Achievement Levels

LEAP Connect scale scores are used to assign a student’s achievement in English language arts (ELA) and mathematics in one of four levels. Table 1 shows the scale score ranges for each level by grade and content area.

### Table 1: Achievement Level Score Ranges by Content Area and Grade

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>1251-1290</td>
<td>1258-1290</td>
<td>1256-1290</td>
<td>1253-1290</td>
<td>1255-1290</td>
<td>1250-1290</td>
<td>1255-1290</td>
</tr>
<tr>
<td>Level 3</td>
<td>1240-1250</td>
<td>1240-1257</td>
<td>1240-1255</td>
<td>1240-1252</td>
<td>1240-1254</td>
<td>1240-1249</td>
<td>1240-1254</td>
</tr>
<tr>
<td>Level 2</td>
<td>1234-1239</td>
<td>1234-1239</td>
<td>1232-1239</td>
<td>1231-1239</td>
<td>1236-1239</td>
<td>1230-1239</td>
<td>1236-1239</td>
</tr>
<tr>
<td>Level 1</td>
<td>1200-1233</td>
<td>1200-1233</td>
<td>1200-1231</td>
<td>1200-1230</td>
<td>1200-1235</td>
<td>1200-1229</td>
<td>1200-1235</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>1254-1290</td>
<td>1251-1290</td>
<td>1255-1290</td>
<td>1249-1290</td>
<td>1254-1290</td>
<td>1249-1290</td>
<td>1249-1290</td>
</tr>
<tr>
<td>Level 3</td>
<td>1240-1253</td>
<td>1240-1250</td>
<td>1240-1254</td>
<td>1240-1248</td>
<td>1240-1253</td>
<td>1240-1248</td>
<td>1240-1248</td>
</tr>
<tr>
<td>Level 2</td>
<td>1236-1239</td>
<td>1233-1239</td>
<td>1231-1239</td>
<td>1234-1239</td>
<td>1232-1239</td>
<td>1234-1239</td>
<td>1234-1239</td>
</tr>
<tr>
<td>Level 1</td>
<td>1200-1235</td>
<td>1200-1232</td>
<td>1200-1230</td>
<td>1200-1233</td>
<td>1200-1231</td>
<td>1200-1233</td>
<td>1200-1233</td>
</tr>
</tbody>
</table>

Achievement Level Descriptors

Achievement Level Descriptors (ALDs) for mathematics and English language arts (ELA) further describe the knowledge, skills, and abilities that students generally demonstrate at each performance level. ALDs for each content area and grade level are found in the following tables.
## ELA Grade 3

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
</tbody>
</table>

### In reading, he/she is able to:
- identify the topic of a literary text
- identify a detail from a literary text
- identify a character or setting in a literary text
- identify the topic of an informational text
- identify a title, caption, or heading in an informational text
- identify an illustration related to a given topic
- identify a topic presented by an illustration
- identify the meaning of words (i.e., nouns)

### AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.
- use details from a literary text to answer specific questions
- describe the relationship between characters, and character and setting in literary text

### AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
- use details from a literary text to answer specific questions
- describe the relationship between characters, and character and setting in literary text

### AND with accuracy, he/she is able to:
- identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)
### ELA Grade 4

#### Level 1

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences. | • identify a topic of a literary text  
• identify a detail from a literary text  
• identify a character in a literary text  
• identify charts, graphs, diagrams, or timelines in an informational text  
• identify a topic of an informational text  
• use context to identify the meaning of multiple meaning words  
• identify general academic words | • identify a statement related to an everyday topic  

#### Level 2

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences. | • identify a topic of a literary text  
• identify a detail from a literary text  
• identify a character in a literary text  
• identify charts, graphs, diagrams, or timelines in an informational text  
• identify a topic of an informational text  
• use context to identify the meaning of multiple meaning words  
• identify general academic words | • identify elements of a narrative text to include beginning, middle, and end  
• identify the category related to a set of facts  

