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GLOBAL  
ALLIANCE  
TO MONITOR  
LEARNING



# GLOBAL PROFICIENCY FRAMEWORK: READING AND MATHEMATICS

## Grades 2 to 6

GAML6/REF/16

# GLOBAL PROFICIENCY FRAMEWORK READING AND MATHEMATICS

Grades 2 to 6

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## CONTRIBUTORS

### Overall

Benjamin Sylla, US Agency for International Development  
Sylvia Montoya, UNESCO Institute for Statistics  
Melissa Chiappetta, US Agency for International Development  
Rebecca Rhodes, US Agency for International Development  
Rebecca Martinez, US Agency for International Development  
Abdullah Ferdous, Management Systems International  
Jennifer Gerst, University Research Corporation

### Reading

Norma Evans, Evans and Associates (Lead)  
Rachel Christina, Education Development Center  
Ariel Cuadro, Catholic University of Uruguay  
Margaret (Peggy) Dubek, RTI International  
Luke Justice, Gates Foundation  
Mark Lynd, School-to-School International  
Rebeca Martinez, US Agency for International Development  
Juliette Mendelovitz, Australian Council for Educational Research  
Emily Miksic, FHI 360  
Pooja (Reddy) Nakamura, American Institutes for Research  
Ana Laura Palombo, Catholic University of Uruguay  
Carola Ruiz, Catholic University of Uruguay  
Sylvia Thompson, University of Oregon

### Mathematics

Jeff Davis, Management Systems International (Lead)  
Michael Bell, Independent Consultant  
Darrell Earnest, UMass, Amherst  
Sean Kelly, Management Systems International  
Leanne Ketterlin, Geller Southern Methodist University  
Shirin Lutfeali, Save the Children  
Kiruba Murugaiah, International Rescue Committee  
Lindsey Perry, Southern Methodist University  
Christabel Pinto, Room to Read  
Linda Platas, San Francisco State University  
Gaelle Simon, Management Systems International  
Yasmin Sitabkhan, RTI International  
Deepa Srikantaiah, World Learning  
Colin Watson, UK Department of Education  
Stavroula Zoumboulis, Australian Council for Educational Research

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## OVERVIEW

The Global Proficiency Framework (GPF) defines for both reading and mathematics, the minimum proficiency levels learners are expected to obtain at the end of each of grades two through six. The GPF was developed by reading and mathematics specialists from around the globe (see list of contributors, above), all of whom have experience working in multiple countries and contexts. The specialists met twice over a two-month period between April and June 2019, and for four days each time, to develop a research-based progression of skills and competencies. They used the UNESCO International Bureau of Education's (IBE's) Global Content Frameworks of Reference for Reading and Math and national and regional content and assessment frameworks as reference points for setting the expectations to ensure the levels set align with national expectations globally. The GPF is the result of extended discussions and rich, lively debates. The result is a comprehensive, evidence-based proficiency framework that represents the consensus of a broad group of global experts in reading and mathematics.

## PURPOSE

The GPF articulates a global consensus of the minimum skills and competencies learners should be able to demonstrate at key points along their learning trajectory. The purpose is to provide detailed proficiency expectations that countries and national and regional assessment organizations can use to link existing reading and math assessments to Sustainable Development Goals 4.1.1(a) and (b): Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

## USING THE FRAMEWORK

The GPF includes definitions for the four Global Proficiency Levels (GPLs) developed by the GPF contributors, which are general definitions of what it means to proficient. The levels include does not meet minimum proficiency, partially meets minimum proficiency, meets minimum proficiency, and exceeds minimum proficiency. The meets minimum proficiency category is the category that aligns with the SDG 4.1.1 indicators. The GPF contributors established the other levels to help countries build a more complete picture of the abilities of their learners and their progress toward reaching the SDG targets of all learners obtaining minimum proficiency in reading and mathematics. Following the GPLs is Table I, which provides an overview of expected skills by domain,

construct, and grade level. This table is meant to provide readers a simple overview and reference guide. Next, in Table 2, readers will find the Meets Minimum Proficiency Level Overview, which includes policy-level statements meant to give policy makers a high-level understanding of what skills and competencies learners who meet minimum proficiency expectations are able demonstrate. In Table 3, readers will find similar policy-level statements for all three GPLs. Then, in Table 4, readers will find the Global Proficiency Descriptors (GPDs) for the Meets Minimum Proficiency GPL, and in Table 5, they will find the GPDs for all three GPLs. The GPDs serve as a foundation for linking assessments worldwide to the SDGs and other global indicators.

## **GLOBAL PROFICIENCY LEVELS**

### **DOES NOT MEET MINIMUM PROFICIENCY**

Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic task.

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Learners have limited knowledge and skills. As a result, they can partially complete basic tasks.

### **MEETS MINIMUM PROFICIENCY**

Learners have developed sufficient knowledge and skills. As a result, they can successfully complete basic tasks.

### **EXCEEDS MINIMUM PROFICIENCY**

Learners have developed superior knowledge and skills. As a result, they can successfully complete complex tasks.

**TABLE I: SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

**TABLE 1A: READING SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

DOMAIN	CONSTRUCT	SUBCONSTRUCT	SKILL	GR2	GR3	GR4	GR5	GR6	
Aural language comprehension	Retrieve information	Understand meaning of words	Understand the meaning of words in text read aloud	x	x				
			Understand how the meaning changes depending upon context		x				
		Identify explicitly stated information	Identify key events, ideas or characters	x					
			Identify details about key events, ideas or characters		x				
			Draw basic conclusions and generalizations			x			
Decoding	Precision		Read words accurately	x					
	Fluency	Read words accurately and at a relatively quick pace			x				
		Read texts accurately, at a relatively quick pace and with some level of prosody				x			
Reading Comprehension	Retrieve information	Understand the meaning of unfamiliar words in grade-level connected text	Use grade 2-level morphological and contextual clues to understand words	x					
			Use grade 3-level morphological and contextual clues to understand words		x				
			Use grade 4-level morphological and contextual clues to understand words			x			
			Use grade 5-level morphological and contextual clues to understand words				x		
			Use grade 6-level morphological, contextual and syntactical clues					x	
		Locate explicitly stated information	Locate prominently-stated information in a single sentence	x					
			Locate prominently-stated information in two consecutive sentences		x				
			Locate prominently-stated information within a single paragraph			x			
			Locate prominently-stated information in a text (including in simple, Grade 5-level paratextual features)				x		
			Locate information in a text (including in simple, Grade 6-level paratextual features)						x
	Interpret information	Identify implicitly stated information	Track close noun or pronoun references		x				
Make simple inferences by filling in obvious missing information				x					

			Makes simple inferences by relating prominent pieces of information to identify behaviours, feels and events			x		
			Make inferences by relating prominent pieces of information to recognize causal relationships or identify points of view or positions				x	
			Make inferences by relating prominent pieces of information (textual or paratextual) to provide explanations of behaviours, feelings or causes; recognize pupils of text, identify evidence that supports ideas or positions or draw basic conclusions)					x
		Establish main and secondary ideas	Establish the topic of a short text		x			
			Establish the main idea when it is stated prominently			x		
			Establish the main idea and some prominent secondary ideas				x	
			Establish the main idea and most prominent secondary ideas					x
		Recognize text types	Recognize common grade-4 level text types when clues are obvious			x		
			Recognize common grade-5 level text types based on content and structure				x	
		Reflect on information	Establish connections between ideas and personal knowledge, experience	Establish connections between the main idea and personal knowledge, experience.			x	
				Establish connections between prominent ideas and personal knowledge, experience.				x
				Establish connections between ideas, events and personal knowledge, experience.				
			Differentiate different types of information	Differentiate most facts from opinions when the clues are prominent				

**TABLE 1B: MATHEMATICS SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

DOMAIN	CONSTRUCT	SUBCONSTRUCT	SKILL	GR2	GR3	GR4	GR5	GR6
Number knowledge	Whole number	Identify and count whole numbers	Count, read and write whole numbers to 100;	x				
			Count, read and write whole numbers to 1000; Skip count forwards by twos, fives, 10s, and 100s.		x			
			Count, read and write whole numbers to 10000; Skip count forwards and backwards using twos, fives, tens, hundreds, and thousands.			x		
			Count, read and write whole numbers to 100,000; Skip count forwards and backwards, beginning with any number				x	
			Count, read and write whole numbers to 1,000,000					x
		Identify the relative magnitude of whole numbers	Compare and order whole numbers to 100	x				
			Compare and order whole numbers to 1000		x			
			Compare and order whole numbers to 10,000			x		
			Compare and order whole numbers to 100,000				x	
			Compare and order whole numbers to 1,000,000					x
		Represent whole numbers in equivalent ways	Compose and decompose numbers to 100;; Represent quantities up to 100 concretely, pictorially, and symbolically	x				
			Compose and decompose numbers to 1000; Represent whole numbers to 1000 concretely, pictorially, and symbolically; identify the value of a digit based on its place-value position		x			
			Compose and decompose numbers to 10,000. Round numbers up to the nearest 100 and 1000.			x		
			Round numbers to the nearest 10000				x	
			Round numbers up to the nearest hundred thousand;					x
	Fractions	Identify and represent fractions concretely, pictorially, and symbolically	Represent unit fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ ) concretely, pictorially, and symbolically		x			
			Identify the relative magnitude of fractions	Compare and order unit fractions (e.g., $\frac{1}{4}$ , $\frac{1}{3}$ ) or fractions with the same denominator			x	
		Represent fractions in equivalent ways	Compare and order fractions with different denominators (e.g., $\frac{1}{4}$ , $\frac{7}{10}$ , $\frac{5}{6}$ )					x
			Identify simple equivalent fractions (e.g., $\frac{3}{4} = \frac{6}{8}$ )			x		
			Convert improper fractions and mixed numbers (e.g., $\frac{7}{2}$ to $3\frac{1}{2}$ ).					x
Decimals	Identify and represent decimals concretely,	Read and write decimals to the hundredths place				x		

		pictorially and symbolically							
		Identify the relative magnitude of decimals	Compare and order decimal numbers to the hundredths				x		
			Compare and order decimals to the thousandths place;					x	
		Represent decimals in equivalent ways	Use decimal notation for fractions with denominators of 10 and 100				x		
	Recognize equivalence between simple fractions, decimals and percentages;						x		
	Operations	Add and subtract quantities concretely, pictorially and symbolically	Add and subtract whole numbers within 20 that are presented concretely, pictorially, and symbolically	x					
			Demonstrate fluency with addition and subtraction facts to 20		x				
			Add and subtract whole numbers within 100, with re-grouping		x				
			Add and subtract whole numbers within 1000			x			
			Add and subtract proper fractions with common denominators				x		
			Add and subtract proper fractions with different but related denominators (e.g., $\frac{2}{3} - \frac{1}{6}$ )					x	
			Add and subtract decimal numbers up to the hundredths place					x	
		Multiply and divide quantities concretely, pictorially and symbolically	Divide a group of objects into 2 equal sets	x					
			Multiply and divide within 100 using a variety of strategies		x				
			Demonstrate fluency with multiplication facts to $10 \times 10$ and related division facts			x			
			Multiply two-digit by two-digit numbers and 3-digit by 1-digit numbers; Divide 3-digit by 1-digit number				x		
			Divide four-digit by one-digit numbers; Identify factors and multiples of whole numbers within 100.					x	
		Real-world problems	Solve real-world problems involving operations on quantities	Solve addition and subtraction problems within 20	x				
				Solve multiplication and division problems up to $10 \times 10$		x			
	Solve problems using the four operations (+, -, x and $\div$ )					x			
Solve problems using 4 operations, with unknowns in all positions or using addition and subtraction of proper fractions with common denominators						x			
Solve problems involving the addition and subtraction of fractions and decimals or the division of a four-digit number by a one-digit number							x		
Measurement	Length, Capacity, Volume, Area and Perimeter	Use non-standard units to measure, compare and order	Use non-standard units to measure and compare length and weight	x					
			Use non-standard units to measure volume/capacity (e.g., filling a container with scoops of sand).		x				

