

***Gallatin Gateway
School
District***

***SMARTER Balance
Data Analysis***

Spring 2016

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Introduction

This report contains data analysis of the Gallatin Gateway School District student performance on the SMARTER Assessment. The SMARTER Assessment is given each year to grades 3 – 8 for ELA and math. The first section of this report provides a summary of analysis results obtained from the data listed throughout this document. In addition, the first section compares and lists the conclusions from the data analysis. The report documents ELA and math results for 2015 and 2016 by grade level for students in the district compared to the student profile for the entire state of Montana. The analysis utilizes the percentage of students scoring proficient and advanced in the district compared to the state wide results for the same group. The next section provides the district with a year by year comparison of proficiency district wide in ELA and math along with an overall view of results on the test over time. The following section shows the district sub group performance compared to the state of Montana results for economically disadvantaged students, by gender for female and male students, results for special education students, and results by race. Only subgroups of sufficient size are analyzed in the report. The report analyzes and shows student performance on the standards listed for both ELA and math by looking at student performance at/near or above the standards. The next step in the analysis compares results for each grade level over the years that the test has been administered and follows that by tracking results for a class through each grade level where they took the test. The percentage of students achieving proficient and advanced is used as a base line when comparing trends in each grade level. The report goes on to analyze and display areas of strength and weakness by students in each grade level for ELA and math based on results from the assessment.

Differences in OPI Release of Smarter Balanced Results and ORS Data

The OPI released official Smarter Balanced results may differ from the results found on the ORS website. The reasons for the differences include the following: a) students listed for a school that did not participate in the test were given the lowest score and included in the novice category by the OPI for official calculations, but the ORS system did not include them, b) students taking the alternate assessment were included in the OPI calculations, but not in the ORS numbers, and c) students taking the test that were not enrolled for the entire academic year are included in the ORS and not in the OPI calculations. There was a difference in the results for ELA with the ORS showing 51% proficient in the district compared to the official OPI results of 48%. The math difference was only 1% with the ORS showing 41% proficient and the OPI showing 40%.

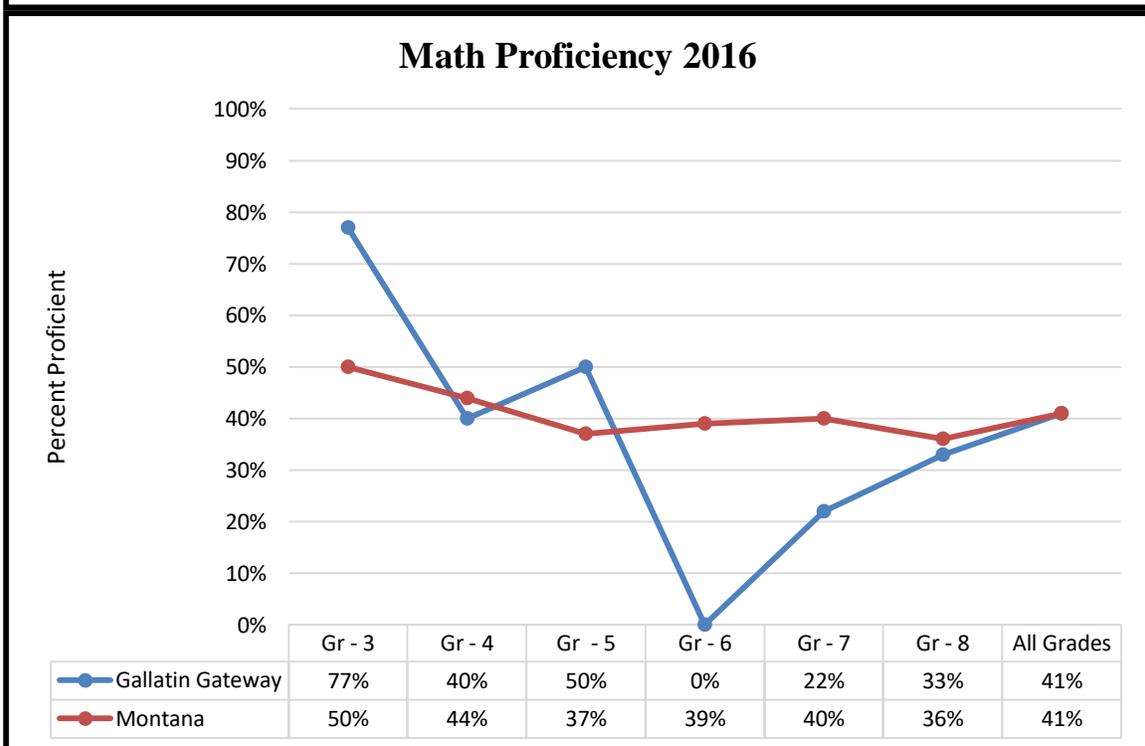
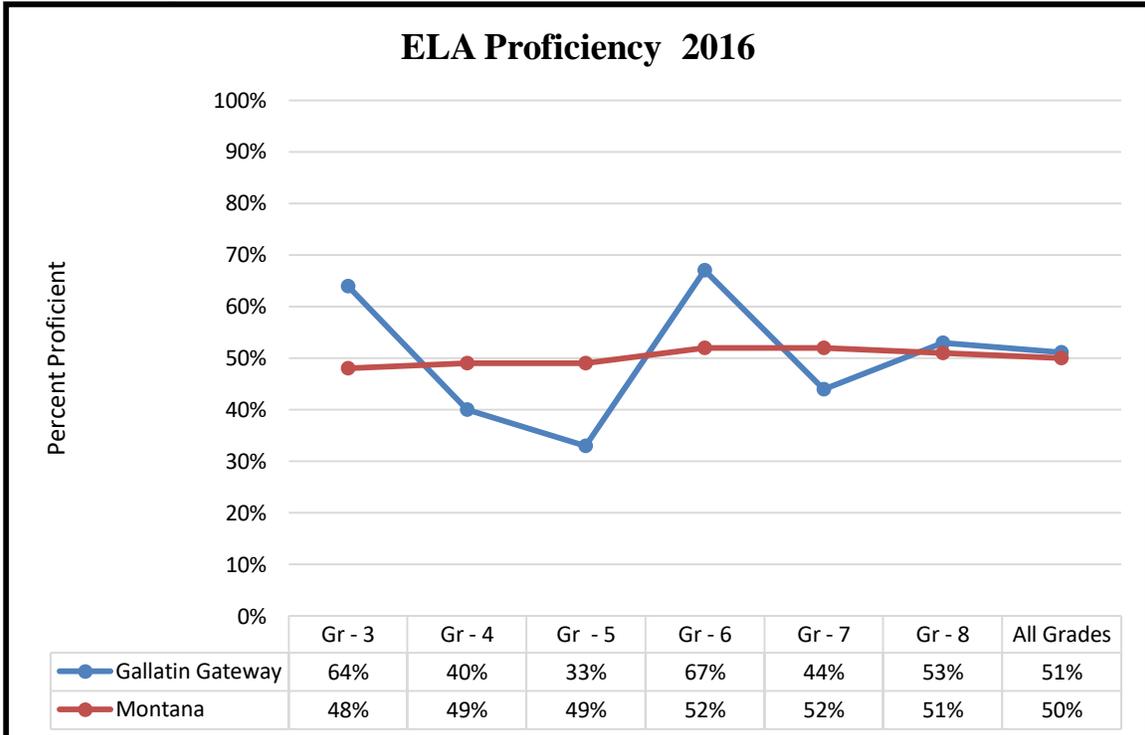
Summary of SMARTER Balance Data Analysis Results

- District students scored 51% proficient in ELA which was 1% above the state in 2016 on the ORS results and 48% proficient in the official OPI calculations.
- District students scored 41% proficient in math which was at the state in ORS results and 40% proficient in the official OPI calculations.
- Economically disadvantaged students scored 3% below the state in ELA and 5% above the state in math in 2016.
- Female students scored 7% lower than the state in 2016 for ELA while male students were 9% above the state rate.
- Female students were 3% lower than the state in math while male students were 1% above the state.
- Male students scored higher than female students in math and ELA in 2016.
- All district students scored the highest in communicating reasoning and the lowest in concepts and procedures along with problem solving & modeling/data analysis on math targets in 2016.
- All district students scored the highest in listening and the lowest in reading on ELA targets in 2016.
- Female students scored the highest in communicating reasoning and the lowest in problem solving & modeling/data analysis on math targets.
- Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.
- Female students scored the highest in listening and the lowest in reading on ELS targets.
- Male students scored the highest in listening and the lowest in reading on ELA targets.
- Male students scored 82% of the students at/near or above the standards in all ELA areas while female students were at 81%.
- All students scored 81.4% at/near or above the standards in all areas for ELA.
- Male students scored 73% of the students at/near or above the standards in all math areas while female students were at 72%.
- All students scored 72.6% at/near or above the standards in all areas for math.
- Level 1 is the lowest and level 4 is the highest. The district had 33% of the students in level 3 for ELA and 35% in level 2 for math. The next highest level was level 1 with 25% in ELA and level 3 with 30% in math.
- See pages 20-38 for specific strengths and weaknesses in the ELA/Literacy Targets and Math Targets for district students in each grade.

