

# **NMAPA**

## **Performance Level Descriptors**

The following pages illustrate complete descriptions of the NMAPA Performance Levels. The descriptions of performance levels provide detailed information about the student's achievement status that is needed by teachers and administrators. Versions of the Performance Level Descriptors that are written specifically for the student's parents and family are provided in the Student Report to Parents.

## Science Performance Level Descriptors

Science Performance Level Descriptors				
Performance Level	Science Achievement Level Definitions	Grade 4	Grade 7	Grades 11–12+
1	Students performing at this level may demonstrate some emerging expanded academic skills and competencies in science.	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• respond to changes in the environment;</li> <li>• respond to the movement of objects.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• indicate awareness of changes within the environment;</li> <li>• distinguish between different organisms.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• respond to changes in the environment;</li> <li>• respond to changes in movement and touch;</li> <li>• distinguish between themselves and others.</li> </ul>
2	Students performing at this level demonstrate beginning expanded academic skills and competencies in science.	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• indicate an understanding of what happens next in an activity;</li> <li>• identify parts of the body;</li> <li>• recognize differences among animals;</li> <li>• identify whether something is living or nonliving;</li> <li>• identify weather elements.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• identify changes in matter such as melting;</li> <li>• distinguish among air, soil, and water.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• interact with changes in environment;</li> <li>• identify patterns in the physical world;</li> <li>• identify the parts of plants or animals (such as leaves and stems of plants; head, legs, and tails of animals);</li> <li>• identify states of matter.</li> </ul>
3	Students performing at this level demonstrate developing expanded academic skills and competencies in science.	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• identify cause and effect;</li> <li>• identify if something is solid, liquid, or gas;</li> <li>• identify the basic requirements that sustain human life;</li> <li>• identify and describe human body parts and their function;</li> <li>• describe landforms, elements of weather, and current weather conditions.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• record information about an observation;</li> <li>• identify the force that makes an object move;</li> <li>• identify simple machines (e.g., inclined plane, lever, pulley);</li> <li>• match scientific terms for physical states to objects (e.g., ice is a solid).</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• conduct and analyze a science experiment;</li> <li>• identify different forms of energy and forces in nature (e.g., kinetic, chemical, nuclear, gravitational);</li> <li>• describe resources and traits that organisms need to survive;</li> <li>• describe functions of animal and plant cells.</li> </ul>
4	Students performing at this level demonstrate expanded academic skills and competencies in science.	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• use tools to collect and analyze data (e.g., charts, maps, rulers, thermometers);</li> <li>• describe different types of energy, force, rocks, and organisms;</li> <li>• explain some of the characteristics of the life cycle of different organisms;</li> <li>• demonstrate knowledge of objects in the solar system (planets, moons, stars).</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• use a variety of tools to collect and present data;</li> <li>• identify physical or chemical changes. For example, students should know that when ice melts, it becomes water;</li> <li>• describe how organisms and habitats adapt and influence one another;</li> <li>• describe some of the factors that influence weather and climate. For example, students should know that water freezes in cold temperatures and that it does not rain often in deserts.</li> </ul>	Students who score in this range should be able to: <ul style="list-style-type: none"> <li>• identify properties of elements (e.g., metals, nonmetals, boiling point);</li> <li>• identify traits that can be inherited;</li> <li>• describe how science has produced knowledge that is relevant to individual health.</li> </ul>

