

About Performance Levels

Following each Benchmark assessment, students are classified into Performance Levels. Combined with the Quantile® Measure, Performance Levels can be used to group students into similar skill levels and to determine appropriate instruction.

Imagine Math Performance Levels

Imagine Math's [Performance Levels](#) consist of 5 classifications and describe students' performances when instructed on grade-level appropriate skills and concepts.

State Performance Levels

The following states have aligned their state-wide assessments with the Quantile® Framework. Through Imagine Math's partnership with MetaMetrics®, educators in these states will see Benchmark Performance Levels reflect those used in their state end-of-course assessments.

Definitions of Performance Levels—and the Quantile® Measure ranges that comprise them—will vary by state.

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Imagine Math Performance Levels

		PERFORMANCE LEVEL				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
GRADE LEVEL/COURSE	K	EM400Q & below	EM395Q – EM205Q	EM200Q – EM95Q	EM90Q – 410Q	415Q & above
	1	EM245Q & below	EM240Q – EM55Q	EM50Q – EM15Q	EM10Q – 545Q	550Q & above
	2	EM70Q & below	EM65Q – 35Q	40Q – 185Q	190Q – 670Q	675Q & above
	3	130Q & below	135Q – 235Q	240Q – 385Q	390Q – 770Q	775Q & above
	4	275Q & below	280Q – 385Q	390Q – 525Q	530Q – 910Q	915Q & above
	5	340Q & below	345Q – 555Q	560Q – 685Q	690Q – 1005Q	1010Q & above
	6	430Q & below	435Q – 675Q	680Q – 805Q	810Q – 1075Q	1080Q & above
	7	515Q & below	520Q – 795Q	800Q – 865Q	870Q – 1150Q	1155Q & above
	8	605Q & below	610Q – 835Q	840Q – 945Q	950Q – 1220Q	1225Q & above
	Algebra Readiness					
	Algebra I	680Q & below	685Q – 895Q	900Q – 1015Q	1020Q – 1295Q	1300Q & above
	HS Math I					
	Geometry	730Q & below	735Q – 1065Q	1070Q – 1155Q	1160Q – 1350Q	1355Q & above
HS Math II						

Advanced: Students exhibit advanced performance when tested on grade-level skills and concepts. Teachers should consider adjusting the pathways of these students to a higher grade level.

Proficient: Students exhibit appropriate performance when tested on grade-level skills and concepts. These students should experience success on a grade-level pathway with few remediation lessons included.

Basic: Students exhibit some appropriate performance when tested on grade-level skills and concepts. These students should experience success on a grade-level pathway with some remediation lessons included.

Below Basic: Students generally exhibit minimal appropriate performance when tested on grade-level skills and concepts. These students should be able to work back up to grade-level material with precursor and/or remediation lessons included.

Far Below Basic: Students generally do not exhibit any appropriate performance when tested on grade-level skills and concepts. These students may not be able to work back up to grade-level material with the included precursor and remediation lessons. Teachers should monitor students' progress to determine if an alternative pathway is necessary.

Alabama Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 170Q	175Q – 370Q	375Q & above
	1	60Q & below	65Q – 290Q	295Q – 495Q	500Q & above
	2	115Q & below	120Q – 335Q	340Q – 525Q	530 & above
	3	290Q & below	295Q – 545Q	550Q – 800Q	805Q & above
	4	430Q & below	435Q – 725Q	730Q – 930Q	935Q & above
	5	530Q & below	535Q – 795Q	800Q – 1005Q	1010Q & above
	6	605Q & below	610Q – 910Q	915Q – 1120Q	1125Q & above
	7	710Q & below	715Q – 1020Q	1025Q – 1255Q	1260Q & above
	8	800Q & below	805Q – 1090Q	1095Q – 1330Q	1335Q & above
	9	910Q & below	915Q – 1140Q	1145Q – 1395Q	1400Q & above
	10	1000Q & below	1005Q – 1240Q	1245Q – 1455Q	1460Q & above
	11	1095Q & below	1100Q – 1340Q	1345Q – 1515Q	1520Q & above
	12	1185Q & below	1190Q – 1435Q	1440Q – 1570Q	1575Q & above

Level 4: The student has an advanced understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

Level 3: The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

Level 2: The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.

Level 1: The student has a minimal understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.