			Use standard units to measure length and weight.	x					
			Use standard units to compare length and weight		x				
			Select and use a variety of tools to measure and compare length, weight, and capacity/volume.				x		
		Identify the relative size of and the relationship between different standard units of measure	Identify the relationship between the relative size of adjacent units within a standard system of measurement (e.g., 5 kilograms is heavier than 8 grams).				x		
			Make conversions between adjacent units of length and weight within a standard system of measurement (e.g., meters to centimeters).					x	
		Solve problems involving area, perimeter and volume	Solve problems, including real-world problems, involving the perimeter of a rectangle using concrete or pictorial representations of units (e.g., grid squares).			x			
			Solve problems, including real-world problems, involving the area of a rectangle using concrete or pictorial representations of units (e.g. grid squares or tiles); Solve problems, including real-world problems, involving the perimeter of a polygon.				x		
			Solve problems, including real-world problems, involving the area of a rectangle; Determine the volume of a rectangular prism using a pictorial representation (e.g., cubes).					x	
		Time	Tell time	Tell time using a digital clock	x				
				Tell time using an analog clock to the nearest half hour		x			
	Tell time using an analog clock to the nearest quarter hour					x			
	Tell time using an analog clock to the nearest minute						x		
	Tell time using a digital or analog clock to the nearest minute							x	
	Recognize and describe the relationship between different units of time		Sequence and describe events in time using parts of the day (e.g., morning, afternoon, evening).	x					
			Understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years.			x			
			Recognize equivalence between representations of time (e.g., digital, analog, and written);					x	
	Solve problems involving time		Solve problems involving elapsed time in hours (e.g., difference between 2:00 and 5:00).		x				
			Solve problems involving elapsed time in half hour increments within an hour (e.g., difference between 3:00 and 3:30);			x			
		Solve problems using elapsed time in minutes across an hour (e.g., difference between 3:56 and 4:12); Solve date-related problems using a calendar.				x			

			Solve problems involving elapsed time in adjacent units (e.g., minutes and hours, weeks and months).						x
	Currency	Use different currency units to create amounts	Combine commonly currency denominations to make a specified amount.	x					
			Combine commonly currency denominations to make specified amounts in a variety of ways.		x				
Statistics and probability	Data management	Retrieve and interpret data presented in displays	Retrieve and compare information from simple data displays	x					
			Retrieve information from simple data displays with more than 4 categories; Compare between categories from data displays		x				
		Complete missing information in simple data displays, using data arranged into categories			x				
		Interpret complex data displays using categorical data						x	
	Chance and probability	Describe the likelihood of events in different ways	Organize data and construct different types of simple data displays with categorical data					x	
			Describe the likelihood of an event happening using words (e.g., certain, more/less likely, impossible).					x	
			Determine the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using numbers (e.g., 1 out of 2).					x	
Geometry	Properties of shapes and figures	Recognize and describe shapes and figures	Recognize two-dimensional shapes them in everyday life; Recognize and name basic attributes of shapes (e.g., straight lines, curves)	x					
			Recognize and name two- dimensional shapes and three-dimensional figures, including in various orientations		x				
			Identify parallel and perpendicular lines			x			
		Differentiate shapes and figures by their attributes	Recognize and name two-dimensional shapes from a written or spoken description of their simple attributes e.g. number of sides, number of corners, etc.'; Recognize the congruence and similarity of two-dimensional shapes				x		
			Describe two-dimensional shapes by a range of attributes					x	
			Recognize and name three-dimensional figures by their simple attributes; Recognize angles by their magnitude					x	
	Constructions	Compose and decompose shapes and figures	Take apart and put together two-dimensional shapes	x					
			Compose a larger two-dimensional shape from smaller shapes in more than one way		x				

			Decompose a two-dimensional shape into smaller shapes in more than 1 way			x			
			Compose and decompose simple, familiar three-dimensional figures and identify front, top and side views					x	
		Use tools to draw shapes and figures	Draw parallel and perpendicular lines				x		
	Position and direction	Describe the position and direction of objects in space		Interpret and use positional terms (e.g., in front of, behind, opposite, between).	x				
				describe locations using positional terms (e.g., in front of, behind, opposite, between); Follow simple directions to a given location		X			
				Follow more complex directions and/or give simple directions to a given location			x		
				identify position and direction in representations of physical space				x	
				Identify position, direction, and coordinates on maps and graphs;					x
	Algebra	Patterns	Recognize and describe patterns	Recognize and replicate non-numerical repeating patterns (e.g., colors, shapes, sounds)	x				
				Recognize a numerical pattern that increases or decreases by a constant value with a simple rule (e.g., 8, 6, 4, 2);		x			
Describe numerical patterns as increasing by a constant value but starting at a number that is not a multiple of the value of the pattern (e.g., the pattern 5, 8, 11, 14 starts at 5 and goes up by 3).						x			
Describe numerical patterns as decreasing by a constant value or increasing by a constant multiplier							x		
Describe numerical patterns as decreasing by a constant multiplier (e.g., the pattern 20, 10, 5, 2.5 starts at 20 and halves)								x	
Extend and create patterns			Extend non-numerical repeating patterns, recognize repeating units, and identify a missing element (e.g., ○□□○□□_□□).	x					
			Extend a numerical pattern and/or recognize a missing element (e.g., 3, __, 9, 12, 15).		x				
			Extend a numerical pattern or recognize a missing element			x			
			Apply a rule in words to generate a linear pattern (e.g., double a number, increase by 3).						x
					Demonstrate understanding of equivalence pictorially.	x			

	Relations and functions	Demonstrate an understanding of equivalency	Demonstrate an understanding of the symbols +, -, =; Demonstrate understanding of equivalence concretely or pictorially by finding a missing value in a real-world problem		x			
			Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction of numbers within 100 (e.g., $23 + \underline{\quad} = 29$ ).			x		
			Demonstrate understanding of equivalence by finding a missing value in a number sentence with calculation on both sides (e.g., $13 + \underline{\quad} = 10 + 15$ ); Solve a real-world problem using a number sentence with an unknown in different positions.				x	
			Represent a real-world problem using a number sentence with an unknown in different positions; Demonstrate understanding of equivalence by finding a missing value in a number sentence using the four operations (e.g. $3 \times \underline{\quad} + 5 = 11$ ).					x
	Variation (Ratio, proportion and percentage)	Reason proportionally	Reason proportionally to answer real-world problems involving a unit ratio expressed informally (e.g., need 3 eggs for 1 cake, how many eggs for 5 cakes?).					x

**TABLE 2: MEETS MINIMUM PROFICIENCY LEVEL OVERVIEW**

Table 2A below outlines the minimal performance levels descriptors for the meets expectations category of the GPF for aural language comprehension and reading, grades 2 to 6. When not explicitly stated, texts refer to grade-level texts. Aural language comprehension is defined here as developing the skill to listen actively and attentively to texts that are read aloud and to understand the ideas presented. It is a precursor to being able to read a text with comprehension. Texts that are read aloud to learners are generally significantly more difficult to read than the texts learners can read independently. That is because when learners are learning to read in a language they understand, they are able to understand texts that include more details and examples, have more layers of meaning, and have a broader range of vocabulary and sentence structures than texts learners can read on their own.

**TABLE 2A: READING – MEETS MINIMUM PROFICIENCY LEVEL OVERVIEW**

GRADE	MINIMUM	EXTENDED DESCRIPTOR
<b>Grade 2</b>	Learners read aloud some common words and comprehend most directly-stated information in a short, simple text. They make simple inferences when a longer text is read aloud to them.	<p>Given a grade 2-level text, learners read aloud most words – including some unfamiliar words - accurately but slowly and often word by word. They identify the meaning of familiar words, including when they have morphological changes. They retrieve explicit information from a single sentence.</p> <p>When listening to longer texts, and looking at the illustrations, learners retrieve explicit information about main events, ideas or characters and use that information to draw simple inferences. They identify the meaning of familiar words and some unfamiliar words.</p>
<b>Grade 3</b>	Learners read texts fluently, identify topic of a text, locate directly stated information, and make very simple inferences from short written texts. Learners understand explicit details and make simple inferences based on directly-stated clues when a text is read aloud to them.	<p>Given a grade 3-level text, learners read aloud at a pace and a level of accuracy that meets country standards for fluency. They retrieve prominent, explicit information from two consecutive sentences and use morphological (word parts) and contextual (sentence or text) clues to identify the meaning of a variety of words. Learners identify the texts' topic, interpret the text by making simple inferences that require filling in obvious information in one or two consecutive sentences.</p> <p>When listening to longer texts, learners identify the meaning of words, locate explicitly stated information regarding details and make simple inferences using explicit clues from different parts of the text.</p>
<b>Grade 4</b>	Learners read aloud with expression. They find information in grade-level text and use word knowledge and prior experiences to interpret and make reflections.	<p>Given a grade 4-level narrative or expository text, learners read aloud at a pace and a level of accuracy that demonstrates understanding. They use previously taught morphological (word-level) and contextual (sentence or text level) clues to understand the meaning of familiar and unfamiliar words and to distinguish the meaning of closely related words. When reading silently or aloud, they retrieve prominent information in a paragraph. They use that information to make inferences about behaviours, events or feelings. They identify the main idea of a text if it is prominently stated and recognize most text types when the content and structure are obvious. They make basic connection between the text and their personal experience or knowledge.</p> <p>When listening to text, they identify how the meaning of words changes depending upon the context and use information that is stated directly or implied in the text to make basic conclusions and logical generalizations.</p>
<b>Grade 5</b>	Learners infer meaning of most unknown words and expressions by using clues in the words or sentences. They locate prominent information in texts, recognize key ideas, infer points of view and causal relationships, and connect ideas with their personal knowledge and experience	When reading silently or aloud a grade 5-level narrative or expository text, learners use previously taught morphological (word-level) and contextual (sentence or text level) clues to understand unfamiliar words and expressions - including figurative language - and to distinguish basic shades of meaning of closely related words. When there is no competing information, learners retrieve explicit information in the text or in basic paratextual features and use that information to infer causal relationships or points of view.

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Learners identify the main idea of a text and prominent secondary ideas. They recognize basic text types and establish basic connections between the ideas in the text and their personal experiences or general knowledge.

## Grade 6

Learners locate explicit details, differentiate fact from opinion, recognize the purpose of a text, identify the main and prominent secondary ideas, relate them to their personal knowledge and experience and draw basic conclusions.

When reading silently or aloud a grade 6-level narrative or expository text, learners use previously taught grade-level morphological (word-level), contextual (sentence or text level) and syntactic (grammar) clues to infer the meanings of new unfamiliar words and basic figurative expressions (personifications, metaphors etc.). When there is limited competing information, they retrieve prominent and detailed information in the text or in basic paratextual features.

They infer simple explanations of behaviors, feelings or causes of events, identify the main and prominent secondary ideas as well as the evidence that supports them, draw basic conclusions, and recognize the purpose of a text by relating two or more prominent pieces information. They generally distinguish fact from opinions when the clues are prominent or only require simple inferences. They use their personal knowledge and experience to make basic connections with the ideas and events in a text.

**TABLE 2B: MATHEMATICS – MEETS MINIMUM PROFICIENCY LEVEL OVERVIEW**

<b>GRADE</b>	<b>MINIMUM PROFICIENCY</b>	<b>EXTENDED DESCRIPTOR</b>
<b>Grade 2</b>	Learners demonstrate skills in number sense and computation involving whole numbers to 100, reading simple data displays, shape recognition and spatial orientation.	Learners read, write, compare and order whole numbers up to 100. They add and subtract numbers within twenty and solve application-type problems involving numbers within twenty. Learners recognise simple shapes and their elements. They retrieve information from simple data displays and solve problems using common currency denominations. They identify and extend simple shape, colour or sound patterns
<b>Grade 3</b>	Learners demonstrate skills in number sense with numbers to 1,000, with computations, within 100, in identifying and representing common fractions, in measuring and comparing lengths and weights, in recognizing shapes and figures regardless of their orientation, in interpreting simple categorical data displays and recognizing simple, increasing numerical patterns.	Learners compare, order, sequence, compose and decompose numbers to 1,000. They add and subtract whole numbers within 100 (with re-grouping) and multiply and divide up to $10 \times 10$ using a variety of strategies. They identify and represent common fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ ) and measure and compare lengths and weights using standard and non-standard units. Learners interpret simple categorical data displays by comparing between categories and name two and three-dimensional figures, regardless of their orientation. They demonstrate foundational knowledge of spatial orientation and an understanding of equivalence. They recognize increasing numerical patterns when the pattern is a simple addition or subtraction rule.
<b>Grade 4</b>	Learners demonstrate skills in number sense with numbers to 10,000, with computations within 1000, with real world problems involving 4 operations, in measuring and comparing lengths, weights and capacities/volumes, in recognizing 2D shapes by their attributes and reading and interpreting simple categorical data displays.	Learners compare, order, sequence, compose and decompose numbers to 10,000. They add and subtract whole numbers within 1,000 and demonstrate fluency with multiplication facts up to $10 \times 10$ and related division facts. They solve simple real-world problems with whole numbers using the four operations (consistent with the grade and performance level), identify simple equivalent fractions and select and use a variety of tools to measure and compare length, weight and capacity/volume. Learners understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years and retrieve multiple pieces of categorical information from data displays to solve problems. They recognise and name two-dimensional shapes by their simple attributes (number of sides or corners, relative lengths of sides, etc.) and apply the concept of equivalence by finding a missing value in a number sentence.
<b>Grade 5</b>	Learners demonstrate skills in number sense with numbers to 100,000 and decimals to hundredths place, in multiplication of two-digit numbers and addition and subtraction of fractions with same denominator, in real world problems involving perimeter, in recognizing 3D figures by their attributes, in organizing categorical data into simple displays.	Learners compare, order and round numbers to 100,000 and decimal numbers to the hundredths place. They solve problems involving the multiplication of two-digit by two-digit numbers. They convert commonly-used fractions into equivalent fractions (or decimal notation) and add and subtraction fractions with the same denominator. Learners solve simple real-world problems involving perimeters and organize categorical data into different simple data displays. They identify three-dimensional figures by their simple attributes and identify position and direction in representations of physical spaces. They demonstrate their understanding of equivalency by interpreting number sentences with additions and/or subtractions on both sides of the equal sign (e.g., $\_\_\_ + 15 = 16 + 21$ ).

