

# Benchmark Assessment Performance Levels

Following each Benchmark assessment, students are classified into Performance Levels. Combined with the Quantile<sup>®</sup> 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<sup>®</sup> Framework. Through Imagine Math's partnership with MetaMetrics<sup>®</sup>, 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<sup>®</sup> Measure ranges that comprise them—will vary by state.

- [California](#)
- [Hawaii](#)
- [Idaho](#)
- [Kentucky](#)
- [Montana](#)
- [Nevada](#)
- [North Carolina](#)
- [North Dakota](#)
- [Oklahoma](#)
- [South Dakota](#)
- [Texas](#)
- [Washington](#)
- [Wyoming](#)

## 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         |                   |               |              |               |               |
|                    | HS Math I         |                   |               |              |               |               |
|                    | Geometry          |                   |               |              |               |               |
| HS Math II         | 730Q & below      | 735Q–1065Q        | 1070Q–1155Q   | 1160Q–1350Q  | 1355Q & above |               |

**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.*

## California 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–990Q   | 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 | 1405Q & above |
|                    | 12 | 1115Q & below     | 1120Q–1245Q | 1250Q–1425Q | 1430Q & above |

**Level 4 (Standard Exceeded):** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3 (Standard Met):** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## California Performance Levels

**Level 2 (Standard Nearly Met):** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1 (Standard Not Met):** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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

## 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 | 1405Q & above |
|                    | 12 | 1115Q & below     | 1120Q–1245Q | 1250Q–1425Q | 1430Q & above |

**Level 4 (Exceeded):** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3 (Met):** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## Hawaii Performance Levels

**Level 2 (Nearly Met):** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1 (Not Met):** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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

# Benchmark Assessment Performance Levels

## 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-105Q       | n/a          | 110Q-385Q        | n/a          | 390Q & above     | n/a          |
|                    | 1  | 110Q & below      | n/a          | 115Q-280Q        | n/a          | 285Q-525Q        | n/a          | 530Q & above     | n/a          |
|                    | 2  | 255Q & below      | n/a          | 260Q-440Q        | n/a          | 445Q-660Q        | n/a          | 665Q & 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-1175Q      | 2515-2598    | 1180Q-1315Q      | 2599-2675    | 1320Q & above    | 2676-3085    |
|                    | 10 | 1045Q & below     | 2118-2528    | 1050Q-1200Q      | 2529-2613    | 1250Q-1355Q      | 2614-2696    | 1360Q & above    | 2697-3085    |
|                    | 11 | 1070Q & below     | 2118-2542    | 1075Q-1230Q      | 2543-2627    | 1235Q-1400Q      | 2628-2717    | 1405Q & above    | 2718-3085    |
|                    | 12 | 1130Q & below     | n/a          | 1135Q-1245Q      | n/a          | 1250Q-1430Q      | n/a          | 1435Q & above    | n/a          |

**Level 4:** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3:** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## Idaho Performance Levels

**Level 2:** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1:** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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



# Benchmark Assessment Performance Levels

## Kentucky Performance Levels

|                    |    | PERFORMANCE LEVEL |              |             |               |
|--------------------|----|-------------------|--------------|-------------|---------------|
|                    |    | Novice            | Apprentice   | Proficient  | Distinguished |
| GRADE LEVEL/COURSE | K  | 260Q & below      | 265Q–440Q    | 445Q–670Q   | 675Q & above  |
|                    | 1  | 330Q & below      | 335Q–515Q    | 520Q–740Q   | 745Q & above  |
|                    | 2  | 400Q & below      | 405Q–585Q    | 590Q–815Q   | 820Q & above  |
|                    | 3  | 475Q & below      | 480Q–675Q    | 680Q–935Q   | 940Q & above  |
|                    | 4  | 540Q & below      | 545Q–710Q    | 715Q–915Q   | 920Q & above  |
|                    | 5  | 605Q & below      | 610Q–805Q    | 810Q–1010Q  | 1015Q & above |
|                    | 6  | 660Q & below      | 665Q–865Q    | 870Q–1095Q  | 1100Q & above |
|                    | 7  | 735Q & below      | 740Q–930Q    | 935Q–1155Q  | 1160Q & above |
|                    | 8  | 835Q & below      | 840Q–1035Q   | 1040Q–1275Q | 1280Q & above |
|                    | 9  | 885Q & below      | 890Q–1090Q   | 1095Q–1315Q | 1320Q & above |
|                    | 10 | 955Q & below      | 960Q–1160Q   | 1165Q–1385Q | 1390Q & above |
|                    | 11 | 1025Q & below     | 1030Q– 1235Q | 1240Q–1460Q | 1465Q & above |
|                    | 12 | 1095Q & below     | 1100Q–1305Q  | 1310Q–1530Q | 1535Q & above |

