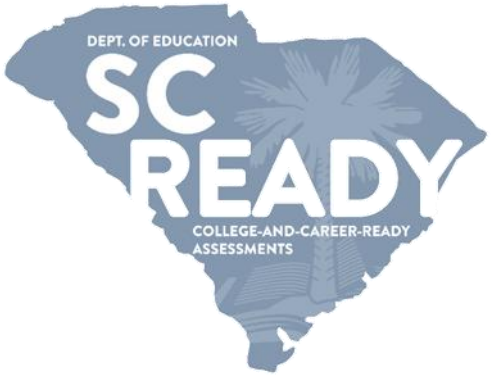

Mathematics
Grade 3
Performance Level Descriptors

Summer 2026

Columbia, SC

Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in the 2025 South Carolina College- and Career-Ready Standards (SC CCR). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators in 2024. The PLDs are based on the approved 2025 state-adopted mathematics content standards.

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 mastery of the knowledge and skills within the student's performance level as well as all content and skills in any performance levels that precede the student's own, 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.

Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Policy	The student **Does Not Meet Expectations** as defined by the grade-level content standards.	The student **Approaches Expectations** as defined by the grade-level content standards.	The student **Meets Expectations** as defined by the grade-level content standards.	The student **Exceeds Expectations** as defined by the grade-level content standards.
Range	The student ***needs substantial academic support*** to be on track for college and career readiness.	The student ***needs additional academic support*** to be on track for college and career readiness.	The student ***is prepared*** to be on track for college and career readiness.	The student ***is well prepared*** to be on track for college and career readiness.

Data, Probability, and Statistical Reasoning (DPSR)

3.DPSR.1

Collect and analyze data and communicate through multiple representations.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.DPSR.1.1: Collect and organize categorical and numerical data based on observations, surveys, experiments, and investigations with whole number values using tables, scaled picture graphs, scaled bar graphs, or dot plots. Use titles and labels. Limit scales to multiples of 1, 2, 5, and 10.	Organize categorical data from a table into scaled picture graphs or scaled bar graphs. Use titles or labels. Limit scales to multiples of 1 or 2.	Organize categorical and numerical data from an organized list into tables, scaled picture graphs, scaled bar graphs, or dot plots. Use titles and labels. Limit scales to multiples of 1, 2, or 10.	Collect and organize categorical and numerical data based on observations, surveys, experiments, and investigations with whole number values using tables, scaled picture graphs, scaled bar graphs, or dot plots. Use titles and labels. Limit scales to multiples of 1, 2, 5, and 10.	Explain how to determine the scale in tables, scaled picture graphs, scaled bar graphs, or dot plots. Limit scales to multiples of 1, 2, 5, and 10.
3.DPSR.1.2: Solve one-step, real-world situations using whole number data represented in tables, scaled picture graphs, scaled bar graphs, or dot plots. Limit scales to multiples of 1, 2, 5, and 10.	Solve one-step, real-world situations using whole number data represented in tables or scaled picture graphs. Limit scales to multiples of 1 or 2.	Solve one-step, real-world situations using whole number data represented in tables, scaled picture graphs, scaled bar graphs or dot plots. Limit scales to multiples of 1, 2, or 10.	Solve one-step, real-world situations using whole number data represented in tables, scaled picture graphs, scaled bar graphs, or dot plots. Limit scales to multiples of 1, 2, 5, and 10.	Interpret one-step, real-world situations using the whole number data represented in tables, scaled picture graphs, scaled bar graphs, or dot plots. Limit scales to multiples of 1, 2, 5, and 10.

3.DPSR.2

Represent the probability of simple events and determine possible outcomes.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.DPSR.2.1: Identify the possible outcomes of a simple event.	Recognize if an outcome is possible of a simple event.	Identify one possible outcome of a simple event.	Identify the possible outcomes of a simple event.	Justify examples and non-examples of outcomes of a simple event.