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**Grade 6**

Learners demonstrate skills in number sense with decimals to thousandths place, in the addition and subtraction of fractions and decimals, in converting between simple fractions, decimals and percentages, in solving problems involved elapsed time, area, and proportional reasoning, in identifying different views of three-dimensional figures, in interpreting complex, categorical data displays and in identifying position, direction and coordinates on maps and graphs.

Learners compare, order and round decimals to the thousandths place and solve real-world problems involving the division of four-digit by one-digit numbers and the addition and subtraction of fractions and decimals. They recognize equivalences between simple fractions, decimals and percentages. Learners can solve real-world problems involved elapsed time and area and convert between units of length and weight. Learners interpret complex data displays involving categorical data. They construct and deconstruct simple, familiar three-dimensional figures and identify front, top and side views. They identify position, direction and coordinates on maps and graphs, represent a real-world problem using a number sentence and use proportional reasoning to solve problems. They recognize and describe number patterns based on a simple multiplication rule.

**TABLE 3: OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS**

**TABLE 3A: READING – OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS**

**GRADE 2 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR READING**

<b>PARTIALLY MEETS MINIMUM PROFICIENCY</b>	<b>MEETS MINIMUM PROFICIENCY</b>	<b>EXCEEDS MINIMUM PROFICIENCY</b>
<p>Given a grade 2-level text, learners read aloud some very familiar words accurately. They identify the meaning of familiar words but have difficulty if the familiar words are presented with regular morphological changes. They can retrieve explicit pieces of information by direct word matching (e.g. answers the question, ‘What is the girl’s name?’ when the text says, ‘The girl’s name is Dana.’</p> <p>When listening to longer texts, and looking at the illustrations, learners retrieve some information about main events or characters and make simple inferences.</p>	<p>Given a grade 2-level text, learners read aloud most words accurately but slowly and often word by word. They identify the meaning of familiar words, including when they have morphological changes. They retrieve explicit information from a single sentence.</p> <p>When listening to longer texts, and looking at the illustrations, learners retrieve explicit information about main events, ideas or characters and use that information to draw simple inferences. They identify the meaning of familiar words and some unfamiliar words.</p>	<p>Given a grade 2-level text, learners read aloud all or almost all words accurately and at a pace that supports basic understanding. They identify the meaning of familiar and unfamiliar words in the text. They retrieve explicit information across more than one sentence.</p> <p>When listening to longer texts, and looking at the illustrations, learners retrieve information about main and secondary events, ideas and main characters and use that information to make simple inferences. They identify the meaning of familiar and unfamiliar words.</p>

## GRADE 3 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR READING

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Given a grade 3-level text, learners read aloud with accuracy, but at a pace that does not meet country standards for fluency. They retrieve prominent explicit information from a single sentence and identify the meaning of familiar words. Learners identify ideas from the text without prioritizing its topic, they interpret the text by tracking most close noun or pronoun references in one or two consecutive sentences.

When listening to longer texts, learners identify the meaning of familiar words, locate explicitly stated information regarding key events, ideas or characters and make simple inferences using explicit clues from consecutive parts of a text.

### **MEETS MINIMUM PROFICIENCY**

Given a grade 3-level text, learners read aloud at a pace and accuracy that meets country standards for fluency. They retrieve prominent explicit information from two consecutive sentences and use morphological and contextual clues to identify the meaning of a variety of words. Learners identify the texts' topic, interpret the text by tracking most close noun or pronoun references and make simple inferences by filling in obvious information in one or two consecutive sentences.

When listening to longer texts, learners identify the meaning of familiar and some unfamiliar words, locate explicitly stated information regarding details and make simple inferences using explicit clues from different parts of the text.

### **EXCEEDS MINIMUM PROFICIENCY**

Given a grade 3-level text, learners read aloud at a pace and accuracy that exceeds grade-level country standards for fluency. They retrieve prominent explicit information from a paragraph with no competing information and use morphological and contextual clues to identify the meaning of a variety of words. Learners identify the text's topic and give some supporting details, interpret the text by tracking nouns and pronouns and make simple inferences by filling in obvious information in a paragraph.

When listening to longer texts, learners identify the meaning of familiar and unfamiliar words, locate explicitly stated information throughout the text and make simple inferences that connect explicit and implicit information.

## GRADE 4 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR READING

### PARTIALLY MEETS MINIMUM PROFICIENCY

Given a grade 4-level text narrative or expository text, learners read aloud at a pace and an accuracy level that is not sufficient to support understanding. They use morphological and contextual clues to understand the meaning of familiar and some unfamiliar words but cannot do so consistently. They have difficulty distinguishing shades of meaning of related words.

When reading silently or aloud they retrieve prominent explicit information from a single sentence or two consecutive sentences when the information is prominent and easy to locate. If there is not competing information, learners use that information to make simple inferences about behaviors, events or feelings. They identify ideas in the text, but not always the main idea, even when it is stated prominently. They recognize basic text types when the content and structure are obvious.

When listening to longer texts, learners identify how the meaning of some words changes depending upon the context and use information that is stated directly or implied in the text to make incomplete conclusions and limited generalizations.

### MEETS MINIMUM PROFICIENCY

Given a grade 4-level narrative or expository text, learners read aloud at a pace and a level of accuracy and expression that demonstrates understanding. They use morphological and contextual clues to understand the meaning of familiar and unfamiliar words when the clues are explicit, and to distinguish the meaning of some closely related words.

When reading silently or aloud, they retrieve information in a paragraph when the information is prominent and easy to locate. Learners use that information to make inferences about behaviours, events or feelings. They identify the main idea of a text if it is prominently stated and recognize most text types when the content and structure are obvious. They make basic connection between the text and their personal experience or knowledge.

When listening to longer texts, they identify how the basic meaning of words changes depending upon the context and use information that is stated directly or implied in the text to make basic conclusions and logical generalizations.

### EXCEEDS MINIMUM PROFICIENCY

Given a grade 4-level narrative or expository text, learners read aloud at a pace and a level of accuracy and expression that demonstrates full understanding. They use morphological and contextual clues to understand the meaning of familiar and unfamiliar words and to distinguish the meaning of closely related words, even in cases where the changes are nuanced or involve connotations.

When reading silently or aloud, they retrieve information in a paragraph regardless of how prominent it is or how easy it is to locate. Learners use that information to make simple inferences about behaviours, feelings or events. They identify the main idea of a text, whether it is prominently stated or not, and justify their answer. They recognize text types, whether the clues are obvious or not.

When listening to longer texts, learners identify how the meaning of words changes depending upon the context, including when the changes involve nuances and use information that is stated directly or implied in the text to make full and nuanced conclusions and informed, justifiable generalizations.

## GRADE 5 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR READING

### PARTIALLY MEETS MINIMUM PROFICIENCY

When reading silently or aloud a grade 5-level narrative or expository text, learners use their knowledge of word parts (morphology) and context to understand unfamiliar words and expressions when the clues are explicit and easy to locate and interpret, but have difficulty understanding the meaning of figurative language (personifications, metaphors) or distinguish basic shades of meaning of closely-related words.

When there is no competing information, learners retrieve explicit information in a text when the information is prominent, easy to locate, and not located in paratextual features. When the information is located in consecutive sentences, learner use it to infer limited causal relationships or some points of view.

Learners identify the general idea of a text and a few secondary ideas, if they are prominently stated. They recognize a few basic text types and establish very limited connections between the ideas in the text and their personal experiences or general knowledge.

### MEETS MINIMUM PROFICIENCY

When reading silently or aloud a grade 5-level narrative or expository text, learners use their knowledge of word parts (morphology) and context to understand unfamiliar words and expressions, including figurative language, and to distinguish basic shades of meaning of closely-related words.

When there is no competing information, learners retrieve explicit information in the text or in paratextual features and use that information to infer causal relationships or points of view.

Learners identify the main idea of a text and prominent secondary ideas. They recognize a basic text types and establish basic connections between the ideas in the text and their personal experiences or general knowledge.

### EXCEEDS MINIMUM PROFICIENCY

When reading silently or aloud a grade 5-level narrative or expository text learners use their knowledge of word parts (morphology) and context to consistently understand unfamiliar words, including closely-related words with different shades of meaning, and figurative expressions.

Whether or not there is competing information, learners explicit information in a text or in paratextual features regardless of how prominent it is or how easy it is to locate. They use that information – as well as information that is implied in the text – to establish causal relationships or points of view.

Learners identify the main idea of a text – whether it is prominently stated or not, as well as all secondary ideas. They recognize a familiar text types and establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge.

## GRADE 6 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR READING

### PARTIALLY MEETS MINIMUM PROFICIENCY

When reading silently or aloud a grade 6-level narrative or expository text, Learners use simple or obvious contextual and morphological clues learned in previous years to infer the meaning of new words when the clues are, but have difficulty inferring the meaning of figurative expressions (personifications and metaphors). They struggle with the use of syntactic clues.

When there is limited competing information in the text, they retrieve prominent information in the text, but struggle to retrieve more detailed information, particularly if the information is located in in paratextual features like graphs, diagrams and tables. Even if the contextual clues are prominent, they have difficulty explaining behaviours, feelings or causes of events in a text, identifying main and prominent secondary ideas or evidence that supports them, drawing limited conclusions about a text and recognizing its purpose.

They distinguish fact from opinions when the distinctions are marked by explicit clues (“in my opinion...”). The connections they make to the basic ideas in a text and their personal knowledge and experience, are very limited and low-level.

### MEETS MINIMUM PROFICIENCY

When reading silently or aloud a grade 6-level narrative or expository text, Learners use known grade-level contextual, syntactic and morphological clues to infer the meanings of new unfamiliar words and basic figurative expressions (personifications, metaphors etc.).

When there is limited competing information, they retrieve prominent and detailed in the text or in basic paratextual features. They infer simple explanations of behaviors, feelings or causes of events, identify the main and prominent secondary ideas as well as the evidence that supports them, draw basic conclusions and recognize the purpose of a text by relating two or more prominent pieces information.

They generally distinguish fact from opinions when the clues are prominent or only require simple inferences. They use their personal knowledge and experience to make basic connections with the ideas and events in a text.

### EXCEEDS MINIMUM PROFICIENCY

When reading silently or aloud a grade 6-level narrative or expository text, Learners use a wide variety of contextual, syntactic and morphological clues, including some that have not been explicitly taught, to infer the meanings of new words or figurative expressions like personifications and metaphors.

They retrieve information that requires them to notice small details (in the text or in paratextual features), whether or not there is competing information. They provide accurate and informed explanations of behaviors, feelings or causes of events, fully describe the purpose of a text, identify evidence that supports and idea or position, and draw informed conclusions by relating two or more pieces of prominent or less prominent information in a text.

They systematically distinguish fact from opinions and use their personal knowledge and experience to make interesting connections with the ideas and events in a text.