SMARTER Balance Assessment Results

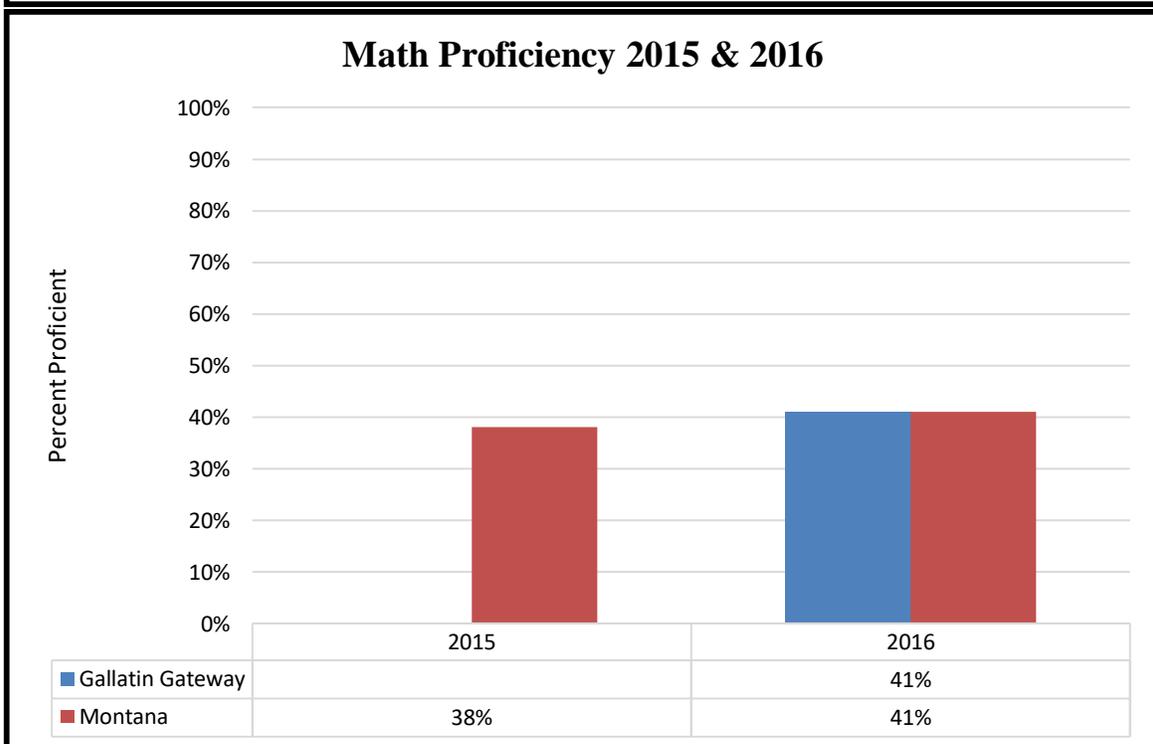
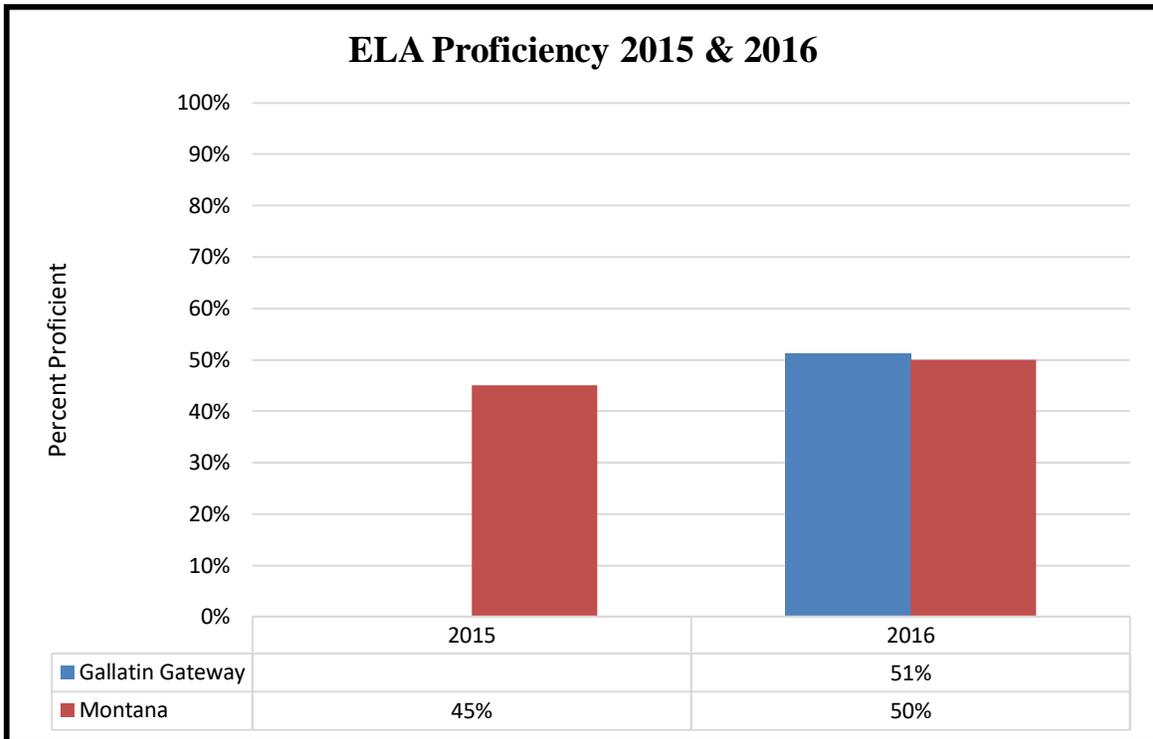
District ELA and Math Proficiency Compared to Montana for 2016

The following charts show the percent of proficient/advanced students in the district in 2016 by grade compared to the same group in Montana. District students scored 51% proficient in ELA which was 1% above the state in 2016 on the ORS results and 48% proficient in the official OPI calculations. District students scored 41% proficient in math which was at the state in ORS results and 40% proficient in the official OPI calculations.



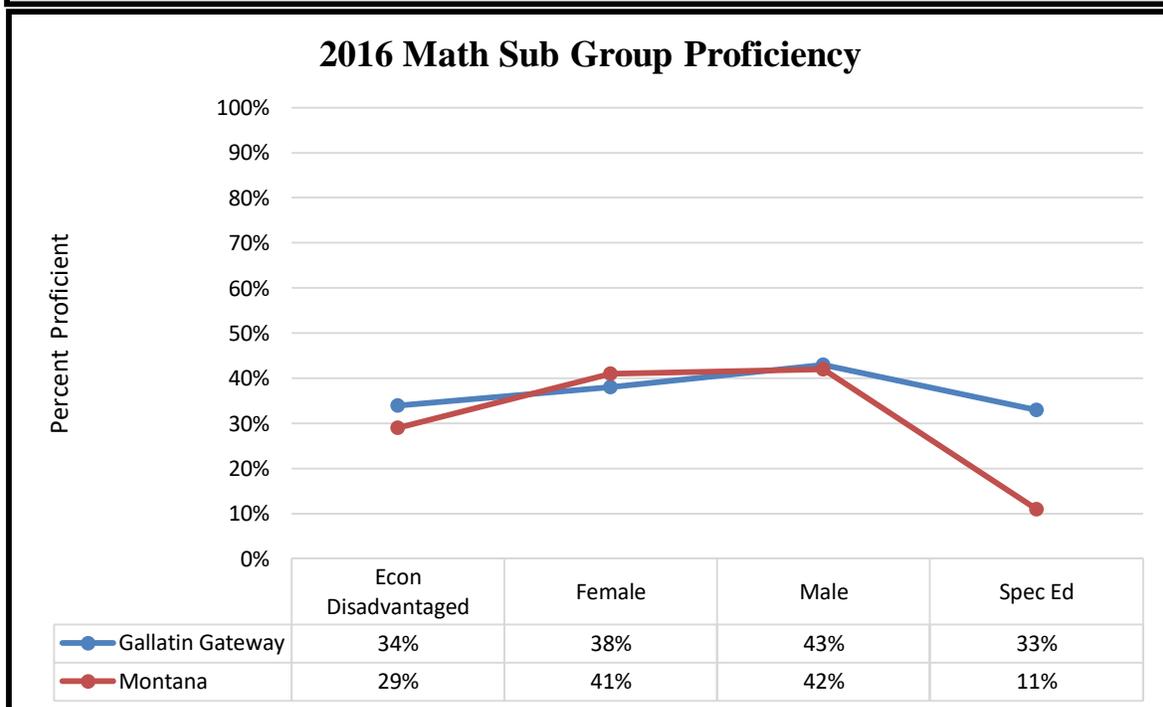
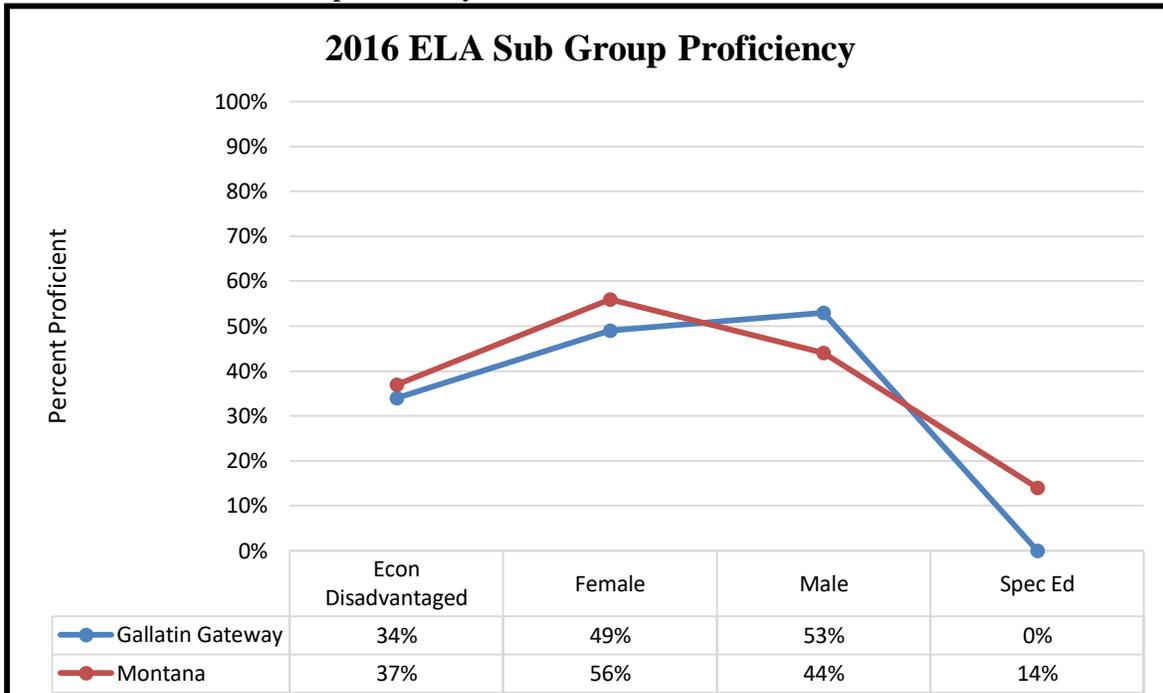
District ELA and Math Proficiency for 2015 and 2016

The charts show proficiency in ELA and math over both years of the SMARTER assessment compared to Montana. District ELA proficiency was 51% in 2016. District math proficiency was 41% in 2016. The district did not test in 2015 on the SMARTER Balance.