#### Level 3

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences. | • determine the theme of literary text and identify supportive details  
• describe character traits using text-based details in literary text  
• determine the main idea of informational text  
• locate information in charts, graphs, diagrams, or timelines  
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions  
• use general academic words | • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text  

#### Level 4

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words. | • determine the theme of literary text and identify supportive details  
• describe character traits using text-based details in literary text  
• determine the main idea of informational text  
• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text  
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions  
• use general academic words | • identify elements of a narrative text to include beginning, middle, and end  
• identify the category related to a set of facts  

### AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| • use details from a literary text to answer specific questions  
• use context to identify the meaning of multiple meaning words | • determine the theme of literary text and identify supportive details  
• describe character traits using text-based details in literary text  
• determine the main idea of informational text  
• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text  
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions  
• use general academic words | • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text  

### AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.

<table>
<thead>
<tr>
<th>Description</th>
<th>In reading, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
</table>
| • use details from a literary text to answer specific questions  
• use context to identify the meaning of multiple meaning words | • determine the theme of literary text and identify supportive details  
• describe character traits using text-based details in literary text  
• determine the main idea of informational text  
• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text  
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions  
• use general academic words | • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text  

<table>
<thead>
<tr>
<th>AND in writing, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
<th>AND in writing, he/she is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify the concluding sentence in a short explanatory text</td>
<td>• identify elements of a narrative text to include beginning, middle, and end</td>
<td>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</td>
</tr>
<tr>
<td>AND with accuracy, he/she is able to:</td>
<td>AND with accuracy, he/she is able to:</td>
<td>AND with accuracy, he/she is able to:</td>
</tr>
<tr>
<td>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td>
<td>• identify grade level words</td>
<td>• identify a concluding sentence related to information in explanatory text</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
</tr>
</tbody>
</table>

**In reading, he/she is able to:**
- identify an event from the beginning of a literary text
- identify a detail from a literary text
- identify a character, setting and event in a literary text
- identify the topic of an informational text
- identify the main idea of an informational text
- identify the difference in how information is presented in two sentences

**In reading, he/she is able to:**
- compare characters, settings, and events in literary text
- determine the main idea and identify supporting details in informational text
- use details from the text to support an author’s point in informational text
- compare and contrast how information and events are presented in two informational texts
- use context to identify the meaning of multiple meaning words

**AND with Moderate text complexity** - Text with clear, complex ideas and relationships and simple; compound sentences.

**AND with High text complexity** - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.

- summarize a literary text from beginning to end
- use details from a literary text to answer specific questions

**AND in writing, he/she is able to:**
- identify the category related to a set of common nouns

**AND in writing, he/she is able to:**
- identify elements of a narrative text to include beginning, middle, and end
- identify a sentence that is organized for a text structure such as comparison/contrast

**AND in writing, he/she is able to:**
- support an explanatory text topic with relevant information
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
</tbody>
</table>

### In reading, he/she is able to:

- identify an event from the beginning or end of a literary text
- identify a detail from a literary text
- identify a character in a literary text
- identify the topic of an informational text
- identify the main idea of an informational text
- identify a fact from an informational text
- identify a description of an individual or event in an informational text
- use context to identify the meaning of multiple meaning words
- identify the meaning of general academic words

### In reading, he/she is able to:

- summarize a literary text from beginning to end without including personal opinions
- support inferences about characters using details in literary text
- use details from the text to elaborate a key idea in informational text

### In reading, he/she is able to:

- summarize a literary text from beginning to end without including personal opinions
- support inferences about characters using details in literary text
- summarize an informational text without including personal opinions
- use details from the text to elaborate a key idea in informational text
- use evidence from the text to support an author’s claim in informational text
- summarize information presented in two informational texts
- use domain specific words accurately

### AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.

- use details from a literary text to answer specific questions
- use context to identify the meaning of multiple meaning words

### AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.

- use details from a literary text to answer specific questions
- use context to identify the meaning of multiple meaning words