**TABLE 3B: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS**

**GRADE 2 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR MATHEMATICS**

<b>PARTIALLY MEETS MINIMUM PROFICIENCY</b>	<b>MEETS MINIMUM PROFICIENCY</b>	<b>EXCEEDS MINIMUM PROFICIENCY</b>
<p>Learners count, read, write, compare and order whole numbers up to 30. They add and subtract numbers within 10 and solve application-type problems involving numbers within 10. They understand the relationship between common currency denominations. Learners recognise, name and compose basic shapes. They retrieve information from simple data displays and replicate simple shape, colour or sound patterns.</p>	<p>Learners read, write, compare and order whole numbers up to 100. They add and subtract numbers within 20 and solve application-type problems involving numbers within 20. Learners recognise simple shapes and their elements. They retrieve information from simple data displays and solve problems using common currency denominations. They identify and extend simple shape, colour or sound patterns.</p>	<p>Learners solve addition and subtraction problems involving computations within 40. They understand the symbols +, -, and = and take apart and put together two-dimensional shapes in more than one way. They identify and extend simple numerical patterns.</p>

## GRADE 3 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR MATHEMATICS

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Learners use place value to compare, order, , compose and decompose numbers to 100. They add and subtract whole numbers within 100 (without re-grouping), including in real-world problems, and solve basic multiplication and division problems within 25. Learners compare within categories in simple data displays and recognize two-dimensional objects in everyday life. They extend shape, colour or sound patterns and demonstrate pictorially an understanding of equivalence.

### **MEETS MINIMUM PROFICIENCY**

Learners compare, order, sequence, compose and decompose numbers to 1,000. They add and subtract whole numbers within 100 (with re-grouping) and multiply and divide up to  $10 \times 10$  using a variety of strategies. They identify and represent common fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ) and measure and compare lengths and weights using standard and non-standard units. Learners interpret simple categorical data displays by comparing between categories and name two and three-dimensional figures, regardless of their orientation. They demonstrate foundational knowledge of spatial orientation and an understanding of equivalence. They recognize increasing numerical patterns when the pattern is a simple addition or subtraction rule.

### **EXCEEDS MINIMUM PROFICIENCY**

Learners add and subtract whole numbers within 500 (with re-grouping), including in real-world problems and solve multiplication and division problems up to  $12 \times 12$ . They select the appropriate tool to measure and compare lengths and weights and retrieve multiple pieces of information from data displays to solve problems. Learners recognize and name two -dimensional shapes by their attributes and can describe increasing or decreasing numerical patterns that have a simple rule. They can represent a real-word problem by a number sentence.

## GRADE 4 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR MATHEMATICS

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Learners read, write compare and order, numbers to 1000. They add and subtract whole numbers within 100, including in real-world problems and demonstrate fluency with multiplication facts up to  $5 \times 5$  and related division facts. They represent the concept of equivalent fractions (e.g.,  $1/3 = 2/6$ ) using diagrams or objects and measure and compare lengths and weights. Learners understand the relationship between minutes and hours and weeks. They compare categories within simple data displays and recognize and name two-dimensional shapes regardless of their orientation. They demonstrate an understanding of equivalence using diagrams or objects.

### **MEETS MINIMUM PROFICIENCY**

Learners compare, order, sequence, compose and decompose numbers to 10,000. They add and subtract whole numbers within 1,000 and demonstrate fluency with multiplication facts up to  $10 \times 10$  and related division facts. They solve simple real-world problems with whole numbers using the four operations (consistent with the grade and performance level), identify simple equivalent fractions and select and use a variety of tools to measure and compare length, weight and capacity/volume. Learners understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years and retrieve multiple pieces of categorical information from data displays to solve problems. They recognise and name two-dimensional shapes by their simple attributes (number of sides or corners, relative lengths of sides, etc.) and apply the concept of equivalence by finding a missing value in a number sentence.

### **EXCEEDS MINIMUM PROFICIENCY**

Learners demonstrate skills in computation, including in real-world problems. They understand the relative size of units with a system of measurement (e.g., graphs and kilograms) and solve problems, including real-world problems, involving the perimeter of simple shapes. Learners match data from tables and graphs, organize data and construct different types of simple data displays with categorical data. They describe two-dimensional shapes by a range of attributes and recognize and name three-dimensional figures by their simple attributes.

## GRADE 5 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR MATHEMATICS

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Learners compare, order, and round whole numbers up to 1,000 and decimal numbers to the tenths place. They multiply two-digit by one-digit numbers, including in real-world problems and select and use a variety of tools to measure and compare length and weight. Learners complete missing information in simple data displays and describe two-dimensional shapes by simple attributes. They identify a location given simple instructions and apply the concept of equivalence by finding a missing value in a number sentence

### **MEETS MINIMUM PROFICIENCY**

Learners compare, order and round numbers to 100,000 and decimal numbers to the hundredths place. They solve problems involving the multiplication of two-digit by two-digit numbers. They convert commonly-used fractions into equivalent fractions (or decimal notation) and add and subtraction fractions with the same denominator. Learners solve simple real-world problems involving perimeters and organize categorical data into different simple data displays. They identify three-dimensional figures by their simple attributes and identify position and direction in representations of physical spaces. They demonstrate their understanding of equivalency by interpreting number sentences with additions and/or subtractions on both sides of the equal sign (e.g.,  $\_\_\_ + 15 = 16 + 21$ ).

### **EXCEEDS MINIMUM PROFICIENCY**

Learners multiply three-digit by two-digit numbers, including in real-world problems and add decimals to the hundredths place. They convert fractions into equivalent forms and to decimal notation and solve problems involving perimeter of complex shapes. Learners retrieve information from a simple two-way table and identify position and direction on maps or graphs. They represent real-world problems by number sentences with an unknown in different positions

## GRADE 6 OVERVIEW OF ALL THREE GLOBAL PROFICIENCY LEVELS FOR MATHEMATICS

### **PARTIALLY MEETS MINIMUM PROFICIENCY**

Learners multiply two-digit by two-digit numbers, including in real-world problems, compare and order fractions and add and subtract decimals up to the tenths place. They identify relationships between the relative size of units within a system of measurement. Learners complete data displays with two axes. They identify two-dimensional shapes and three-dimensional figures by their attributes. They find a missing value in a number sentence with operations on both sides of the equal sign.

### **MEETS MINIMUM PROFICIENCY**

Learners compare, order and round decimals to the thousandths place and solve real-world problems involving the division of four-digit by one-digit numbers and the addition and subtraction of fractions and decimals. They recognize equivalences between simple fractions, decimals and percentages. Learners can solve real-world problems involved elapsed time and area and convert between units of length and weight. Learners interpret complex data displays involving categorical data. They construct and deconstruct simple, familiar three-dimensional figures and identify front, top and side views. They identify position, direction and coordinates on maps and graphs, represent a real-world problem using a number sentence and use proportional reasoning to solve problems. They recognize and describe number patterns based on a simple multiplication rule.

### **EXCEEDS MINIMUM PROFICIENCY**

Learners divide up to four-digit by two-digit numbers, including in real-world problems and compare and order complex fractions, decimals, and percentages. They find a dimension of a polygon, including in real-world problems and express probability using fractions. Learners identify a cross-section of a three-dimensional figure and determine distances on scale drawings using simple scales. They determine horizontal and/or vertical distances between two points with positive coordinates and identify and extend non-linear patterns represented pictorially. They use proportional reasoning to solve complex problems, including real-world problems.

**TABLE 4 – GLOBAL PROFICIENCY DESCRIPTORS, MINIMUM PROFICIENCY**

**TABLE 4A: GLOBAL PROFICIENCY DESCRIPTORS FOR MINIMUM PROFICIENCY IN READING**

<b>DOMAIN</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>PISA</b>
<p><b>AURAL LANGUAGE COMPREHENSION</b></p> <p>Given a text that is read to them learners can...</p>	<p>Identify key events, ideas or major characters</p> <p>Make simple inferences</p> <p>Identify the meaning of key words</p>	<p>Identify details about key events, ideas or characters</p> <p>Make simple inferences that require connecting explicit clues from different parts of the text</p> <p>Identify the meaning of key words</p>	<p>Identify and integrate both explicit and implicit ideas and information to:</p> <p>Draw basic conclusions that reflect an adequate understanding of the text</p> <p>Make logical generalizations</p> <p>Identify how the meaning of a word changes depending on the context</p>			
<p><b>DECODING</b></p> <p>Given a short grade-level text learners can...</p>	<p>Decode most words in a connected text, including some unfamiliar ones</p>	<p>Read at a pace and a level of accuracy that meets minimum country standards for fluency</p>	<p>Read at a pace and with a level of accuracy and prosody that meets minimum country standards for fluency</p>			
<p><b>READING COMPREHENSION RETRIEVING INFORMATION</b></p> <p>Given a grade-level narrative or expository text, learners can...<i>identify the meaning of words</i></p>	<p>Identify the meaning of most unfamiliar words or familiar words used in unfamiliar ways (i.e., homophones)</p>	<p>Use grade-3 level morphological or contextual clues to identify the meaning of a variety of familiar and unfamiliar words</p>	<p>Use grade 4-level morphological or contextual clues to identify the meaning of most unfamiliar words, familiar words used in unfamiliar ways, different shades of meaning of closely related words, synonyms or basic figurative language</p>	<p>Use grade 5-level morphological and/or contextual clues to identify the meaning of most unfamiliar words, different shades of meaning of closely related words, expressions that have the same meaning or figurative language</p>	<p>Identify the meaning of most unfamiliar words and phrases, including figurative expressions by using a variety of grade 6-level syntactic, morphological and/or contextual clues.</p>	
<p>...<i>locate information in a text</i></p>	<p>Locate most pieces of explicit information in a sentence when the information is prominent and there is no</p>	<p>Locate most pieces of explicit information when that information is prominent and found in two consecutive</p>	<p>Locate most pieces of explicit information when the information is prominent and found within a single paragraph containing no competing information</p>	<p>Locate most pieces of explicit information when the information is prominent, found in the text and or in basic paratextual features, (e.g.,</p>	<p>Locate most pieces of explicit information in a text or in simple paratextual features (e.g., <i>footnotes, graphs, source notation, format</i>),</p>	<p>Locate one or more pieces of information which may be dispersed through text (including paratextual features) that may need to be</p>

	competing information	sentences containing no competing information		<i>illustration, titles, subheadings, changes in font, captions, labels, simple diagrams and tables</i> ) and when there is no competing information	when there is limited competing information	inferred, in the presence of competing information in a wide range of continuous and non-continuous texts
<b>INTERPRETING INFORMATION</b>	Given a grade-level narrative or expository text, learners can... <i>make simple inferences</i>	Track most close noun or pronoun references in a text (e.g., Paul went to the store. He bought bananas.)  Understand most simple, implicit information in a text by filling in obvious missing information in one sentence or in two consecutive sentences (e.g., <i>Sally blew out the candles on her cake. What was she celebrating?</i> )	Make simple inferences by relating one or more prominent pieces of explicitly stated information, when there no competing information, in order to identify most behaviours, feelings and events.	Make simple inferences by relating one or more prominent pieces of explicitly stated information in the text, where there is no competing information in order to: <ul style="list-style-type: none"> <li>○ Recognize most causal relationships</li> <li>○ Identify most points of view or positions</li> </ul>	Make simple inferences by relating two or more prominent pieces of information, including information in paratextual features e.g., <i>footnotes, graphs, source notation, format</i> ), where there is minimal competing information in order to: <ul style="list-style-type: none"> <li>○ Provide simple explanations of most behaviours, feelings or causes of events</li> <li>○ Recognize the general purpose of a text</li> <li>○ Identify most evidence in a text that supports an idea or a position</li> <li>○ Draw some basic but accurate conclusions</li> </ul>	Make low-level inferences within a limited part of the text when the information is not prominent in order to: <ul style="list-style-type: none"> <li>○ Recognise the main idea,</li> <li>○ Understand relationships</li> <li>○ Construe meaning</li> <li>○ Make comparisons based on a single feature</li> </ul>
	<i>...establish main and secondary ideas</i>	Establish the topic of a short text most of the time	Establish the main idea of a text most of the time, when it is stated prominently in the text	Establish the main idea of a text most of the time, as well as some prominent secondary ideas	Establish the main idea of a text most of the time, as well as most prominent secondary ideas (e.g., <i>identifying the order in which secondary ideas or events appear in a text, or secondary ideas that</i>	

			<i>relate to a particular main idea)</i>	
<i>...recognize text types</i>	Recognize most familiar grade 4 text types [factual/informational, fiction/story, poetry, recipe, game instructions, etc.] when the content and structure clues are obvious	Recognize most grade 5 text types (stories, expository texts, poems, instructions, etc.), based on content and structure		
<b>REFLECTING ON INFORMATION</b>				
Given a grade-level narrative or expository text, learners can... <i>establish connections</i>	Establish basic connections between the main idea in a text and one's personal knowledge and experience	Establish basic connections between prominent ideas in a text and one's personal knowledge and experience	Establish basic connections between the ideas or events in a text and one's personal knowledge and experience	Establish several connections between the text and outside knowledge by drawing on personal experience and attitudes
<i>differentiate different types of information</i>			Differentiate most facts from opinions when the clues are prominent or only require simple inference	Differentiate fact from opinion when the clues are not necessarily prominent or require low-level inferences

