ELEMENTARY MATHEMATICS – Participation v1.5

Grade Span	Emerging	Attained	Surpassed
Elementary **General Statement**	Based on the *Participation EGLCEs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Elementary **Performance Level Descriptor**	**Numbers and Operations** demonstrate a *limited* understanding of quantity (e.g., which one has more, whole vs. part) and a limited ability to solve simple problems following a sequential order.	**Numbers and Operations** demonstrate a *basic* understanding of quantity (e.g., which one has more, whole vs. part) and a basic ability to solve simple problems following a sequential order.	**Numbers and Operations** demonstrate a *consistent* understanding of quantity (e.g., which one has more, whole vs. part) and a consistent ability to solve simple problems following a sequential order.
	Data and Probability given data, demonstrate a *limited* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a *basic* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a *consistent* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).
	Measurement demonstrate a *limited* ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).	**Measurement** demonstrate a *basic* ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).	**Measurement** demonstrate a *consistent* ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).
	Geometry demonstrate a *limited* ability to identify simple geometric shapes and follow simple patterns.	**Geometry** demonstrate a *basic* ability to identify simple geometric shapes and follow simple patterns.	**Geometry** demonstrate a *consistent* ability to identify simple geometric shapes and follow simple patterns.

[1] When using age/grade appropriate instructional materials.

MIDDLE SCHOOL MATHEMATICS – Participation

Grade Span	Emerging	Attained	Surpassed
Middle School **General Statement**	Based on the *Participation EGLCEs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who **attained the performance standard** should typically, with moderate to minimal assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who **surpassed the performance standard** should typically, with minimal to no assistance, be able to…
Middle School **Performance Level Descriptor**	**Numbers and Operations** demonstrate a *limited* ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a *basic* ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a *consistent* ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.
	Measurement demonstrate a *limited* ability to apply measurement concepts (e.g., time, temp., size, money etc.).	**Measurement** demonstrate a *basic* ability to apply measurement concepts (e.g., time, temp., size, money etc.).	**Measurement** demonstrate a *consistent* ability to apply measurement concepts (e.g., time, temp., size, money etc.).
	Geometry demonstrate a *limited* ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.	**Geometry** demonstrate a *basic* ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.	**Geometry** demonstrate a *consistent* ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.
	Data and Probability given data, demonstrate a *limited* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a *basic* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a *consistent* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).

[1] When using age/grade appropriate instructional materials.

HIGH SCHOOL MATHEMATICS – Participation

Grade Span	Emerging	Attained	Surpassed
High School **General Statement**	Based on the *Participation EBs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EBs,*[1] a student who **attained the performance standard** should typically, with moderate to minimal assistance, be able to…	Based on the *Participation EBs*,[1] a student who **surpassed the performance standard** should typically, with minimal to no assistance, be able to…
High School **Performance Level Descriptor**	**Number and Operations** demonstrate *limited* application of numeration skills, including comparing, ordering, and whole versus part.	**Number and Operations** demonstrate *basic* application of numeration skills, including comparing, ordering, and whole versus part.	**Number and Operations** demonstrate *consistent* application of numeration skills, including comparing, ordering, and whole versus part.
	Measurement demonstrate *limited* understanding and/or application of measurement systems, including, size, time, temperature, and money.	**Measurement** demonstrate *basic* understanding and/or application of measurement systems, including, size, time, temperature, and money.	**Measurement** demonstrate *consistent* understanding and/or application of measurement systems, including, size, time, temperature, and money.
	Geometry identify, to a *limited* degree, geometric shapes, the relative position of objects and their location, and follow routine patterns.	**Geometry** identify, to a *basic* degree, geometric shapes, the relative position of objects and their location, and follow routine patterns.	**Geometry** *consistently* identify geometric shapes, the relative position of objects and their location, and follow routine patterns.
	Data Analysis given data, demonstrate a *limited* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data Analysis** given data, demonstrate a *basic* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data Analysis** given data, demonstrate a *consistent* ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).

[1] When using age/grade appropriate instructional materials.