Arkansas Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	60Q & below	70Q – 360Q	365Q – 570Q	575Q & above
	1	155Q & below	160Q – 445Q	450Q – 620Q	625Q & above
	2	255Q & below	260Q – 525Q	530Q – 695Q	700Q & above
	3	420Q & below	440Q – 665Q	685Q – 880Q	900Q & above
	4	455Q & below	475Q – 715Q	730Q – 955Q	970Q & above
	5	575Q & below	590Q – 780Q	795Q – 985Q	1000Q & above
	6	625Q & below	640Q – 850Q	865Q – 1080Q	1095Q & above
	7	770Q & below	785Q – 980Q	995Q – 1190Q	1205Q & above
	8	805Q & below	820Q – 1020Q	1035Q – 1150Q	1165Q & above
	9	940Q & below	950Q – 1095Q	1110Q – 1215Q	1225Q & above
	10	1065Q & below	1080Q – 1210Q	1225Q – 1315Q	1330Q & above
	11	1135Q & below	1140Q – 1280Q	1285Q – 1360Q	1365Q & above
	12	1235Q & below	1240Q – 1365Q	1370Q – 1415Q	1415Q & above

Level 4: Students demonstrate an advanced understanding of the knowledge and skills required of the grade-level standards. These students are on track for career and college, and demonstrate readiness for advanced and accelerated content at the next grade/course.

Level 3: Students demonstrate a proficient understanding of knowledge and skills and show mastery of grade-level standards. These students are on track for career and college, and demonstrate readiness for content at the next grade/course.

Level 2: Students demonstrate a basic understanding of knowledge and skills required of the grade-level standards and personalized support and intervention may be needed to access content taught in the next grade/course.

Level 1: Students demonstrate limited understanding of knowledge and skills required of the grade-level standards and will require significant support/scaffolding and intervention to access content taught at the next grade/course.

California Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	390Q & above
	1	110Q & below	115Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 990Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1405Q & above
	12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above

Level 4 (Standard Exceeded): The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3 (Standard Met): The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2 (Standard Nearly Met): The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1 (Standard Not Met): The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for California – California—Smarter Balanced Mathematics Summative Assessment](#), MetaMetrics, Inc. ~ v 1.0

Connecticut Performance Levels

		PERFORMANCE LEVEL			
		Standard 1	Standard 2	Standard 3	Standard 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	390Q & above
	1	110Q & below	115Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above

Standard 4 (Exceeds the Achievement Standard): The student has exceeded the achievement standard for mathematics expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of Mathematics knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Standard 3 (Meets the Achievement Standard): The student has met the achievement standard for Mathematics expected for this grade. Students performing at this standard are demonstrating progress toward mastery of Mathematics knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Standard 2 (Approaching the Achievement Standard): The student has nearly met the achievement standard for Mathematics expected for this grade. Students performing at this standard require further development toward mastery of Mathematics knowledge and skills. Students performing at this standard will likely need support to get on track for success in the next grade.

Standard 1 (Does Not Meet the Achievement Standard): The student has not yet met the achievement standard for Mathematics expected for this grade. Students performing at this standard in require substantial improvement toward mastery of Mathematics knowledge and skills. Students performing at this standard will likely need substantial support to get on track for success in the next grade.

Delaware Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	390Q & above
	1	110Q & below	115Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Hawaii Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM25Q & below	EM20Q – 115Q	120Q – 390Q	395Q & above
	1	125Q & below	130Q – 285Q	290Q – 530Q	535Q & above
	2	265Q & below	270Q – 445Q	450Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	970Q & below	975Q – 1155Q	1160Q – 1305Q	1310Q & above
	10	1025Q & below	1030Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1400Q	1400Q & above
	12	1115Q & below	1120Q – 1245Q	1250Q – 1425Q	1430Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for Hawaii — Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#)