**TABLE 4B: GLOBAL PROFICIENCY DESCRIPTORS FOR MINIMUM PROFICIENCY IN MATHEMATICS**

<b>DOMAIN</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>NUMBER KNOWLEDGE</b> <b>WHOLE NUMBERS</b>	Count, read, write, compare, and order whole numbers up to 100 (e.g., 19, 25, 47).  Represent quantities up to 100 concretely, pictorially, and symbolically;  Compose and decompose whole numbers up to 100, using place-value concepts.	Read, write, compare, and order whole numbers up to 1,000; Skip count forwards using twos, fives, tens, and hundreds.  Compose and decompose whole numbers up to 1,000 (e.g., $235 = 2$ hundreds and $3$ tens and $5$ ones or $200 + 30 + 5$ ); Represent whole numbers up to 1,000 concretely, pictorially, and symbolically; Identify the value of a digit based on its place-value position up to 1,000.	Read, write, compare, and order whole numbers up to 10,000; Skip count forwards and backwards using twos, fives, tens, hundreds, and thousands  Use place value to compare, order, compose and decompose whole numbers to 10,000  Round numbers up to the nearest hundred and thousand.	Read, write, compare, and order whole numbers up to 100,000; Skip count forwards and backwards, beginning with any number.  Round numbers up to the nearest ten thousand.	Read, write, compare, and order whole numbers up to 1,000,000.  Round numbers up to the nearest hundred thousand.
<b>FRACTIONS</b>		Identify and represent unit fractions with halves, thirds, and quarters (e.g., one out of four parts of a whole or one-fourth of a set) concretely, pictorially, and symbolically.	Identify simple equivalent fractions where one denominator is a multiple of another (e.g., $1/3 = 2/6$ ).  Compare and order unit fractions (e.g., $1/4$ , $1/3$ , $1/2$ ) or fractions with the same denominator ( $1/8$ , $3/8$ , $5/8$ )	Convert fractions into equivalent forms with different denominators.	Compare and order fractions with different denominators (e.g., $1/4$ , $7/10$ , $5/6$ ); Add and subtract proper fractions with different but related denominators (e.g., $2/3 - 1/6$ ); Convert improper fractions and mixed numbers (e.g., $7/2$ to $3\ 1/2$ ).
<b>DECIMALS AND PERCENTAGES</b>				Read, write, compare, and order decimal numbers up to the hundredths place (e.g., 0.65 is 65	Compare, order and round decimals to the thousandths place; Recognize the equivalence of decimals,

				hundredths); Use decimal notation for fractions with denominators of 10 and 100 (e.g., $72/100 = 0.72$ ).	percents, and fractions with denominators of 10 (e.g., $3/10 = 0.3 = 30\%$ );
<b>OPERATIONS</b>	<p>Solve addition and subtraction problems within 20 that are presented concretely, pictorially, and symbolically.</p> <p>Divide a group of objects into 2 equal sets.</p>	<p>Add and subtract whole numbers within 100, with regrouping; Demonstrate fluency with addition and subtraction facts within 20.</p> <p>Solve multiplication and division facts problems within 100 (e.g., up to <math>10 \times 10</math> or <math>100 \div 10</math>) that are presented concretely, pictorially, and symbolically.</p>	<p>Add and subtract whole numbers within 1,000.</p> <p>Demonstrate fluency with multiplication facts up to <math>10 \times 10</math>, and related division facts.</p>	<p>Multiply three-digit by one-digit numbers and two-digit by two-digit numbers; Divide three-digit by one-digit numbers with no remainder; Understand the relationship between multiplication and division.</p> <p>Add and subtract proper fractions with common denominators (e.g., <math>1/6 + 2/6</math>);</p>	<p>Divide four-digit by one-digit numbers with a remainder; Identify factors and multiples of whole numbers within 100.</p> <p>Add and subtract decimal numbers up to the hundredths place (e.g., <math>3.41 + 5.32</math>).</p>
<b>REAL-WORLD PROBLEMS</b>	Solve simple real-world problems using addition and subtraction facts within 20.	Solve simple real-world problems using addition and subtraction within 100, with regrouping.	Solve simple real-world problems using the four operations, with the unknown in different positions.	Solve real-world problems using the four operations, with the unknown in different positions; Solve real-world problems using addition and subtraction of proper fractions with common denominators.	Solve real-world problems with whole numbers using the four operations, with the unknown in different positions; Solve real-world problems using addition and subtraction of proper fractions with different but related denominators.
<b>MEASUREMENT STANDARD AND NON-STANDARD UNITS</b>	Use non-standard units to measure and compare length and weight. Use standard	Use standard units to measure and compare length and weight; Use non-standard units to measure volume/capacity	Select and use a variety of tools to measure and compare length, weight, and capacity/volume.	Identify the relationship between the relative size of adjacent units within a standard system of	Make conversions between adjacent units of length and weight within a standard system of

	units to measure length and weight.	(e.g., filling a container with scoops of sand).		measurement (e.g., 5 kilograms is heavier than 8 grams).	measurement (e.g., meters to centimeters).
<b>AREA, PERIMETER, AND VOLUME</b>			Solve problems, including real-world problems, involving the perimeter of a rectangle using concrete or pictorial representations of units (e.g., grid squares).	Solve problems, including real-world problems, involving the area of a rectangle using concrete or pictorial representations of units (e.g. grid squares or tiles); Solve problems, including real-world problems, involving the perimeter of a polygon.	Solve problems, including real-world problems, involving the area of a rectangle; Determine the volume of a rectangular prism using a pictorial representation (e.g., cubes).
<b>TIME</b>	Tell time using a digital clock; Sequence and describe events in time using parts of the day (e.g., morning, afternoon, evening).	Tell time using an analog clock to the nearest half hour; Solve problems involving elapsed time in hours (e.g., difference between 2:00 and 5:00).	Tell time using an analog clock to the nearest quarter hour; Solve problems involving elapsed time in half hour increments within an hour (e.g., difference between 3:00 and 3:30);  Understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years.	Tell time using an analog clock to the nearest minute; Solve problems using elapsed time in minutes across an hour (e.g., difference between 3:56 and 4:12).  Solve date-related problems using a calendar.	Tell time using a digital or analog clock to the nearest minute; Recognize equivalence between representations of time (e.g., digital, analog, and written); Solve problems involving elapsed time in adjacent units (e.g., minutes and hours, weeks and months).
<b>CURRENCY</b>	Combine commonly used currency denominations to make a specified amount.	Combine commonly used currency denominations to make a specified amount in a variety of ways.			

<b>STATISTICS AND PROBABILITY</b> <b>DATA MANAGEMENT</b>	<p>Compare between categories of simple data displays (e.g., tally charts, pictographs) with up to four categories and a single unit scale.</p>	<p>Retrieve information from simple data displays (e.g., tally charts, pictographs) with more than four categories and/or a multi-unit scale; Compare between categories of simple data displays with more than four categories and/or a multi-unit scale.</p>	<p>Complete missing information in simple data displays using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes); Retrieve multiple pieces of information from data displays to solve problems (e.g., calculate a total represented by multiple bars on a graph).</p>	<p>Organize data and construct different types of simple data displays (e.g., tables, column/bar graphs) using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes).</p>	<p>Interpret data displays using data arranged into categories (e.g., two-way tables, column/bar graphs that allow comparisons of sub-categories).</p>
<b>CHANCE AND PROBABILITY</b>				<p>Describe the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using words (e.g., certain, more/less likely, impossible).</p>	<p>Determine the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using numbers (e.g., 1 out of 2).</p>
<b>GEOMETRY</b> <b>CONSTRUCTIONS</b>	<p>Compose a larger two-dimensional shape from a small number of given shapes; Decompose a larger two-dimensional shape into a small number of given shapes.</p>	<p>Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible).</p>	<p>Recognize and name two-dimensional shapes from a written or spoken description of their simple attributes;</p> <p>Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible); Decompose a larger two-dimensional shape into a small number of shapes in more than one way (if possible);</p> <p>Recognize parallel and perpendicular lines.</p>	<p>Identify and draw parallel and perpendicular lines.</p>	<p>Construct and deconstruct simple, familiar three-dimensional figures (e.g., folding and unfolding physically or mentally) and identify front, top and side views</p>

<b>PROPERTIES</b>	Recognize and name irregular basic shapes (e.g., if shown an irregular triangle, recognize that it is a triangle); Recognize and name basic attributes of shapes (e.g., straight lines, curves); Recognize two-dimensional shapes in everyday life; Recognize when a two-dimensional shape has been translated (e.g., it is the same shape when it has been translated).	Recognize and name two-dimensional shapes and simple three-dimensional figures in everyday life; Recognize when a two-dimensional shape has been rotated or reflected (e.g., it is the same shape when it has been rotated or reflected).	Recognize and name two-dimensional shapes by their attributes (e.g., their lines and informal angle properties); Recognize the congruence and similarity of two-dimensional shapes (e.g., shapes that have been reflected, translated, rotated, enlarged, or reduced).	Recognize and name three-dimensional figures by their attributes (e.g., faces, edges, vertices); Identify a line of symmetry in two-dimensional shapes; Recognize types of angles by their magnitude (e.g., right, straight, acute, obtuse).	Describe the defining attributes of complex two-dimensional shapes; Identify and compare attributes of familiar three-dimensional figures, including terminology such as front, top, and side views.
<b>POSITION AND DIRECTION</b>	Interpret and use positional terms (e.g., in front of, behind, opposite, between).	Use simple maps to describe locations using positional terms (e.g., in front of, behind, opposite, between); Follow simple directions to a given location (e.g., go straight until you see a big tree, turn past the tree, keep going to the blue house).	Follow more complex directions and/or give simple directions to a given location (e.g., go straight, turn right at the corner with the tree, turn left at the next corner, keep going to the green house).	Use positional language to describe the location of one landmark, referring to another landmark, on a representation of a physical space (e.g., grid map or drawing); Locate points on a plane in the first quadrant of a Cartesian coordinate system.	Read different kinds of simple maps (e.g., an atlas, a numeric map, grid map, or local equivalent.); Construct and follow directions involving positional language with different frames of references (e.g., your left vs. my left).
<b>ALGEBRA PATTERNS</b>	Recognize and replicate non-numerical repeating patterns (e.g., colors, shapes, sounds); Extend non-numerical repeating patterns, recognize repeating units, and identify a missing element (e.g., □□□□□□_□□).	Recognize a numerical pattern that increases or decreases by a constant value with a simple rule (e.g., 8, 6, 4, 2); Extend a numerical pattern and/or recognize a missing element (e.g., 3, __, 9, 12, 15).	Describe numerical patterns as increasing by a constant value but starting at a number that is not a multiple of the value of the pattern (e.g., the pattern 5, 8, 11, 14 starts at 5 and goes up by 3).	Describe numerical patterns as decreasing by a constant value but starting at a number that is not a multiple of the value the pattern (e.g. the pattern 19, 14, 9, 4 starts at 19 and goes down by 5); Describe numerical patterns that increase by a constant multiplier (e.g., the pattern 2, 4, 8, 16 starts at 2 and doubles).	Describe numerical patterns as decreasing by a constant multiplier (e.g., the pattern 20, 10, 5, 2.5 starts at 20 and halves); Apply a rule in words to generate a linear pattern (e.g., double a number and increase by 3).

RELATIONS AND FUNCTIONS	Demonstrate understanding of equivalence pictorially.	Demonstrate an understanding of the symbols +, -, =; Demonstrate understanding of equivalence concretely or pictorially by finding a missing value in a real-world problem (e.g., 3 people on a bus, more people got on, now there are 7, how many people got on the bus?).	Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction of numbers within 100 (e.g., $23 + \underline{\quad} = 29$ ).	Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction within 100 with calculation on both sides (e.g., $13 + \underline{\quad} = 10 + 15$ ); Solve a real-world problem using a number sentence with an unknown in different positions.	Represent a real-world sentence with an unknown. Demonstrate understanding of finding a missing value in the four operations.
VARIATION (RATIO, PROPORTION, AND PERCENTAGE)					Reason about proportional problems involving informally (e.g., net eggs for 5 cakes?).