Measurement, Geometry, and Spatial Reasoning (MGSR)

3.MGSR.1

Solve area and perimeter problems in real-world and mathematical situations.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.MGSR.1.1: Determine the area of squares and rectangles presented in relevant problems by covering the space with square units and counting the total number of units needed.	Identify tiling as needed to solve for area.	Create an appropriate tiling of a figure to represent the area.	Determine the area of squares and rectangles presented in relevant problems by covering the space with square units and counting the total number of units needed.	Determine the area of squares and rectangles presented in relevant problems by using square units to find the width and length, but not covering the whole shape with square units.
3.MGSR.1.2: Determine the perimeter of regular and irregular triangles and quadrilaterals with known side lengths.	Identify perimeter as a measure of length around a triangle or quadrilateral.	Identify addition as the mathematical operation needed to find the perimeter of a triangle or quadrilateral.	Determine the perimeter of regular and irregular triangles and quadrilaterals with known side lengths.	Explain the error in work when determining perimeter of regular or irregular triangles and quadrilaterals with known side lengths.
3.MGSR.1.3: Determine if a real-world situation is an example of the need for finding the area or the perimeter of a figure.	Identify the information needed to find area or perimeter in a mathematical situation.	Identify the mathematical process needed to find the area or perimeter of a figure in a mathematical situation.	Determine if a real-world situation is an example of the need for finding the area or the perimeter of a figure.	Explain a real-world situation that could be represented with area or perimeter.

3.MGSR.2

Estimate and measure using units of length, liquid volume, currency, and intervals of time.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.MGSR.2.1: Determine the value of any collection of coins, not to exceed $5. Write the amount in the form of dollars and cents using the decimal notation. Limit to penny, nickel, dime, and quarter.	Determine the value of any collection of coins, not to exceed $2 when provided manipulatives. Limit to penny, nickel, dime, and quarter.	Determine the value of any collection of coins, not to exceed $3. Write the amount in the form of dollars and cents using the decimal notation. Limit to penny, nickel, dime, and quarter.	Determine the value of any collection of coins, not to exceed $5. Write the amount in the form of dollars and cents using the decimal notation. Limit to penny, nickel, dime, and quarter.	Explain the error when determining the value of a collection of coins, not to exceed $5. Limit to penny, nickel, dime, and quarter.
3.MGSR.2.2: Use analog and digital clocks to tell and record time to 1-minute intervals, identifying AM and PM.	Use analog and digital clocks to tell time to 1-minute intervals, identifying AM and PM. Limit to 1 minute before or after the 30-minute intervals.	Use analog and digital clocks to tell time to 1-minute intervals, identifying AM and PM. Limit to 1 minute before or after the 5-minute intervals.	Use analog and digital clocks to tell and record time to 1-minute intervals, identifying AM and PM.	Use analog and digital clocks to explain the relationship between the number of minutes past the hour to the number of minutes that remain until the next hour.
3.MGSR.2.3: Solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour.	Identify the mathematical operation needed to solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour.	Solve problems involving addition or subtraction of time intervals to determine elapsed time to the nearest half hour.	Solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour.	Explain the error in work when determining elapsed time to the nearest half hour.
3.MGSR.2.4: Estimate and measure length/distance to the nearest half inch and nearest whole centimeter.	Recognize familiar items that are half inch or whole centimeter that could be used to help estimate lengths/distances of unfamiliar items.	Identify an object's specified length/distance. Limit to nearest half inch or nearest whole centimeter increments.	Estimate and measure length/distance to the nearest half inch and nearest whole centimeter.	Measure length/distance to the nearest half inch or nearest whole centimeter to solve real-world problems.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.MGSR.2.5: Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.	Identify units of measurement that represent liquid volume. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters	Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces or cups, pints or quarts, quarts or gallons, or milliliters or liters.	Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.	Explain why one unit of measurement is more appropriate for a situation than another by comparing the size of liquid volume measurements. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.