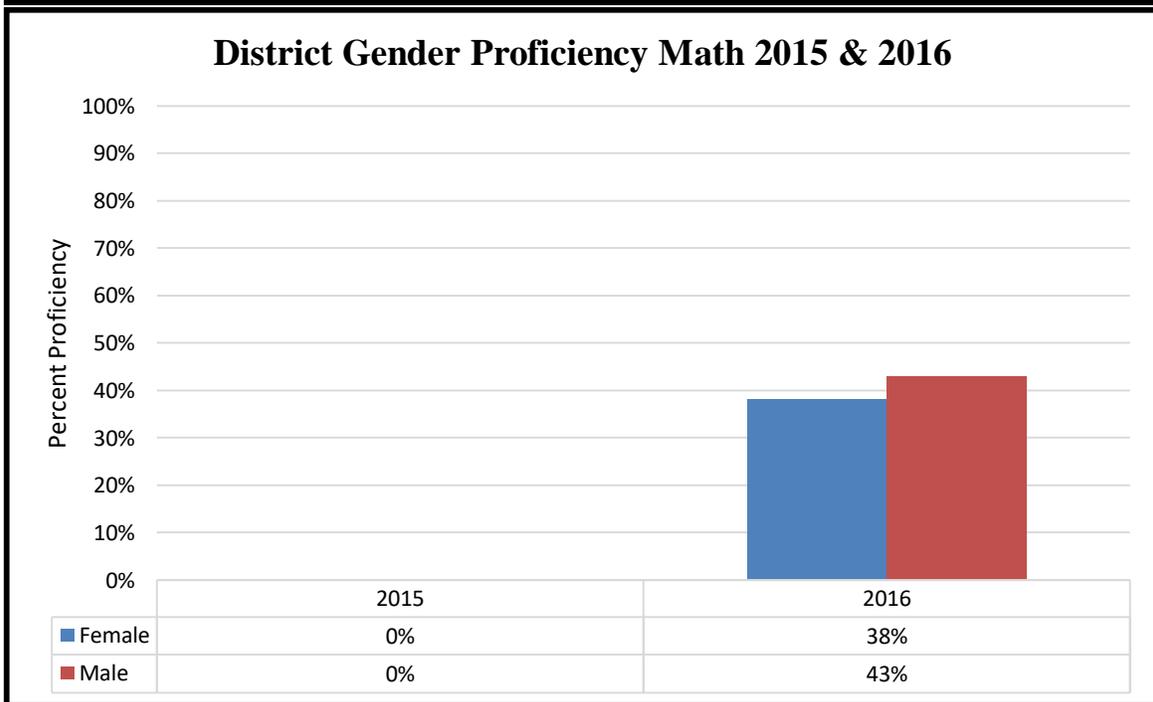
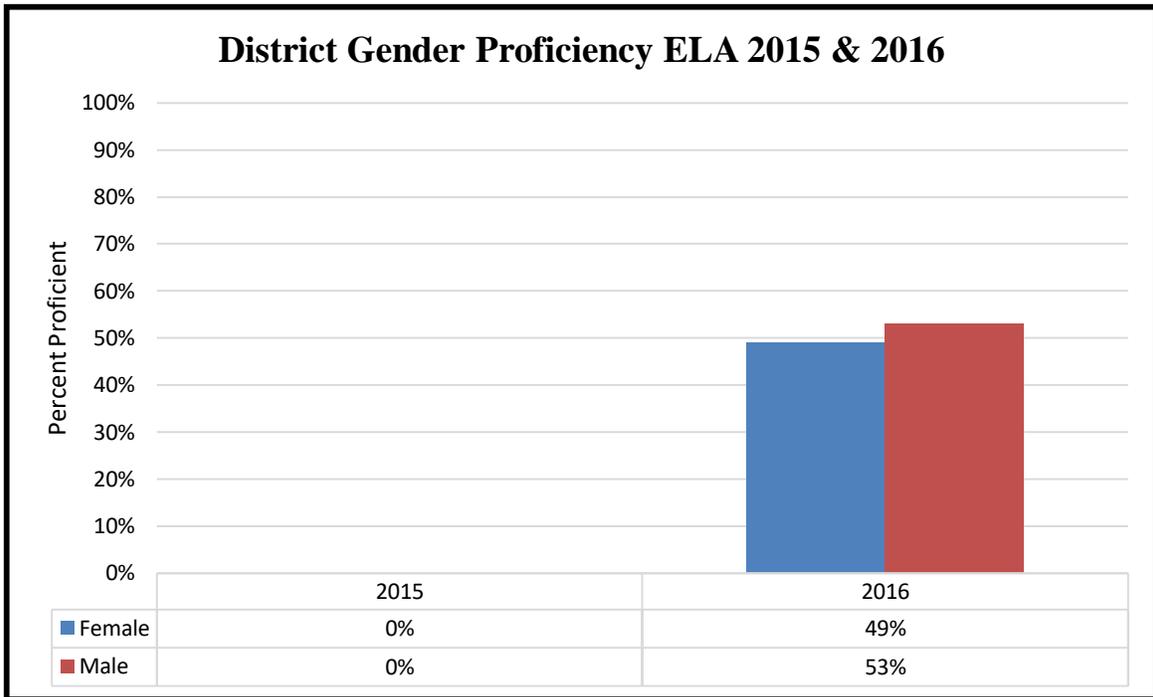
Proficiency of ELA and Math Sub Groups in the District for 2016

The following charts show sub group performance in the district in 2016 for ELA and math compared to Montana. Economically disadvantaged students scored 3% below the state in ELA and 5% above the state in math in 2016. Female students scored 7% lower than the state in 2016 for ELA while male students were 9% above the state rate. Female students were 3% lower than the state in math while male students were 1% above the state. Special education students scored well above the state in math proficiency.



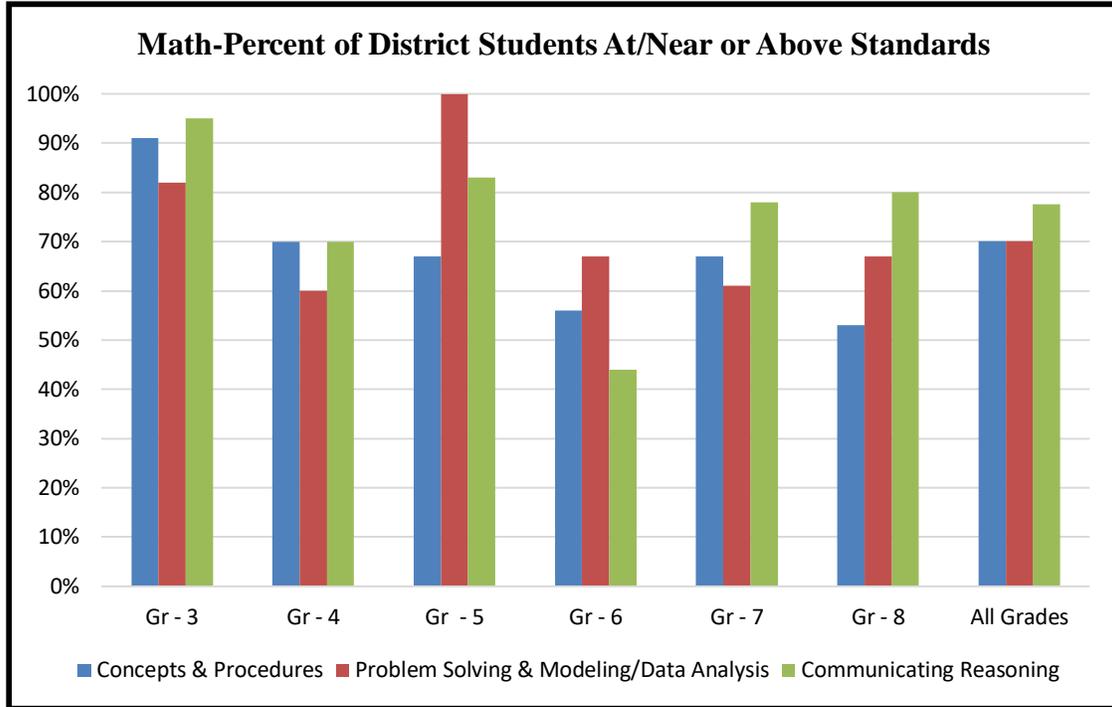
District Gender Proficiency for 2015 and 2016

The following charts show the proficiency of males and females for ELA and math in the district. Male students scored higher than female students in math and ELA in 2016. The district did not test students on the SMARTER assessment in 2015.



Math Achievement At/Near or Above the Standards for 2016

The following charts show student performance at/near or above the standards for math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. All district students scored the highest in communicating reasoning and the lowest in concepts and procedures along with problem solving & modeling/data analysis on math targets in 2016.