**TABLE 5 - COMPLETE GLOBAL PROFICIENCY DESCRIPTORS**

**TABLE 5A: COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING BY GRADE**

<b>GRADE 2 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING</b>			
<b>DOES NOT MEET MINIMUM PROFICIENCY</b>	<b>PARTIALLY MEETS MINIMUM PROFICIENCY</b>	<b>MEETS MINIMUM PROFICIENCY</b>	<b>EXCEEDS MINIMUM PROFICIENCY</b>
<b>AURAL LANGUAGE COMPREHENSION</b>			
<b>RETRIEVE AND INTERPRET INFORMATION AT SENTENCE, TEXT LEVEL</b> Identify explicit and implicit information in text read to the learner			
Performance is below partially meets minimum proficiency	Identify simple inferences within single sentences <sup>1</sup>	Identify simple inferences across consecutive sentences	Identify simple inferences by connecting information across the text
<b>RETRIEVE INFORMATION AT WORD LEVEL</b> Understand the meaning of words in a text read to the learner			
Performance is below partially meets minimum proficiency	When listening to longer texts, identify the meaning of very familiar words	When listening to longer texts, identify the meaning of familiar words and some unfamiliar words <sup>2</sup>	When listening to longer texts, identify the meaning of familiar and unfamiliar words
<b>DECODING</b> Precision - decode accurately a short, grade-level connected text			

<sup>1</sup> Simple inferential comprehension questions are questions that do not require the reader to draw conclusions. They may involve recognizing information that is expressed in different words from those used in the original text, identify relationships that are not explicitly stated in the text (for example, causal relationships that are not explicitly stated by a connector like “because”), or speculating on the actions of a character. When inferring, student must use information in the text.

<sup>2</sup> What constitutes familiar or unfamiliar words depends on the context and learners’ prior knowledge. They should be identified prior to reading the text aloud to learners.

Performance is below partially meets minimum proficiency.

Decode very familiar words in connected text accurately; makes frequent errors

Decode familiar words in connected text accurately, but reads slowly, word by word

Decode words in connected text accurately, including unfamiliar words, at a pace that supports basic understanding

## READING COMPREHENSION OF SIMPLE, GRADE 2-LEVEL CONNECTED TEXT

### RETRIEVE INFORMATION AT WORD LEVEL

Understand in connected text the meaning of unfamiliar words, or of familiar words used in unfamiliar ways (i.e., homophones)

Performance is below partially meets minimum proficiency

Identify the meaning of very *familiar* words but has difficulty identifying the meaning of familiar words when they have regular morphological changes

Identify the meaning of familiar words, including when they have regular morphological changes

Identify the meaning of familiar and unfamiliar words

### RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL

Retrieve prominent information when information is found in a single sentence containing no competing information. The information is generally a response to a 'who, what, when and where' question and the information sought is generally names, facts or numbers.

Performance is below partially meets minimum proficiency

Retrieve explicit pieces of information by direct word matching (e.g., answers the question, 'What is the girl's name?' when the text says, 'The girl's name is Dana.'

Retrieve explicit pieces of information from a single sentence

Retrieve explicit pieces of information across more than one sentence

## GRADE 3 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING

**DOES NOT MEET  
MINIMUM PROFICIENCY**

**PARTIALLY MEETS MINIMUM  
PROFICIENCY**

**MEETS MINIMAL  
MINIMUM PROFICIENCY**

**EXCEEDS MINIMUM  
PROFICIENCY**

### AURAL LANGUAGE COMPREHENSION<sup>3</sup>

#### RETRIEVE AND INTERPRET INFORMATION AT SENTENCE, TEXT LEVEL

Identify explicit and implicit information in text read to the learner

Performance is below partially meets minimum proficiency

Locate prominent information about events, ideas or characters when the information is explicitly stated, but has difficulty retrieving more detailed information

Locate explicitly-stated detailed information about events, ideas or characters

Locate explicitly-stated detailed information throughout the text

Performance is below partially meets minimum proficiency

Make simple inferences using explicit clues from consecutive sentences, but has difficulty if the clues are located in different parts of the text (i.e., not in consecutive sentences)

Make simple inferences using explicit clues contained in consecutive sentences or located in different parts of the text

Make simple inferences by connecting explicit and implicit information in text

#### RETRIEVE INFORMATION AT WORD LEVEL

Understand the meaning of words in an oral text, conversation or discourse

Performance is below partially meets minimum proficiency

When listening to longer texts, identify the meaning of familiar words

When listening to longer texts, use contextual or morphological clues to identify the meaning of familiar words and some unfamiliar words<sup>4</sup>

When listening to longer texts, use a variety of strategies to consistently identify the meaning of familiar and unfamiliar words

#### DECODING

Fluency

<sup>3</sup> At grade 3, learners can have significantly different aural and reading comprehension skills. Learners are able to understand ideas in texts that are read aloud to them that they are unable to understand in written texts that they are reading independently.

<sup>4</sup> What constitutes familiar or unfamiliar words depends on the context and learners' prior knowledge. They should be identified prior to reading the text aloud to learners.

Read a simple, grade-3 level text aloud at a sufficient pace and level of accuracy to meet minimal fluency standards<sup>5</sup>

Performance is below partially meets minimum proficiency

Read aloud with accuracy, but at a pace that does not meet country standards for fluency (i.e., slowly, often word by word, but accurately)

Read aloud at a pace and accuracy that meets minimal country standards for fluency

Read aloud at a pace and accuracy that exceeds grade-level country standards for fluency

### READING COMPREHENSION OF SIMPLE, GRADE 3-LEVEL CONNECTED TEXT

#### RETRIEVE INFORMATION AT WORD LEVEL

Use grade 3-level morphological (root forms, suffixes, prefixes) and/or contextual clues to understand the meaning of unfamiliar words, of familiar words used in unfamiliar ways, or to distinguish different shades of meaning of some closely-related words (e.g., cool, cold)

Performance is below partially meets minimum proficiency

Identify the meaning of familiar words

Use morphological and contextual clues to identify the meaning of a variety of familiar words and unfamiliar words

Use morphological and contextual clues to identify the meaning of a wide variety of words (*familiar, unfamiliar, or closely-related words with different shades of meaning*)

#### RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL

Retrieve prominent information when information is found in two consecutive sentences containing no competing information. The information is generally the answer to “who, what, where, when” as well as “why and how” questions that address more abstract notions.

Performance is below partially meets minimum proficiency

Retrieve prominent, explicit information from a single sentence

Retrieve prominent, explicit information from two consecutive sentences

Retrieve prominent explicit information from a paragraph (i.e., beyond two consecutive sentences)

#### INTERPRET INFORMATION

Make simple inferences by tracking close noun or pronoun references in a text (e.g., Paul went to the store. He bought bananas.)

Performance is below partially meets minimum proficiency

Interpret information by tracking close noun or pronoun references in a single sentence or in two consecutive sentences. Has difficulty tracking references across more than two sentences.

Interpret information by tracking most close noun or pronoun references in text.

Interpret information by tracking all noun or pronoun references throughout text.

<sup>5</sup> Minimal fluency standards should be evidence-based, language-specific and reflect the minimal level required to read with comprehension in the language of instruction.

Make simple inferences by filling in obvious missing information in one or in two consecutive sentences (e.g., Sally yawned several times. How was Sally feeling?)

Performance is below partially meets minimum proficiency

Interpret information by filling in obvious missing information in a single sentence.

Interpret information by filling in obvious missing information in one sentence or two consecutive sentences

Identify most inferences by filling in obvious missing information in a paragraph

Establish the topic of a short text

Performance is below partially meets minimum proficiency

Identify some ideas in the text but cannot establish overall topic.

Establish the general topic of a short text

Establish the topic of a short text and give supporting details to justify selection

## GRADE 4 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING

**DOES NOT MEET  
MINIMUM PROFICIENCY**

**PARTIALLY MEETS MINIMUM  
PROFICIENCY**

**MEETS MINIMAL  
MINIMUM PROFICIENCY**

**EXCEEDS MINIMUM  
PROFICIENCY**

### AURAL LANGUAGE COMPREHENSION<sup>6</sup>

#### RETRIEVE AND INTERPRET INFORMATION AT THE TEXT LEVEL

Draw conclusions by identifying explicitly and implicitly-stated information in a text read to the learner

Performance is below partially meets minimum proficiency

Draw inaccurate or incomplete conclusions that reflect a partial understanding of the ideas, events or characters in a text

Draw basic conclusions that reflect an adequate understanding of the ideas, events or characters in a text

Draw conclusions that demonstrate a full and nuanced understanding of the ideas, events or characters in a text

Performance is below partially meets minimum proficiency

Make limited generalizations

Make logical generalizations

Make informed, justifiable generalizations

#### RETRIEVE INFORMATION AT WORD LEVEL

Understand the meaning of words in an oral text, conversation or discourse

Performance is below partially meets minimum proficiency

Identify how the meaning of familiar words changes depending on the context, but cannot do so consistently

Identify how the meaning of words changes depending on the context but has difficulty when changes involve nuances

Identify how the meaning of familiar and unfamiliar words changes depending on the context, including when changes involve nuances

#### DECODING

Fluency - read a simple, grade 4-level text aloud at a sufficient pace and level of accuracy and prosody to meet minimal fluency standards<sup>7</sup>

<sup>6</sup> At grade 3, learners can have significantly different aural and reading comprehension skills. Learners are able to understand ideas in texts that are read aloud to them that they are unable to understand in written texts that they are reading independently.

<sup>7</sup> Minimal fluency standards should be evidence-based, language-specific and reflect the minimal level required to read with comprehension in the language of instruction.

Performance is below partially meets minimum proficiency

Read at a pace and with a level of accuracy that does not meet minimum country standards for fluency; Is not sufficient to support comprehension

Read at a pace and with a level of accuracy<sup>8</sup> that meets minimum country standards for fluency; Is sufficient to support basic understanding

Read at a pace and with a level of accuracy that exceeds minimum country standards for fluency

## READING COMPREHENSION OF SIMPLE, GRADE 4-LEVEL CONNECTED TEXT

### RETRIEVE INFORMATION AT WORD LEVEL

Use grade 4-level grade-level text morphological (root forms, suffixes, prefixes) and/or contextual clues to understand the meaning of unfamiliar words, of familiar words used in unfamiliar ways, or to distinguish different shades of meaning of some closely-related words (e.g., cool, cold)

Performance is below partially meets minimum proficiency

Use some morphological and contextual clues to identify the meaning of a familiar words and some unfamiliar words, but cannot do so consistently and has difficulty distinguishing shades of meaning

Use morphological and contextual clues to identify the meaning of a familiar words and unfamiliar words when the clues are explicit, and to distinguish the meaning of some closely-related words with different shades of meaning

Use morphological and contextual clues to consistently identify the meaning of a familiar words and unfamiliar words and distinguish the meaning of closely-related words with different shades of meaning

### RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL

Locate pieces of explicit information in a single paragraph when there is no competing information

Performance is below partially meets minimum proficiency

Retrieve explicit information from one or two consecutive sentences when the information is prominent; has difficulty if the information is either not prominent or located in different parts of the paragraph), or prominent

Retrieve explicit information in a paragraph when the information is prominent and easy to locate; Has difficulty if the information is less prominent or involves details

Retrieve pieces of explicit information in paragraph regardless of how prominent it is or how easy it is to locate.

### INTERPRET INFORMATION

Make simple inferences about behaviors, feeling and events by relating pieces of prominent information when there is no competing information

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<sup>8</sup> To simplify data collection and analysis, the degree to which learners respect punctuation can serve as a proxy for prosody.

Performance is below partially meets minimum proficiency

Make simple inferences about behaviours, feelings or events when information is prominent and explicit, is located in one or two consecutive sentences and when there is no competing information; has difficulty of the clues are less prominent or spread throughout the text

Make simple inferences about behaviours, feelings or events by relating one or more prominent, explicitly-stated pieces of information in the text, regardless of where the information is located in the text; has difficulty if the information is less prominent (involves details) or there is some competing information.

