

Benchmark Assessment 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.

- [California](#)
- [Hawaii](#)
- [Idaho](#)
- [Kentucky](#)
- [Montana](#)
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- [Washington](#)
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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					
	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](#)

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](#)

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	K	115Q & below	120Q–370Q	375Q–395Q	400Q & above
	1	260Q & below	265Q–465Q	470Q–555Q	560Q & above
	2	395Q & below	400Q–565Q	570Q–705Q	710Q & 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
	Math I	1100Q & below	1105Q–1280Q	1285Q–1485Q	1490Q & above
	10	1220Q & below	1225Q–1425Q	1430Q–1570Q	1575Q & above
	11	1290 & below	1295Q–1545Q	1550Q–1635Q	1640Q & above
	12	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–705Q	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–975Q	980Q–1215Q	1220Q & above
	7	890Q & below	895Q–1035Q	1040Q–1290Q	1295Q & 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	K	EM70Q & below	EM65Q–115Q	120Q–395Q	400Q & above
	1	115Q & below	120Q–305Q	310Q–530Q	535Q & above
	2	275Q & below	280Q–470Q	475Q–655Q	660Q & above
	3	390Q & below	395Q–590Q	595Q–760Q	765Q & above
	4	560Q & below	565Q–750Q	755Q–875Q	880Q & above
	5	610Q & below	615Q–805Q	810Q–960Q	965Q & above
	6	665Q & below	670Q–850Q	855Q–1035Q	1040Q & above
	7	725Q & below	730Q–900Q	905Q–1075Q	1080Q & above
	8	760Q & below	765Q–920Q	925Q–1160Q	1165Q & above
	ALG. 1	895Q & below	900Q–1050Q	1055Q–1165Q	1170Q & above
	10	945Q & below	950Q–1090Q	1095Q–1230Q	1235Q & above
	11	1015Q & below	1020Q–1150Q	1155Q–1275Q	1280Q & above
12	1085Q & below	1090Q–1215Q	1220Q–1325Q	1330Q & 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 3.2.](#)

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](#)