3.MGSR.3

Extend geometric reasoning to attributes of polygons and/or polyhedrons.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.MGSR.3.1: Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.	Identify right, acute, obtuse, or straight angles.	Describe or draw right, acute, obtuse, or straight angles.	Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.	Create a two-dimensional figure based on a list of characteristics including specific type of angles.
3.MGSR.3.2: Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.	Identify points, lines, line segments, rays, intersecting lines, perpendicular lines, or parallel lines.	Describe or draw points, lines, line segments, rays, intersecting lines, perpendicular lines, or parallel lines.	Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.	Create a two-dimensional figure based on a list of characteristics including points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines.

Numerical Reasoning (NR)

3.NR.1

Represent and compare numbers using relationships within the base ten number system.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.NR.1.1: Read, write, and represent whole numbers through the thousands period (0 to 999,999) on a number line and in standard form, base ten language, word form, and equations in expanded form.	Read, write, or represent a whole number through the thousands period (0 to 999,999) in one of the following ways: on a number line, in standard, base ten language, word, or equations in expanded form.	Read, write, or represent a whole number through the thousands period (0 to 999,999) in at least two of the following ways: on a number line, in standard, base ten language, word, or equations in expanded form.	Read, write, and represent whole numbers through the thousands period (0 to 999,999) on a number line and in standard, base ten language, word, and equations in expanded form.	Explain the error in reading, writing, and representing whole numbers through the thousands period (0 to 999,999) on a number line and in standard, base ten language, word, and equations in expanded form.
3.NR.1.2: Compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.	Recognize a 4-digit whole number decomposed as thousands, hundreds, tens, and ones.	Compose or decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.	Compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.	Explain how to compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.
3.NR.1.3: Compare two whole numbers up to 999,999 based on the place value of the digits using the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>).	Compare two whole numbers up to 9,999 based on the place value of the digits using the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>).	Compare two whole numbers up to 99,999 based on the place value of the digits using the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>).	Compare two whole numbers up to 999,999 based on the place value of the digits using the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>).	Compare two whole numbers up to 999,999 when the numbers are in two different forms.
3.NR.1.4: Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	Recognize that the ones place is used to round the tens and the tens place is used to round the hundreds.	Given a two- or three-digit whole number from 0 to 1,000, recognize the two tens or two hundreds the number is between.	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	Explain the rationale behind rounding whole numbers from 0 to 1,000 to the nearest 10 or 100.

3.NR.2

Represent and compare fractions in multiple ways using part-whole relationships.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.NR.2.1: Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2, 3, 4, 6, or 8 equal-sized parts. Express each part as a unit fraction of the whole.	Recognize a unit fraction as a fraction with a numerator of 1.	Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2 or 4.	Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2, 3, 4, 6, or 8 equal-sized parts. Express each part as a unit fraction of the whole.	Explain the relationship between each part of a unit fraction and the part of the whole it represents.
3.NR.2.2: Represent fractions from 0 to 1 using concrete, set, area, and linear models, and write them in standard form and word form. Limit denominators to 2, 3, 4, 6, and 8.	Represent fractions from 0 to 1 using one of the following: concrete, set, area, and linear models, and write them in standard form or word form. Limit denominators to 2, 3, 4, 6, and 8.	Represent fractions from 0 to 1 using at least two of the following: concrete, set, area, and linear models, and write them in standard form or word form. Limit denominators to 2, 3, 4, 6, and 8.	Represent fractions from 0 to 1 using concrete, set, area, and linear models, and write them in standard form and word form. Limit denominators to 2, 3, 4, 6, and 8.	Describe why two models represent the same fraction from 0 to 1. Limit denominators to 2, 3, 4, 6, and 8.
3.NR.2.3: Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.	Recognize concrete models that represent fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 4, and 8.	Express whole numbers as fractions or identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.	Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.	Express a whole number as a fraction in multiple ways. Limit denominators to 1, 2, 3, 4, 6, and 8.
3.NR.2.4: Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.	Recognize fractions between 0 and 5 using unit fractions. Limit denominators to 2, 3, 6, and 8.	Compose fractions between the whole numbers 0 and 5 that can be written as a composition of mixed numbers. Limit denominators to 2, 3, 6, and 8.	Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.	Solve real-world situations involving composing fractions between 0 and 5 as unit fractions or mixed numbers. Limit denominators to 2, 3, 4, 6, and 8.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.NR.2.5: Recognize two fractions are equivalent. Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.	Given a model, recognize that two fractions are equivalent based on the same whole. Limit denominators to 2, 4, and 8, and fractions should be limited to fractions between 0 and 1.	Given a model, recognize that two fractions are equivalent based on the same whole. Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.	Recognize two fractions are equivalent based on the same size whole. Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.	Recognize that each part of identical wholes need not have the same shape to be equivalent. Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.
3.NR.2.6: Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>). Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.	Given a model, compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>). Limit denominators to 2, 4, and 8, and fractions should be limited to fractions between 0 and 1.	Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for *is equal to* (=), *is less than* (<), or is *greater than* (>). Limit denominators to 2, 4, and 8, and fractions should be limited to fractions between 0 and 1.	Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>). Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.	Compare more than two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for *is equal to* (=), *is less than* (<), or *is greater than* (>).

