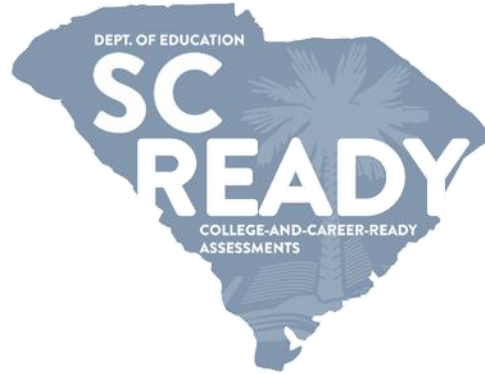




Mathematics

Grade 5

Performance Level Descriptors

Summer 2026

Columbia, SC

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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)

5.DPSR.1

Create questions, collect and analyze data, and communicate through multiple representations.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.DPSR.1.1: Describe data by determining the range and mode, including whole numbers, fractional data, and decimal data. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, and 10, and limit decimals to decimals through the hundredths place.	Describe data by determining the range and mode of an organized data set in whole numbers.	Describe data by determining the range or mode of an organized data set in fractions. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, and 10, and limit decimals to decimals through the hundredths place.	Describe data by determining the range and mode, including whole numbers, fractional data, and decimal data. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, and 10, and limit decimals to decimals through the hundredths place.	Interpret the range and mode for data, including whole numbers, fractional data, and decimal data. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, and 10, and limit decimals to decimals through the hundredths place.
5.DPSR.1.2: Solve two-step, real-world situations using whole number and fractional data represented in tables, line graphs, scaled bar graphs, or dot plots. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Solve one-step, real-world situations using whole number and fractional data represented in two or more of the following: tables, line graphs, scaled bar graphs, or dot plots. Limit fractions to denominators of 2, 3, 4, 5, 6, 8 and 10.	Solve two-step, real-world situations using whole number and fractional data represented in two or more of the following: tables, line graphs, scaled bar graphs, or dot plots. Limit fractions to denominators of 2, 3, 4, 5, 6, 8 and 10.	Solve two-step, real-world situations using whole number and fractional data represented in tables, line graphs, scaled bar graphs, or dot plots. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Interpret the results of two-step, real-world situations using whole number and fractional data represented in tables, line graphs, scaled bar graphs, or dot plots in terms of the data. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.
5.DPSR.1.3: Analyze categorical and numerical data in graphical displays to make predictions or draw conclusions. Limit displays to tables, bar graphs, dot plots, line graphs, and circle graphs with scales of whole numbers, halves, fourths, and eighths.	Determine the types of data displays that are suitable for categorical data and the types of displays that are suitable for numerical data from tables, bar graphs, dot plots, line graphs and circle graphs.	Describe the categorical and numerical data shown in graphical displays. Limit displays to tables, bar graphs, dot plots, line graphs, and circle graphs with scales of whole numbers and halves.	Analyze categorical and numerical data in graphical displays to make predictions or draw conclusions. Limit displays to tables, bar graphs, dot plots, line graphs, and circle graphs with scales of whole numbers, halves, fourths, and eighths.	Explain why a certain data display or scale would work best for a given situation, different types of data, or when specific results are of interest. Limit displays to tables, bar graphs, dot plots, line graphs, and circle graphs with scales of whole numbers, halves, fourths, and eighths.

5.DPSR.2

Represent the probability of simple events and determine possible outcomes.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.DPSR.2.1: Represent the probability of a simple event as 0, a fraction, or 1. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 20, and 25.	Determine if an event has a probability of 0, a fraction, or 1.	List the possible and favorable outcomes for a simple event. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, and 10.	Represent the probability of a simple event as 0, a fraction, or 1. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 20, and 25.	Explain the error when representing a simple event as 0, a fraction, or 1. Limit fractions to denominators of 2, 3, 4, 5, 6, 8, 10, 20, and 25.

Measurement, Geometry, and Spatial Reasoning (MGSR)

5.MGSR.1

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

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.MGSR.1.1: Solve problems involving area and perimeter of composite figures by decomposing with rectangles.	Decompose a composite figure into rectangles.	Identify whether area or perimeter is needed to solve a problem involving composite figures.	Solve problems involving area and perimeter of composite figures by decomposing with rectangles.	Explain the error in a problem involving finding area and perimeter of a composite figure.
5.MGSR.1.2: Estimate and measure the volume of a right rectangular prism with whole-number side lengths by filling it with unit cubes.	Recognize the number of unit cubes needed to fill one layer of a right rectangular prism.	Identify the number of layers of unit cubes needed to fill a right rectangular prism.	Estimate and measure the volume of a right rectangular prism with whole-number side lengths by filling it with unit cubes.	Explain how to find the volume of a right rectangular prism with whole-number side lengths.