Idaho Performance Levels

		PERFORMANCE LEVEL							
		Level 1		Level 2		Level 3		Level 4	
		Quantile Measure	Scaled Score	Quantile Measure	Scaled Score	Quantile Measure	Scaled Score	Quantile Measure	Scaled Score
GRADE LEVEL/COURSE	K	EM50Q & below	n/a	EM45Q – 100Q	n/a	105Q – 385Q	n/a	390Q & above	n/a
	1	110Q & below	n/a	115Q – 275Q	n/a	280Q – 530Q	n/a	535Q & above	n/a
	2	255Q & below	n/a	260Q – 440Q	n/a	445Q – 665Q	n/a	670Q & above	n/a
	3	420Q & below	2071 – 2380	425Q – 590Q	2381 – 2435	595Q – 785Q	2436 – 2500	790Q & above	2501 – 2762
	4	480Q & below	2090 – 2410	485Q – 710Q	2411 – 2484	715Q – 915Q	2485 – 2548	920Q & above	2549 – 2834
	5	640Q & below	2095 – 2454	645Q – 845Q	2455 – 2527	850Q – 990Q	2528 – 2578	995Q & above	2579 – 2891
	6	745Q & below	2103 – 2472	750Q – 950Q	2473 – 2551	955Q – 1095Q	2552 – 2609	1100Q & above	2610 – 2911
	7	790Q & below	2108 – 2483	795Q – 1005Q	2484 – 2566	1010Q – 1180Q	2567 – 2634	1185Q & above	2635 – 2964
	8	925Q & below	2113 – 2503	930Q – 1100Q	2504 – 2585	1105Q – 1245Q	2586 – 2652	1250Q & above	2653 – 2993
	9	1020Q & below	2118 – 2514	1025Q – 1180Q	2515 – 2598	1185Q – 1315Q	2599 – 2675	1320Q & above	2676 – 3085
	10	1050Q & below	2118 – 2528	1050Q – 1200Q	2529 – 2613	1205Q – 1355Q	2614 – 2696	1360Q & above	2697 – 3085
	11	1070Q & below	2118 – 2542	1075Q – 1230Q	2543 – 2627	1235Q – 1395Q	2628 – 2717	1400Q & above	2718 – 3085
12	1130Q & below	n/a	1135Q – 1250Q	n/a	1255Q – 1425Q	n/a	1435Q & above	n/a	

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for Idaho — ISAT by Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.1](#)

Illinois Performance Levels

		PERFORMANCE LEVEL				
		Level 1	Level 2	Level 3	Level 4	Level 5
GRADE LEVEL/COURSE	K	EM70Q & below	EM65Q – 90Q	95Q – 260Q	265Q – 540Q	545Q & above
	1	55Q & below	60Q – 215Q	220Q – 385Q	390Q – 660Q	665Q & above
	2	180Q & below	185Q – 340Q	345Q – 505Q	510Q – 780Q	785Q & above
	3	305Q & below	310Q – 460Q	465Q – 615Q	620Q – 865Q	870Q & above
	4	435Q & below	440Q – 605Q	610Q – 780Q	785Q – 1090Q	1095Q & above
	5	555Q & below	560Q – 710Q	715Q – 860Q	865Q – 1105Q	1110Q & above
	6	600Q & below	605Q – 780Q	785Q – 960Q	965Q – 1235Q	1240Q & above
	7	610Q & below	615Q – 805Q	810Q – 1005Q	1010Q – 1290Q	1295Q & above
	8	820Q & below	825Q – 960Q	965Q – 1100Q	1105Q – 1385Q	1390Q & above
	9	895Q & below	900Q – 1030Q	1035Q – 1160Q	1165Q – 1455Q	1460Q & above
	10	1005Q & below	1010Q – 1120Q	1125Q – 1230Q	1235Q – 1530Q	1535Q & above
	11	1115Q & below	1120Q – 1210Q	1215Q – 1300Q	1305Q – 1605Q	1610Q & above
	12	1225Q & below	1230Q – 1300Q	1305Q – 1370Q	1375Q – 1680Q	1685Q & above

Level 5: Students performing at this level exceed academic expectations for the knowledge, skills, and practices contained in the standards assessed at their grade level or course.

Level 4: Students performing at this level meet academic expectations for the knowledge, skills, and practices contained in the standards assessed at their grade level or course.

Level 3: Students performing at this level approach academic expectations for the knowledge, skills, and practices contained in the standards assessed at their grade level or course.

Level 2: Students performing at this level partially meet academic expectations for the knowledge, skills, and practices contained in the standards assessed at their grade level or course.

Level 1: Students performing at this level do not yet meet academic expectations for the knowledge, skills, and practices contained in the standards assessed at their grade level or course.

