

**Advanced – Performance Level 4 (Score range: 510 to 700)**

Students solve problems using fractions; skip-count to locate numbers on number lines; demonstrate the use of estimation strategies; solve word problems by applying information from graphs; interpret, complete and draw conclusions from graphs; identify, describe and reproduce two-dimensional figures; recognize right angles; identify congruent figures; identify and create figures with lines of symmetry; solve computations using money notation.

**Proficient – Performance Level 3 (Score range: 419 to 509)**

Students solve problems using properties of addition and subtraction; identify place values of digits in whole numbers up to 9,999; find missing elements in number patterns; combine coins to equal given amounts; identify rules used in addition and subtraction patterns; determine outcomes which are most likely, equally likely, or least likely; interpret tables of data and draw conclusions; calculate perimeter of polygons; determine units of weight, capacity, and length; equally likely, or least likely; interpret tables of data and draw conclusions; calculate perimeter of polygons; determine units of weight, capacity, and length; demonstrate use of measurement tools; read thermometers and analog and digital checks; calculate sums and differences in money problems.

**Partially Proficient- Performance Level 2 (Score range 335 to 418)**

Students write fractions to halves, thirds, and fourths corresponding to fractional parts of sets; read number words up to 9,999; identify equivalent representations for numbers up to 9,999; extend tables using given number patterns; identify lines of symmetry for regular polygons; recognize appropriate tools for measuring objects; multiply single-digit numbers by 1,2,3,5, or 10.

**Unsatisfactory – Performance Level 1 (Score range; 150 to 334)**

Students identify fractions to halves, thirds, and fourths; extend and find missing elements in pictorial patterns; order numbers; identify 3-dimensional figures; add and subtract whole numbers through 999.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 1</b> Students demonstrate exceptional use of number sense and use of numbers by:</p> <ul style="list-style-type: none"> <li>• Skip-counting to locate numbers on number lines</li> <li>• Solving problems using fractional parts of drawings or sets</li> <li>• Demonstrating and using estimation strategies to solve problems</li> </ul>	<p><b>Standard 1</b> Students demonstrate use of number sense and use of numbers by</p> <ul style="list-style-type: none"> <li>• Combining coins to equal given amounts less than \$1.00</li> <li>• Solving problems using the properties of addition and subtraction</li> <li>• Reading number words and identifying the place values of the digits in whole numbers up to 9,999</li> </ul>	<p><b>Standard 1</b> Students demonstrate limited use of number sense and use of numbers by</p> <ul style="list-style-type: none"> <li>• Writing fractions to halves, thirds, and fourths corresponding to fractional parts of drawings or sets</li> <li>• Reading number words from 0 to 9,999</li> <li>• Identifying equivalent representations for numbers up to 4 digits</li> </ul>	<p><b>Standard 1</b> Students demonstrate minimal use of number sense and use of numbers by:</p> <ul style="list-style-type: none"> <li>• Identifying fractions to halves, thirds, and fourths corresponding to fractional parts of drawings or sets</li> </ul>
<p><b>Standard 2</b> Students demonstrate exceptional use of algebraic methods to explore, model, and describe patterns and functions by:</p> <ul style="list-style-type: none"> <li>• Solving word problems by applying information from graphs or tables</li> <li>• Determining how changes in one quantity effects changes in others</li> </ul>	<p><b>Standard 2</b> Students demonstrate use of algebraic methods to explore, model, and describe patterns and functions by:</p> <ul style="list-style-type: none"> <li>• Finding missing elements in patterns</li> <li>• Identifying rules for addition or subtraction patterns</li> </ul>	<p><b>Standard 2</b> Students demonstrate limited use of algebraic methods to explore, model, and describe patterns and functions by:</p> <ul style="list-style-type: none"> <li>• Extending tables using given number patterns</li> </ul>	<p><b>Standard 2</b> Students demonstrate minimal use of algebraic methods to explore, model, and describe patterns and functions by:</p> <ul style="list-style-type: none"> <li>• Extending and finding missing elements in pictorial patterns</li> </ul>
<p><b>Standard 3</b> Students demonstrate exceptional use of data collection and analysis, statistics, and probability by:</p> <ul style="list-style-type: none"> <li>• Interpreting and drawing conclusions using a graph</li> <li>• Reading, interpreting, and completing graphs in problem solving situations</li> </ul> <p>Students may also demonstrate exceptional use of data collection and analysis, statistics, and probability by</p> <ul style="list-style-type: none"> <li>• Identifying all possible combinations of matching the elements of two sets given pictures</li> </ul>	<p><b>Standard 3</b> Students demonstrate use of data collection and analysis, statistics, and probability by:</p> <ul style="list-style-type: none"> <li>• Determining outcomes which are most likely, least likely, or equally likely when using chance devices</li> <li>• Interpreting and drawing conclusions using tables of data</li> </ul>	<p><b>Standard 3</b> Students demonstrate limited use of data collection and analysis, statistics, and probability by:</p> <ul style="list-style-type: none"> <li>• No evidence of this performance level at this standard</li> </ul>	<p><b>Standard 3</b> Students demonstrate minimal use of data collection and analysis, statistics, and probability by:</p> <ul style="list-style-type: none"> <li>• Ordering numerals in displays of data</li> </ul>

Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 4</b> Students demonstrate exceptional use of geometric concepts, properties, and relationships by:</p> <ul style="list-style-type: none"> <li>Identifying, describing, and reproducing characteristics of two-dimensional figures</li> <li>Recognizing two-dimensional figures with right angles</li> <li>Distinguishing figures which are congruent</li> <li>Creating figures with at least one line of symmetry</li> <li>Identifying and creating a line of symmetry for regular polygons and other familiar objects</li> </ul>	<p><b>Standard 4</b> Students demonstrate use of geometric concepts, properties, and relationships by:</p> <ul style="list-style-type: none"> <li>Calculating perimeter of polygons</li> </ul>	<p><b>Standard 4</b> Students demonstrate limited use of geometric concepts, properties, and relationships by:</p> <ul style="list-style-type: none"> <li>Identifying lines of symmetry for regular polygons and other familiar objects</li> </ul>	<p><b>Standard 4</b> Students demonstrate minimal use of geometric concepts, properties, and relationships by:</p> <ul style="list-style-type: none"> <li>Identifying characteristics of 2-dimensional objects</li> <li>Identifying 3-dimensional figures</li> </ul>
<p><b>Standard 5</b> Students demonstrate exceptional use of a variety of tools and techniques to measure by:</p> <ul style="list-style-type: none"> <li>No evidence of this performance level at this standard</li> </ul>	<p><b>Standard 5</b> Students demonstrate use of a variety of tools and techniques to measure by:</p> <ul style="list-style-type: none"> <li>Determining units of weight and capacity</li> <li>Identifying and applying units of length</li> <li>Demonstrating use of tools to measure</li> <li>Recognizing analog and digital time</li> <li>Reading thermometers and interpreting temperature</li> </ul>	<p><b>Standard 5</b> Students demonstrate limited use of a variety of tools and techniques to measure by:</p> <ul style="list-style-type: none"> <li>Recognizing appropriate tools for measuring objects/situations containing length, weight, temperature, or time</li> </ul>	<p><b>Standard 5</b> Students demonstrate minimal use of a variety of tools and techniques to measure by:</p> <ul style="list-style-type: none"> <li>No evidence of this performance level at this standard</li> </ul>
<p><b>Standard 6</b> Students demonstrate exceptional use of computational techniques in problem-solving situations by:</p> <ul style="list-style-type: none"> <li>Solving computations using money notation</li> <li>Analyzing information in graphs to solve problems</li> <li>Demonstrating and using estimation strategies to solve problems</li> </ul>	<p><b>Standard 6</b> Students demonstrate use of computational techniques in problem-solving situations by:</p> <ul style="list-style-type: none"> <li>Calculating sums and differences using dollar signs and decimal points for money problems</li> </ul>	<p><b>Standard 6</b> Students demonstrate limited use of computational techniques in problem-solving situations by:</p> <ul style="list-style-type: none"> <li>Demonstrating multiplication of single-digit numbers by 1, 2, 3, 5, or 10</li> </ul>	<p><b>Standard 6</b> Students demonstrate minimal use of computational techniques in problem-solving situations by:</p> <ul style="list-style-type: none"> <li>Demonstrating addition or subtraction of whole numbers through the hundreds place</li> </ul>