**Distinguished:** A description is not available for this performance level.

**Proficient:** A description is not available for this performance level.

**Apprentice:** A description is not available for this performance level.

**Novice:** A description is not available for this performance level.

Source: [Performance Standards \(reported in Quantile® measures\) for Kentucky—Kentucky Performance Rating for Educational Progress Math Test \(K-PREP\), MetaMetrics, Inc. ~ v 2.3](#)

## Montana 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 | 1405Q & above |
|                    | 12 | 1115Q & below     | 1120Q–1245Q | 1250Q–1425Q | 1430Q & above |

**Level 4 (Advanced):** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3 (Proficient):** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## Montana Performance Levels

**Level 2 (Nearing Proficiency):** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1 (Novice):** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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  | 970Q & below      | 975Q–1155Q  | 1160Q–1305Q | 1310Q & above |
|                    | 10 | 1025Q & below     | 1030Q–1200Q | 1205Q–1355Q | 1360Q & above |
|                    | 11 | 1070Q & below     | 1075Q–1230Q | 1235Q–1400Q | 1405Q & above |
|                    | 12 | 1115Q & below     | 1120Q–1245Q | 1250Q–1425Q | 1430Q & above |

**Level 4:** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3:** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## Nevada Performance Levels

**Level 2:** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1:** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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

## North Carolina Performance Levels

|                    |               | PERFORMANCE LEVEL |             |             |               |
|--------------------|---------------|-------------------|-------------|-------------|---------------|
|                    |               | Not Proficient    | Level 3     | Level 4     | Level 5       |
| GRADE LEVEL/COURSE | <b>K</b>      | 115Q & below      | 120Q–370Q   | 375Q–395Q   | 400Q & above  |
|                    | <b>1</b>      | 260Q & below      | 265Q–465Q   | 470Q–555Q   | 560Q & above  |
|                    | <b>2</b>      | 395Q & below      | 400Q–565Q   | 570Q–705Q   | 710Q & above  |
|                    | <b>3</b>      | 525Q & below      | 530Q–665Q   | 670Q–880Q   | 885Q & above  |
|                    | <b>4</b>      | 680Q & below      | 685Q–785Q   | 790Q–955Q   | 960Q & above  |
|                    | <b>5</b>      | 715Q & below      | 720Q–825Q   | 830Q–1035Q  | 1040Q & above |
|                    | <b>6</b>      | 840Q & below      | 845Q–975Q   | 980Q–1250Q  | 1255Q & above |
|                    | <b>7</b>      | 975Q & below      | 980Q–1085Q  | 1090Q–1370Q | 1375Q & above |
|                    | <b>8</b>      | 1130Q & below     | 1135Q–1240Q | 1245Q–1390Q | 1395Q & above |
|                    | <b>Math I</b> | 1100Q & below     | 1105Q–1280Q | 1285Q–1485Q | 1490Q & above |
|                    | <b>10</b>     | 1220Q & below     | 1225Q–1425Q | 1430Q–1570Q | 1575Q & above |
|                    | <b>11</b>     | 1290 & below      | 1295Q–1545Q | 1550Q–1635Q | 1640Q & above |
|                    | <b>12</b>     | 1350 & below      | 1355Q–1665Q | 1670Q–1690Q | 1695Q & 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](#)

