Student Learning Report – Grade 4 Math

Name _____

Catholic Schools
DIOCESE of DALLAS

Place Value of Whole Numbers and Decimals

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Place Value of Whole Numbers	☐ I can represent the value of whole numbers using expanded notation. 4.3A				
	☐ I can explain that when you move to the right on the place value chart, the values are getting ten times smaller; when you move to the left on a place value chart, the values are getting ten times larger. 4.3A.1				
	☐ I can compare numbers up to a billion using >, <, or =. 4.3A.2				
Place Value of Decimals	☐ I can represent the value of decimals using expanded notation. 4.3B				
	☐ I can represent the value of a decimal using objects or a picture. 4.3B.1				
	☐ I can draw a model to compare decimal values. 4.3B.2				
	☐ I can locate the value of a decimal on a number line. 4.3B.3				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				

Student Learning Report – Grade 4 Math

Name _____

Whole Number and Decimal Operations

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Adding and Subtracting Whole Numbers and Decimals	☐ I can add and subtract whole numbers and decimals to the hundredths place. 4.4A				
	☐ I can round numbers to the hundred thousands place. 4.4A.1				
Multiplying Whole Numbers	☐ I can solve real-world multiplication problems. 4.4B				
	☐ I can multiply a number by 10 or 100 using my understanding of place value. 4.4B.1				
	☐ I can represent multiplication using a visual model and equations. 4.4B.2				
	☐ I can multiply a four-digit number by a one-digit number and a two-digit by two-digit number. 4.4B.3				
Dividing Whole Numbers	☐ I can solve real-world division problems. 4.4G				
	☐ I know what to do with the remainder in a division problem. 4.4C				
	☐ I can represent division using a visual model and equations. 4.4C.1				
	☐ I can divide a four-digit number by a one-digit number. 4.4C.2				
All Operations with Whole Numbers	☐ I can represent multi-step problems with a strip diagram and an equation. 4.4D				
	☐ I can relate the position and value of a series of numbers using an input-output table. 4.4D.1				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				

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Fractions

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Comparing Fractions	☐ I can compare two fractions using >, <, or =. 4.4E				
	☐ I can determine if two fractions are equivalent. 4.4E.1				
	☐ I can relate decimals to fractions. 4.4E.2				
	☐ I can locate the value of a fraction on a number line. 4.4E.3				
Adding and Subtracting Fractions	☐ I can model the addition and subtraction of fractions with like denominators using objects and pictures. 4.4F				
	☐ I can represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers, $b > 0$, including $a > b$. 4.4F.1				
	☐ I can use objects or pictures to decompose a fraction and represent the value as the sum of fractions with like denominators. 4.4F.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				

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Geometry

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Two-Dimensional Shapes	☐ I can classify two-dimensional shapes based on parallel or perpendicular lines or size of angles. 4.6A				
	☐ I can identify points, lines, line segments, rays, angles, and perpendicular and parallel lines for two-dimensional shapes. 4.6A.1				
	☐ I can identify and draw lines of symmetry for two-dimensional shapes. 4.6A.2				
	☐ I can identify an acute, right, and obtuse triangle. 4.6A.3				
Angle Measurements	☐ I can use a protractor to figure out the measurement of an angle. 4.6B				
	☐ I can draw an angle with a given measure. 4.6B.1				
	☐ I can find the measurement of unknown angles. 4.6B.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				

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Measurement

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Perimeter/Area	☐ I can solve perimeter problems. 4.6C				
	☐ I can solve area problems. 4.6C				
	☐ I can use objects or pictures to figure out the formula for perimeter. 4.6C.1				
	☐ I can use objects or pictures to figure out the formula for area. 4.6C.1				
Solving Measurement Problems	☐ I can solve measurement problems dealing with length, time, liquid volume, mass, and money. 4.6D				
Conversions	☐ I can identify real-world examples of measurement units. 4.6D.1				
	☐ I can use a table to convert measurement units. 4.6D.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				

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Data Analysis

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 4.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 4.2B				
	☐ I like when I can solve difficult problems.* 4.2C				

Content		Notes	Check Up		
Using Data to Solve Problems	☐ I can solve problems using data from a frequency table, dot plot, or stem-and-leaf plot. 4.7A				
	☐ I can represent data on a frequency table. 4.7A.1				
	☐ I can represent data on a dot plot. 4.7A.1				
	☐ I can represent data on a stem-and-leaf plot. 4.7A.1				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 4.2D				
Analyzing Information	☐ I can describe and connect math ideas. 4.2E				
	☐ I can ask questions to figure out if something is true or false.* 4.2F				