Indiana Performance Levels

		PERFORMANCE LEVEL			
		Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
GRADE LEVEL/COURSE	K	EM60Q & below	EM55Q – 90Q	105Q-425Q	430Q & above
	1	95Q & below	100Q-255Q	260Q-545Q	550Q & above
	2	240Q & below	245Q-395Q	400Q-660Q	665Q & above
	3	390Q & below	395Q - 545Q	550Q - 770Q	775Q & above
	4	490Q & below	495Q - 645Q	650Q - 880Q	885Q & above
	5	640Q & below	645Q - 805Q	810Q - 970Q	975Q & above
	6	755Q & below	760Q - 920Q	925Q - 1090Q	1095Q & above
	7	845Q & below	850Q - 1025Q	1030Q - 1190Q	1195Q & above
	8	945Q & below	950Q - 1135Q	1140Q - 1275Q	1280Q & above
	9	1035Q & below	1040Q-1240Q	1245Q-1375Q	1380Q & above
	10	1110Q & below	1115Q-1335Q	1340Q-1465Q	1470Q & above
	11	1180Q & below	1185Q-1425Q	1430Q-1550Q	1555Q & above
	12	1245Q & below	1250Q-1505Q	1510Q-1635Q	1640Q & above

Above Proficiency: Indiana students above proficiency have mastered current grade standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

At Proficiency: Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

Approaching Proficiency: Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

Below Proficiency: Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

Kansas Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	25Q & below	30Q – 65Q	70Q – 265Q	270Q & above
	1	140Q & below	145Q – 240Q	245Q – 440Q	445Q & above
	2	255Q & below	260Q – 405Q	410Q – 605Q	610Q & above
	3	385Q & below	390Q – 560Q	565Q – 765Q	770Q & above
	4	440Q & below	445Q – 665Q	670Q – 875Q	880Q & above
	5	640Q & below	645Q – 845Q	850Q – 1040Q	1045Q & above
	6	725Q & below	730Q – 920Q	925Q – 1130Q	1135Q & above
	7	800Q & below	805Q – 1000Q	1005Q – 1245Q	1250Q & above
	8	955Q & below	960Q – 1110Q	1115Q – 1330Q	1335Q & above
	9	1005Q & below	1010Q – 1150Q	1155Q – 1345Q	1350Q & above
	10	1055Q & below	1060Q – 1185Q	1190Q – 1360Q	1365Q & above
	11	1105Q & below	1110Q – 1225Q	1230Q – 1380Q	1385Q & above
	12	1155Q & below	1160Q – 1260Q	1265Q – 1395Q	1400Q & above

Level 4: A student at Level 4 shows an excellent ability to understand and use the mathematics skills and knowledge needed for college and career readiness.

Level 3: A student at Level 3 shows an effective ability to understand and use the mathematics skills and knowledge needed for college and career readiness.

Level 2: A student at Level 2 shows a basic ability to understand and use the mathematics skills and knowledge needed for college and career readiness.

Level 1: A student at Level 1 shows a limited ability to understand and use the mathematics skills and knowledge needed for college and career readiness.

Minnesota Performance Levels

		PERFORMANCE LEVEL			
		Does Not Meet	Partially Meets	Meets	Exceeds
GRADE LEVEL/COURSE	K	EM150Q & below	EM145Q – EM75Q	EM70Q – 365Q	370Q & above
	1	20Q & below	25Q – 145Q	150Q – 565Q	570Q & above
	2	180Q & below	185Q – 340Q	345Q – 750Q	755Q & above
	3	285Q & below	290Q – 495Q	500Q – 900Q	905Q & above
	4	470Q & below	475Q – 645Q	650Q – 990Q	995Q & above
	5	610Q & below	615Q – 885Q	890Q – 1315Q	1320Q & above
	6	750Q & below	755Q – 980Q	985Q – 1325Q	1330Q & above
	7	705Q & below	710Q – 985Q	990Q – 1365Q	1370Q & above
	8	830Q & below	835Q – 1045Q	1050Q – 1365Q	1370Q & above
	9	890Q & below	895Q – 1105Q	1110Q – 1450Q	1455Q & above
	10	975Q & below	980Q – 1170Q	1175Q – 1505Q	1510Q & above
	11	1050Q & below	1055Q – 1230Q	1235Q – 1565Q	1570Q & above
	12	1140Q & below	1145Q – 1290Q	1295Q – 1610Q	1615Q & above

Exceeds: A student at this level of mathematics exceeds the mathematics skills of the Minnesota Academic Standards.

Meets: A student at this level of mathematics meets the mathematical skills of the Minnesota Academic Standards.

Partially Meets: A student at this level of mathematics partially meets the mathematics skills of the Minnesota Academic Standards.