### AND in writing, he/she is able to:

- identify an everyday order of events

### AND in writing, he/she is able to:

- identify elements of an explanatory text to include introduction, body, and conclusion
- identify the next event in a brief narrative

### AND in writing, he/she is able to:

- identify transition words and phrases to convey a sequence of events in narrative text
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify a theme from a literary text</td>
<td>• identify the relationship between individuals or events in an informational text</td>
<td>• use details to support a conclusion from informational text</td>
<td>• use details to support a conclusion from informational text</td>
</tr>
<tr>
<td>• identify an inference from a literary text</td>
<td>• use evidence from the text to support an author's claim in informational text</td>
<td>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</td>
<td>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</td>
</tr>
<tr>
<td>• identify a conclusion from an informational text</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
</tr>
<tr>
<td>• identify a claim the author makes in an informational text</td>
<td>• compare and contrast how two authors write about the same topic in informational texts</td>
<td>• compare and contrast how two authors write about the same topic in informational texts</td>
<td>• compare and contrast how two authors write about the same topic in informational texts</td>
</tr>
<tr>
<td>• compare and contrast two statements related to the same topic</td>
<td>• use context to identify the meaning of grade-level phrases</td>
<td>• use context to identify the meaning of grade-level phrases</td>
<td>• use context to identify the meaning of grade-level phrases</td>
</tr>
<tr>
<td>• use context to identify the meaning of words</td>
<td><strong>AND with Moderate text complexity:</strong> Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>AND with High text complexity:</strong> Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify a graphic that includes an event as described in a text</td>
<td>• use details to support themes from literary text</td>
<td>• use details to support themes from literary text</td>
<td>• identify a sentence that provides a conclusion in narrative text</td>
</tr>
<tr>
<td>• use details to support inferences from literary text</td>
<td>• use details to support inferences from literary text</td>
<td>• use details to support inferences from literary text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
</tbody>
</table>

**ELA Grade 7**
## ELA Grade 8

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong>-Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Low text complexity</strong>-Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Moderate text complexity</strong>-Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>High text complexity</strong>-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
</tbody>
</table>

**In reading, he/she is able to:**
- identify a theme from a literary text
- identify an inference from a literary text
- identify a fact related to a presented argument in informational text
- identify a similar topic in two informational texts
- use context to identify the meaning of multiple meaning words
- identify the meaning of general academic words

**AND with Moderate text complexity**
Text with clear, complex ideas and relationships and simple; compound sentences.

- analyze the development of a theme including the relationship between a character and an event in literary text
- use context to identify the meaning of grade-level words and phrases

**AND with High text complexity**
- use details to support an inference from informational text
- identify where the texts disagree on matters of fact or interpretation
- use domain specific words and phrases accurately

**In writing, he/she is able to:**
- identify a writer's opinion

**AND in writing, he/she is able to:**
- identify elements of an explanatory text to include introduction, body, and conclusion
- identify an idea relevant to a claim

