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Assessment Map		ber		r NC			y NC			¥				
page 1 of 7	Bridges Unit 1	Septer	Bridges Unit 2	Octobe	Bridges Unit 3	Bridges Unit 4	Januar	Bridges Unit 5	Bridges Unit 6	March	Bridges Unit 7	Bridges Unit 8	May NO	CGA
3.0A.1 Write story problems or describe problem situations to match a multiplication expression or equation		•												
3.0A.2 Write story problems or describe problem situations to match a division expression or equation		•												
3.0A.3 Solve division story problems with dividends to 100 involving situations of equal groups and arrays		•												
3.0A.4 Solve for the unknown in a multiplication or division equation involving 3 whole numbers	M3, S2 Multiplication & Division Checkpoint	•												
3.OA.5 Apply properties of operations as strategies to multiply and divide		•												
3.0A.6 Solve division problems by finding an unknown factor	M1, S3 Unit 1 Pre-Assessment													
	M3, S5 Unit 1 Post-Assessment													
3.0A.7 Fluently multiply and divide with products and dividends to 100 using strategies	M1, S3 Unit 1 Pre-Assessment M3, S2 Multiplication & Division Checkpoint M3, S5 Unit 1 Post-Assessment	•												
3.OA.7 Recall from memory all products of two 1-digit numbers		•												
3.0A.8 Solve two-step story problems using the four operations; write equations to represent the problems, and assess the reasonableness of answers using rounding or other estimation strategies		•												
3.NBT.2 Fluently add and subtraction with sums and minuends to 1,000		•												
3.NBT.3 Multiply whole numbers from 1–9 by multiples of 10 from 10–90 using strategies based on place value and properties of operations	M1, S3 Unit 1 Pre-Assessment M3, S5 Unit 1 Post-Assessment	•												
3.NF.2 Locate fractions on a number line; place fractions in their correct positions on a number line		•												
3.NF.3c Recognize fractions that are equivalent to whole numbers		•												
3.NF.3d Compare two fractions with the same numerator		•												
3.MD.4 Generate data by measuring lengths to the nearest half or fourth of an inch; make a line plot to show measurement data, with a horizontal scale marked in quarter inches		•												
3.MD.7b Find the area of a rectangle by multiplying its side lengths	M3, S2 Multiplication & Division Checkpoint	•												
3.MD.7c Use the area model for multiplication to illustrate the distributive property		•												
NC – Number Corner, M# – Module number, S# – Ses	sion number, CGA – Cor	nprehe	ensive Growth Assessm	ient	Violet indicates Brid	ges unit or Number Co	orner m	Yellow indicates review and extension of a Grade 3 skill.						

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Assessment Map page 2 of 7	Bridges Unit 1	September N	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	CGA
4.OA.1 Make a comparison statement to match a multiplication equation; write a multiplication equation to represent a verbal statement of a multiplicative comparison	M3, S2 Multiplication & Division Checkpoint		M1, S2 Unit 2 Pre-Assessment M4, S5 Unit 2 Post-Assessment	•			•							•
4.0A.2 Solve story problems involving a multiplica- tive comparison using multiplication or division	M1, S3 Unit 1 Pre-Assessment M3, S2 Multiplication & Division Checkpoint M3, S5 Unit 1 Post-Assessment		M1, S2 Unit 2 Pre-Assessment M4, S5 Unit 2 Post-Assessment	•									•	•
4.OA.3 Solve multi-step story problems involving only whole numbers, using all four operations, including division with remainders	M1, S3 Unit 1 Pre-Assessment M3, S5 Unit 1 Post-Assessment		M1, S2 Unit 2 Pre-Assessment M2, S5 Multiplying by Tens & More Checkpoint M3, S3 Multiplication Checkpoint M4, S5 Unit 2 Post-Assessment	•			•		M1, S1 Unit 6 Pre-Assessment M4, S3 Unit 6 Post-Assessment	•	M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.OA.3 Select or write equations with a letter standing for an unknown quantity to represent a multi-step story problem	M1, S3 Unit 1 Pre-Assessment M3, S5 Unit 1 Post-Assessment		M1, 52 Unit 2 Pre-Assessment M2, 55 Multiplying by Tens & More Checkpoint M4, 55 Unit 2 Post-Assessment								M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.OA.3 Assess the reasonableness of answers to multi-step story problems using mental computation, rounding, or other estimation strategies											M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.OA.4 Find all factor pairs for a whole number between 1 and 100; demonstrate an understanding that a whole number is a multiple of each of its factors	M1, S3 Unit 1 Pre-Assessment M3, S2 Multiplication & Division Checkpoint M3, S5 Unit 1 Post-Assessment		M2, S5 Multiplying by Tens & More Checkpoint	•			•							•
4.0A.4 Determine whether a whole number between 1 and 100 is prime or composite	M1, S3 Unit 1 Pre-Assessment M3, S2 Multiplication & Division Checkpoint M3, S5 Unit 1 Post-Assessment		M1, S2 Unit 2 Pre-Assessment M4, S5 Unit 2 Post-Assessment				•							•
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										•				•
NC – Number Corner, M# – Module number, S# – Ses	ensive Growth Assessm	ent	Violet indicates Bric	lges unit or Number Co	orner m	onth in which a skill is	targeted for mastery.							