5.MGSR.2

Convert within a given measurement system and measure length.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.MGSR.2.1: Given the unit equivalencies, convert within a single system of measurement from larger units to smaller units and smaller units to larger units for length, weight, liquid volume, and time. Use these conversions in solving real-world situations. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo-, and base units (grams, liters, meters).	Identify the smaller unit vs. larger unit for length, weight, liquid volume, and time. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo- and base units (grams, liters, meters).	Given the unit equivalencies, convert within a single system of measurement from larger units to smaller units and smaller units to larger units for length, weight, liquid volume, and time. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo-, and base units (grams, liters, meters).	Given the unit equivalencies, convert within a single system of measurement from larger units to smaller units and smaller units to larger units for length, weight, liquid volume, and time. Use these conversions in solving real-world situations. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo-, and base units (grams, liters, meters).	Explain the error in converting within a single system of measurement from larger units to smaller units and smaller units to larger units for length, weight, liquid volume, and time. Limit units to inches, feet, yards, ounces, pounds, fluid ounces, cups, pints, quarts, gallons, seconds, minutes, hours, milli-, centi-, kilo-, and base units (grams, liters, meters).
5.MGSR.2.2: Estimate and measure lengths to the nearest eighth of an inch or nearest millimeter.	Identify each $\frac{1}{8}$ inch on a ruler between 0 and 1 inch.	Estimate or measure lengths to the nearest eighth of an inch or nearest millimeter.	Estimate and measure lengths to the nearest eighth of an inch or nearest millimeter.	Measure length to the nearest eighth inch and nearest millimeter to solve real-world situations.

5.MGSR.3

Graph on the coordinate plane.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.MGSR.3.1: Identify the origin, x-axis, and y-axis in the coordinate system. Write, plot, and label ordered pairs, including values in a function table, in the first quadrant of the coordinate plane.	Recognize the horizontal and vertical axis in the coordinate system.	Identify the x-coordinate and the y-coordinate in an ordered pair, including values in a function table.	Identify the origin, x-axis, and y-axis in the coordinate system. Write, plot, and label ordered pairs, including values in a function table, in the first quadrant of the coordinate plane.	Explain how to plot an ordered pair, including values in a function table, in the first quadrant of the coordinate plane.
5.MGSR.3.2: Represent mathematical and real-world situations by graphing, labeling, and interpreting points in the first quadrant of the coordinate plane.	Represent mathematical situations by graphing and labeling in the first quadrant of the coordinate plane.	Represent real-world situations by graphing and labeling in the first quadrant of the coordinate plane.	Represent mathematical and real-world situations by graphing, labeling, and interpreting points in the first quadrant of the coordinate plane.	Solve real-world situations involving the location of points in the first quadrant of the coordinate plane in relation to each other.

Numerical Reasoning (NR)

