Advanced – Performance Level 4 (Score range: 538 to 780)
Students estimate sums of 3-digit numbers, money to solve problems, fractional parts, identify pictorials of decimals, place value in 40digit numbers, lines of symmetry, attributes of common polygons, possible combinations from 2 sets of pictorials, appropriate metric measurements; describe numerical geometrical patterns; construct bar graphs, squares and rectangles with given area on grids, shapes with given perimeters; find median, right angles; measure perimeters to nearest half inch; multiply three 1-digit factors; determine fractional parts of whole; write story problems involving subtraction.

Proficient – Performance Level 3 (Score range: 455 to 537)
Students estimate to add money, find elements on number lines, count bills, and coins to ten dollars; extend and apply numerical and geometrical patters; identify rules for number patters, largest and smallest elements in sets, operations to solve problems, geometric shapes, perimeter of squares and rectangles, repeated addition as multiplication; read and interpret pictographs and bar graphs; measure perimeter of polygons; use appropriate units of measure; subtract 2- and 3- digit numbers with regrouping; divide 2-digit numbers by 1-digit numbers; construct probability devices for most, least, and equally likely.

Partially Proficient – Performance Level 2 (Score range: 383 to 454)
Students order 2-digit numbers from least to greatest; identify missing elements in number patterns; predict outcomes as most, least, and equally likely; read bar graphs, thermometers; subtract 3-digit decimals without regrouping; add 2- and 3-digit numbers; apply multiplication to solve problems; identify operations to solve problems.

Unsatisfactory – Performance Level 1 (Score range: 180 to 382)
Students label decimal fractions on grids; represent numbers in standard, expanded, and written forms; extend geometric patters; complete pictorial patters, read tables, predict probability outcomes; determine congruency of irregular shapes; identify coordinates of points on grids; identify lines of symmetry; identify tools to measure weight; add two 30digit numbers; shade models to show fractions.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 1 Students demonstrate exceptional use of number sense and use of numbers by: • estimating sums of two 3-digit numbers • determining and communicating reasonableness of answers using estimation • estimating to solve real-world problems with money and fractional parts • identifying pictorial representations of common decimals Students may also demonstrate exceptional use of number sense and use of numbers by: • arranging 4-digit numbers to create the largest number possible • identifying place values in 4-digit numbers • choosing appropriate operations in estimating solutions to real-world problems • explaining thought processes when estimating sums of two 3-digit numbers	**Standard 1** Students demonstrate use of number sense and use of numbers by: • using estimation to combine money amounts in real life contexts • skip-counting to locate numbers on number lines • counting bills and coins up to $10.00 • labeling, representing and ordering decimal fractions on grids	**Standard 1** Students demonstrate limited use of number sense and use of numbers by: • ordering 2-digit numbers from least to greatest	**Standard 1** Students demonstrate minimal use of number sense and use of numbers by: • labeling and representing decimal fractions on grids • representing numbers in standard, expanded, and written forms

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 2 Students demonstrate exceptional use of algebraic methods to explore, model, and describe patterns and functions by: • extending patterns in real-world situations using whole number multiplication • describing, extending, and giving rules for geometrical patterns • recognizing, extending, and explaining numerical patterns in tables Students may also demonstrate exceptional use of algebraic methods to explore, model, and describe patterns and functions by: • identifying and describing rules from geometrical and numerical model.	**Standard 2** Students demonstrate use of algebraic methods to explore, model, and describe patterns and functions by: • completing charts based on patterns • reading, interpreting, and extending tables • applying patterns in a real-world situations • matching rules to situations • extending geometrical patterns multiple times	**Standard 2** Students demonstrate limited use of algebraic methods to explore, model, and describe patterns and functions by: • identifying missing elements in numerical patterns	**Standard 2** Students demonstrate minimal use of algebraic methods to explore, model, and describe patterns and functions by: • extending geometrical patterns • identifying missing elements in pictorial patterns
Standard 3 Students demonstrate exceptional use of data collection and analysis, statistics, and probability by: • constructing displays of data including tables, charts, pictographs, and bar graphs • identifying all possible combinations of two sets of elements Students may also demonstrate exceptional use of data collection and analysis, statistics, and probability by: • finding the median in sets of data	**Standard 3** Students demonstrate use of data collection and analysis, statistics, and probability by: • finding smallest and largest element in sets of data • reading and interpreting displays of data including tables, charts, pictographs, and bar graphs • generating probability devices to demonstrate most, least, or equally likely	**Standard 3** Students demonstrate limited use of data collection and analysis, statistics, and probability by: • predicting outcomes, and determining most, least, or equally likely outcomes • reading displays of data including tables, charts, pictographs, and bar graphs	**Standard 3** Students demonstrate minimal use of data collection and analysis, statistics, and probability by: • reading tables • predicting probability outcomes on simple spinners