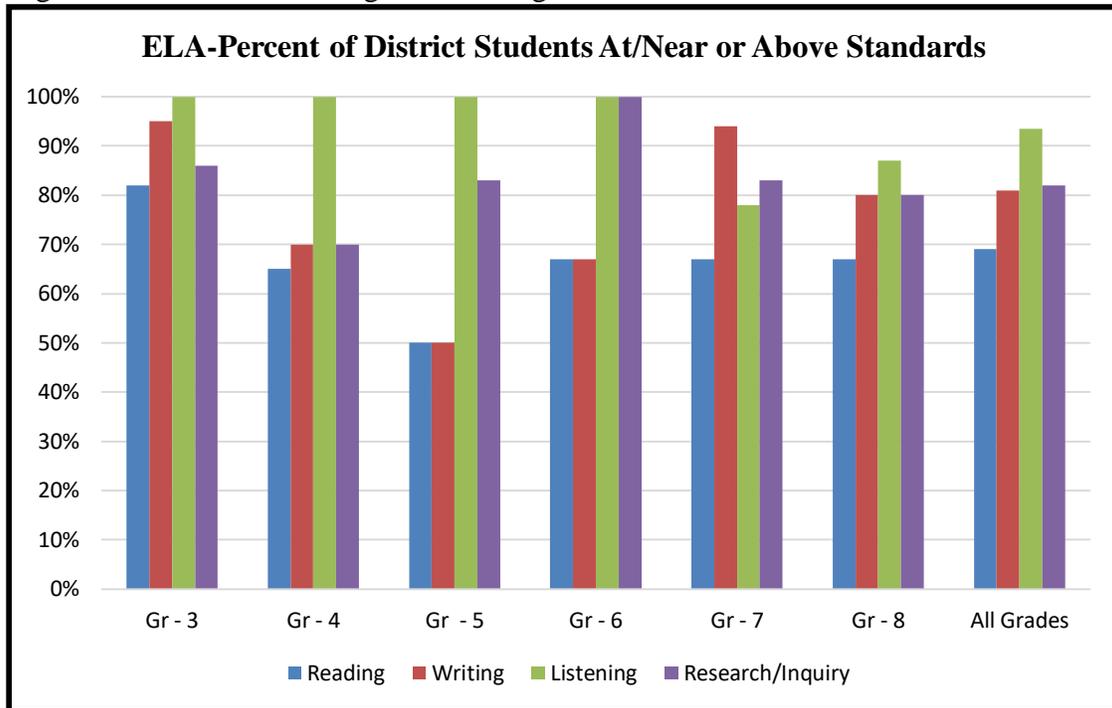


The following chart shows the percentage of students at/near or above the standards for each of the specific math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Grade - 3	91%	82%	95%
Grade - 4	70%	60%	70%
Grade - 5	67%	100%	83%
Grade - 6	56%	67%	44%
Grade - 7	67%	61%	78%
Grade - 8	53%	67%	80%
All Grades	70.1%	70.1%	77.6%

ELA Achievement At/Near or Above the Standards for 2016

The following charts show student performance at/near or above the standards for ELA topics: reading, writing, listening, and research/inquiry. All district students scored the highest in listening and the lowest in reading on ELA targets in 2016.

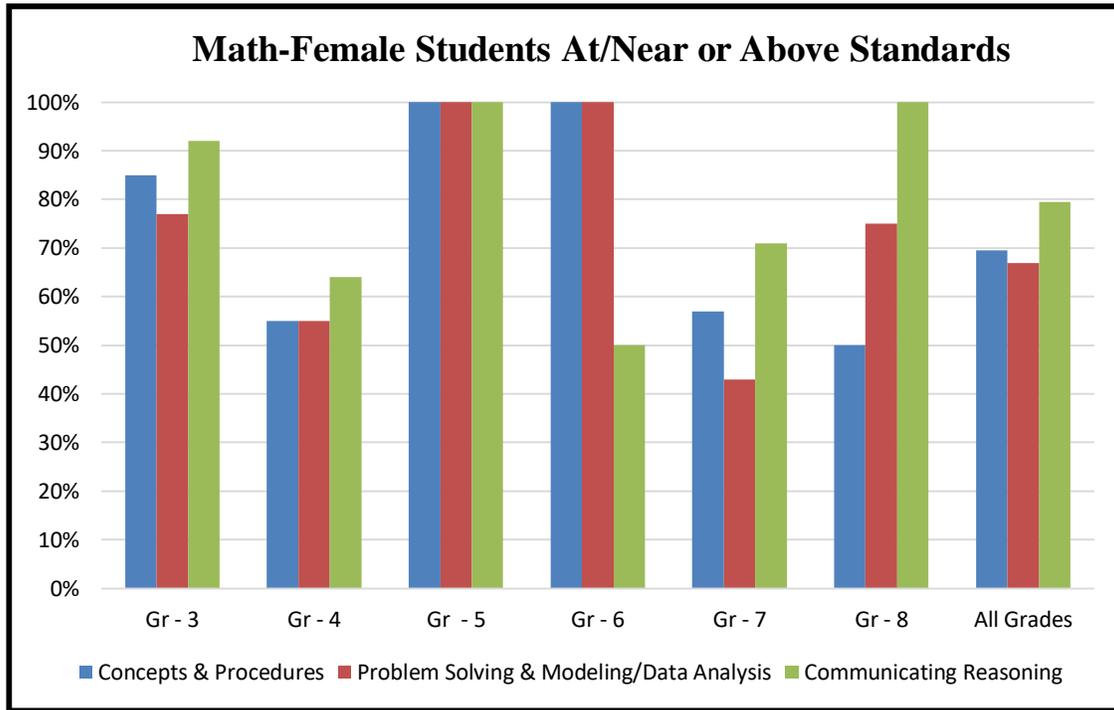


The following chart shows the percentage of students at/near or above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Research/Inquiry</i>
Grade - 3	82%	95%	100%	86%
Grade - 4	65%	70%	100%	70%
Grade - 5	50%	50%	100%	83%
Grade - 6	67%	67%	100%	100%
Grade - 7	67%	94%	78%	83%
Grade - 8	67%	80%	87%	80%
All Grades	69.1%	80.9%	93.4%	82.0%

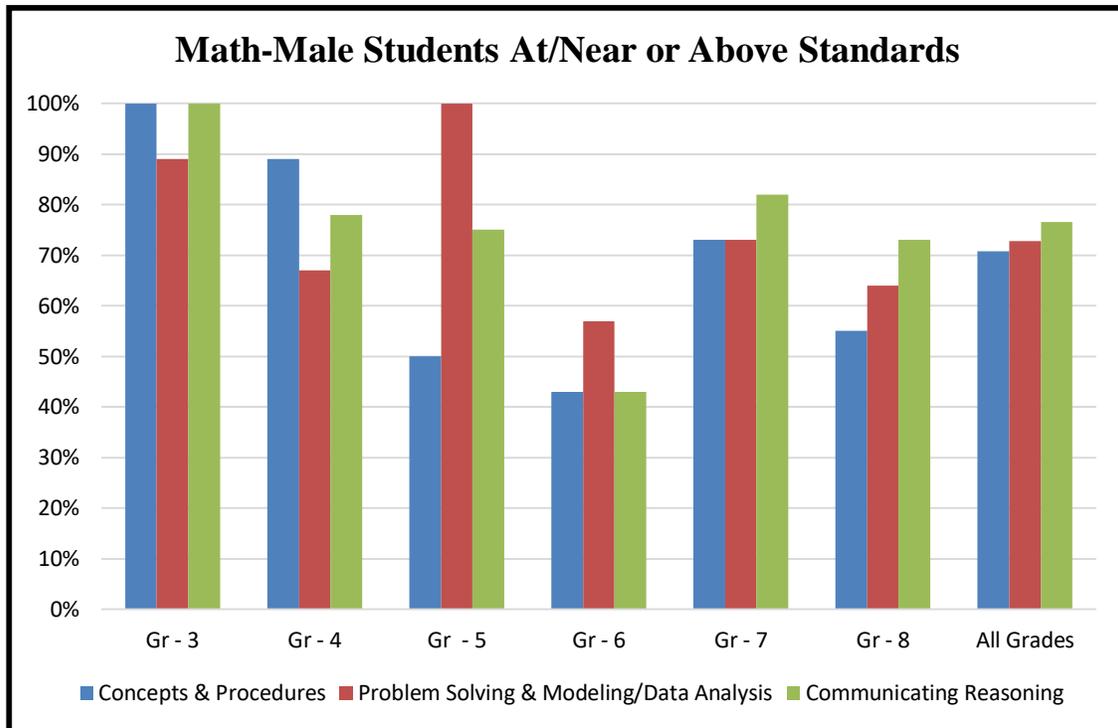
Math Achievement At/Near or Above the Standards in 2016 by Gender

The following charts show student performance by gender at/near or above the standards for math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. Female students scored the highest in communicating reasoning and the lowest in problem solving & modeling/data analysis on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.



The following chart shows the percentage of female students at/near or above the standards for each of the specific math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Grade - 3	85%	77%	92%
Grade - 4	55%	55%	64%
Grade - 5	100%	100%	100%
Grade - 6	100%	100%	50%
Grade - 7	57%	43%	71%
Grade - 8	50%	75%	100%
All Grades	69.5%	66.8%	79.4%

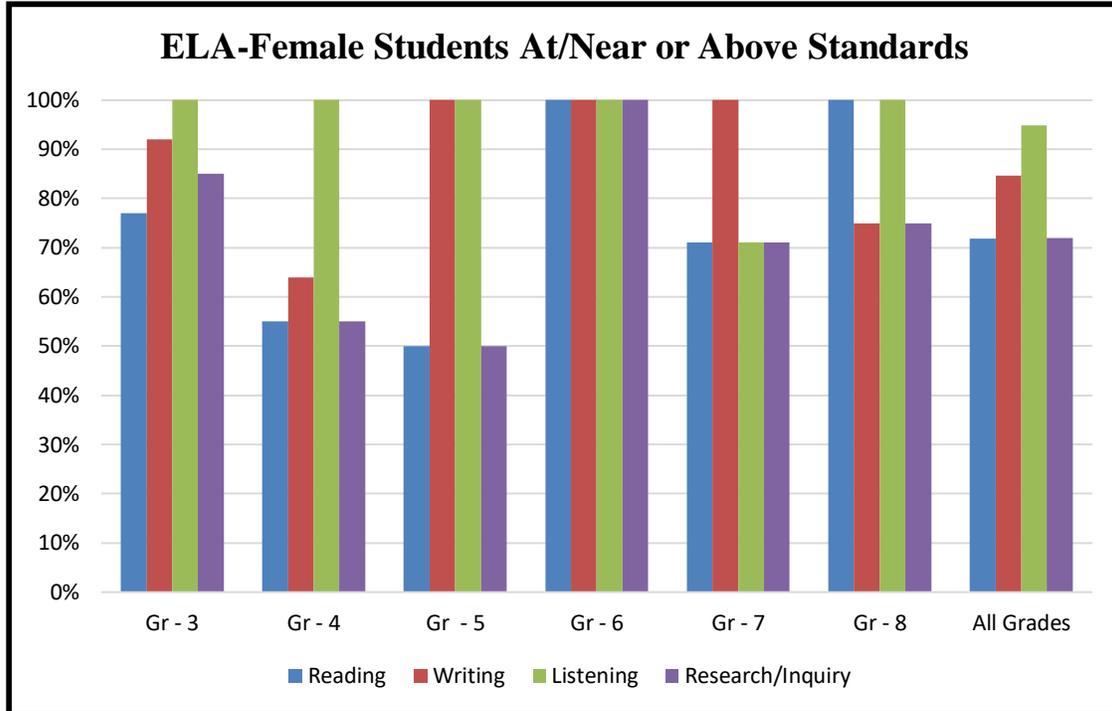


The following chart shows the percentage of male students at/near or above the standards for each of the specific math areas by grade.

