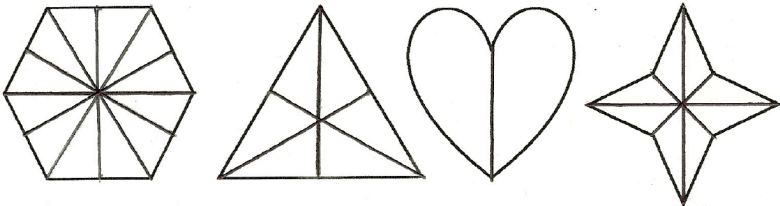
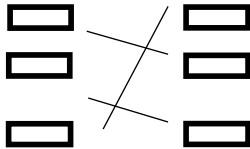


2018 MAC Grade 4 Rubrics

Kite Festival	Rubric	
<p>The core elements of performance required by this task are:</p> <p><u>CCSS.MATH.CONTENT.4.G.A.1</u> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>CCSS.MATH.CONTENT.4.G.A.2</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.G.A.3</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.MD.A.3</u> Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p><u>CCSS.MATH.CONTENT.4.MD.C.5.A</u> 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 $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p>Based on these, credit for specific aspects of performance should be assigned as follows:</p>	Points	Section Points
1. Gives a correct answer: Perimeter = 130 Shows work such as $(2 \times 40) + (2 \times 25) = 130$	1 1	2
2. Circles the rhombus	1	1
3. Gives a correct answer: rhombus <i>(Accept parallelogram or kite if rhombus is circled)</i>	1ft	1
4. Gives a correct answer: 60 Show correct work such as: $360 \div 6 = 60$	1 1	2
5. Correctly draws lines of symmetry for all 4 figures Correctly draws lines of symmetry for 2 or 3 figures <i>(Accept all correct lines in each figure that has no extra lines)</i> <div style="text-align: center; margin-top: 10px;">  </div>	2 (1)	2
Total Points		8

Reminders	Rubric	
<p>The core elements of performance required by this task are:</p> <p><u>CCSS.MATH.CONTENT.4.OA.A.3</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.NBT.B.6</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.MD.A.2</u> 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</p> <p>Based on these, credit for specific aspects of performance should be assigned as follows:</p>	Points	Section Points
<p>1. Gives correct answer: 16</p> <p>Shows work such as: $4 \times 4 = 16$ or $4 + 4 + 4 + 4 = 16$</p>	1 1	 2
<p>2. Gives correct answer: 5</p> <p>Shows work such as: $25 \div 5 = 5$</p>	1 1	 2
<p>3. Correctly makes all 3 matches</p> <p>Correctly makes 1 match</p> 	2 (1)	 2
<p>4. Gives a correct explanation such as:</p> <p>Joie is correct because sometimes we need to round down or not round. If we are trying to share 18 blocks with 4 kindergartners, we have to round down and give them each 4. That way, no one will fight over the 2 leftover blocks. If there are \$18 and 4 people, we can give each person \$4 but there are still \$2 left so we can split that up evenly using cents.</p>	2	2
Total Points		8

Raising Leo	Rubric	
<p>The core elements of performance required by this task are:</p> <p><u>CCSS.MATH.CONTENT.4.MD.A.1</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.MD.A.2</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.MD.B.4</u> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>Based on these, credit for specific aspects of performance should be assigned as follows:</p>	Points	Section Points
1. Gives correct answer: $\frac{7}{10}$	1	1
2. Correctly fills in all 8 missing labels $(\frac{1}{10}, \frac{3}{10}, \frac{5}{10}, \frac{6}{10}, \frac{8}{10}, \frac{9}{10}, 1, 1\frac{2}{10})$ Correctly fills in 6 or 7 missing labels	2 (1)	2
3. Gives a correct answer: $2\frac{1}{10}$ Shows a correct method such as: $3 \times \frac{7}{10} = \frac{21}{10} = 2\frac{1}{10}$	1 1	2
4. Gives correct answer of 3 and shows a correct method such as: There are 12 months in 1 year so $\frac{1}{4}$ of 12 is 3	1	1
5. Gives a correct explanation such as: Jenny and there are 1000 milligrams in one gram so, to find the number of milligrams, we need to multiply the number of grams by 1000, not divide. <i>Partial Credit:</i> Matt but there are 1000 milligrams in one gram so, to find the number of milligrams, we need to multiply the number of grams by 1000, not divide.	2 (1)	2
Total Points		8

Emily's College Account	Rubric	
<p>The core elements of performance required by this task are:</p> <p><u>CCSS.MATH.CONTENT.4.OA.A.3</u> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations.</p> <p><u>CCSS.MATH.CONTENT.4.OA.C.5</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.NBT.B.4</u> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><u>CCSS.MATH.CONTENT.4.NBT.B.5</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.MD.A.1</u> 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.</p> <p>Based on these, credit for specific aspects of performance should be assigned as follows:</p>	Points	Section Points
<p>1. Gives correct answers: \$1,300 for 4 years \$1,600 for 5 years</p>	1 1	2
<p>2. Gives correct answer: \$3,100 Shows work such as: $10 \times \\$300 = \\$3,000$ and $\\$3,000 + \\$100 = \\$3,100$ or extends the table</p>	1 1	2
<p>3. Gives correct answer: 18 Shows correct work such as: $\\$5,500 - \\$100 = \\$5,400$ and $\\$5,400 \div 3 = 18$ or extends the table</p>	1 ft 1	2
<p>4. Gives a correct explanation such as: Aunt Dia is correct <i>and</i> If each gives \$8 per month then they will each give \$96 per year, which is less than \$100 per year.</p>	2	2
Total Points		8

Strawberry Fields Forever	Rubric	
<p>The core elements of performance required by this task are:</p> <p><u>CCSS.MATH.CONTENT.4.NBT.B.5</u> 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.</p> <p><u>CCSS.MATH.CONTENT.4.OA.B.4</u> 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.</p> <p>Based on these, credit for specific aspects of performance should be assigned as follows:</p>	Points	Section Points
1. Gives a correct answer: 96	1	1
2. Gives correct answers: 648 for Chase <i>and</i> shows correct work 456 for Lucy <i>and</i> shows correct work	1 1	1 2
3. Gives correct answer: 1488	1ft	1
4. Shows correct work for all 3 possible arrays, such as: 2 x 12 array, 3 x 8 array, 4 x 6 array Shows correct work for 1 or 2 possible arrays	2 (1)	2
5. Gives a correct answer such as: No and 47 is a prime number so 1 x 47 is the only possibility or No because 47 only has two factors, 1 and 47 <i>Partial Credit:</i> Gives a general statement, such as: Tried to find two numbers that multiply to 47 and could not find any others.	2 (1)	2
Total Points		8