Grade 4 Assessment Map page 3 of 7	Bridges Unit 1	September NC	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	 СыА
4.NBT.1 Demonstrate an understanding that in a multi-digit number, each digit represents ten times what it represents in the place to its right			M1, S2 Unit 2 Pre-Assessment M2, S5 Multiplying by Tens & More Checkpoint M4, S5 Unit 2 Post-Assessment	•		M1, S1 Unit 4 Pre-Assessment M4, S3 Unit 4 Post-Assessment								•
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				•		M1, S1 Unit 4 Pre-Assessment M1, S7 Place Value & Addition Checkpoint M4, S3 Unit 4 Post-Assessment								₽
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place				•		M1, S1 Unit 4 Pre-Assessment M1, S7 Place Value & Addition Checkpoint M4, S3 Unit 4 Post-Assessment								₽
Supports 4.NBT Fluently add and subtract multi-digit whole numbers, using an algorithm or another strategy						M1, S1 Unit 4 Pre-Assessment M1, S6 Work Sample M1, S7 Place Value & Addition Checkpoint M2, S4 Work Sample M3, S1 Subtraction Checkpoint M4, S3 Unit 4 Post-Assessment	•							
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm						M1, S1 Unit 4 Pre-Assessment M1, S6 Work Sample M1, S7 Place Value & Addition Checkpoint M2, S4 Work Sample M3, S1 Subtraction Checkpoint M4, S3 Unit 4 Post-Assessment	•	M1, S1 Unit 5 Pre-Assessment M4, S4 Unit 5 Post-Assessment	M1, S1 Unit 6 Pre-Assessment M4, S3 Unit 6 Post-Assessment					•
4.NBT.5 Multiply a 2- or 3-digit whole number by a 1-digit whole number using strategies based on place value and the properties of operations			M1, S2 Unit 2 Pre-Assessment M3, S3 Multiplication Checkpoint M3, S5 Work Sample M4, S5 Unit 2 Post-Assessment	•				M4, S4 Unit 5 Post-Assessment	M1, S1 Unit 6 Pre-Assessment M1, S4 Work Sample M4, S3 Unit 6 Post-Assessment		M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•

Grade 4 Assessment Map page 4 of 7	Bridges Unit 1	September NC	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	CGA
4.NBT.5 Multiply two 2-digit numbers using strategies based on place value and the properties of operations			M1, S2 Unit 2 Pre-Assessment M2, S5 Multiplying by Tens & More Checkpoint M3, S3 Multiplication Checkpoint M3, S5 Work Sample M4, S5 Unit 2 Post-Assessment	•				M1, S1 Unit 5 Pre-Assessment	M1, S1 Unit 6 Pre-Assessment M1, S4 Work Sample M4, S3 Unit 6 Post-Assessment		M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.NBT.5 Use equations, rectangular arrays, or area models to explain strategies for multiplying with multi-digit numbers			M1, S2 Unit 2 Pre-Assessment M3, S3 Multiplication Checkpoint M3, S5 Work Sample M4, S5 Unit 2 Post-Assessment	•					M1, S1 Unit 6 Pre-Assessment M1, S4 Work Sample M4, S3 Unit 6 Post-Assessment		M1, S1 Unit 7 Pre-Assessment M3, S4 Problems & Equations Checkpoint M4, S4 Unit 7 Post-Assessment			•
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, or the relationship between multiplication and division			M1, S2 Unit 2 Pre-Assessment M3, S3 Multiplication Checkpoint M4, S5 Unit 2 Post-Assessment						M1, S1 Unit 6 Pre-Assessment M2, S5 Area & Perimeter Checkpoint M4, S3 Unit 6 Post-Assessment	•			•	•
4.NBT.6 Use equations, rectangular arrays, or area models to explain strategies for dividing a multi- digit number by a 1-digit number			M1, S2 Unit 2 Pre-Assessment M4, S5 Unit 2 Post-Assessment						M1, S1 Unit 6 Pre-Assessment M2, S5 Area & Perimeter Checkpoint M4, S3 Unit 6 Post-Assessment				•	•
