 15 + 3 = 18

B 3 × 15 = 45

C 15 – 3 = 12

D 15 ÷ 3 = 5

11 **Maria bought a pair of shoes and a jacket. The shoes cost $20. The jacket cost three times that much. How much did the jacket cost?**

- **Use numbers, labeled sketches, and/or words to solve the problem.**
- **Write the answer on the line below.**

The jacket cost $ _____.

12 **The equation 32 = 4 × 8 can mean (select every true statement):**

A 32 is 4 times as many as 8

B 32 is 4 less than 8

C 32 is 8 times as many as 4

D 32 is twice as much as 4 × 8

13

	List all the factors of the number.	List two multiples of the number.	Write P if the number is prime or C if the number is composite.
18	_____	_____	_____
7	_____	_____	_____

14 Jon has 15 baseball cards. His brother has three times as many baseball cards as Jon. Fill in the bubble beside the equation that shows exactly how many baseball cards Jon's brother has.

A $15 + 3 = 18$

B $3 \times 15 = 45$

C $15 - 3 = 12$

D $15 \div 3 = 5$

15 _____ Maria bought a pair of shoes and a jacket. The shoes cost $20. The jacket cost three times that much. How much did the jacket cost?

- Use numbers, labeled sketches, and/or works to solve the problem
- Write the answer on the line below.