Patterns, Algebra, and Functional Reasoning (PAFR)

3.PAFR.1

Use multiple representations to reason and solve problems involving operational properties of whole numbers.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.PAFR.1.1: Use a strategy to compute sums and differences up to 1,000.	Identify a strategy to compute sums or differences up to 1,000.	Use a strategy to compute sums or differences up to 1,000.	Use a strategy to compute sums and differences up to 1,000.	Explain the error when finding the sum and difference of numbers up to 1,000.
3.PAFR.1.2: Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.	Multiply whole numbers (factors 0–10) or divide whole numbers (divisors 1–10) using a model.	Multiply whole numbers (factors 0–10) or divide whole numbers (divisors 1–10) using a model and write a corresponding equation.	Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.	Explain the error when multiplying whole numbers (factors 0–10) and dividing whole numbers (divisors 1–10) using a model.
3.PAFR.1.3: Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.	Recognize that multiplication and division are related.	Multiply two whole numbers from 0 to 10 or divide using related facts flexibly and accurately.	Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.	Solve real-world situations involving multiplication and division of whole numbers (factors 0–10 or divisors 1–10) using related facts flexibly and accurately.

3.PAFR.2

Use reasoning to represent and solve algebraic and numerical situations.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3.PAFR.2.1: Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	Determine the unknown whole number in a multiplication or division problem relating three whole numbers when the unknown is a missing product or quotient.	Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, dividend, or divisor.	Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	Create and explain a real-world situation relating three whole numbers to find an unknown factor, product, dividend, divisor, or quotient in a multiplication or division situation.
3.PAFR.2.2: Solve one- and two-step real-world situations using addition and subtraction up to 1,000.	Solve one-step real-world situations using addition or subtraction up to 1,000.	Solve one- or two-step real-world situations using addition and subtraction up to 1,000.	Solve one- and two-step real-world situations using addition and subtraction up to 1,000.	Identify the error in solving a one- or two-step real-world situation using addition and subtraction up to 1,000.
3.PAFR.2.3: Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.	Identify and extend the numerical pattern to the next term in an addition or subtraction sequence.	Identify and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.	Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.	Connect a rule with a numerical pattern in an addition or subtraction sequence.
3.PAFR.2.4: Recognize that a whole number is a multiple of each of its factors 1–10.	Recognize that a whole number is a multiple of each of its factors (1, 2, 5, and 10).	Recognize that a whole number is a multiple of each of its factors (1, 2, 3, 4, 5, and 10).	Recognize that a whole number is a multiple of each of its factors 1–10.	Explain the relationship between two whole numbers that have at least one common multiple (1–99.)