5.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
5.NR.1.1: Read, write, and represent multi-digit numbers from 0 to 999 with decimals to the thousandths place. Use pictorial, word, standard, or expanded form with fraction or decimal notation.	Read multi-digit numbers from 0 to 999 with decimals to the thousandths place. Use one of the following: pictorial, word, standard, or expanded form with fraction or decimal notation.	Read multi-digit numbers from 0 to 999 with decimals to the thousandths place. Use two or more of the following: pictorial, word, standard, or expanded form with fraction or decimal notation.	Read, write, and represent multi-digit numbers from 0 to 999 with decimals to the thousandths place. Use pictorial, word, standard, or expanded form with fraction or decimal notation.	Justify the equivalence of two multi-digit numbers from 0 to 999 expressed in different forms with decimals to the thousandths place. Use pictorial, word, standard, or expanded form with fraction or decimal notation.
5.NR.1.2: Explain how the value of a digit in a multi-digit number changes if the digit moves one or more places to the left or right in the base ten system. Include decimals to the thousandths place.	Identify the value of each digit in a multi-digit number. Include decimals to the thousandths place.	Recognize how the value of a digit in a multi-digit number changes if the digit moves one place to the left in the base ten system. Include decimals to the thousandths place.	Explain how the value of a digit in a multi-digit number changes if the digit moves one or more places to the left or right in the base ten system. Include decimals to the thousandths place.	Explain the error in how the value of a digit in a multi-digit number changes if the digit moves one or more places to the left or right in the base ten system. Include decimals to the thousandths place.
5.NR.1.3: Round decimal numbers up to 999 with decimals to the thousandths place to the nearest hundredth, tenth, or whole number.	Round decimal numbers up to 999 with decimals to the tenths place to the nearest whole number.	Round decimal numbers up to 999 with decimals to the hundredths place to the nearest tenth or whole number.	Round decimal numbers up to 999 with decimals to the thousandths place to the nearest hundredth, tenth, or whole number.	Explain why more than one number can round to a given number.
5.NR.1.4: Use patterns to explain the exponents when multiplying and dividing by powers of 10, not to exceed the thousandths place.	Recognize the relationship of exponents when multiplying by powers of 10.	Identify the relationship of exponents when multiplying and dividing by powers of 10, not to exceed the thousandths place.	Use patterns to explain the exponents when multiplying and dividing by powers of 10, not to exceed the thousandths place.	Compare the size of two numbers when multiplying and dividing by powers of 10, not to exceed the thousandths place.

5.NR.2

Represent and compare fractions in multiple ways.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.NR.2.1: Compare fractions and mixed numbers with like and unlike denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, and 100 using equivalence to create a common denominator. Use the symbols for <i>is less than</i> (<), <i>is more than</i> (>), or <i>is equal to</i> (=) to record the comparison.	Compare fractions and mixed numbers with like denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, and 100. Use the symbols for <i>is less than</i> (<), <i>is more than</i> (>), or <i>is equal to</i> (=) to record the comparison.	Determine the common denominator for fractions with unlike denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, and 100 using equivalence to create a common denominator. Use the symbols for <i>is less than</i> (<), <i>is more than</i> (>), or <i>is equal to</i> (=) to record the comparison.	Compare fractions and mixed numbers with like and unlike denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, and 100 using equivalence to create a common denominator. Use the symbols for <i>is less than</i> (<), <i>is more than</i> (>), or <i>is equal to</i> (=) to record the comparison.	Explain the error in a comparison of two fractions or mixed number with like or unlike denominators of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, and 100. Use the symbols for <i>is less than</i> (<), <i>is more than</i> (>), or <i>is equal to</i> (=) to record the comparison.

Patterns, Algebra, and Functional Reasoning (PAFR)

5.PAFR.1

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

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.PAFR.1.1: Use a strategy to compute the product of a two- or three-digit factor times a two-digit factor to include real-world situations.	Recognize a strategy to compute the product of a two-digit factor times a two-digit factor.	Use a strategy to compute the product of a two-digit factor times a two-digit factor to include real-world situations.	Use a strategy to compute the product of a two-or three-digit factor times a two-digit factor to include real-world situations.	Explain the error when computing a two-or three-digit factor times a two-digit factor to include real-world situations.
5.PAFR.1.2: Use a strategy to compute the quotient of a multi-digit whole number dividend divided by a two-digit whole number divisor, with and without remainders, to include real-world situations. Limit the dividend to four digits.	Use a strategy to compute the quotient of a three-digit whole number dividend by a two-digit whole number divisor, without remainders.	Use a strategy to compute the quotient of a multi-digit whole number dividend divided by a two-digit whole number divisor, without remainders. Limit the dividend to four digits.	Use a strategy to compute the quotient of a multi-digit whole number dividend divided by a two-digit whole number divisor, with and without remainders, to include real-world situations. Limit the dividend to four digits.	Interpret quotients and remainders in terms of real-world situations. This could include interpretations of divisors and dividends. Limit the dividend to four digits.
5.PAFR.1.3: Use a strategy to compute sums and differences of decimal numbers to the hundredths.	Use a strategy to compute sums or differences of decimal numbers to the tenths.	Use a strategy to compute sums or differences of decimal numbers to the hundredths.	Use a strategy to compute sums and differences of decimal numbers to the hundredths.	Explain the error in computing the sums and differences of decimal numbers to the hundredths.
5.PAFR.1.4: Use a strategy to multiply a one-digit whole number by a decimal to the hundredths and divide a decimal to the hundredths (dividend) by a one-digit whole number (divisor). Justify the calculation.	Use a strategy to multiply a one-digit whole number by a decimal to the hundredths or divide a decimal to the hundredths (dividend) by a one-digit whole number (divisor).	Use a strategy to multiply a one-digit whole number by a decimal to the hundredths and divide a decimal to the hundredths (dividend) by a one-digit whole number (divisor).	Use a strategy to multiply a one-digit whole number by a decimal to the hundredths and divide a decimal to the hundredths (dividend) by a one-digit whole number (divisor). Justify the calculation.	Explain the error in multiplying a one-digit whole number by a decimal to the hundredths and divide a decimal to the hundredths (dividend) by a one-digit whole number (divisor).