**AND in writing, he/she is able to:**
- identify relevant information to support a claim
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Low text complexity</strong> - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td><strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify a summary of a literary text</td>
<td>• use details to support a summary of literary text</td>
<td>• use details to support a summary of literary text</td>
<td>• use details to support a summary of literary text</td>
</tr>
<tr>
<td>• identify an event from a literary text</td>
<td>• identify a conclusion from an informational text</td>
<td>• identify a conclusion from an informational text</td>
<td>• use details to support a conclusion presented in informational text</td>
</tr>
<tr>
<td>• identify the central idea of an informational text</td>
<td>• identify key details that support the development of a central idea of an informational text</td>
<td>• identify key details that support the development of a central idea of an informational text</td>
<td>• identify key details that support the development of a central idea of an informational text</td>
</tr>
<tr>
<td>• identify facts from an informational text</td>
<td>• use details presented in two informational texts to answer a question</td>
<td>• use details presented in two informational texts to answer a question</td>
<td>• use details presented in two informational texts to answer a question</td>
</tr>
<tr>
<td>• identify what an author tells about a topic in informational text</td>
<td>• explain why an author uses specific word choices within texts</td>
<td>• explain why an author uses specific word choices within texts</td>
<td>• explain why an author uses specific word choices within texts</td>
</tr>
<tr>
<td>• use context to identify the meaning of multiple meaning words</td>
<td><strong>AND with Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>AND with High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
<td><strong>AND with High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
<tr>
<td>• identify a word used to describe a person, place, thing, action or event</td>
<td>• evaluate how the author’s use of specific details in literary text contributes to the text</td>
<td>• evaluate how the author’s use of specific details in literary text contributes to the text</td>
<td>• evaluate how the author’s use of specific details in literary text contributes to the text</td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td>• determine an author’s point of view about a topic in informational text</td>
<td>• determine an author’s point of view about a topic in informational text</td>
<td>• determine an author’s point of view about a topic in informational text</td>
</tr>
<tr>
<td>• identify information which is unrelated to a given topic</td>
<td>• use context to identify the meaning of grade-level phrases</td>
<td>• use context to identify the meaning of grade-level phrases</td>
<td>• use context to identify the meaning of grade-level phrases</td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify elements of an argument to include introduction, claim, evidence, and conclusion</td>
<td>• identify relevant information to address a given topic and support the purpose of a text</td>
<td>• identify relevant information to address a given topic and support the purpose of a text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify how to group information for a specific text structure</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td>• identify relevant information to address a given topic and support the purpose of a text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Moderate task complexity</strong> - Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td><strong>High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

### Math Grade 3

**He/she is able to:**
- solve addition problems
- identify growing number patterns
- identify an object showing a specified number of parts shaded
- identify which object has the greater number of parts shaded
- identify an object equally divided in two parts
- identify the number of objects to be represented in a pictograph

**He/she is able to:**
- solve addition and subtraction word problems
- identify an arrangement of objects which represents factors in a problem
- solve multiplication equations in which both numbers are equal to or less than five
- identify multiplication patterns
- identify a set of objects as nearer to 1 or 10
- identify a representation of the area of a rectangle

**He/she is able to:**
- solve addition and subtraction word problems
- check the correctness of an answer in the context of a scenario
- solve multiplication equations in which both numbers are equal to or less than five
- identify multiplication patterns
- match fraction models to unitary fractions
- compare fractions with different numerators and the same denominator
- transfer data from an organized list to a bar graph

**He/she is able to:**
- solve addition and subtraction word problems
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**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

- identify geometric figures which are divided into equal parts
- round numbers to nearest 10
- identify geometric figures which are divided into equal parts
- count unit squares to compute the area of a rectangle
### Math Grade 4

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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</tr>
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<tbody>
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</tr>
</tbody>
</table>

**He/she is able to:**
- identify an array with the same number of objects in each row
- identify values rounded to nearest tens place
- identify equivalent representations of a fraction (e.g., shaded diagram)
- compare representations of a fraction (e.g., shaded diagram)
- identify a rectangle with the larger or smaller perimeter
- identify a given attribute of a shape
- identify the data drawn in a bar graph that represents the greatest value

**He/she is able to:**
- match a model to a multiplication expression using two single digit numbers
- identify a model of a multiplicative comparison
- show division of objects into equal groups
- round numbers to nearest 10, 100 or 1000
- differentiate parts and wholes
- compute the perimeter of a rectangle

**He/she is able to:**
- solve multiplication word problems
- show division of objects into equal groups
- round numbers to nearest 10, 100, or 1000
- compare two fractions with different denominators
- sort a set of 2-dimensional shapes
- compute the perimeter of a rectangle
- transfer data to a graph

**He/she is able to:**
- solve multiplication word problems
- show division of objects into equal groups
- round numbers to nearest 10, 100 or 1000
- compare two fractions with different denominators
- sort a set of 2-dimensional shapes
- compute the perimeter of a rectangle
- transfer data to a graph

