

Parent Friendly
Performance Level Descriptors (PLDs)
Grade 5 Mathematics

The Parent Friendly PLDs contain some examples of what a typical student can do at each achievement level. These descriptions are derived from the skills and knowledge demanded in the South Carolina College- and Career Ready Standards (SCCCRS). However, the descriptions are not comprehensive and should not be used as a substitute for the SCCCRCRS. For a complete list of the standards for each grade level see:

<http://ed.sc.gov/instruction/standards-learning/mathematics/standards/>.

For the South Carolina READY assessments (SC READY), educators have developed four performance levels to describe mastery and command of the knowledge and skills outlined in the SCCCRCRS. Performance levels give meaning and context to numerical scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels for SC READY are *Does Not Meet Expectations*, *Approaches Expectations*, *Meets Expectations*, and *Exceeds Expectations*. The general meaning of each level is provided below:

A student who does not meet expectations in the knowledge and skills defined by the grade level content standards *needs substantial academic support* to be prepared for the next grade and to be on track for college and career readiness.

A student who approaches expectations in demonstrating the knowledge and skills defined by the grade level content standards, *needs additional academic support* to be prepared for the next grade level and to be on track for college and career readiness.

A student who meets expectations in demonstrating the knowledge and skills defined by the grade level content standards, *is prepared* for the next grade level and is on track for college and career readiness.

A student who exceeds expectations in demonstrating the knowledge and skills defined by the grade level content standards, *is well prepared* for the next grade level and is well prepared for college and career readiness.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate knowledge and skills within his/her performance level *as well as all content and skills in any preceding performance levels, if any*. For example, a student who *meets expectations* should also possess the knowledge and skills described at the *approaches expectations* and *does not meet expectations* performance levels.

A student who scores in the does not meet expectations category typically can:

- Identify the place value name for a given digit or vice versa in a decimal to the tenths
- Multiply unit fractions by unit fractions
- Determine the value of (evaluate) one-step numerical expressions
- Plot points in quadrant I on the coordinate plane
- Calculate one-step conversions of length within a given system (customary or metric)

A student who scores in the approaches expectations category typically can:

- Identify the place value name for a given digit or vice versa in a decimal to the thousandths
- Read, write, and compare (using $>$, $=$, and $<$) decimals to hundredths in standard form
- Solve one-step real-world problems involving addition or subtraction of unit fractions with unlike denominators
- Add and subtract unit fractions with unlike denominators using visual models
- Write simple numerical expressions described by verbal phrases
- Identify ordered pairs in quadrant I on the coordinate plane
- Create line plots to represent data in fractional units to the nearest $\frac{1}{4}$ inch or, $\frac{1}{8}$ inch
- Identify volume as an attribute of three-dimensional objects

A student who scores in the meets expectations category typically can:

- Use whole-number exponents to denote powers of ten ($10^1, 10^2, 10^3, \dots$)
- Multiply multi-digit whole numbers
- Multiply fractions by whole numbers or fractions
- Solve problems involving areas of rectangles with fractional side lengths
- Solve two-step real-world problems involving multiplication of fractions and mixed numbers
- Write, evaluate, and interpret numerical expressions using parentheses
- Generate two numerical patterns from two rules and identify the corresponding terms using an input/output table
- Define and use the x/y -coordinate system to graph points within quadrant I
- Calculate one-step conversions of time, length, volume, and mass within a given system
- Find the volume of right rectangular prisms by counting unit cubes, and recognize volume relating to multiplication of unit cubes along sides

A student who scores in the exceeds expectations category typically can:

- Fluently multiply multi-digit numbers
- Compare three or more decimal numbers to the thousandths
- Divide decimals to hundredths using visual models
- Solve multi-step real-world problems involving addition and subtraction of fractions with unlike denominators
- Fluently multiply fractions by whole numbers or fractions
- Represent and interpret division of fractions: divide unit fractions by whole numbers and divide whole numbers by unit fractions
- Translate numerical patterns into ordered pairs, a graph on a coordinate grid, and explain data displayed on a coordinate grid
- Apply x/y -coordinate system to graphs and interpret real-world problems in quadrant I
- Calculate multi-step conversions of time, length, volume, and mass within a given system
- Use operations with fractions to solve problems with line plots