Does Not Meet: A student at this level of mathematics succeeds at few of the most fundamental mathematics skills of the Minnesota Academic Standards.

Missouri Performance Levels

		PERFORMANCE LEVEL			
		Below Basic	Basic	Proficient	Advanced
GRADE LEVEL/COURSE	K	215Q & below	220Q – 380Q	385Q – 570Q	575Q & above
	1	295Q & below	300Q – 465Q	470Q – 650Q	655Q & above
	2	375Q & below	380Q – 545Q	550Q – 725Q	730Q & above
	3	425Q & below	430Q – 570Q	575Q – 730Q	735Q & above
	4	555Q & below	560Q – 705Q	710Q – 895Q	900Q & above
	5	635Q & below	640Q – 870Q	875Q – 1050Q	1055Q & above
	6	715Q & below	720Q – 920Q	925Q – 1075Q	1080Q & above
	7	745Q & below	750Q – 955Q	960Q – 1115Q	1120Q & above
	8	815Q & below	820Q – 1015Q	1020Q – 1200Q	1205Q & above
	ALGEBRA I	955Q & below	960Q – 1110Q	1115Q – 1245Q	1250Q & above
	10	1010Q & below	1015Q – 1210Q	1215Q – 1360Q	1365Q & above
	11	1090Q & below	1095Q – 1295Q	1300Q – 1440Q	1445Q & above
	12	1170Q & below	1175Q – 1375Q	1380Q – 1520Q	1525Q & above

Advanced: Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

Proficient: Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, ND uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for college and career readiness.

Basic: Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

Below Basic: Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

Montana Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	395Q & above
	1	110Q & below	115Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 11395Q	1405Q & above
	12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above

Level 4 (Advanced): The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3 (Proficient): The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2 (Nearing Proficiency): The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1 (Novice): The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for Montana — Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#)

Nevada Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM25Q & below	EM20Q – 115Q	120Q – 390Q	395Q & above
	1	125Q & below	130Q – 285Q	290Q – 530Q	535Q & above
	2	265Q & below	270Q – 445Q	450Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	10	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for Nevada — Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#)

New Hampshire Performance Levels

		PERFORMANCE LEVEL			
		Below Proficient	Approaching Proficient	Proficient	Above Proficient
GRADE LEVEL/COURSE	K	230Q & below	235Q – 415Q	420Q – 675Q	680Q & above
	1	315Q & below	320Q – 500Q	505Q – 745Q	750Q & above
	2	400Q & below	405Q – 585Q	590Q – 815Q	820Q & above
	3	500Q & below	505Q – 675Q	680Q – 870Q	875Q & above
	4	540Q & below	545Q – 740Q	745Q – 965Q	970Q & above
	5	665Q & below	670Q – 860Q	865Q – 1010Q	1015Q & above
	6	725Q & below	730Q – 915Q	920Q – 1105Q	1110Q & above
	7	810Q & below	815Q – 1010Q	1015Q – 1165Q	1170Q & above
	8	915Q & below	920Q – 1100Q	1105Q – 1215Q	1220Q & above
	9	985Q & below	990Q – 1180Q	1185Q – 1295Q	1300Q & above
	10	1070Q & below	1075Q – 1270Q	1275Q – 1365Q	1370Q & above
	11	1155Q & below	1160Q – 1355Q	1360Q – 1435Q	1440Q & above
	12	1240Q & below	1245Q – 1440Q	1445Q – 1505Q	1510Q & above

Above Proficient: The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.

Proficient: The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.

Approaching Proficient: The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and support.

Below Proficient: The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade level/course, is likely able to partially access grade level content, and engages with higher order thinking skills with extensive support.

New Mexico Performance Levels

		PERFORMANCE LEVEL			
		Novice	Nearing Proficient	Proficient	Advanced
GRADE LEVEL/COURSE	K	195Q & below	200Q – 390Q	395Q – 595Q	600Q & above
	1	285Q & below	290Q – 465Q	470Q – 660Q	665Q & above
	2	375Q & below	380Q – 545Q	550Q – 725Q	730Q & above
	3	425Q & below	430Q – 620Q	625Q – 790Q	795Q & above
	4	555Q & below	560Q – 700Q	705Q – 885Q	890Q & above
	5	705Q & below	710Q – 785Q	790Q – 875Q	880Q & above
	6	730Q & below	735Q – 830Q	835Q – 970Q	975Q & above
	7	820Q & below	825Q – 905Q	910Q – 980Q	985Q & above
	8	890Q & below	895Q – 1030Q	1035Q – 1160Q	1165Q & above
	9	975Q & below	980Q – 1125Q	1130Q – 1230Q	1235Q & above
	10	1055Q & below	1060Q – 1225Q	1230Q – 1325Q	1330Q & above
	11	1135Q & below	1140Q – 1325Q	1330Q – 1420Q	1425Q & above
	12	1215Q & below	1220Q – 1425Q	1430Q – 1515Q	1520Q & above

