

## About Performance Levels

Following each benchmark test, students are classified into performance levels. Combined with the Quantile<sup>®</sup> Measure, performance levels can be used to group students and to determine appropriate instruction.

## National Performance Levels

Imagine Math's [national performance levels](#) consist of (5) classifications and describe students' performance 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<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 Measure ranges that comprise them — will vary by state.

- [California](#)
- [Hawaii](#)
- [Idaho](#)
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## Imagine Math National Performance Levels

		Performance level				
		Far Below Basic	Below Basic	Basic	Proficient	Advanced
Grade level/Course	<b>K</b>	EM400 & Below	EM395 to EM205	EM200 to EM95	EM90 to 410Q	415Q & Above
	<b>1</b>	EM245 & Below	EM240 to EM55	EM50 to EM15	EM10 to 545Q	550Q & Above
	<b>2</b>	EM70 & Below	EM65 to 35Q	40Q to 185Q	190Q to 670Q	675Q & Above
	<b>3</b>	130Q & Below	135Q to 235Q	240Q to 385Q	390Q to 770Q	775Q & Above
	<b>4</b>	275Q & Below	280Q to 385Q	390Q to 525Q	530Q to 910Q	915Q & Above
	<b>5</b>	340Q & Below	345Q to 555Q	560Q to 685Q	690Q to 1005Q	1010Q & Above
	<b>6</b>	430Q & Below	435Q to 675Q	680Q to 805Q	810Q to 1075Q	1080Q & Above
	<b>7</b>	515Q & Below	520Q to 795Q	800Q to 865Q	870Q to 1150Q	1155Q & Above
	<b>8</b>					
	<b>Algebra Readiness<sup>†</sup></b>	605Q & Below	610Q to 835Q	840Q to 945Q	950Q to 1220Q	1225Q & Above
	<b>Algebra I<sup>†</sup></b>					
	<b>HS Math I<sup>†</sup></b>	680Q & Below	685Q to 895Q	900Q to 1015Q	1020Q to 1295Q	1300Q & Above
	<b>Geometry<sup>†</sup></b>					
	<b>HS Math II<sup>†</sup></b>	730Q & Below	735Q to 1065Q	1070Q to 1155Q	1160Q to 1350Q	1355Q & Above

<sup>†</sup>Algebra Readiness = grade level 8, Algebra I and HS Math I = grade level 9, Geometry and HS Math II = grade level 10.

**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:** These students generally do not exhibit minimally 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:** These 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	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
	<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 1425Q	1430Q & Above

**Level 4:** Also known as ‘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 11 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:** Also known as ‘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 11 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 Cont'd

**Level 2:** Also known as ‘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 11 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:** Also known as ‘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 11 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.

## Hawaii Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q 425Q-590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 1425Q	1430Q & Above	

**Level 4:** Also known as ‘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 11 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:** Also known as ‘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 11 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 Cont'd

**Level 2:** Also known as ‘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 11 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:** Also known as ‘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 11 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.

## Idaho Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM50Q & Below	EM45Q to 105Q	110Q to 385Q	390Q & Above
	<b>1</b>	110Q & Below	115Q to 280Q	285Q to 525Q	530Q & Above
	<b>2</b>	255Q & Below	260Q to 440Q	445Q to 660Q	665Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q 425Q-590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	1020Q & Below	1025Q to 1175Q	1180Q to 1315Q	1320Q & Above
	<b>10</b>	1045Q & Below	1050Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
<b>12</b>	1130Q & Below	1135Q to 1245Q	1250Q to 1430Q	1435Q & 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 11 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 11 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 Cont'd

**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 11 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 11 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.

## Kentucky Performance Levels

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

**Distinguished:** Description is not available for this performance level.

**Proficient:** Description is not available for this performance level.

**Apprentice:** Description is not available for this performance level.

**Novice:** Description is not available for this performance level.

Sources: *Performance Standards (reported in Quantile® measures) for Kentucky – Kentucky Performance Rating for Educational Progress Math Test (K-PREP), MetaMetrics, Inc. ~ v 2.3 and Performance Standards (reported in Quantile® Measures) judgmentally extrapolated from the standards for Grades 3-8, MetaMetrics, Inc. ~ v 2.0*

## Montana Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 1425Q	1430Q & Above	

**Level 4:** Also known as ‘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 11 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:** Also known as ‘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 11 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 Cont'd

**Level 2:** Also known as ‘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 11 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:** Also known as ‘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 11 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.

## Nevada Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1395Q	1400Q & Above
	<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 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 11 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 11 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 Cont'd

**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 11 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 11 performing at this level 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.

