| Performance Level Descriptors (PLDs) |  |  |  |  |
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|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Policy <br> Statement | The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study. | The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study. | The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study. | The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study. |
| The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level. |  |  |  |  |
| Operations and Algebraic Thinking |  |  |  |  |
| 4.OA. 1 <br> 4.OA. 2 <br> 4.OA. 3 <br> 4.OA.3a <br> 4.0A.3b <br> 4.OA. 4 <br> 4.0A.4a <br> 4.0A.4b <br> 4.OA. 5 | A student at this level <br> - solves two-step word problems by multiplying or dividing and <br> - finds all factor pairs of whole numbers up to 24 . | A student at this level <br> - solves multi-step word problems by multiplying and dividing with whole-number factors, products, dividends, divisors, and quotients; <br> - recognizes multiples of a given one-digit number; <br> - finds all factor pairs of whole numbers up to 48; and | A student at this level <br> - interprets multiplication equations as comparisons and uses them to solve multi-step word problems involving whole numbers using the four operations; <br> - interprets remainders in context; <br> - explains the correlations and differences between multiples and factors and identifies multiples of a given one-digit number; <br> - finds all factor pairs of whole numbers up to 100; <br> - determines whether a whole number up to 100 is prime or composite; | A student at this level <br> - interprets multiplication equations as comparisons and uses them to solve multi-step word problems, using the four operations involving whole numbers and an unknown quantity as a variable; <br> - finds prime factors of a given number; <br> - explains the difference between prime and composite numbers; and |



- determines the next term in a number or shape pattern.
- generates number and shape patterns that follow a given rule, including rules expressed algebraically; and
- identifies apparent features of the pattern that are not explicit in the rule itself.
- generates the rules for given number and shape patterns, including rules expressed algebraically.


## Operations with Numbers: Base Ten

| 4.NBT. 6 <br> 4.NBT. 7 <br> 4.NBT. 8 <br> 4.NBT. 9 <br> 4.NBT. 10 <br> 4.NBT. 11 <br> 4.NBT.11a <br> 4.NBT. 12 <br> 4.NBT.12a | A student at this level <br> - uses place value to read and write numbers to 1,000 in standard form (base-ten numerals) and | A student at this level <br> - reads and writes numbers in standard form (base-ten numerals); <br> - uses place value to round whole numbers to their greatest place value; | A student at this level <br> - represents and compares numbers based on place value and the relationship between left and right positions as multiples or quotients of 10,100 , 1,000 , or 10,000 ; <br> - reads and writes multi-digit numbers in standard form (base-ten numerals), word form (number names), and expanded form; <br> - uses place value to round whole numbers to any specified place value; | A student at this level <br> - uses place value to explain and illustrate multiplication algorithms, |
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$\left.\begin{array}{|l|l|}\hline \text { elds and subtracts with } \\ \text { up to three-digit addends, } \\ \text { subtrahends, and } \\ \text { minuends using the } \\ \text { standard algorithm. }\end{array}\right]$

- adds and subtracts multi-digit whole numbers using the standard algorithm;
- multiplies a two-digit whole number by a one-digit whole number;
- finds whole-number quotients, using a two-digit whole-number dividend and one-digit divisor; and
- recognizes whole-number patterns in base ten
- adds and subtracts fluently by applying a variety of strategies, connects those strategies to the standard algorithm, and verifies the reasonableness of results;
- multiplies a three- or four-digit whole number by a one-digit whole number;
- multiplies two two-digit whole numbers;
- finds whole-number quotients and remainders, using a three- or four-digit dividend and one-digit divisor; and
- illustrates and explains calculations when multiplying and dividing.
- identifies efficient strategies for adding or subtracting multi-digit whole numbers, and
- identifies and corrects errors in a given strategy for adding or subtracting multi-digit whole numbers.