## North Dakota Performance Levels

|                    |    | PERFORMANCE LEVEL |                      |             |               |
|--------------------|----|-------------------|----------------------|-------------|---------------|
|                    |    | Novice            | Partially Proficient | Proficient  | Advanced      |
| GRADE LEVEL/COURSE | K  | 275Q & below      | 280Q–315Q            | 320Q–765Q   | 770Q & above  |
|                    | 1  | 345Q & below      | 350Q–440Q            | 445Q–820Q   | 825Q & above  |
|                    | 2  | 415Q & below      | 420Q–550Q            | 555Q–880Q   | 885Q & above  |
|                    | 3  | 500Q & below      | 505Q–650Q            | 655Q–935Q   | 940Q & above  |
|                    | 4  | 585Q & below      | 590Q–775Q            | 780Q–1025Q  | 1030Q & above |
|                    | 5  | 585Q & below      | 590Q–795Q            | 800Q–1015Q  | 1020Q & above |
|                    | 6  | 680Q & below      | 685Q–890Q            | 895Q–1115Q  | 1120Q & above |
|                    | 7  | 790Q & below      | 795Q–1000Q           | 1005Q–1215Q | 1220Q & above |
|                    | 8  | 845Q & below      | 850Q–1060Q           | 1065Q–1270Q | 1275Q & above |
|                    | 9  | 910Q & below      | 915Q–1095Q           | 1100Q–1340Q | 1345Q & above |
|                    | 10 | 985Q & below      | 990Q–1125Q           | 1130Q–1230Q | 1235Q & above |
|                    | 11 | 1050Q & below     | 1055Q–1175Q          | 1180Q–1300Q | 1305Q & above |
|                    | 12 | 1120Q & below     | 1125Q–1200Q          | 1205Q–1375Q | 1380Q & above |

**Advanced (Level 4):** 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 (Level 3):** 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.

**Partially Proficient (Level 2):** 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.

## North Dakota Performance Levels

**Novice (Level 1):** 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.



## Oklahoma Performance Levels

|                    |    | PERFORMANCE LEVEL |             |              |               |
|--------------------|----|-------------------|-------------|--------------|---------------|
|                    |    | Below Basic       | Basic       | Proficient   | Advanced      |
| GRADE LEVEL/COURSE | K  | 175Q & below      | 180Q–450Q   | 455Q–670Q    | 675Q & above  |
|                    | 1  | 270Q & below      | 275Q–535Q   | 540Q–750Q    | 755Q & above  |
|                    | 2  | 370Q & below      | 375Q–620Q   | 625Q–830Q    | 835Q & above  |
|                    | 3  | 485Q & below      | 490Q–500Q   | 710Q–905Q    | 910Q & above  |
|                    | 4  | 575Q & below      | 580Q–770Q   | 775Q–955Q    | 960Q & above  |
|                    | 5  | 635Q & below      | 640Q–885Q   | 890Q–1085Q   | 1090Q & above |
|                    | 6  | 750Q & below      | 755Q–970Q   | 980Q–1215Q   | 1220Q & above |
|                    | 7  | 890Q & below      | 895Q–1030Q  | 1040Q–12900Q | 1240Q & above |
|                    | 8  | 960Q & below      | 965Q–1120Q  | 1125Q–1245Q  | 1250Q & above |
|                    | 9  | 1055Q & below     | 1060Q–1215Q | 1220Q–1395Q  | 1400Q & above |
|                    | 10 | 1155Q & below     | 1160Q–1300Q | 1305Q–1480Q  | 1485Q & above |
|                    | 11 | 1255Q & below     | 1260Q–1385Q | 1390Q–1560Q  | 1565Q & above |
|                    | 12 | 1350Q & below     | 1355Q–1465Q | 1470Q–1640Q  | 1645Q & above |

**Advanced:** Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically use a wide range of strategies to solve problems, regularly use various types of reasoning effectively, consistently connect one area or idea of mathematics to another, and communicate mathematical ideas through a variety of representations.