## North Carolina Performance Levels

		Performance level				
		Limited Command	Partial Command	Sufficient Command	Solid Command	Superior Command
Grade level/Course	<b>K</b>	EM45Q & Below	EM40Q to 140Q	145Q to 285Q	290Q to 685Q	690Q & Above
	<b>1</b>	125Q & Below	130Q to 305Q	310Q to 420Q	425Q to 825Q	830Q & Above
	<b>2</b>	280Q & Below	285Q to 460Q	465Q to 545Q	550Q to 845Q	850Q & Above
	<b>3</b>	425Q & Below	430Q to 605Q	610Q to 675Q	680Q to 880Q	885Q & Above
	<b>4</b>	550Q & Below	555Q to 720Q	725Q to 760Q	765Q to 945Q	950Q & Above
	<b>5</b>	600Q & Below	605Q to 770Q	775Q to 815Q	820Q to 1005Q	1010Q & Above
	<b>6</b>	755Q & Below	760Q to 905Q	910Q to 945Q	950Q to 1120Q	1125Q & Above
	<b>7</b>	805Q & Below	810Q to 955Q	960Q to 995Q	1000Q to 1160Q	1165Q & Above
	<b>8</b>	920Q & Below	925Q to 1090Q	1095Q to 1135Q	1140Q to 1330Q	1335Q & Above
	<b>Math I</b>	890Q & Below	895Q to 1015Q	1020Q to 1075Q	1080Q to 1305Q	1310Q & Above
	<b>10</b>	945Q & Below	950Q to 1075Q	1080Q to 1155Q	1160Q to 1600Q	Above 1600Q

**Superior Command:** Also known as ‘Achievement Level 5’, students performing at this level have superior command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at their grade level and are academically well-prepared to engage successfully in further studies in this content area. Students in grade level ‘Math I’ performing at this level have a superior command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of ‘Math I’ and are academically well-prepared to engage successfully in more rigorous studies in this content area. ‘Math I’ students performing at this level are also on-track to become academically prepared to engage successfully in credit-bearing, first-year Mathematics courses without the need for remediation.

**Solid Command:** Also known as ‘Achievement Level 4’, students performing at this level have solid command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at their grade level and are academically well-prepared to engage successfully in further studies in this content area. Students in grade level ‘Math I’ performing at this level have solid command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of ‘Math I’ and are academically prepared to engage successfully in more rigorous studies in this content area. ‘Math I’ students performing at this level are also on track to become academically prepared to engage successfully in credit-bearing, first-year Mathematics courses without the need for remediation.

## North Carolina Performance Levels (Cont'd)

**Sufficient Command:** Also known as ‘Achievement Level 3’, students performing at this level have sufficient command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at their grade level, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college- and-career readiness without additional academic support. Students in grade level ‘Math I’ performing at this level have a sufficient command of knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of ‘Math’ I but may need academic support to engage successfully in more rigorous studies in this content area. They are prepared for further studies in this content area but are not yet on track for college-and- career readiness without additional academic support.

**Partial Command:** Also known as ‘Achievement Level 2’, students performing at this level have partial command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at their grade level and are likely to need additional academic support to engage successfully in further studies in this content area. Students in grade level ‘Math I’ performing at this level have a partial command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of ‘Math I’ and will likely need academic support to engage successfully in more rigorous studies in this content area. They will also likely need continued academic support to become prepared to engage successfully in credit-bearing, first-year Mathematics courses without the need for remediation.

**Limited Command:** Also known as ‘Achievement Level 1’, students performing at this level have limited command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at their grade level and are likely to need intensive academic support to engage successfully in further studies in this content area.. Students in grade level ‘Math I’ performing at this level have a limited command of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics assessed at the end of ‘Math I’ and will need academic support to engage successfully in more rigorous studies in this content area. They will also need continued academic support to become prepared to engage successfully in credit-bearing, first-year Mathematics courses without the need for remediation.

Sources: [\*Performance Standards \(reported in Quantile® measures\) for North Carolina READY End-of-Grade and End-of-Course Tests, MetaMetrics, Inc. ~ v 2.3\*](#) and [\*Performance Standards \(reported in Quantile® Measures\) judgmentally extrapolated from the standards for Grades 3-8 and Math I, MetaMetrics, Inc. ~ v 2.2\*](#)

## North Dakota Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425 to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
	<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 1425Q	1430Q & Above

**Level 4:** Also known as ‘Advanced’, students performing at this level have exceeded the achievement level standard.

**Level 3:** Also known as ‘Proficient’, students performing at this level have met the achievement level standard.

**Level 2:** Also known as ‘Partially Proficient’, students performing at this level have nearly met the achievement standard and may require further development.

**Level 1:** Also known as ‘Novice’, students performing at this level have not met the achievement standard and need substantial improvement.