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

- identify equivalent fractions
- select a 2-dimensional shape with a given attribute
- solve a multiplicative comparison word problem using up to two-digit numbers
- check the correctness of an answer in the context of a scenario
- identify equivalent fractions
## Math Grade 5

<table>
<thead>
<tr>
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</tr>
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</table>

**He/she is able to:**
- solve one-step subtraction word problems
- divide sets (no greater than 6) into two equal parts
- identify values in the tenths place
- identify a number in the ones, tens or hundreds place
- identify a given axis of a coordinate plan
- match the conversion of 3 feet to 1 yard to a model
- calculate elapsed time (i.e., hours)
- identify whether the values increase or decrease in a line graph

**And with Moderate task complexity -**
- Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- identify if the total will increase or decrease when combining sets
- perform operations with decimals
- identify a symbolic representation of the addition of two fractions
- identify place values to the hundredths place
- convert standard measurements

**And with High task complexity -**
- Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- solve multiplication and division word problems
- perform operations with decimals
- solve word problems involving fractions
- identify place values to the hundredths place
- locate a given point on a coordinate plane when given an ordered pair
- convert standard measurements
- convert between minutes and hours
- make quantitative comparisons between data sets shown as line graphs

**He/she is able to:**
- compare the values of two products based upon multipliers
- round decimals to nearest whole number

**And with Moderate task complexity -**
- Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- compare the values of two products based upon multipliers
- round decimals to nearest whole number

**And with High task complexity -**
- Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- solve multiplication and division word problems
- perform operations with decimals
- solve word problems involving fractions
- identify place values to the hundredths place
- locate a given point on a coordinate plane when given an ordered pair
- convert standard measurements
- convert between minutes and hours
- make quantitative comparisons between data sets shown as line graphs

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</tr>
<tr>
<td>- identify a model of a given percent</td>
<td>- match a given ratio to a model</td>
<td>- perform operations using up to three-digit numbers</td>
<td>- solve real world measurement problems involving unit rates</td>
</tr>
<tr>
<td>- match a given unit rate to a model</td>
<td>- recognize a representation of the sum of two halves</td>
<td>- solve real world measurement problems involving unit rates</td>
<td>- identify positive and negative values on a number line</td>
</tr>
<tr>
<td>- identify a representation of two equal sets</td>
<td>- solve real world measurement problems involving unit rates</td>
<td>- identify positive and negative values on a number line</td>
<td>- solve word problems with expressions including variables</td>
</tr>
<tr>
<td>- identify a number less than zero on a number line</td>
<td>- identify a representation of a value less than zero</td>
<td>- determine the meaning of a value from a set of positive and negative integers</td>
<td>- compute the area of a parallelogram</td>
</tr>
<tr>
<td>- identify the meaning of an unknown in a modeled equation</td>
<td>- identify the median or the equation needed to determine the mean of a set of data</td>
<td>- solve word problems with expressions including variables</td>
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</tr>
<tr>
<td>- count the number of grids or tiles inside a rectangle to find the area of a rectangle</td>
<td>- identify the object that appears most frequently in a set of data (mode)</td>
<td>- compute the area of a parallelogram</td>
<td>- identify the area of a parallelogram</td>
</tr>
<tr>
<td>- identify a representation of a set of data arranged into even groups (mean)</td>
<td>- identify a representation of two equal sets</td>
<td>- identify the median or the equation needed to determine the mean of a set of data</td>
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**AND with Moderate task complexity**-Common problems presented in mathematical context using various mathematical terms and symbols

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<tr>
<td>- perform one-step operations with two decimal numbers</td>
<td>- solve real world measurement problems involving unit rates</td>
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<tr>
<td>- solve word problems using a percent</td>
<td>- identify positive and negative values on a number line</td>
</tr>
<tr>
<td>- solve word problems using ratios and rates</td>
<td>- solve word problems with expressions including variables</td>
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**AND with High task complexity**-Common problems presented in mathematical context using various mathematical terms and symbols
### Math Grade 7