Advanced: Students demonstrate evidence of thorough understanding and use of college and career readiness knowledge, skills, and abilities.

Proficient: Students demonstrate evidence of satisfactory understanding and use of college and career readiness knowledge, skills, and abilities.

Nearing Proficient: Students demonstrate evidence of partial understanding and use of college and career readiness knowledge, skills, and abilities.

Novice: Students demonstrate evidence of emerging understanding and use of college and career readiness knowledge, skills, and abilities.

North Carolina Performance Levels

		PERFORMANCE LEVEL			
		Not Proficient	Level 3	Level 4	Level 5
GRADE LEVEL/COURSE	K	120Q & below	125Q – 370Q	375Q – 400Q	405Q & above
	1	260Q & below	265Q – 465Q	470Q – 560Q	565Q & above
	2	395Q & below	400Q – 560Q	565Q – 710Q	715Q & above
	3	525Q & below	530Q – 665Q	670Q – 880Q	885Q & above
	4	680Q & below	685Q – 785Q	790Q – 955Q	960Q & above
	5	715Q & below	720Q – 825Q	830Q – 1035Q	1040Q & above
	6	840Q & below	845Q – 975Q	980Q – 1250Q	1255Q & above
	7	975Q & below	980Q – 1085Q	1090Q – 1370Q	1375Q & above
	8	1130Q & below	1135Q – 1240Q	1245Q – 1390Q	1395Q & above
	NC MATH I	1100Q & below	1105Q – 1280Q	1285Q – 1485Q	1490Q & above
	10	1220Q & below	1225Q – 1425Q	1430Q – 1570Q	1575Q & above
	11	1290Q & below	1295Q – 1540Q	1545Q – 1635Q	1640Q & above
12	1355Q & below	1360Q – 1660Q	1665Q – 1695Q	1700Q & above	

Level 5: Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

Level 4: Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college.

Level 3: Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.

Not Proficient: Students who are Not Proficient demonstrate inconsistent understanding of grade level content standards and will need support.

Source: [Performance Standards \(reported in Quantile® measures\) for North Carolina READY End-of-Grade and End-of-Course Tests, MetaMetrics, Inc. ~ v 2.3](#)

Oregon Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	390Q & above
	1	110Q & below	115Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

South Carolina Performance Levels

		PERFORMANCE LEVEL			
		Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
GRADE LEVEL/COURSE	K	225Q & below	230Q – 395Q	400Q – 665Q	670Q & above
	1	300Q & below	305Q – 470Q	475Q – 725Q	730Q & above
	2	370Q & below	375Q – 550Q	555Q – 790Q	795Q & above
	3	425Q & below	430Q – 605Q	610Q – 850Q	855Q & above
	4	520Q & below	525Q – 705Q	710Q – 895Q	900Q & above
	5	630Q & below	635Q – 835Q	840Q – 1035Q	1040Q & above
	6	640Q & below	645Q – 850Q	855Q – 1045Q	1050Q & above
	7	720Q & below	725Q – 930Q	935Q – 1100Q	1105Q & above
	8	810Q & below	815Q – 1015Q	1020Q – 1175Q	1180Q & above
	ALGEBRA I	990Q & below	995Q – 1125Q	1130Q – 1400Q	1405Q & above
	10	1195Q & below	1200Q – 1345Q	1350Q – 1465Q	1470Q & above
	11	1270Q & below	1275Q – 1420Q	1425Q – 1530Q	1535Q & above
	12	1340Q & below	1345Q – 1500Q	1505Q – 1595Q	1600Q & above

Exceeds Expectations: The student exceeds expectations as defined by the grade-level content standards.

Meets Expectations: The student meets expectations as defined by the grade-level content standards.

Approaches Expectations: The student approaches expectations as defined by the grade-level content standards.