Sources: [Performance Standards \(reported in Quantile® measures\) for North Dakota – NDSA \(Smarter Balanced\) Mathematics Summative Assessment, MetaMetrics, Inc. ~ v 1.0](#) and [Performance Standards \(reported in Quantile® Measures\) judgmentally extrapolated from the standards for Grades 3-8 and 11, MetaMetrics, Inc. ~ v 1.0](#)

## Oklahoma Performance Levels

		Performance level			
		Unsatisfactory	Limited Knowledge	Proficient	Advanced
Grade level/Course	<b>K</b>	EM155Q & Below	EM150Q to 215Q	220Q to 345Q	350Q & Above
	<b>1</b>	30Q & Below	35Q to 320Q	3325Q to 485QQ	490Q & Above
	<b>2</b>	200Q & Below	205Q to 420Q	425Q to 615Q	620Q & Above
	<b>3</b>	350Q & Below	355Q to 500Q	505Q to 710Q	715Q & Above
	<b>4</b>	470Q & Below	475Q to 620Q	625Q to 875Q	880Q & Above
	<b>5</b>	560Q & Below	565Q to 695Q	700Q to 900Q	905Q & Above
	<b>6</b>	640Q & Below	645Q to 730Q	735Q to 975Q	980Q & Above
	<b>7</b>	775Q & Below	780Q to 835Q	840Q to 1070Q	1075Q & Above
	<b>8</b>	745Q & Below	750Q to 900Q	905Q to 1105Q	1110Q & Above
	<b>9</b>	790Q & Below	795Q to 955Q	960Q to 1140Q	1145Q & Above
	<b>10</b>	795Q & Below	800Q to 1010Q	1015Q to 1165Q	1170Q & Above
	<b>11</b>	805Q & Below	810Q to 1060Q	1065Q to 1175Q	1180Q & Above
	<b>12</b>	810Q & Below	815Q to 1100Q	1105Q to 1175Q	1180Q & 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 students are ready for the next grade level.

**Limited Knowledge:** 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.

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

*Sources: Performance Standards (reported in Quantile® measures) for Oklahoma Core Curriculum Tests (OCCT), MetaMetrics, Inc. ~ v 1.3 and Performance Standards (reported in Quantile® Measures) judgmentally extrapolated from the standards for Grades 3-8, MetaMetrics, Inc. ~ v 1.0*

## South Dakota Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1025Q & Below	1030Q to 1200Q	1205Q to 1355Q	1360Q & Above
	<b>11</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
	<b>12</b>	1115Q & Below	1120Q to 1245Q	1250Q to 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 Cont'd

**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 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.

## Washington Performance Levels

		Performance level			
		Level 1	Level 2	Level 3	Level 4
Grade level/Course	<b>K</b>	EM25Q & Below	EM20Q to 115Q	120Q to 390Q	395Q & Above
	<b>1</b>	125Q & Below	130Q to 285Q	290Q to 530Q	535Q & Above
	<b>2</b>	265Q & Below	270Q to 445Q	450Q to 665Q	670Q & Above
	<b>3</b>	420Q & Below	425Q to 590Q	595Q to 785Q	790Q & Above
	<b>4</b>	480Q & Below	485Q to 710Q	715Q to 915Q	920Q & Above
	<b>5</b>	640Q & Below	645Q to 845Q	850Q to 990Q	995Q & Above
	<b>6</b>	745Q & Below	750Q to 950Q	955Q to 1095Q	1100Q & Above
	<b>7</b>	790Q & Below	795Q to 1005Q	1010Q to 1180Q	1185Q & Above
	<b>8</b>	925Q & Below	930Q to 1100Q	1105Q to 1245Q	1250Q & Above
	<b>9</b>	970Q & Below	975Q to 1155Q	1160Q to 1305Q	1310Q & Above
	<b>10</b>	1070Q & Below	1075Q to 1230Q	1235Q to 1400Q	1405Q & Above
	<b>11</b>				
	<b>12</b>				

**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 11 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 11 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 Cont'd

**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 11 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 11 performing at this level 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.

## Wyoming Performance Levels

		Performance level			
		Below Basic	Basic	Proficient	Advanced
Grade level/Course	<b>K</b>	200Q & Below	205Q to 510Q	515Q to 670Q	675Q & Above
	<b>1</b>	275Q & Below	280Q to 575Q	580Q to 875Q	880Q & Above
	<b>2</b>	355Q & Below	360Q to 635Q	640Q to 935Q	940Q & Above
	<b>3</b>	470Q & Below	475Q to 710Q	715Q to 980Q	985Q & Above
	<b>4</b>	450Q & Below	455Q to 750Q	755Q to 1040Q	1045Q & Above
	<b>5</b>	590Q & Below	595Q to 795Q	800Q to 1135Q	1140Q & Above
	<b>6</b>	670Q & Below	675Q to 910Q	915Q to 1210Q	1215Q & Above
	<b>7</b>	775Q & Below	780Q to 990Q	995Q to 1240Q	1245Q & Above
	<b>8</b>	805Q & Below	810Q to 980Q	985Q to 1260Q	1265Q & Above
	<b>9</b>	900Q & Below	905Q to 1075Q	1080Q to 1350Q	1355Q & Above
	<b>10</b>	980Q & Below	985Q to 1135Q	1140Q to 1410Q	1415Q & Above

**Advanced:** 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:** Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.

**Basic:** 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:** Description is not available for this performance level.