<i>Grades</i>	<i>Concepts & Procedures</i>	<i>Problem Solving & Modeling/Data Analysis</i>	<i>Communicating Reasoning</i>
Grade - 3	100%	89%	100%
Grade - 4	89%	67%	78%
Grade - 5	50%	100%	75%
Grade - 6	43%	57%	43%
Grade - 7	73%	73%	82%
Grade - 8	55%	64%	73%
All Grades	70.8%	72.7%	76.6%

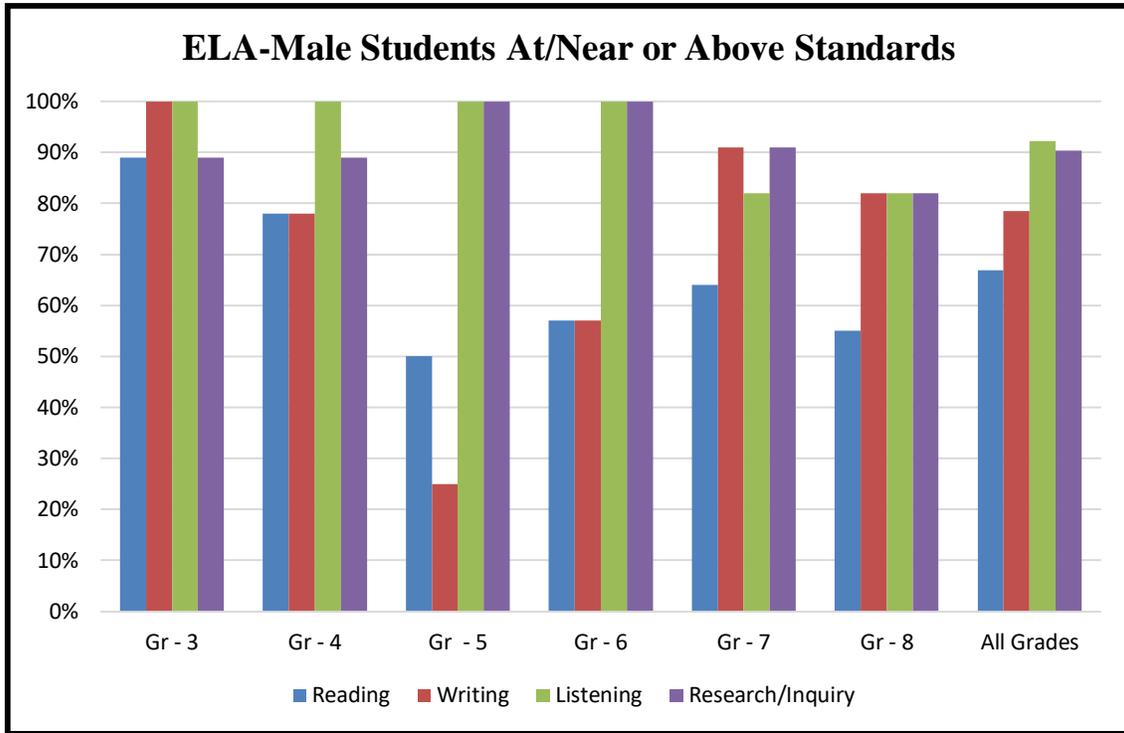
ELA Achievement At/Near or Above the Standards in 2016 by Gender

The following charts show student performance by gender at/near or above the standards for ELA topics: ELA, writing, listening, and research/inquiry. Female students scored the highest in listening and the lowest in reading on ELS targets. Male students scored the highest in listening and the lowest in reading on ELA targets.



The following chart shows the percentage of female students at/near or above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Research/Inquiry</i>
Grade - 3	77%	92%	100%	85%
Grade - 4	55%	64%	100%	55%
Grade - 5	50%	100%	100%	50%
Grade - 6	100%	100%	100%	100%
Grade - 7	71%	100%	71%	71%
Grade - 8	100%	75%	100%	75%
All Grades	71.9%	84.6%	94.8%	72.0%

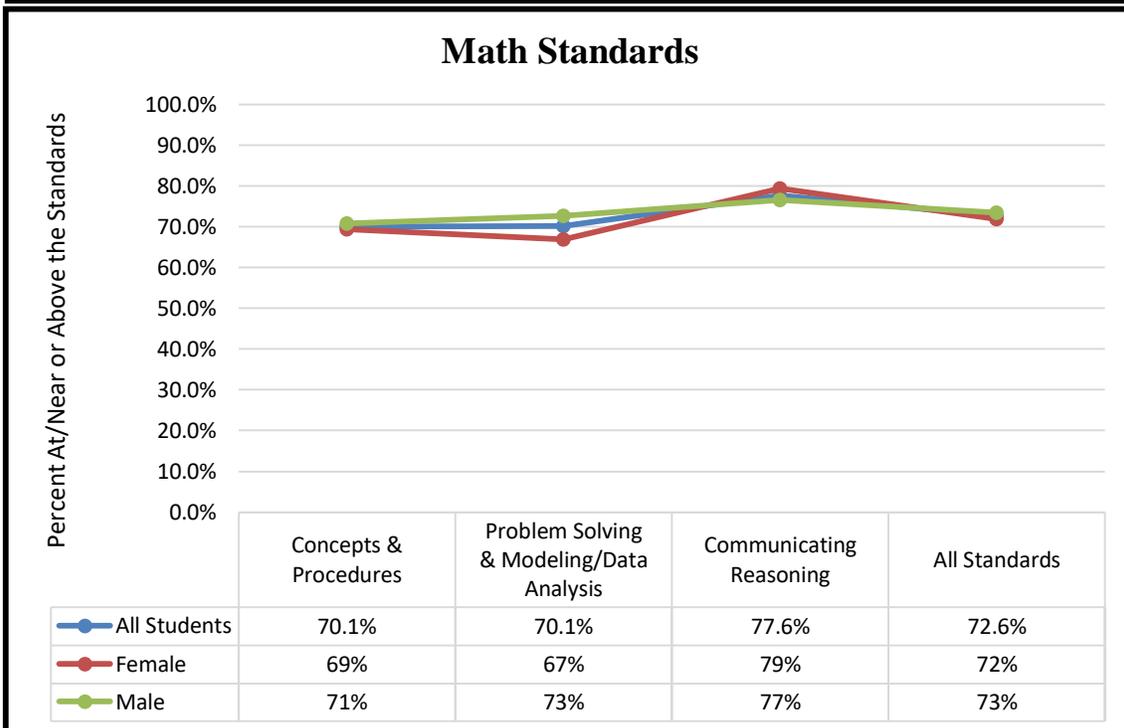
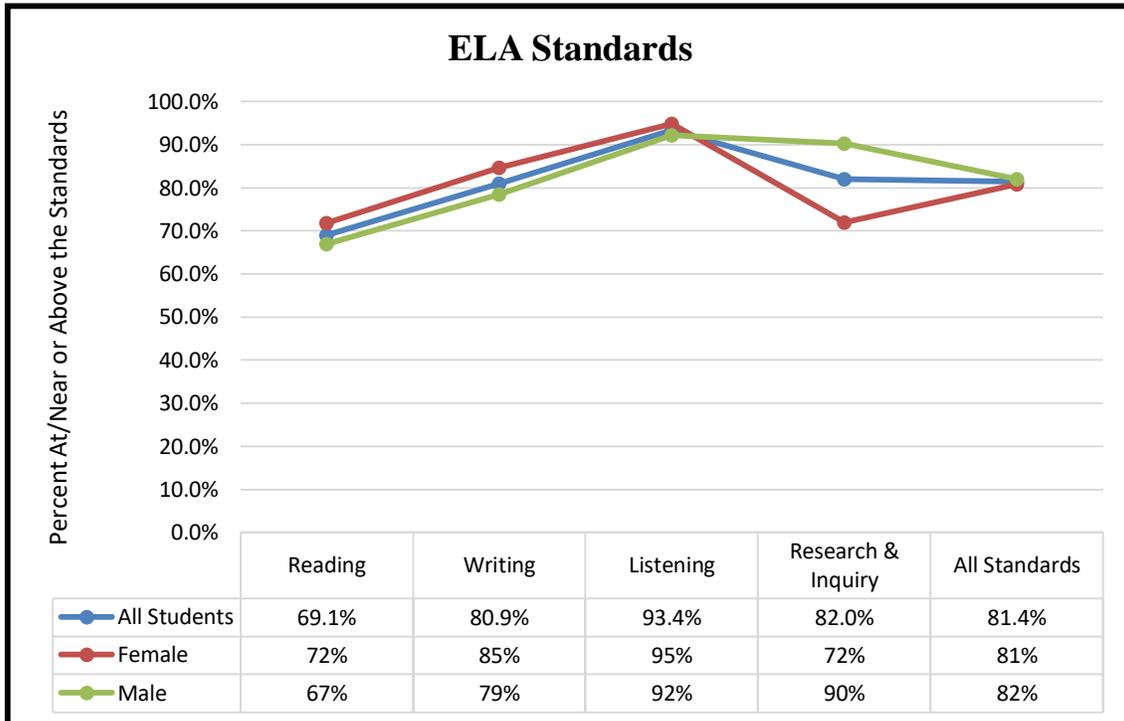


The following chart shows the percentage of male students at/near or above the standards for each of the specific ELA areas by grade.