**Proficient:** Students demonstrate mastery over appropriate, grade-level subject matter, and are ready for the next grade level.

**Basic:** Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

**Below Basic:** Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Source: [Performance Standards \(reported in Quantile® measures\) for Oklahoma Core Curriculum Tests \(OCCT\), MetaMetrics, Inc. ~ v 1.3](#)

## 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  | 970Q & below      | 975Q-1155Q  | 1160Q-1305Q | 1310Q & above |
|                    | 10 | 1025Q & below     | 1030Q-1200Q | 1205Q-1355Q | 1360Q & above |
|                    | 11 | 1070Q & below     | 1075Q-1230Q | 1235Q-1400Q | 1405Q & above |
|                    | 12 | 1115Q & below     | 1120Q-1245Q | 1250Q-1425Q | 1430Q & above |

**Level 4:** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3:** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## South Dakota Performance Levels

**Level 2:** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1:** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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 | <b>K</b>         | -70Q & below      | -65Q–115Q  | 120Q–395Q   | 400Q & above  |
|                    | <b>1</b>         | 115Q & below      | 120Q–305Q  | 310Q–530Q   | 535Q & above  |
|                    | <b>2</b>         | 275Q & below      | 280Q–470Q  | 475Q–655Q   | 660Q & above  |
|                    | <b>3</b>         | 390Q & below      | 395Q–590Q  | 595Q–760Q   | 765Q & above  |
|                    | <b>4</b>         | 560Q & below      | 565Q–750Q  | 755Q–875Q   | 880Q & above  |
|                    | <b>5</b>         | 610Q & below      | 615Q–805Q  | 810Q–960Q   | 965Q & above  |
|                    | <b>6</b>         | 665Q & below      | 670Q–850Q  | 855Q–1035Q  | 1040Q & above |
|                    | <b>7</b>         | 725Q & below      | 730Q–900Q  | 905Q–1075Q  | 1080Q & above |
|                    | <b>8</b>         | 760Q & below      | 765Q–920Q  | 925Q–1160Q  | 1165Q & above |
|                    | <b>Algebra I</b> | 895Q & below      | 900Q–1050Q | 1055Q–1165Q | 1170Q & above |

**Masters:** Students performing at this level 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:** Students performing at this level 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:** Students performing at this level 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:** Students performing at this level 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.](#)

## Washington 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 | 1070Q & below     | 1075Q–1230Q | 1235Q–1400Q | 1405Q & above |
|                    | 11 |                   |             |             |               |
|                    | 12 |                   |             |             |               |

**Level 4:** Students performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have exceeded the achievement standard and demonstrate advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 3:** Students performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have met the achievement standard and demonstrate progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

## Washington Performance Levels

**Level 2:** Students performing at this level have 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. Students in grade levels 6–8 and high school performing at this level have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

**Level 1:** Students performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework. Students in grade levels 6–8 and high school performing at this level have not met the achievement standard and need substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

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

## Wyoming Performance Levels

|                    |    | PERFORMANCE LEVEL |             |             |               |
|--------------------|----|-------------------|-------------|-------------|---------------|
|                    |    | Below Basic       | Basic       | Proficient  | Advanced      |
| GRADE LEVEL/COURSE | K  | 265Q & below      | 270Q–430Q   | 435Q–610Q   | 615Q & above  |
|                    | 1  | 360Q & below      | 365Q–535Q   | 540Q–715Q   | 720Q & above  |
|                    | 2  | 455Q & below      | 460Q–630Q   | 635Q–815Q   | 820Q & 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 this level exhibit 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 this level exhibit 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 this level exhibit marginal academic performance—work approaching, but not yet reaching, satisfactory performance—indicating a partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.

**Below Basic:** A description is not available for this performance level.

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