## Social Studies Performance Level Descriptors

Social Studies Performance Level Descriptors		
Performance Level	Social Studies Achievement Level Definitions	Grades 11–12+
1	Students performing at this level may demonstrate some emerging expanded academic skills and competencies in social studies.	<p>Students who score in this range should be able to:</p> <ul style="list-style-type: none"> <li>• understand that people go to work;</li> <li>• respond to a map or globe;</li> <li>• respond to common symbols of the United States or New Mexico (e.g., the U.S. flag);</li> <li>• identify past, present, and future events.</li> </ul>
2	Students performing at this level demonstrate beginning expanded academic skills and competencies in social studies.	<p>Students who score in this range should be able to:</p> <ul style="list-style-type: none"> <li>• understand that there is a relationship between going to work and earning money;</li> <li>• identify a map and a globe;</li> <li>• identify common symbols of the United States and New Mexico (e.g., the U.S. flag);</li> <li>• understand that there is an order of events in history.</li> </ul>
3	Students performing at this level demonstrate developing expanded academic skills and competencies in social studies.	<p>Students who score in this range should be able to:</p> <ul style="list-style-type: none"> <li>• understand that people have specific skills for certain jobs;</li> <li>• maintain personal finances (e.g., save money for special events);</li> <li>• identify the relationship between specific locations on a map (e.g., direction, distance);</li> <li>• identify common symbols of the United States and New Mexico (e.g., the U.S. flag);</li> <li>• recognize an event or individual important to the U.S. Civil Rights Movement (e.g., Martin Luther King, Jr.);</li> <li>• describe the causes and effects of significant historical events.</li> </ul>
4	Students performing at this level demonstrate expanded academic skills and competencies in social studies.	<p>Students who score in this range should be able to:</p> <ul style="list-style-type: none"> <li>• maintain personal finances (e.g., bank account, save money for special events);</li> <li>• describe the direction and distance between two locations using a map;</li> <li>• describe an even or an individual’s contribution to the U.S. Civil Rights Movement (e.g., Martin Luther King, César Chavez);</li> <li>• understand the causes and effects of historical events (e.g., one of the reasons the United States joined WWII was the bombing of Pearl Harbor);</li> <li>• recognize the impact that a New Mexican citizen has had on the world.</li> </ul>

## ELA Performance Level Descriptors

ELA Performance Level Descriptors				
Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
3	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify topic, characters, settings, and details, and define the meaning of words (nouns).</li> <li>• Use brief informational text with simple sentences to identify topic, title, captions, headings, and illustrations related to a topic, and identify the meaning of words (nouns).</li> <li>• Develop explanatory text by identifying a statement related to an everyday topic.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea of a text with details, and use content to define multiple meaning words.</li> <li>• Identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle).</li> <li>• Develop an explanatory text by identifying a category related to a set of facts and develop a story by identifying beginning, middle, and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words.</li> <li>• Identify grade level words.</li> <li>• Develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words.</li> <li>• Identify grade level words.</li> <li>• Develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.</li> </ul>

ELA Performance Level Descriptors

Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
4	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify topics, characters, details, and define words often used in written texts and use context to define multiple meaning words.</li> <li>• Use brief informational text with simple sentences to identify topic, charts, graphs, diagrams, and timelines, and use context to define multiple meaning words.</li> <li>• Develop explanatory text by identifying a concluding sentence.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to identify the theme and supporting details, use details to describe character traits, answer questions about what the text says; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify the main idea, locate and use information in graphs, charts, diagrams, or timelines to answer questions, and use context to define multiple meanings of words.</li> <li>• Identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle).</li> <li>• Develop explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to identify the theme and supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words.</li> <li>• Identify grade level words.</li> <li>• Develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to determine the theme and identify supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in texts, and use context to define multiple meaning words.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words.</li> <li>• Identify grade level words.</li> <li>• Develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.</li> </ul>

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Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
5	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify an event from the beginning of the text, characters, settings, events, and details.</li> <li>• Use brief informational text with simple sentences to identify topic, main idea, and differences about information in two sentences.</li> <li>• Develop explanatory text by identifying a category related to a set of nouns.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, compare characters, settings, and events, summarize a text, and use context to define multiple meaning words.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify the main idea and supporting details, use details from the text to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.</li> <li>• Develop an explanatory text that is organized for a specific text structure and develop a story by identifying beginning, middle, and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.</li> <li>• Develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words.</li> <li>• Develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.</li> </ul>

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Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
6	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify characters, events, and details, and use context to define multiple meaning words.</li> <li>• Use brief informational text with simple sentences to identify topics, facts, main ideas, a description of individuals or events, and define words often used in written texts.</li> <li>• Develop a story by identifying a sequence of events presented in order.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to answer questions and identify details that develop key ideas.</li> <li>• Develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to answer questions about what the text says, identify text details that support inferences about characters, summarize a text, and use context to define multiple meaning words.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify details that develop key ideas, support the author’s claim with evidence, summarize information from different texts, and use subject-specific words accurately in sentences.</li> <li>• Develop a story by identifying the next event and using transition words and phrases (such as later or first of all) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify details that develop key ideas, support the author’s claim with evidence, summarize information in different texts, and use subject-specific words accurately in sentences.</li> <li>• Develop a story by identifying the next event and using transition words and phrases (such as later or first of all) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>

