



Grade 4 Mathematics Assessment

**Eligible Texas Essential
Knowledge and Skills**

This document outlines the assessed curriculum for the Student Success Tool (SST), which will be implemented in Fall 2027. The content standards for the SST assessed curriculum remain unchanged from the content standards for the STAAR assessed curriculum. Since the Mathematical Process Skills are not assessed in isolation, these standards were removed from the document.

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SST Grade 4 Mathematics Assessment

Strand 1: Numerical Representations and Relationships

4.2 **Number and operations.** The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to

- (A) interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left; **Supporting Standard**
- (B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals; **Readiness Standard**
- (C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$; **Supporting Standard**
- (D) round whole numbers to a given place value through the hundred thousands place; **Supporting Standard**
- (E) represent decimals, including tenths and hundredths, using concrete and visual models and money; **Supporting Standard**
- (F) compare and order decimals using concrete and visual models to the hundredths; **Supporting Standard**
- (G) relate decimals to fractions that name tenths and hundredths; and **Readiness Standard**
- (H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line. **Supporting Standard**

4.3 **Number and operations.** The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to

- (A) represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$; **Supporting Standard**

- (B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;
Supporting Standard
- (C) determine if two given fractions are equivalent using a variety of methods; **Supporting Standard**
- (D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and **Readiness Standard**
- (G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line. **Supporting Standard**

Strand 2: Computations and Algebraic Relationships

- 4.3 **Number and operations.** The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to
- (E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations; and **Readiness Standard**
 - (F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole. **Supporting Standard**
- 4.4 **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to
- (A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm; **Readiness Standard**
 - (B) determine products of a number and 10 or 100 using properties of operations and place value understandings; **Supporting Standard**
 - (C) represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15; **Supporting Standard**
 - (D) use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; **Supporting Standard**
 - (E) represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations; **Supporting Standard**
 - (F) use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor; **Supporting Standard**

- (G) round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and

Supporting Standard

- (H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.

Readiness Standard

4.5 **Algebraic reasoning.** The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to

- (A) represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and ***Readiness Standard***
- (B) represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. ***Readiness Standard***

Strand 3: Geometry and Measurement

- 4.5 **Algebraic reasoning.** The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to
- (D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers. **Readiness Standard**
- 4.6 **Geometry and measurement.** The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to
- (A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines; **Supporting Standard**
 - (B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure; **Supporting Standard**
 - (C) apply knowledge of right angles to identify acute, right, and obtuse triangles; and **Supporting Standard**
 - (D) 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. **Readiness Standard**
- 4.7 **Geometry and measurement.** The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to
- (C) determine the approximate measures of angles in degrees to the nearest whole number using a protractor; **Readiness Standard**
 - (D) draw an angle with a given measure; and **Supporting Standard**
 - (E) determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures. **Supporting Standard**

4.8 **Geometry and measurement.** The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to

- (A) identify relative sizes of measurement units within the customary and metric systems; ***Supporting Standard***
- (B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and ***Supporting Standard***
- (C) solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. ***Readiness Standard***

Strand 4: Data Analysis and Personal Financial Literacy

4.9 **Data analysis.** The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to

- (A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and

Readiness Standard

- (B) solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot. **Supporting Standard**

4.10 **Personal financial literacy.** The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to

- (A) distinguish between fixed and variable expenses;

Supporting Standard

- (B) calculate profit in a given situation; and **Supporting Standard**

- (E) describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending. **Supporting Standard**