<i>Grades</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Research/Inquiry</i>
Grade - 3	89%	100%	100%	89%
Grade - 4	78%	78%	100%	89%
Grade - 5	50%	25%	100%	100%
Grade - 6	57%	57%	100%	100%
Grade - 7	64%	91%	82%	91%
Grade - 8	55%	82%	82%	82%
All Grades	66.9%	78.5%	92.2%	90.3%

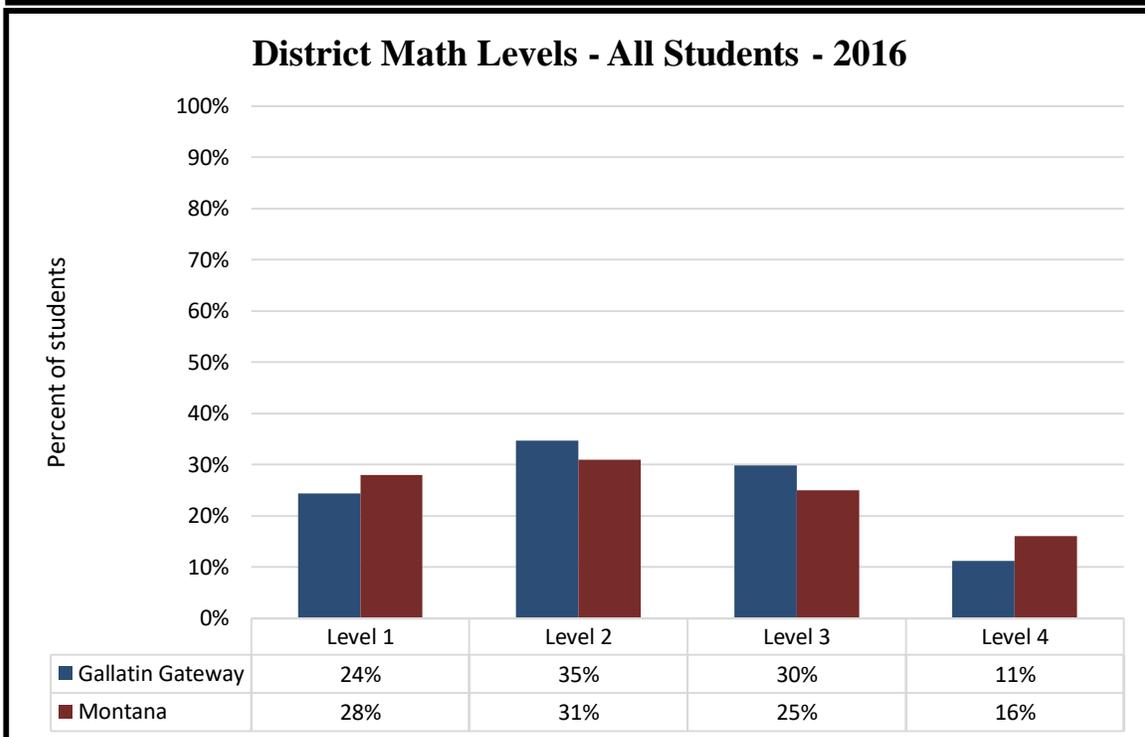
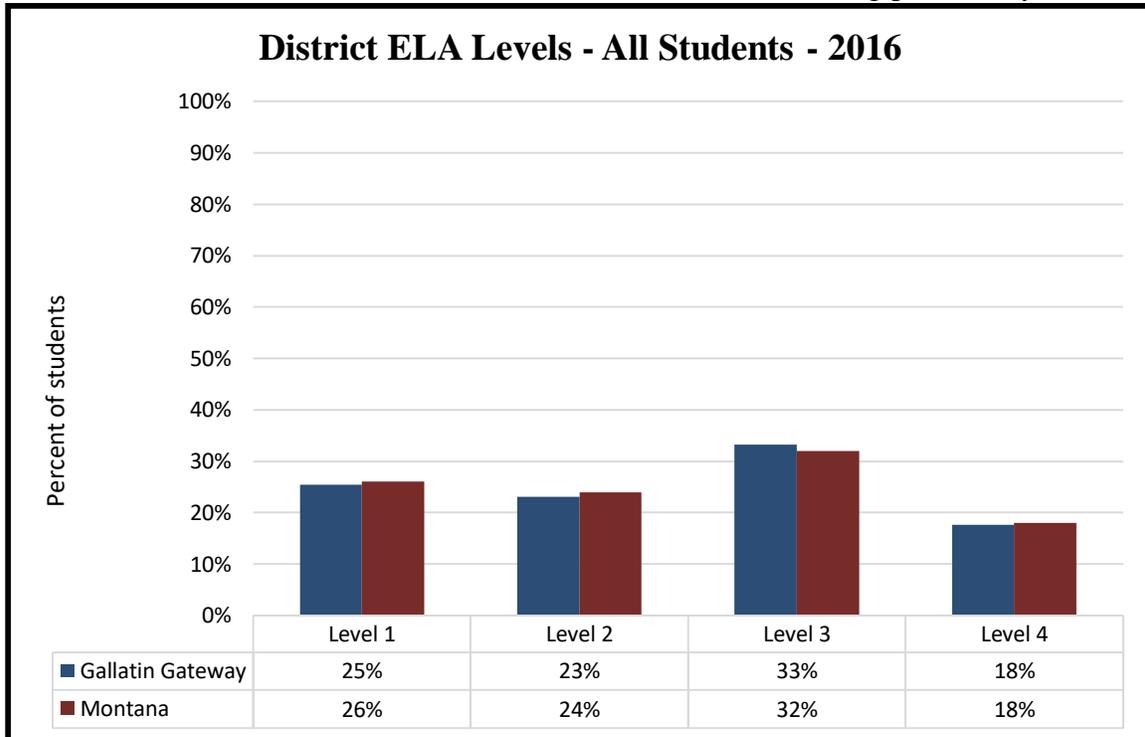
ELA and Math Achievement At/Near or Above the Standards for 2016

The following charts show student performance at/near or above the standards for ELA and math standards including all standards by all students and by gender. Male students scored 82% of the students at/near or above the standards in all ELA areas while female students were at 81%. All students scored 81.4% at/near or above the standards in all areas for ELA. Male students scored 73% of the students at/near or above the standards in all math areas while female students were at 72%. All students scored 72.6% at/near or above the standards in all areas for math.



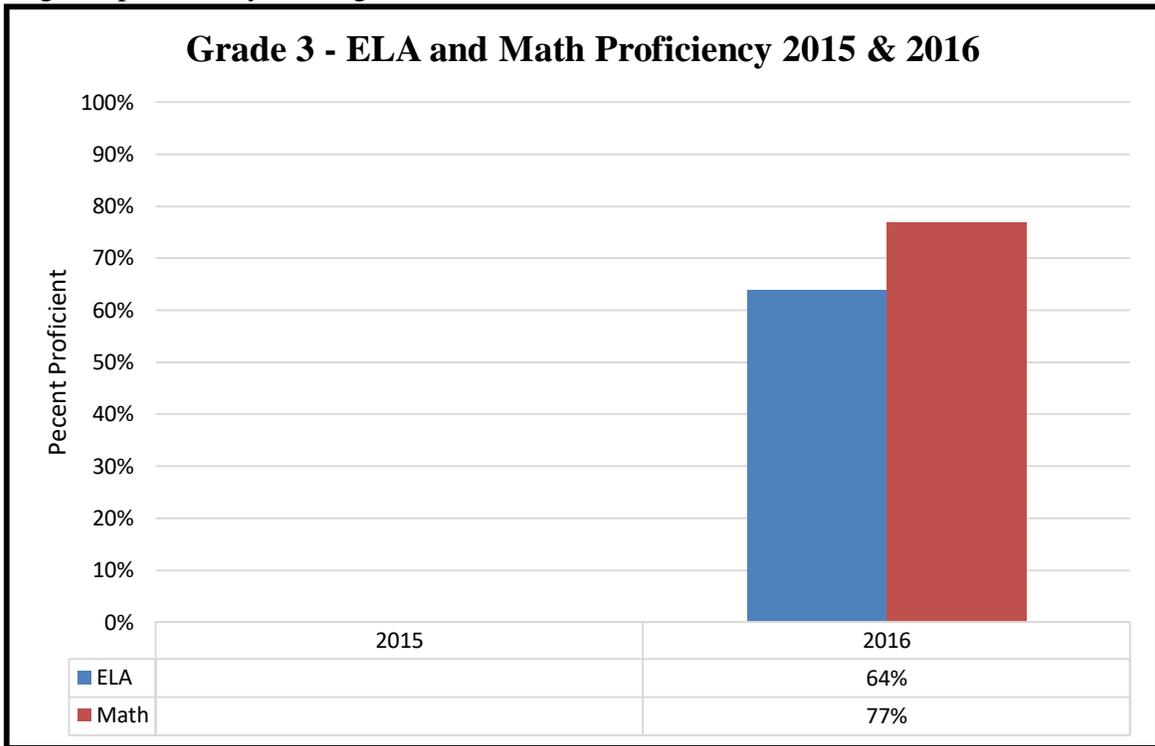
District ELA and Math Achievement Levels for 2016

The following charts show student performance by level in the district compared to Montana for ELA and math. Level 1 is the lowest and level 4 is the highest. The district had 33% of the students in level 3 for ELA and 35% in level 2 for math. The next highest level was level 1 with 25% in ELA and level 3 with 30% in math. Level 2 students are nearing proficiency.