5.PAFR.2

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

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.PAFR.2.1: Use a strategy to compute sums and differences of fractions and mixed numbers with unlike denominators and justify the sum or difference to include real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Recognize a strategy to compute sums or differences of two fractions with unlike denominators. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Use a strategy to compute sums or differences of two fractions with unlike denominators. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Use a strategy to compute sums and differences of fractions and mixed numbers with unlike denominators and justify the sum or difference to include real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Interpret the sums and differences of fractions and mixed numbers with unlike denominators in real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.
5.PAFR.2.2: Use a strategy to multiply a fraction by a fraction or a fraction by a whole to include real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.	Recognize a strategy that could be used to solve problems involving the multiplication of a fraction by a fraction or a fraction by a whole. Limit denominators to 2, 3, 4, 5, 6, 8, 10 and 12.	Use models to represent the multiplication of a fraction by a fraction or a fraction by a whole. Limit denominators to 2, 3, 4, 5, 6, 8, 10 and 12.	Use a strategy to multiply a fraction by a fraction or a fraction by a whole to include real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10 and 12.	Explain the error in finding the product of a fraction by a fraction or a fraction by a whole in real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10 and 12.
5.PAFR.2.3: Interpret and represent the division of a whole number dividend by a unit fraction divisor and a unit fraction dividend by a whole number divisor and apply to real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.	Recognize a representation of division of a whole number dividend by a unit fraction divisor or a unit fraction dividend by a whole number divisor. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.	Represent division of a whole number dividend by a unit fraction divisor or a unit fraction dividend by a whole number divisor. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.	Interpret and represent division of a whole number dividend by a unit fraction divisor and a unit fraction dividend by a whole number divisor and apply to real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.	Explain the error in division of a whole number dividend by a unit fraction divisor or a unit fraction dividend by a whole number divisor to include real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, and 12.

5.PAFR.3

Use reasoning to represent and solve algebraic and numerical situations.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
5.PAFR.3.1: Determine the least common multiple (LCM) to find a common denominator. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Identify common multiples between two numbers.	Determine the least common multiple (LCM) to find a common denominator. Limit denominators to 2, 3, 4, 5, 6, 8, and 10.	Determine the least common multiple (LCM) to find a common denominator. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.	Apply the concepts of least common multiple (LCM) to solve real-world situations. Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100.
5.PAFR.3.2: Determine the greatest common factor (GCF) of two numbers both less than or equal to 50 to simplify a fraction into its standard form.	Recognize common factors for two numbers both less than or equal to 50.	Determine the greatest common factor (GCF) of two numbers both less than or equal to 50.	Determine the greatest common factor (GCF) of two numbers both less than or equal to 50 to simplify a fraction into its standard form.	Apply the concepts of greatest common factor (GCF) of two numbers both less than or equal to 50 to solve real-world situations.
5.PAFR.3.3: Identify a rule that can describe the pattern from the data of a function table and write it as an expression.	Recognize the pattern from the data of a function table.	Identify a rule that can describe the pattern from the data of a function table.	Identify a rule that can describe the pattern from the data of a function table and write it as an expression.	Identify and use a rule from a function table in a real-world situation to extend a problem to at most 5 terms beyond the table of values.
5.PAFR.3.4: Translate a two-step real-world situation into a numerical expression using parentheses as grouping symbols and evaluate the expression.	Evaluate a numerical expression using parentheses as grouping symbols.	Identify the numerical expression using parentheses as grouping symbols that represents a two-step real-world situation.	Translate a two-step real-world situation into a numerical expression using parentheses as grouping symbols and evaluate the expression.	Explain an error when translating a two-step real-world situation into a numerical expression using parentheses as grouping symbols or evaluate the expression.