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 4 Students demonstrate exceptional use of geometric concepts, properties, and relationships by: • identifying and drawing lines of symmetry • identifying attributes of common polygons • finding and constructing area of squares and rectangles in grids • finding right angles • constructing rectangles and squares with given perimeter on grids. Students may also demonstrate exceptional use of geometric concepts, properties, and relationships by: • applying knowledge of attributes to identify polygons • determining the length and width of given perimeters to construct polygons	**Standard 4** Students demonstrate use of geometric concepts, properties, and relationships by: • identifying geometric shapes • determining area of rectangles on grids • identifying perimeter of squares and rectangles on grids	**Standard 4** Students demonstrate limited use of geometric concepts, properties, and relationships by: • no evidence of this performance level at this standard	**Standard 4** Students demonstrate minimal use of geometric concepts, properties, and relationships by: • determining congruency of shapes • locating objects on grids • identifying line of symmetry
Standard 5 Students demonstrate exceptional use of a variety of tools and techniques to measure by: • constructing shapes with given perimeters • measuring perimeters of figures to the nearest 1/2 inch Students may also demonstrate exceptional use of a variety of tools and techniques to measure by: • determining appropriate metric measurements for common objects • applying conditions to construct polygons	**Standard 5** Students demonstrate use of a variety of tools and techniques to measure by: • measuring perimeter of polygons • using appropriate units of measurement, standard and metric	**Standard 5** Students demonstrate limited use of a variety of tools and techniques to measure by: • reading thermometers	**Standard 5** Students demonstrate minimal use of a variety of tools and techniques to measure by: • choosing appropriate tool to measure weight

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 6 Students demonstrate exceptional use of computational techniques in problem-solving situations by: • multiplying three 1-digit factors out of context • choosing the correct operation (division) to solve real-world problems • subtracting commonly used fractions using pictures • dividing 2-digit numbers by 1-digit divisors out of context Students may also demonstrate exceptional use of computational techniques in problem-solving situations by: • using graphic representations to explain the conceptual meaning of multiplication in real-world situations and applying the concept of subtraction by writing story problems with 2 out of 3 numbers remaining the same • using multiplication and division to solve real world problems	**Standard 6** Students demonstrate use of computational techniques in problem-solving situations by: • identifying multiplication as process of repeated addition • recalling division facts • subtracting 2-digit numbers from 3-digit numbers with regrouping • choosing operations to solve real-world problems • applying concepts of subtraction by writing real-world story problems	**Standard 6** Students demonstrate limited use of computational techniques in problem-solving situations by: • subtracting 3-digit money amounts (decimals) without regrouping • adding 2-digit and 4-digit numbers with one regrouping out of context • indicating conceptual knowledge of multiplication in problem solving situations • choosing correct operational symbols to complete operations	**Standard 6** Students demonstrate minimal use of number sense and use of numbers by: • adding two 3-digit numbers out of context • demonstrating concrete knowledge of fractions by correctly shading in models • adding 2- to 3-digit numbers with one regrouping out of context