Make simple inferences about behaviours, feelings or events by relating pieces of information in the text, regardless of where the information is located, whether it is prominent or not, or whether there is some competing information

Establish the main idea of narrative or expository texts when it is stated prominently in the text

Performance is below partially meets minimum proficiency

Able to identify some ideas in the text, but cannot consistently identify the main idea even when it is stated prominently

Establish the general, main idea of a text most of the time, if it is prominently stated

Establish the main idea of a text, whether it is prominently stated or not, and justify answer

Recognize familiar grade 4-level text types (actual, informational, fiction or story, poetry, instructions, recipe, etc.) When the content and structure clues are obvious

Performance is below partially meets minimum proficiency

Recognize only most basic text types

Recognize most of the text types encountered in grade 4 when the clue are obvious or prominent

Recognize all familiar grade types, whether the clues are obvious or prominent or not

REFLECT ON INFORMATION

Establish connections between main idea of a text and one's personal experience and/or general knowledge

Performance is below partially meets minimum proficiency

Establish very limited, low-level connections between the ideas in the text and their personal experiences or general knowledge

Establish basic connections between the ideas in the text and their personal experiences or general knowledge

Establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge

## GRADE 5 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING

**DOES NOT MEET  
MINIMUM PROFICIENCY**

**PARTIALLY MEETS MINIMUM  
PROFICIENCY**

**MEETS MINIMAL  
MINIMUM PROFICIENCY**

**EXCEEDS MINIMUM  
PROFICIENCY**

### READING COMPREHENSION OF GRADE 5-LEVEL NARRATIVE OR EXPOSITORY TEXT

#### RETRIEVE INFORMATION AT WORD LEVEL

Use grade 5-level grade-level morphological (root forms, suffixes, prefixes) and contextual clues to understand the meaning of unfamiliar words or figurative language (metaphors, personifications), to differentiate expressions that have the same meaning, and to differentiate shades of meaning of closely-related words

Performance is below partially meets minimum proficiency

Identify the meaning of unfamiliar words and expressions when clues are explicit and easy to locate and interpret, but struggles when clues are less explicit or difficult to interpret, when faced with figurative languages (metaphors, personifications) or when having to differentiate shades of meaning of closely-related words

Identify the meaning of unfamiliar words, expressions and figurative expressions when the clues are explicit and some basic figurative language; distinguish the meaning of some closely-related words with different shades of meaning

Consistently identify the meaning of unfamiliar words, including closely-related words with different shades of meaning, and figurative expressions

#### RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL

Locate pieces of explicit information in text or paratextual features (e.g., illustration, titles, subheadings, changes in font, captions, labels, simple diagrams and tables), when there is no competing information

Performance is below partially meets minimum proficiency

Retrieve basic explicit information from a text when the information is easy to locate; has difficulty if the pieces of information are not prominent, involves details, or is located in paratextual features

Retrieve explicit information in text or basic paratextual features when the information is prominent and easy to locate; Has difficulty if the information is less prominent or involves details

Retrieve explicit information in a text or in paratextual features regardless of how prominent it is or how easy it is to locate.

#### INTERPRET INFORMATION

Make simple inferences about causal relationships or points of view or positions by relating two or more prominent pieces of explicitly-stated information when there is minimal competing information

Performance is below partially meets minimum proficiency

Establish causal relationships when supporting information is explicitly stated, located in consecutive sentences in the text, and there is no competing information

Identify points of view or positions when information is explicitly stated, located in

Establish causal relationships when the supporting information is explicitly stated in the text (but not necessarily in consecutive sentences) stated and there is no competing information

Establish causal relationships when the supporting information is explicitly – or implicitly - stated in the text and there is some competing information.

consecutive sentences in the text, and there is no competing information

Identify points of view or positions when the supporting information is explicitly stated in the text (but not necessarily in consecutive sentences) stated and there is no competing information

Identify points of view or positions when the supporting information is explicitly – or implicitly - stated in the text and there is some competing information.

#### Establish main and secondary ideas in a text

Performance is below partially meets minimum proficiency

Establish the general, main idea of a text if it is prominently stated, as well as few secondary ideas, if they are prominently stated as well

Establish the main idea of a text most of the time, as well as some prominent key secondary ideas

Establish the main idea of a text, whether it is prominently stated or not, as well as all or almost all prominent secondary ideas

#### Recognize familiar grade 5-level text types (stories, expository texts, poems, instructions, etc.) from structure and content

Performance is below partially meets minimum proficiency

Recognize only most basic text types

Recognize most of the text types encountered in grade 5 when the clues are obvious or prominent

Recognize all familiar grade types, whether the clues are obvious or prominent or not

#### REFLECT ON INFORMATION

Establish connections between prominent ideas in a text and one's personal experience and/or general knowledge

Performance is below partially meets minimum proficiency

Establish very limited, low-level connections between the ideas in the text and their personal experiences or general knowledge

Establish basic connections between the ideas in the text and their personal experiences or general knowledge

Establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge

## GRADE 6 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR READING

**DOES NOT MEET MINIMUM PROFICIENCY**

**PARTIALLY MEETS MINIMUM PROFICIENCY**

**MEETS MINIMAL MINIMUM PROFICIENCY**

**EXCEEDS MINIMUM PROFICIENCY**

### READING COMPREHENSION OF GRADE 6-LEVEL NARRATIVE OR EXPOSITORY TEXT

#### RETRIEVE INFORMATION AT WORD LEVEL

Use grade 6-level morphological (root forms, suffixes, prefixes,) contextual or syntactical clues to understand the meaning of unfamiliar words and phrases, including figurative expressions

Performance is below minimum proficiency

Identify the meaning of unfamiliar words, phrases when the clues are explicit or simple; distinguish the meaning of some closely-related words with different shades of meaning and figurative expressions (personifications and metaphors). They struggle if the only way to infer meaning is through the use of syntactic clues

Identify the meaning of unfamiliar words and phrases, including basic figurative expressions and closely-related words, using clues (contextual, morphological, syntactic) that have been explicitly taught and are easy to identify and use.

Consistently identify the meaning of a unfamiliar words and phrases including closely-related words with different shades of meaning, and figurative expressions, using contextual, syntactic and morphological clues that have been explicitly taught as well as some that have not been explicitly taught.

#### RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL

Locate pieces of explicit information in text or paratextual features (e.g., footnotes, graphs, source notation, format)

Performance is below minimum proficiency

Retrieve explicit information in text or basic paratextual features when the information is prominent and easy to locate and there is no competing information; Has difficulty if the information is less prominent or involves more detailed information, particularly if that information is located in paratextual features like graphs, diagrams or tables

Retrieve explicit prominent or less prominent information in a text or in basic paratextual features, when there is limited competing information

Retrieve explicit prominent or details in a text or in basic paratextual features, whether or not there is competing information.

#### INTERPRET INFORMATION

Make simple inferences about behaviours, feelings or causes of events, the purpose of a text, the evidence that supports ideas, or conclusions of a text by relating two or more prominent pieces of information in text or paratextual features when there is minimal competing information

Performance is below minimum proficiency

Even when contextual clues are prominent, they sometimes have difficulty:

- Providing simple explanations behaviours, feelings or causes of events
- Recognizing the purpose of a text

Relate two or more prominent pieces of information in the text or paratextual features to:

Relate two or more pieces of information in the text or in paratextual features (prominent or not) to:

- Identifying any evidence in a text that supports an idea or a position
- Drawing limited conclusions
- Provide simple explanations of most behaviours, feelings or causes of events
- Recognize the general purpose of a text
- Identify some evidence in a text that supports an idea or a position
- Draw basic conclusions
- Provide accurate, informed explanations of behaviours, feelings or causes of events
- Fully describe the purpose of a text
- Identify most evidence in a text that supports an idea or a position
- Draw informed conclusions

Establish main and secondary ideas in a text (including the establishing order in which secondary ideas events appear in a text, or establishing secondary ideas that relate to or support a main idea)

Performance is below minimum proficiency	partially meets	Establish the main idea of a text most of the time, as well as some prominent key secondary ideas, but has difficulty sequencing ideas or events or consistently identifying secondary ideas that relate to or support a main idea	Establish the main idea of a text and most prominent key secondary ideas in a text and generally sequence prominent ideas and identify one or two idea or event that relates to or supports a main idea	Establish the main idea and all secondary ideas in a text; sequence ideas or events and identify ideas or events that relate to or supports a main idea
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### REFLECT ON INFORMATION

Establish connections between prominent ideas or events in a text and one's personal experience and/or general knowledge

Performance is below minimum proficiency	partially meets	Establish limited, low-level connections between the ideas in the text and their personal experiences or general knowledge	Establish basic connections between the ideas in the text and their personal experiences or general knowledge	Establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge
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Differentiate fact from opinion when clues are prominent or only require simple inferences

Performance is below minimum proficiency	partially meets	Differentiate facts from opinions , but only when the distinctions are prominently or explicitly stated (“in my opinion...”); They have difficulty if the difference between the facts and opinions requires drawing simple inferences	Differentiate facts from opinions when clues are prominent or require simple inferences	Differentiate facts from opinions when clues are not prominent or require simple or more complex inferences
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**TABLE 5B: COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS BY GRADE**

<b>GRADE 2 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS</b>			
<b>DOES NOT MEET MINIMUM PROFICIENCY</b>	<b>PARTIALLY MEETS MINIMUM PROFICIENCY</b>	<b>MEETS MINIMAL MINIMUM PROFICIENCY</b>	<b>EXCEEDS MINIMUM PROFICIENCY</b>
<b>NUMBER KNOWLEDGE</b>			
<b>WHOLE NUMBERS</b>			
Identify and count whole numbers			
Performance is below minimum proficiency	partially meets	Count, read, and write whole numbers up to 20.	Count, read, and write whole numbers up to 100 (e.g., 19, 25, 47).
			Count backwards from 20 and skip count forwards using twos, fives, and tens.
Identify the relative magnitude of whole numbers			
Performance is below minimum proficiency	partially meets	Compare and order whole numbers to 20	Compare and order whole numbers to 100
			Compare and order whole numbers to 1000
Represent whole numbers in equivalent ways			
Performance is below minimum proficiency	partially meets	Represent quantities up to 20 concretely, pictorially, and with symbolically (with numerals).	Represent quantities up to 100 concretely, pictorially, and symbolically; Compose and decompose whole numbers up to 100, using place-value concepts.
			---
<b>OPERATIONS</b>			
Add and subtract quantities concretely, pictorially and symbolically			
Performance is below minimum proficiency	partially meets	Solve addition and subtraction problems within 10 that are presented concretely, pictorially, and symbolically.	Solve addition and subtraction problems within 20 that are presented concretely, pictorially, and symbolically.
			Solve addition and subtraction problems within 40 that are presented concretely, pictorially, and symbolically.
Multiply and divide quantities concretely, pictorially and symbolically			
Performance is below minimum proficiency	partially meets	---	Divide a group of objects into 2 equal sets.
			Divide a group of objects into 3 equal sets.

## REAL-WORLD PROBLEMS

Solve real-world problems involving operations on quantities

Performance is below minimum proficiency

partially meets  
Solve simple real-world problems using addition and subtraction facts within 10.

Solve simple real-world problems using addition and subtraction facts within 20.

Solve simple real-world problems using addition and subtraction facts within 30.

## MEASUREMENT

### LENGTH, CAPACITY, VOLUME, AREA AND PERIMETER

Use non-standard units to measure, compare and order

Performance is below minimum proficiency

partially meets  
Compare relative lengths (e.g., longer/shorter) and weights (e.g., heavier/lighter) of two or more everyday objects.

Use non-standard units to measure and compare length and weight. Use standard units to measure length and weight.

Use standard units to compare length and weight.

### TIME

Tell time

Performance is below minimum proficiency

partially meets  
Distinguish between parts of the day (e.g. morning and afternoon). Sequence and describe events in time using informal comparisons (e.g., morning or afternoon).

Tell time using a digital clock; Sequence and describe events in time using parts of the day (e.g., morning, afternoon, evening).

Relate time to parts of the day (e.g., 8:00am is in the morning).

### CURRENCY

Use different currency units to create amounts

Performance is below minimum proficiency

partially meets  
Count simple combinations of commonly-used currency denominations.

Combine commonly-used currency denominations to make a specified amount.

Combine commonly-used currency denominations to make a specified amount in a variety of ways.

## STATISTICS AND PROBABILITY

### DATA MANAGEMENT

Retrieve and interpret data presented in displays

Performance is below minimum proficiency

partially meets  
Retrieve information from simple data displays (e.g., tally charts, pictographs) with up to four categories and a single unit scale.

Compare between categories of simple data displays (e.g., tally charts, pictographs) with up to four categories and a single unit scale.

Compare between categories of simple data displays (e.g., tally charts, pictographs) with more than four categories and a single unit scale.

## GEOMETRY

### CONSTRUCTIONS

Compose and decompose shapes and figures

Performance is below partially meets minimum proficiency

Compose a larger two-dimensional shape from a small number of given shapes when the outlines for the shapes are provided.

Compose a larger two-dimensional shape from a small number of given shapes; Decompose a larger two-dimensional shape into a small number of given shapes.

Compose and decompose a larger two-dimensional shape from a small number of given shapes; Compose a larger two-dimensional shape from a smaller number of shapes in more than one way (if possible).

### PROPERTIES OF SHAPES AND FIGURES

Recognize and describe shapes and figures

Performance is below partially meets minimum proficiency

Recognize and name basic shapes (e.g., circles, squares, triangles).