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</table>

**He/she is able to:**
- Identify a representation which represents a negative number and its multiplication or division by a positive number
- Identify representations of area and circumference of a circle
- Identify representations of surface area
- Make qualitative comparisons when interpreting a data set presented on a bar graph or in a table

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

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**He/she is able to:**
- Solve division problems with positive/negative whole numbers
- Solve word problems involving ratios
- Identify proportional relationships between quantities represented in a table
- Compute the area of a circle
- Find the surface area of a three-dimensional right prism

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- Solve multiplication problems with positive/negative whole numbers
- Interpret graphs to qualitatively contrast data sets
- Solve multiplication problems with positive/negative whole numbers
- Evaluate variable expressions that represent word problems
- Interpret graphs to qualitatively contrast data sets

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

**He/she is able to:**
- Match a given ratio to a model
- Identify the meaning of an unknown in a modeled equation
- Describe a directly proportional relationship (i.e., increases or decreases)
- Find the surface area of a three-dimensional right prism

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols
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<tr>
<td>• locate a given decimal number on a number line</td>
<td>• identify the solution to an equation which contains a variable</td>
<td>• locate approximate placement of an irrational number on a number line</td>
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</tr>
<tr>
<td>• identify the relatively larger data set when given two data sets presented in a graph</td>
<td>• identify the y-intercept of a linear graph</td>
<td>• solve a linear equation which contains a variable</td>
<td>• identify the relationship shown on a linear graph</td>
</tr>
<tr>
<td>• identify congruent rectangles</td>
<td>• match a given relationship between two variables to a model</td>
<td>• identify the relationship shown on a linear graph</td>
<td>• compute the change in area of a figure when its dimensions are changed</td>
</tr>
<tr>
<td>• identify similar rectangles</td>
<td>• identify a data display that represents a given situation</td>
<td>• compute slope of a positive linear graph</td>
<td>• solve for the volume of a cylinder</td>
</tr>
<tr>
<td>• identify an attribute of a cylinder</td>
<td>• interpret data presented in graphs to identify associations between variables</td>
<td>• interpret data tables to identify the relationship between variables</td>
<td>• plot provided data on a graph</td>
</tr>
<tr>
<td>• identify a rectangle with the larger or smaller area as compared to another rectangle</td>
<td>• identify an ordered pair and its point on a graph</td>
<td>• interpret data tables to identify the relationship between variables</td>
<td>• use properties of similarity to identify similar figures</td>
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<tr>
<td>• arrange a given number of objects into two sets in multiple combinations</td>
<td>• identify the model that represents a square number</td>
<td>• compute the value of an expression that includes an exponent</td>
<td>• identify variable expressions which represent word problems</td>
</tr>
<tr>
<td>• match an equation with a variable to a provided real world situation</td>
<td>• identify variable expressions which represent word problems</td>
<td>• identify variable expressions which represent word problems</td>
<td>• solve real world measurement problems that require unit conversions</td>
</tr>
<tr>
<td>• determine whether a given point is or is not part of a data set shown on a graph</td>
<td>• identify the hypotenuse of a right triangle</td>
<td>• find the missing attribute of a three-dimensional figure</td>
<td>• determine two similar right triangles when a scale factor is given</td>
</tr>
<tr>
<td>• identify an extension of a linear graph</td>
<td>• identify the greatest or least value in a set of data shown on a number line</td>
<td>• determine two similar right triangles when a scale factor is given</td>
<td>• make predictions from data tables and graphs to solve problems</td>
</tr>
<tr>
<td>• use a table to match a unit conversion</td>
<td>• identify the missing label on a histogram</td>
<td>• plot data on a histogram</td>
<td>• plot data on a histogram</td>
</tr>
<tr>
<td>• complete the formula for area of a figure</td>
<td>• calculate the mean and median of a set of data</td>
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<td>• identify the linear representation of a provided real world situation</td>
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<td>• use an equation or a linear graphical representation to solve a word problem</td>
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