4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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				•	M1, S1 Unit 3 Pre-Assessment M2, S1 Equivalent Fractions Checkpoint M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment		•			•	M1, S1 Unit 7 Pre-Assessment M2, S1 Comparing Fractions Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.NF.2 Compare two fractions with different numerators and different denominators, understanding that such comparisons are only valid when the two fractions refer to the same whole; record the results of comparisons with symbols >, =, or <, and justify the conclusions				•	M1, S1 Unit 3 Pre-Assessment M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment		•			•	M1, S1 Unit 7 Pre-Assessment M2, S1 Comparing Fractions Checkpoint M4, S4 Unit 7 Post-Assessment			•
4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.				•	M1, S1 Unit 3 Pre-Assessment M4, S4 Unit 3 Post-Assessment		•			•				•
NC – Number Corner, M# – Module number, S# – Sess	ion number, CGA – Co	mpreh	ensive Growth Assessm	ent	Violet indicates Brid	ges unit or Number Co								

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page 5 of 7	Bridges Unit 1	Septemb	Bridges Unit 2	October	Bridges Unit 3	Bridges Unit 4	January	Bridges Unit 5	Bridges Unit 6	March N	Bridges Unit 7	Bridges Unit 8	May NC	CGA
4.NF.3b Decompose a fraction into a sum of frac- tions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions					M1, S1 Unit 3 Pre-Assessment M4, S4 Unit 3 Post-Assessment		•			•				•
4.NF.3c Add and subtract fractions and mixed numbers with like denominators					M1, S1 Unit 3 Pre-Assessment M4, S4 Unit 3 Post-Assessment					•			•	•
4.NF.3d Solve story problems involving addition or subtraction of fractions referring to the same whole and with like denominators				•	M1, S1 Unit 3 Pre-Assessment M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment								•	•
4.NF.4a Demonstrate an understanding that a fraction a/b is a multiple of the unit fraction $1/b$; write an equation showing that a fraction a/b is the product of $a \times 1/b$										•			•	•
4.NF.4b Multiply a fraction by a whole number; demonstrate an understanding that any mul <i>tiple</i> of a/b is also a multiple of the unit fraction 1/b							•			•			•	•
4.NF.4c Solve story problems that involve multiplying a fraction by a whole number					M4, S4 Unit 3 Post-Assessment		•			•			•	•
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100					M1, S1 Unit 3 Pre-Assessment M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment		•			•	M1, S1 Unit 7 Pre-Assessment M4, S4 Unit 7 Post-Assessment		•	•
4.NF.5 Add a fraction with denominator 10 to a fraction with denominator 100 by rewriting the first fraction as an equivalent fraction with denominator 100					M1, S1 Unit 3 Pre-Assessment M4, S4 Unit 3 Post-Assessment					•	M1, S1 Unit 7 Pre-Assessment M4, S4 Unit 7 Post-Assessment		•	•
4.NF.6 Write fractions with denominator 10 or 100 in decimal notation					M1, S1 Unit 3 Pre-Assessment M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment		•				M1, S1 Unit 7 Pre-Assessment M4, S4 Unit 7 Post-Assessment			•