## Operations with Numbers: Fractions

| 4.NF. 13 <br> 4.NF.13a <br> 4.NF. 14 <br> 4.NF.14a <br> 4.NF. 15 <br> 4.NF.15a <br> 4.NF.15b <br> 4.NF.15c <br> 4.NF. 16 <br> 4.NF.16a <br> 4.NF.16b <br> 4.NF.16c <br> 4.NF. 17 <br> 4.NF.17a <br> 4.NF. 18 <br> 4.NF. 19 | A student at this level <br> - compares a unit fraction and a non-unit fraction with different denominators ( $2,3,4,6$, or 8) using the symbols <, $>$, and =, <br> - identifies tenths, both as fractions and as decimals, using visual models, and <br> - adds or subtracts fractions with like denominators. | A student at this level <br> - compares two fractions with different numerators and different denominators $(2,3,4,6$, or 8 ) using the symbols <, $>$, and =; <br> - identifies tenths and hundredths, both as fractions and as decimals, using visual models; <br> - adds and subtracts fractions with like denominators; and | A student at this level <br> - understands and explains fraction equivalence when given visual fraction models; <br> - compares two fractions with different numerators and different denominators ( $2,3,4,5,6$, $8,10,12$, or 100 ) using the symbols <, >, and =; <br> - expresses and represents equivalence between two fractions with denominators of 10 and 100 and uses this equivalence to add the fractions; <br> - identifies unit fractions that compose fractions with numerators > 1; <br> - represents and decomposes fractions as a sum of unit fractions; <br> - adds and subtracts fractions and mixed numbers with like denominators; |
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|  |  | - solves word problems involving addition or subtraction of fractions with like denominators. | - solves word problems involving addition and subtraction of fractions and mixed numbers with like denominators; <br> - multiplies fractions by whole numbers; <br> - solves word problems with multiplication of fractions by whole numbers; <br> - uses decimal notation to represent fractions with denominators of 10 and 100; and <br> - compares two decimals to hundredths. | - solves multi-step word problems involving addition and subtraction of fractions and mixed numbers with like denominators; <br> - represents and explains multiplication of fractions by whole numbers; <br> - solves multi-step word problems with multiplication of fractions by whole numbers; and <br> - orders three or more decimals to hundredths. |
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## Data Analysis

| $\begin{aligned} & \text { 4.DA. } 20 \\ & \text { 4.DA. } 20 \mathrm{a} \\ & \text { 4.DA. } 20 \mathrm{~b} \end{aligned}$ | A student at this level | A student at this level <br> - identifies data from line plots in fractions of a unit (1/2, 1/4, 1/8) and <br> - solves one-step problems involving addition or subtraction of fractions by using data from a line plot. | A student at this level <br> - creates line plots to represent data in fractions of a unit ( $1 / 2,1 / 4,1 / 8$ ) and <br> - solves two-step problems involving addition or subtraction of fractions by using data from a line plot. | A student at this level <br> - creates line plots to represent data in any fractions of a unit and <br> - solves multi-step problems involving addition or subtraction of fractions by using data from a line plot. |
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| Measurement |  |  |  |  |
| 4.M. 21 <br> 4.M.21a <br> 4.M. 22 <br> 4.M.22a <br> 4.M.22b <br> 4.M.22c <br> 4.M. 23 <br> 4.M. 24 <br> 4.M. 25 <br> 4.M. 26 <br> 4.M.26a | A student at this level | A student at this level <br> - distinguishes between larger and smaller units of measurement (length, mass, liquid volume, time) within one system; <br> - finds the areas and perimeters of rectangles; <br> - orders angles visually by size; and | A student at this level <br> - converts units of measurement (length, mass, liquid volume, time) within one system using multiplication; <br> - solves one-step word problems in measurement using the four operations with distance, time, liquid volume, mass, and money; <br> - finds the areas and perimeters of rectangles in real-world and mathematical problems; <br> - measures and draws angles with a whole number of degrees using a protractor; and | A student at this level <br> - solves multi-step problems in measurement conversion using the four operations and |


|  |  | - solves addition and subtraction problems involving angles. | - solves addition and subtraction word problems involving angles. | - solves multi-step addition and subtraction word problems involving angles. |
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| Geometry |  |  |  |  |
| $\begin{aligned} & \text { 4.G. } 27 \\ & \text { 4.G. } 28 \\ & \text { 4.G. } 28 \mathrm{a} \\ & \text { 4.G. } 29 \\ & \text { 4.G.29a } \end{aligned}$ | A student at this level <br> - draws points and lines and <br> - recognizes symmetrical and nonsymmetrical figures. | A student at this level <br> - draws points, line segments, and angles and identifies them in two-dimensional figures and <br> - identifies a line of symmetry. | A student at this level <br> - draws points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifies them in two-dimensional figures; <br> - identifies right triangles; <br> - classifies quadrilaterals based on the presence or absence of parallel or perpendicular lines; and <br> - identifies and draws lines of symmetry in two-dimensional figures. | A student at this level <br> - draws, defines, and interprets points, lines, line segments, rays, angles, and perpendicular and parallel lines and represents them in two-dimensional figures; <br> - identifies and generalizes right triangles; <br> - provides examples of two-dimensional figures given specific characteristics; and <br> - interprets symmetry as a characteristic of two-dimensional figures. |