ELA Performance Level Descriptors				
Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
7	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify themes and inferences and use context to define words.</li> <li>• Use brief informational text with simple sentences to identify a conclusion, a claim an author makes, compare and contrast two statements related to the same topic, and use context to define words.</li> <li>• Develop a story by identifying a picture that includes an event described in the text.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to answer questions and identify details to support themes and inferences.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify the relationship between events or individuals in a text and use evidence from the text to support an author’s claim.</li> <li>• Develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author’s claim, compare and contrast how two authors write about the same topic, and use context to define phrases.</li> <li>• Develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author’s claim, compare and contrast how two authors write about the same topic, and use context to define phrases.</li> <li>• Develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>



ELA Performance Level Descriptors				
Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
8	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify theme, inferences, and use context to define multiple meaning words.</li> <li>• Use brief informational text with simple sentences to identify a fact related to an argument, a similar topic in two informational texts, and define words often used in written texts.</li> <li>• Develop an argument by identifying a writer's opinion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to identify details to support a conclusion, a portion of text which contains specific information, and identify how theme is developed, and use context to define words and phrases.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify an inference, the portion of text which contains specific information, an argument the author makes, and where two texts present different interpretations of facts, and use subject-specific words or phrases accurately.</li> <li>• Develop an argument by identifying an idea relevant to a claim and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts two texts present different interpretations of facts, and use subject-specific words and phrases accurately.</li> <li>• Develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts two texts present different interpretations of facts, and use subject-specific words and phrases accurately.</li> <li>• Develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.</li> </ul>

ELA Performance Level Descriptors

Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
10–11	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary text with simple sentences to identify a summary of a text, events, identify a word used to describe a person, place, thing, action or event, and use context to define words.</li> <li>• Use brief informational text with simple sentences to identify central idea, facts, what an author tells about a topic; and a word used to describe a person, place, thing, action or event, and use context to define words.</li> <li>• Develop an explanatory text by identifying information which is or is not related to the topic.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use brief literary texts with clear ideas and simple and compound sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.</li> <li>• Use brief informational texts with clear ideas and simple and compound sentences to identify details that develop central idea, identify conclusions and author’s point of view, and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.</li> <li>• Develop an explanatory text by grouping information and develop an argument by identifying introduction, claim, evidence, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with clear to implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.</li> <li>• Use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author’s point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.</li> <li>• Develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.</li> </ul>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to:</p> <ul style="list-style-type: none"> <li>• Use literary texts with implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases.</li> <li>• Use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author’s point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases.</li> <li>• Develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.</li> </ul>

## Mathematics Performance Level Descriptors

Mathematics Performance Level Descriptors				
Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
3	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple addition problems with numerals and symbols; read a pictograph; identify growing patterns with pictures, objects, or shapes; identify the number of parts shaded in an object; identify an object that has the greater number of parts shaded; and identify an object divided in two equal parts.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>); use objects to represent a multiplication problem; identify the next term in a list of numbers that follow a pattern; identify a number nearer to 1 or 10; and identify a rectangle that is divided into equal parts.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>); check the correctness of an answer; find the missing term in a list of numbers that follow a pattern; round numbers; identify figures divided into equal parts; compare fraction models; count unit squares to total the area of a rectangle; and complete a bar graph.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: find the missing term in a list of numbers that follow a pattern; compare fractions with different numerators and the same denominator; round numbers; apply appropriate concepts of quantities and operations to mathematical situations to solve addition, subtraction, and multiplication word problems; check the correctness of an answer; count unit squares to total the area of a rectangle; and complete a bar graph.</p>
4	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to rounding whole numbers; understand the meaning of equivalent whole numbers and fractions; identify a rectangle with the larger or smaller perimeter; identify the greatest value in a bar graph; and identify the sides and angles of a rectangle.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>); round numbers; identify parts and wholes; identify equivalent fractions; identify one set of objects divided into two equal parts; identify the parts of 2-dimensional shape; and compute the perimeter of a rectangle.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve multiplication word problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>); check the correctness of an answer; show division of objects into two equal groups; round numbers; identify equivalent and non-equivalent fractions; sort a set of 2-dimensional shapes; compute the perimeter of a rectangle; and transfer data to a graph.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: round numbers; identify equivalent and non-equivalent fractions with different denominators; sort a set of 2-dimensional shapes; transfer data to a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve multiplication word problems; check the correctness of an answer; divide a set of objects into equal groups; and compute the perimeter of a rectangle.</p>