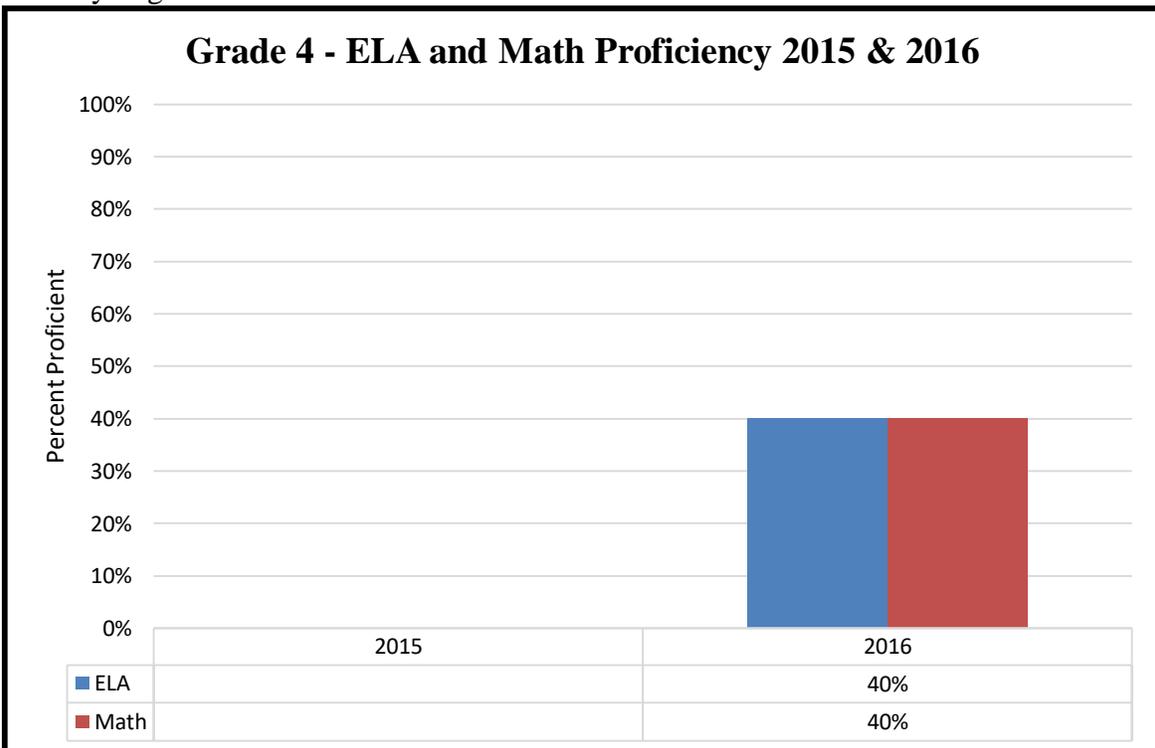
3rd Grade SMARTER Results

The following chart shows 3rd grade ELA and math SMARTER results from 2015 and 2016. Third grade proficiency was higher in math in 2016.



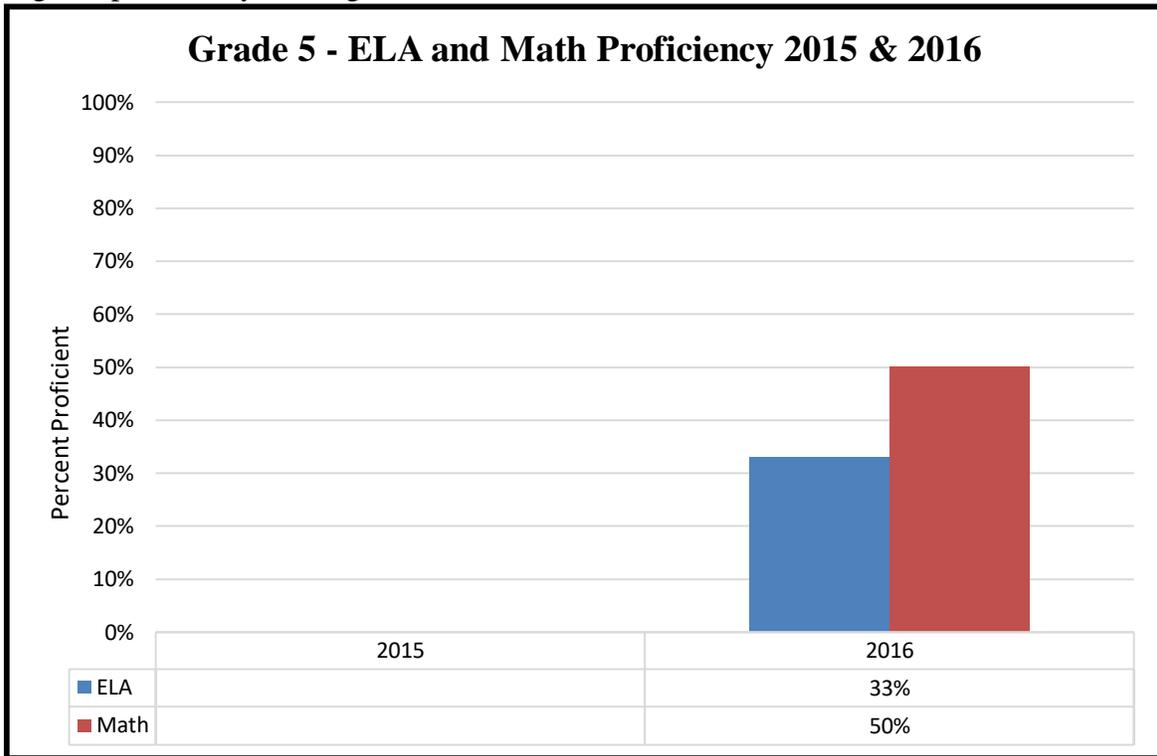
4th Grade SMARTER Results

The following chart shows 4th grade ELA and math SMARTER results from 2015 and 2016. Proficiency in grade 4 was the same in both ELA and math in 2016.



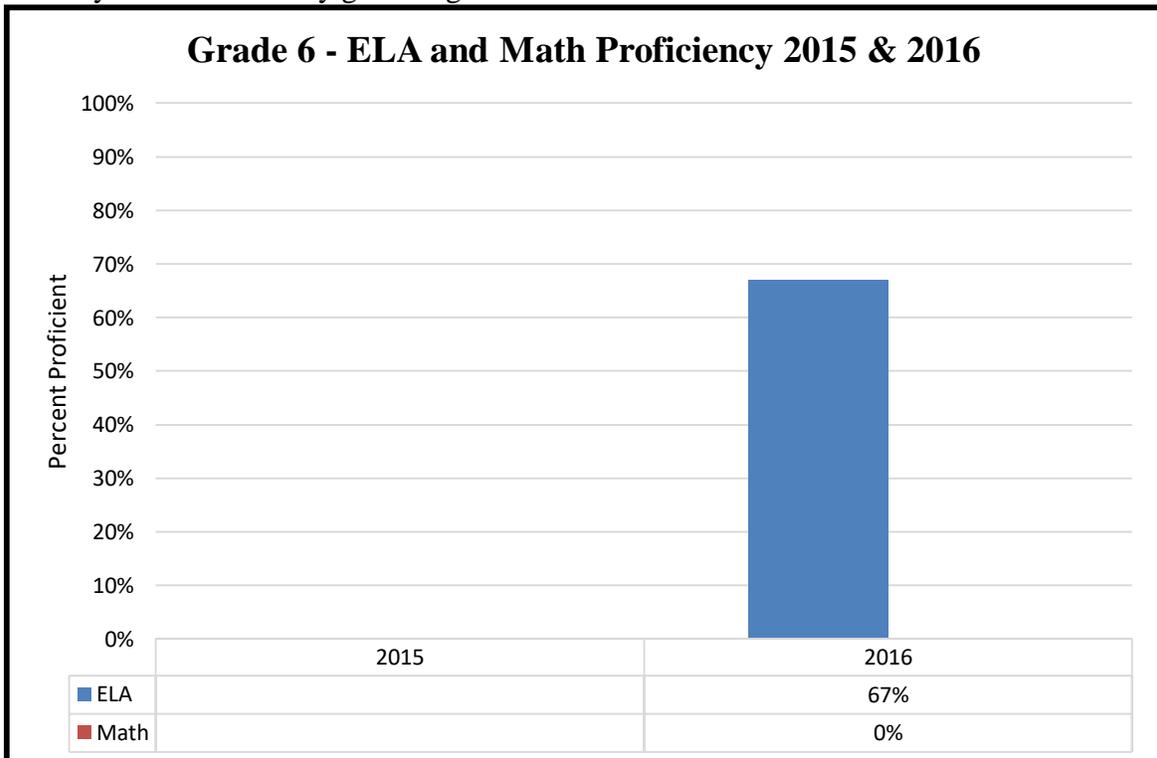
5th Grade SMARTER Results

The following chart shows 5th grade ELA and math SMARTER results from 2015 and 2016. Fifth grade proficiency was higher in math than ELA in 2016.



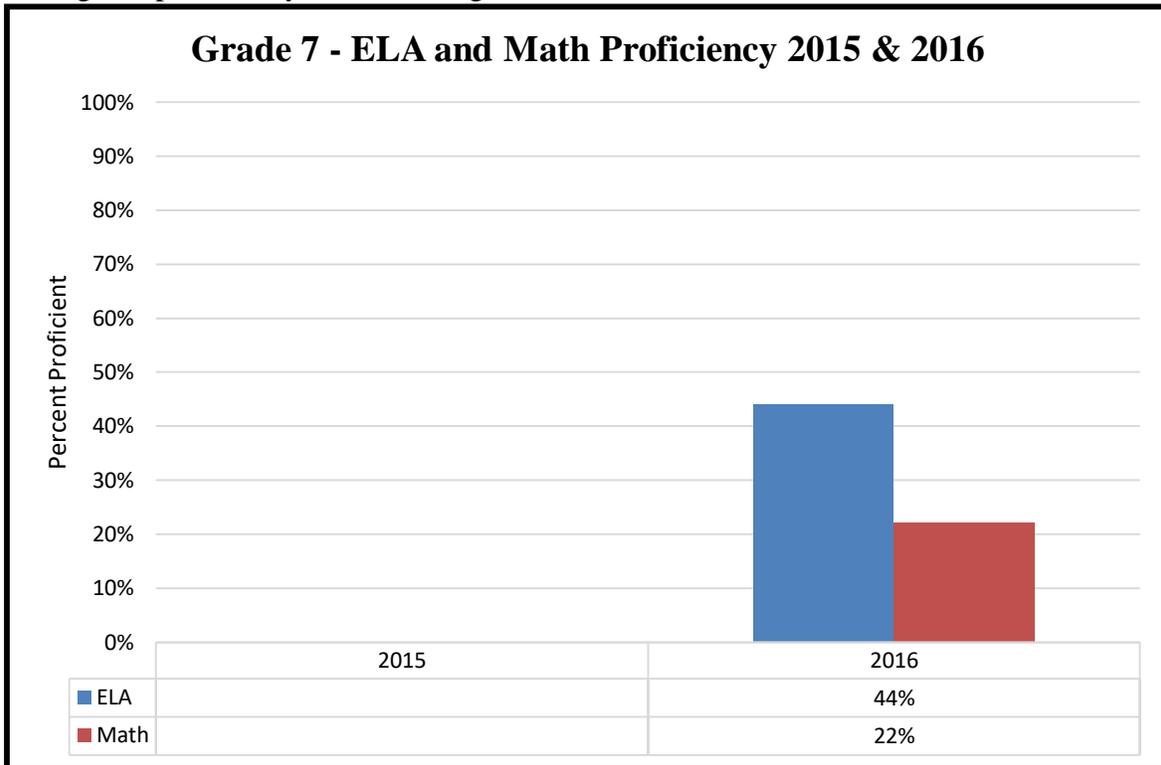
6th Grade SMARTER Results

The following chart shows 6th grade ELA and math SMARTER results from 2015 and 2016. Proficiency in ELA was very good in grade 6 in 2016.