4.NF.7 Compare two decimal numbers with digits to the hundredths place, understanding that such comparisons are only valid when the two decimals refer to the same whole; record the results of comparisons with symbols >, =, or <, and justify the conclusions					M1, S1 Unit 3 Pre-Assessment M3, S4 Fraction & Decimal Checkpoint M4, S4 Unit 3 Post-Assessment					•	M1, S1 Unit 7 Pre-Assessment M4, S4 Unit 7 Post-Assessment			•
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Grade 4 Assessment Map page 6 of 7	Bridges Unit 1	September NC	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	CGA
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.				•		M1, S1 Unit 4 Pre-Assessment M4, S3 Unit 4 Post-Assessment						M1, S5; M3, S3 Work Samples*	•	•
4.MD.2 Use the four operations to solve story 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				•		M1, S1 Unit 4 Pre-Assessment M4, S3 Unit 4 Post-Assessment	•					M1, S5; M2, S1; M2, S4; M3, S3 Work Samples*	•	•
4.MD.3 Apply the area or perimeter formulas for rectangles to solve problems			M3, S3 Multiplication Checkpoint					M1, S1 Unit 5 Pre-Assessment M4, S4 Unit 5 Post-Assessment	M1, S1 Unit 6 Pre-Assessment M2, S5 Area & Perimeter Checkpoint M4, S3 Unit 6 Post-Assessment		M1, S1 Unit 7 Pre-Assessment	M2, S1 Work Sample*	•	•
4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ½). Solve problems involving addition and subtraction of fractions by using information presented in line plots.									M1, S1 Unit 6 Pre-Assessment M4, S3 Unit 6 Post-Assessment				•	•
4.MD.5 Identify an angle as a geometric figure formed where two rays share a common endpoint								M2, S1 Angles Checkpoint		•				•
4.MD.5a Demonstrate understanding that 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 ½500 of a circle is called a "one-degree angle," and can be used to measure angles.										•				•
4.MD.5b Identify the measure of an angle by identifying the total number of one-degree angles through which it turns										•		M1, S6 Work Sample*		•
4.MD.6 Use a protractor to measure angles in whole degrees; sketch an angle of a specified measure								M1, S1 Unit 5 Pre-Assessment M2, S1 Angles Checkpoint M2, S2 Work Sample M4, S4 Unit 5 Post-Assessment		•		M1, S5; M1, S6 Work Samples*		•
4.MD.7 Decompose an angle into non-overlapping parts; express the measure of an angle as the sum of the angle measures of the non-overlapping parts into which it has been decomposed								M1, S1 Unit 5 Pre-Assessment M2, S1 Angles Checkpoint M4, S4 Unit 5 Post-Assessment		•				•

Grade 4 Assessment Map page 7 of 7	Bridges Unit 1	September NC	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	CGA		
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures							•	M1, S1 Unit 5 Pre-Assessment M2, S1 Angles Checkpoint M2, S2 Work Sample M3, S2 Geometry Checkpoint M4, S4 Unit 5 Post-Assessment		•		M1, S5; M1, S6; M2, S1; M3, S3 Work Samples*		•		
4.G.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; identify right triangles							•	M1, S1 Unit 5 Pre-Assessment M3, S2 Geometry Checkpoint M4, S4 Unit 5 Post-Assessment		•				•		
4.G.3 Identify and draw lines of symmetry; identify figures with line symmetry							•	M1, S1 Unit 5 Pre-Assessment M3, S2 Geometry Checkpoint M4, S4 Unit 5 Post-Assessment				M1, S6 Work Sample*	•	•		
NC – Number Corner, M# – Module number, S# – Sessi	ion number, CGA – Co	mprehe	ensive Growth Assessm	ient	Violet indicates Bridges unit or Number Corner month in which a skill is targeted for mastery.						* Work Samples in Unit 8 are optional, and no scoring guide is provided.					