Does Not Meet Expectations: The student does not meet expectations as defined by the grade-level content standards.

South Dakota Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM25Q & below	EM20Q – 115Q	120Q – 390Q	395Q & above
	1	125Q & below	130Q – 285Q	290Q – 530Q	535Q & above
	2	265Q & below	270Q – 445Q	450Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	10	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for South Dakota — Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#)

Texas Performance Levels

		PERFORMANCE LEVEL			
		Did Not Meet	Approaches	Meets	Masters
GRADE LEVEL/COURSE	K	155Q & below	160Q – 310Q	315Q – 445Q	450Q & above
	1	260Q & below	265Q – 410Q	415Q – 555Q	560Q & above
	2	360Q & below	365Q – 510Q	515Q – 665Q	670Q & above
	3	450Q & below	455Q – 595Q	600Q – 760Q	765Q & above
	4	580Q & below	585Q – 705Q	710Q – 875Q	880Q & above
	5	650Q & below	655Q – 805Q	810Q – 985Q	990Q & above
	6	780Q & below	785Q – 945Q	950Q – 1130Q	1135Q & above
	7	890Q & below	895Q – 1005Q	1010Q – 1225Q	1230Q & above
	8	955Q & below	960Q – 1090Q	1095Q – 1285Q	1290Q & above
	ALGEBRA 1	960Q & below	965Q – 1140Q	1145Q – 1280Q	1285Q & above
	10	1130Q & below	1135Q – 1225Q	1230Q – 1435Q	1440Q & above
	11	1205Q & below	1210Q – 1275Q	1280Q – 1485Q	1490Q & above
	12	1270Q & below	1275Q – 1315Q	1320Q – 1520Q	1525Q & above

Masters: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet: Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

[Source: Performance Standards \(reported in Quantile® measures\) for Texas – STAAR Mathematics and Algebra I Tests, MetaMetrics, Inc. ~ v 1.0.](#)

U.S. Virgin Islands Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM25Q & below	EM20Q – 115Q	120Q – 390Q	395Q & above
	1	125Q & below	130Q – 285Q	290Q – 530Q	535Q & above
	2	265Q & below	270Q – 445Q	450Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
	12	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Vermont Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	30Q & below	35Q – 375Q	380Q – 700Q	705Q & above
	1	165Q & below	170Q – 455Q	460Q – 740Q	745Q & above
	2	300Q & below	305Q – 540Q	545Q – 780Q	785Q & above
	3	435Q & below	440Q – 620Q	625Q – 800Q	805Q & above
	4	565Q & below	570Q – 700Q	705Q – 890Q	895Q & above
	5	705Q & below	710Q – 785Q	790Q – 880Q	885Q & above
	6	735Q & below	740Q – 830Q	835Q – 970Q	975Q & above
	7	825Q & below	830Q – 905Q	910Q – 980Q	985Q & above
	8	895Q & below	900Q – 1030Q	1035Q – 1165Q	1170Q & above
	10	1060Q & below	1065Q – 1225Q	1230Q – 1335Q	1340Q & above
	11	1140Q & below	1145Q – 1325Q	1330Q – 1430Q	1435Q & above
	12	1220Q & below	1225Q – 1425Q	1430Q – 1530Q	1535Q & above

Level 4: Students demonstrate evidence of thorough understanding and use of college and career readiness knowledge, skills, and abilities.

Level 3: Students demonstrate evidence of satisfactory understanding and use of college and career readiness knowledge, skills, and abilities.

Level 2: Students demonstrate evidence of partial understanding and use of college and career readiness knowledge, skills, and abilities.

Level 1: Students demonstrate evidence of emerging understanding and use of college and career readiness knowledge, skills, and abilities.

Washington Performance Levels

		PERFORMANCE LEVEL			
		Level 1	Level 2	Level 3	Level 4
GRADE LEVEL/COURSE	K	EM50Q & below	EM45Q – 100Q	105Q – 385Q	390Q & above
	1	110Q & below	105Q – 275Q	280Q – 530Q	535Q & above
	2	255Q & below	260Q – 440Q	445Q – 665Q	670Q & above
	3	420Q & below	425Q – 590Q	595Q – 785Q	790Q & above
	4	480Q & below	485Q – 710Q	715Q – 915Q	920Q & above
	5	640Q & below	645Q – 845Q	850Q – 990Q	995Q & above
	6	745Q & below	750Q – 950Q	955Q – 1095Q	1100Q & above
	7	790Q & below	795Q – 1005Q	1010Q – 1180Q	1185Q & above
	8	925Q & below	930Q – 1100Q	1105Q – 1245Q	1250Q & above
	9	1020Q & below	1025Q – 1180Q	1185Q – 1315Q	1320Q & above
	10	1050Q & below	1055Q – 1200Q	1205Q – 1355Q	1360Q & above
	11	1070Q & below	1075Q – 1230Q	1235Q – 1395Q	1400Q & above
12	1130Q & below	1135Q – 1250Q	1255Q – 1425Q	1430Q & above	