Mathematics Performance Level Descriptors				
Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
5	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple subtraction problems with numerals and symbols; identify place values; measure with feet and yards; read time on an analog clock; read graphs; and recognize how one set of objects can be divided into two equal parts.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with decimals using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ); identify place values; round decimal numbers; identify the effects of addition and multiplication; identify a representation of addition of fractions; and convert standard measurements.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve problems with whole numbers, fractions or decimals using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ); identify place values; round decimals; identify the effects of multiplication; convert standard measurements including minutes and hours; locate a given point on a coordinate plane; and make comparisons between data sets.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: identify place value; round decimals; convert standard measurements including minutes and hours; locate a given point on a coordinate plane when given an ordered pair; apply appropriate concepts of quantities and operations to mathematical situations to solve word problems with whole numbers, fractions, or decimals; and make comparisons between line graphs.
6	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to percent, rates, number lines, and area; identify what an unknown represents in an equation; and describe data sets.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ) about ratios, negative numbers, and fractions; describe data sets; and solve real world measurement problems using percent or rates.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values on a number line; describe mean, median or mode in a data set; solve problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ); solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values; describe mean, median or mode in a data set; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using three-digit numbers or decimals; solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.
7	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to a negative number and its multiplication or division by a positive number; identify surface area, area and circumference of a circle; and read a bar graph.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems with positive/negative whole numbers using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ); identify the meaning of an unknown variable in an equation; describe a ratio; identify the surface area of a three-dimensional figure; and determine when a graph of a data set is increasing or decreasing.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional measures of two quantities; solve multiplication and division problems using mathematical language and symbolic representations (e.g., $<$ , $>$ , $=$ ) with positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle, and surface area of a three-dimensional shape.	Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional relationships between two quantities shown in a table or graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle and surface area of a three-dimensional shape.

**Mathematics Performance Level Descriptors**

Grade	Level 1 Achievement Level Definitions	Level 2 Achievement Level Definitions	Level 3 Achievement Level Definitions	Level 4 Achievement Level Definitions
8	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with numerals and symbols related to decimal numbers; identify congruent and similar shapes, and surface area; plot points on a graph; and identify larger and smaller quantities presented in a graph.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, <math>x</math>, <math>y</math>); identify and describe proportional measures of two quantities presented in graphs and data tables; identify the y-intercept of a graph; match congruent or similar figures; and relate a graph to the context of a word problem.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: determine approximate value of irrational numbers; identify congruent and similar figures; describe the relationship between two variables shown on a graph; plot data on a graph; use mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, <math>x</math>, <math>y</math>) to solve problems about: slope of a linear graph; the change in area of a figure when its dimensions are changed; and the volume of a cylinder.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of congruent and similar figures; determine approximate value of irrational numbers; identify and describe the relationship between two variables shown on a graph; plot data on a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems about: linear equations; slope of a linear graph, the change in area of a figure when its dimensions are changed; and the volume of a cylinder.</p>
10–11	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple real world problems with numerals and symbols; write equations; represent quantities in multiple combinations; complete the formula for area of a figure; determine whether a given point is or is not part of a data set shown on a graph; and identify an extension of a line graph.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple word problems using mathematical language and symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, <math>x</math>, <math>y</math>), write equations that contain a variable; solve a real world problem using a line graph; calculate the mean and median of a set of data; identify the hypotenuse of a right triangle; the greatest or least value of data shown on a number line; the missing label on a histogram; and a model that represents a square number.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; solve real world problems using mathematical language, symbolic representations (e.g., <math>&lt;</math>, <math>&gt;</math>, <math>=</math>) and variables (<math>x</math>, <math>y</math>) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.</p>	<p>Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; apply appropriate concepts of quantities and operations to mathematical situations to solve real world problems using variables (<math>x</math>, <math>y</math>) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.</p>