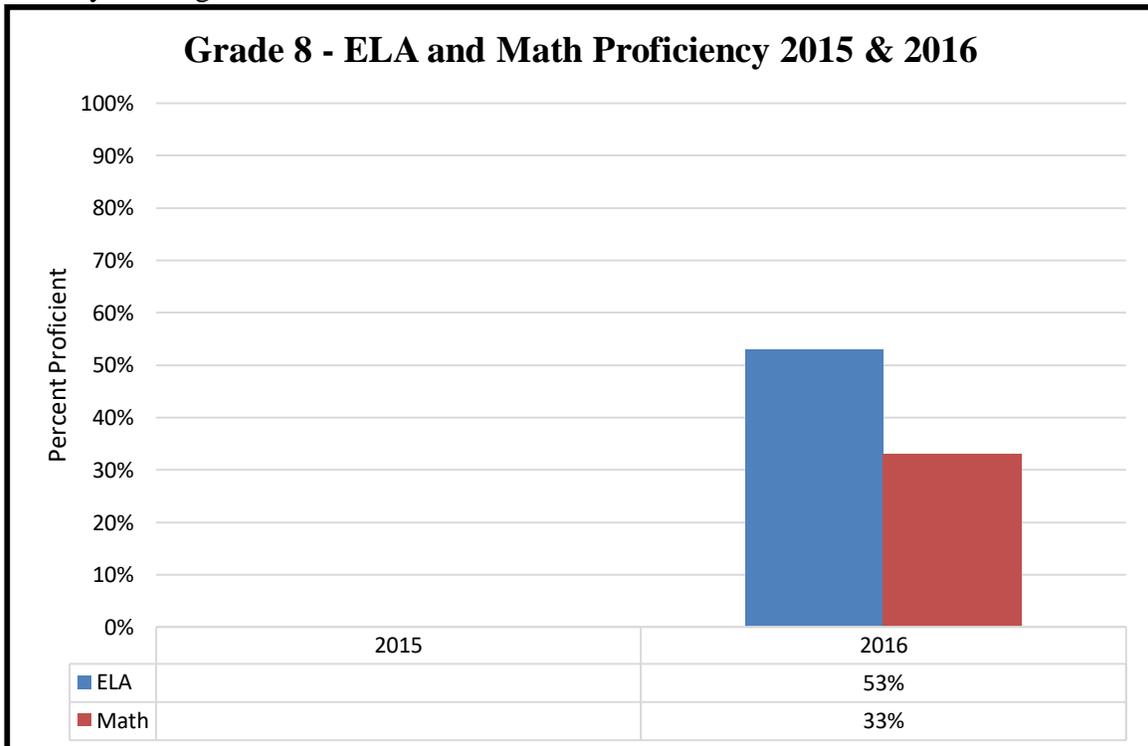
7th Grade SMARTER Results

The following chart shows 7th grade ELA and math SMARTER results from 2015 and 2016. Seventh grade proficiency was much higher in ELA in 2016.



8th Grade SMARTER Results

The following chart shows 8th grade ELA and math SMARTER results from 2015 and 2016. Proficiency was higher in ELA in 2016.



Performance on Each Target for the ELA/Literacy Test

The districts performance on the ELA/Literacy Targets are shown below for each grade. The four target areas are ELA, writing, listening, and research/inquiry.

Legend: Strength and Weakness Indicator

-  Better than performance on the test as a whole
-  Similar to performance on the test as a whole
-  Worse than performance on the test as a whole
- * Insufficient Information

Grade 3 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	
(Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
(Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	

Target	Performance Level
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	+
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	*
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	*
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	=
Writing	
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	=
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	=
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	=
COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	=
WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	=
COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate	=

Target	Performance Level
transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.	
LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	=
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	=
Listening	
LISTEN/INTERPRET: Interpret and use information delivered orally.	=
Research/Inquiry	
INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	=
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	=
USE EVIDENCE: Cite evidence to support opinions and ideas.	=

Grade 4 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	=

Target	Performance Level
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author’s point of view within or across texts.	=
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.	=
(Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	=
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	=
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters’ point of view within or across texts.	*
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	=
(Literary Text) LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone	=
Writing	
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	=

Target	Performance Level
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	=
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	=
COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	=
WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	=
COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	=
LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	=
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	=
Listening	
LISTEN/INTERPRET: Interpret and use information delivered orally.	=
Research/Inquiry	
INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	=
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	=
USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	=

Grade 5 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	==
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	==
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	==
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	—
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author’s point of view.	*
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	*
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	==
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	==
(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	==
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	==

Target	Performance Level
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	*
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	+
(Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	*
Writing	
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	=
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	*
WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	=
COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	=
WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	=
COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting	=

Target	Performance Level
evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	
LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	=
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	=
Listening	
LISTEN/INTERPRET: Interpret and use information delivered orally.	+
Research/Inquiry	
INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	=
ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	=
USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	=

Grade 6 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	—
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	+
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=

Target	Performance Level
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	=
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	=
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	*
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	=
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers’ point of view within or across texts.	*
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	*
(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	*

Target	Performance Level
Writing	
WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	=
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).	=
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	=
COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	=
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	=
COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	*
LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	=
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	=

Target	Performance Level
Listening	
LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	=
Research/Inquiry	
ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	=
EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	+
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	=

Grade 7 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	=

Target	Performance Level
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	=
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	=
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	*
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	=
(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	*
Writing	
WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	=
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	+
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting	=

Target	Performance Level
evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	
COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	+
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	=
COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	+
LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	-
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	=
Listening	
LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	=
Research/Inquiry	
ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	=
EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	=
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	+

Grade 8 Target Performance ELA

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author’s point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author’s point of view or purpose.	=
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.	=
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.	=
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	=
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on	+

Target	Performance Level
<p>determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p>	
<p>(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.</p>	=
<p>(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.</p>	*
<p>(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.</p>	*
<p>(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.</p>	*
Writing	
<p>WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).</p>	=
<p>COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).</p>	=
<p>WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p>	=
<p>COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p>	+
<p>WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that</p>	=

Target	Performance Level
is appropriate to purpose and audience and follows from the argument(s) presented.	
COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	==
LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	==
EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	—
Listening	
LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	==
Research/Inquiry	
ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	==
EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	==
USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	—

Performance on Each Target for the Math Test

Grade 3 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Represent and solve problems involving multiplication and division.	==
Understand properties of multiplication and the relationship between multiplication and division.	==
Multiply and divide within 100.	==
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	==
Use place value understanding and properties of operations to perform multi-digit arithmetic.	==
Develop understanding of fractions as numbers.	*

Target	Performance Level
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	==
Represent and interpret data.	==
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	==
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	==
Reason with shapes and their attributes.	==

Grade 4 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Use the four operations with whole numbers to solve problems.	==
Gain familiarity with factors and multiples.	==
Generate and analyze patterns.	==
Generalize place value understanding for multi-digit whole numbers.	+
Use place value understanding and properties of operations to perform multi-digit arithmetic.	—
Extend understanding of fraction equivalence and ordering.	==
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	==
Understand decimal notation for fractions, and compare decimal fractions.	==
Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	==
Represent and interpret data.	*
Geometric measurement: understand concepts of angle and measure angles.	==
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	+

Grade 5 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Write and interpret numerical expressions.	—
Analyze patterns and relationships.	*
Understand the place value system.	==
Perform operations with multi-digit whole numbers and with decimals to hundredths.	—
Use equivalent fractions as a strategy to add and subtract fractions.	==
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	==
Convert like measurement units within a given measurement system.	*
Represent and interpret data.	*
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	==
Graph points on the coordinate plane to solve real-world and mathematical problems.	+
Classify two-dimensional figures into categories based on their properties.	==

Grade 6 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Understand ratio concepts and use ratio reasoning to solve problems.	==
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	==
Compute fluently with multi-digit numbers and find common factors and multiples.	*
Apply and extend previous understandings of numbers to the system of rational numbers.	==
Apply and extend previous understandings of arithmetic to algebraic expressions.	==
Reason about and solve one-variable equations and inequalities.	==
Represent and analyze quantitative relationships between dependent and independent variables.	==
Solve real-world and mathematical problems involving area, surface area, and volume.	==
Develop understanding of statistical variability.	==
Summarize and describe distributions.	==

Grade 7 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	==
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	==
Use properties of operations to generate equivalent expressions.	==
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	==
Draw, construct, and describe geometrical figures and describe the relationship between them.	==
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	==
Use random sampling to draw inferences about a population.	==
Draw informal comparative inferences about two populations.	==
Investigate chance processes and develop, use, and evaluate probability models.	==

Grade 8 Target Performance Math

Target	Performance Level
Concepts and Procedures	
Know that there are numbers that are not rational, and approximate them by rational numbers.	==
Work with radicals and integer exponents.	==
Understand the connections between proportional relationships, lines, and linear equations.	==
Analyze and solve linear equations and pairs of simultaneous linear equations.	==
Define, evaluate, and compare functions.	==
Use functions to model relationships between quantities.	==
Understand congruence and similarity using physical models, transparencies, or geometry software.	==
Understand and apply the Pythagorean theorem.	==
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	==
Investigate patterns of association in bivariate data.	==