Level 4: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3: The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 2: The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1: The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Source: [Performance Standards \(reported in Quantile® measures\) for Washington — Smarter Balanced Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#)

West Virginia Performance Levels

		PERFORMANCE LEVEL			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
GRADE LEVEL/COURSE	K	EM25Q & below	EM20Q – 190Q	195Q – 420Q	425Q & above
	1	125Q & below	130Q – 345Q	350Q – 550Q	555Q & above
	2	265Q & below	270Q – 485Q	490Q – 675Q	680Q & above
	3	425Q & below	430Q – 630Q	635Q – 810Q	815Q & above
	4	480Q & below	485Q – 715Q	720Q – 865Q	870Q & above
	5	600Q & below	605Q – 815Q	820Q – 960Q	965Q & above
	6	700Q & below	705Q – 915Q	920Q – 1075Q	1080Q & above
	7	790Q & below	795Q – 995Q	1000Q – 1150Q	1155Q & above
	8	880Q & below	885Q – 1085Q	1090Q – 1190Q	1195Q & above
	9	905Q & below	910Q – 1110Q	1115Q – 1240Q	1245Q & above
	10	950Q & below	955Q – 1150Q	1155Q – 1280Q	1285Q & above
	12	1000Q & below	1005Q – 1190Q	1195Q – 1325Q	1330Q & above

Exceeds Standard: The student generally demonstrates a thorough understanding of, and ability to, apply grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career- Readiness Standards for Mathematics.

Meets Standard: The student generally demonstrates an adequate understanding of, and ability to, apply grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career- Readiness Standards for Mathematics.

Partially Meets Standard: The student generally demonstrates an incomplete understanding of, and ability to, apply grade-level math knowledge, skill, and abilities relative to the West Virginia College- and Career- Readiness Standards for Mathematics.

Does Not Meet Standard: The student generally demonstrates a minimal understanding of, and ability to, apply grade-level math knowledge, skills, and abilities relative to the West Virginia College- and Career- Readiness Standards for Mathematics.

Wyoming Performance Levels

		PERFORMANCE LEVEL			
		Below Basic	Basic	Proficient	Advanced
GRADE LEVEL/COURSE	K	265Q & below	270Q – 430Q	435Q – 610Q	615Q & above
	1	365Q & below	370Q – 530Q	535Q – 720Q	725Q & above
	2	460Q & below	465Q – 625Q	630Q – 820Q	825Q & above
	3	560Q & below	565Q – 730Q	735Q – 920Q	925Q & above
	4	620Q & below	625Q – 785Q	790Q – 955Q	960Q & above
	5	695Q & below	700Q – 855Q	860Q – 1070Q	1075Q & above
	6	780Q & below	785Q – 930Q	935Q – 1125Q	1130Q & above
	7	850Q & below	855Q – 1010Q	1015Q – 1170Q	1175Q & above
	8	930Q & below	935Q – 1075Q	1080Q – 1225Q	1230Q & above
	9	960Q & below	965Q – 1080Q	1085Q – 1215Q	1220Q & above
	10	1010Q & below	1015Q – 1130Q	1135Q – 1280Q	1285Q & above
	11	1060Q & below	1065Q – 1165Q	1170Q – 1280Q	1285Q & above
12	1100Q & below	1105Q – 1190Q	1195Q – 1285Q	1290Q & above	

Advanced: Students performing at the advanced level in Mathematics have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Proficient: Students performing at the proficient level in Mathematics have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Basic: Students performing at the basic level in Mathematics have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Below Basic: Students performing at below basic level in Mathematics have minimal or no academic performance indicating understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Source: [Performance Standards \(reported in Quantile® measures\) for Proficiency Assessments for Wyoming Students \(PAWS\), MetaMetrics, Inc. ~ v 2.1](#)