Recognize and name irregular basic shapes (e.g., if shown an irregular triangle, recognize that it is a triangle); Recognize and name basic attributes of shapes (e.g., straight lines, curves); Recognize two-dimensional shapes in everyday life; Recognize when a two-dimensional shape has been translated (e.g., it is the same shape when it has been translated).

Recognize and name two-dimensional shapes and simple three-dimensional figures in everyday life; Recognize when a two-dimensional shape has been rotated or reflected (e.g., it is the same shape when it has been rotated or reflected).

### POSITION AND DIRECTION

Describe the position and direction of objects in space

Performance is below partially meets minimum proficiency

Interpret and use simple positional terms (e.g., next to, on top of, under).

Interpret and use positional terms (e.g., in front of, behind, opposite, between).

Recognize that a map represents a physical space; Follow simple directions to a given location (e.g., go straight until you see a big tree, turn past the tree, keep going to the blue house).

## ALGEBRA

### PATTERNS

Recognize and describe patterns

Performance is below partially meets minimum proficiency

Recognize and replicate simple non-numerical repeating patterns (e.g., colors, shapes, sounds)

Recognize and replicate non-numerical repeating patterns (e.g., colors, shapes, sounds);

Describe numerical patterns as increasing by 2, 5, or 10 (e.g., 2, 4, 6, 8);

#### Extend and create patterns

Performance is below partially meets minimum proficiency

Extend simple non-numerical repeating patterns (e.g., □□□□\_\_\_).

Extend non-numerical repeating patterns, recognize repeating units, and identify a missing element (e.g., □□□□□□\_□□).

Extend numerical patterns and identify a missing element (e.g., 5, \_\_, 15, 20, 25).

#### RELATIONS AND FUNCTIONS

##### Demonstrate an understanding of equivalency

Performance is below partially meets minimum proficiency

Demonstrate understanding of equivalence concretely using commonly-found objects.

Demonstrate understanding of equivalence pictorially.

Demonstrate understanding of the symbols +, -, =.

## GRADE 3 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS

**DOES NOT MEET MINIMUM PROFICIENCY**

**PARTIALLY MEETS MINIMUM PROFICIENCY**

**MEETS MINIMAL MINIMUM PROFICIENCY**

**EXCEEDS MINIMUM PROFICIENCY**

### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

Performance is below minimum proficiency

partially meets  
Count, read, and write whole numbers up to 100.

Count, read, and write whole numbers up to 1000. Skip count forwards using twos, fives, tens, and hundreds.

Skip count backwards using twos, fives, tens, and hundreds.

Identify the relative magnitude of whole numbers

Performance is below minimum proficiency

partially meets  
Compare and order whole numbers to 100

Compare and order whole numbers to 1000

Compare and order whole numbers to 1000

Represent whole numbers in equivalent ways

Performance is below minimum proficiency

partially meets  
Compose and decompose whole numbers up to 100 (e.g.,  $35 = 3$  tens and 5 ones or  $30 + 5$ ); Represent whole numbers up to 100 concretely, pictorially, and symbolically.

Compose and decompose whole numbers up to 1,000 (e.g.,  $235 = 2$  hundreds and 3 tens and 5 ones or  $200 + 30 + 5$ ); Represent whole numbers up to 1,000 concretely, pictorially, and symbolically; Identify the value of a digit based on its place-value position up to 1,000.

---

#### OPERATIONS

Add and subtract quantities concretely, pictorially and symbolically

Performance is below minimum proficiency

partially meets  
Add and subtract whole numbers within 100, without regrouping.

Add and subtract whole numbers within 100, with regrouping; Demonstrate fluency with addition and subtraction facts within 20.

Add and subtract whole numbers within 500.

Multiply and divide quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets	Solve multiplication and division fact problems within 25 (e.g., up to $5 \times 5$ or $25 \div 5$ ) that are presented concretely, pictorially, and symbolically.	Solve multiplication and division facts problems within 100 (e.g., up to $10 \times 10$ or $100 \div 10$ ) that are presented concretely, pictorially, and symbolically.	Solve multiplication and division facts problems within 144 (e.g., up to $12 \times 12$ or $144 \div 12$ ) that are presented concretely, pictorially, and symbolically.
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### REAL-WORLD PROBLEMS

Solve real-world problems involving operations on quantities

Performance is below minimum proficiency	partially meets	---	Solve simple real-world problems using addition and subtraction within 100, with regrouping.	---
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### FRACTIONS

Identify and represent fractions concretely, pictorially, and symbolically

Performance is below minimum proficiency	partially meets	Identify various types of models representing the division of a whole or set of objects into equal parts.	Identify and represent unit fractions with halves, thirds, and quarters (e.g., one out of four parts of a whole or one-fourth of a set) concretely, pictorially, and symbolically.	Identify and represent unit fractions with denominators up to 10 concretely, pictorially, and symbolically.
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### MEASUREMENT

#### LENGTH, CAPACITY, VOLUME, AREA AND PERIMETER

Use non-standard and standard units to measure, compare and order

Performance is below minimum proficiency	partially meets	Use non-standard units to measure and compare length and weight.	Use standard units to measure and compare length and weight; Use non-standard units to measure volume/capacity (e.g., filling a container with scoops of sand).	Select the appropriate tool to measure and compare length and weight.
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### TIME

Tell time

Performance is below minimum proficiency	partially meets	Tell time using an analog clock to the nearest hour.	Tell time using an analog clock to the nearest half hour;	---
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Solve problems involving time

Performance is below partially meets minimum proficiency

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Solve problems involving elapsed time in hours (e.g., difference between 2:00 and 5:00).

Solve problems involving elapsed time in hours and half-hours (e.g., difference between 2:00 and 5:30).

## CURRENCY

Use different currency units to create amounts

Performance is below partially meets minimum proficiency

Combine commonly used currency denominations to make a specified amount.

Combine commonly used currency denominations to make a specified amount in a variety of ways.

Combine commonly used currency denominations to solve real-world problems.

## STATISTICS AND PROBABILITY

### DATA MANAGEMENT

Retrieve and interpret data presented in displays

Performance is below partially meets minimum proficiency

Retrieve information from simple data displays (e.g., tally charts, pictographs) with up to four categories and a single unit scale; Compare between categories of simple data displays with up to four categories and a single unit scale.

Retrieve information from simple data displays (e.g., tally charts, pictographs) with more than four categories and/or a multi-unit scale; Compare between categories of simple data displays with more than four categories and/or a multi-unit scale.

Complete missing information in simple data displays using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes); Retrieve multiple pieces of information from data displays to solve problems (e.g., calculate a total represented by multiple bars on a graph).

## GEOMETRY

### CONSTRUCTIONS

Compose and decompose shapes and figures

Performance is below partially meets minimum proficiency

Compose a larger two-dimensional shape from a small number of given shapes; Decompose a larger two-dimensional shape into a small number of given shapes.

Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible).

Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible); Decompose a larger two-dimensional shape into a small number of shapes in more than one way (if possible).

### PROPERTIES OF SHAPES AND FIGURES

Recognize and describe shapes and figures

Performance is below minimum proficiency

Recognize and name irregular basic shapes (e.g., if shown an irregular triangle, recognize that it is a triangle); Recognize and name basic attributes of shapes (e.g., straight lines, curves); Recognize two-dimensional shapes in everyday life; Recognize when a two-dimensional shape has been translated (e.g., it is the same shape when it has been translated).

Recognize and name two-dimensional shapes and simple three-dimensional figures in everyday life; Recognize when a two-dimensional shape has been rotated or reflected (e.g., it is the same shape when it has been rotated or reflected).

Recognize and name two-dimensional shapes by their attributes, such as their lines and informal angle properties; Recognize the congruence and similarity of two-dimensional shapes (e.g., shapes that have been reflected, translated, rotated, enlarged, or reduced).

### POSITION AND DIRECTION

Describe the position and direction of objects in space

Performance is below minimum proficiency

Recognize that a map represents a physical space; Use simple maps to recognize the position of objects (e.g., point to an object between two other objects on a map).

Use simple maps to describe locations using positional terms (e.g., in front of, behind, opposite, between); Follow simple directions to a given location (e.g., go straight until you see a big tree, turn past the tree, keep going to the blue house).

Follow more complex directions and/or give simple directions to a given location (e.g., go straight, turn right at the corner with the tree, turn left at the next corner, keep going to the green house).

## ALGEBRA

### PATTERNS

Recognize and describe patterns

Performance is below minimum proficiency

Recognize and replicate non-numerical repeating patterns (e.g., colors, shapes, sounds); recognize repeating units, and identify a missing element (e.g., □□□□□□\_□□); Recognize a given numerical pattern that increases by 2, 5, or 10 with a simple rule (e.g., 2, 4, 6, 8).

Recognize a numerical pattern that increases or decreases by a constant value with a simple rule (e.g., 8, 6, 4, 2);

Describe numerical patterns that increases by a constant value with a simple rule (e.g., the pattern 6, 9, 12, 15 goes up by 3s).

Extend and create patterns

Performance is below minimum proficiency

Extend non-numerical repeating patterns,

Extend a numerical pattern and/or recognize a missing element (e.g., 3, \_\_, 9, 12, 15).

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### RELATIONS AND FUNCTIONS

Demonstrate an understanding of equivalency

Performance is below partially meets minimum proficiency

Demonstrate an understanding of equivalence pictorially.

Demonstrate an understanding of the symbols +, -, =; Demonstrate understanding of equivalence concretely or pictorially by finding a missing value in a real-world problem (e.g., 3 people on a bus, more people got on, now there are 7, how many people got on the bus?).

Represent a real-world problem using a number sentence with symbols.

## GRADE 4 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS

DOES NOT MEET MINIMUM PROFICIENCY	PARTIALLY MEETS MINIMUM PROFICIENCY	MEETS MINIMAL MINIMUM PROFICIENCY	EXCEEDS MINIMUM PROFICIENCY
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### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

Performance is below minimum proficiency	partially meets	Count, read and write order whole numbers up to 1,000; Skip count forwards using twos, fives, tens, and hundreds.	Count, read, and write whole numbers up to 10,000; Skip count forwards and backwards using twos, fives, tens, hundreds, and thousands.	---
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Identify the relative magnitude of whole numbers

Performance is below minimum proficiency	partially meets	Compare and order whole numbers to 1000	Compare and order whole numbers to 10,000	---
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Represent whole numbers in equivalent ways

Performance is below minimum proficiency	partially meets	Use place value to compose and decompose numbers to 1000; Round numbers up to the nearest ten.	Use place value to compose and decompose numbers to 10,000; Round numbers up to the nearest hundred and thousand.	Round numbers up to the nearest ten thousand.
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#### OPERATIONS

Add and subtract quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets	Add and subtract whole numbers within 100.	Add and subtract whole numbers within 1,000.	---
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Multiply and divide quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets	Demonstrate fluency with multiplication facts up to $5 \times 5$ , and related division facts.	Demonstrate fluency with multiplication facts up to $10 \times 10$ , and related division facts.	Demonstrate fluency with multiplication facts up to $12 \times 12$ , and related division facts.
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## REAL-WORLD PROBLEMS

Solve real-world problems involving operations on quantities

Performance is below minimum proficiency

Solve simple real-world problems using addition and subtraction, with the unknown in different positions.

Solve simple real-world problems using the four operations, with the unknown in different positions.

Solve real-world problems using the four operations, with the unknown in different positions.

## FRACTIONS

Identify and represent fractions concretely, pictorially, and symbolically

Performance is below minimum proficiency

Identify concrete or pictorial representations of equivalent fractions where one denominator is a multiple of another (e.g.,  $1/3 = 2/6$ ).

Identify simple equivalent fractions where one denominator is a multiple of another (e.g.,  $1/3 = 2/6$ ).

---

Identify the relative magnitude of fractions

Performance is below minimum proficiency

---

Compare and order unit fractions (e.g.,  $1/4$ ,  $1/3$ ,  $1/2$ ) or fractions with the same denominator ( $1/8$ ,  $3/8$ ,  $5/8$ ).

Compare and order fractions with the same numerator (e.g.,  $2/6$ ,  $2/5$ ,  $2/4$ ).

## MEASUREMENT

### LENGTH, CAPACITY, VOLUME, AREA AND PERIMETER

Use non-standard and standard units to measure, compare and order

Performance is below minimum proficiency

Use standard units to measure and compare length and weight.

Select and use a variety of tools to measure and compare length, weight, and capacity/volume.

Identify the relationship between the relative size of adjacent units within a standard system of measurement (e.g. grams and kilograms).

Solve problems involving measurement

Performance is below minimum proficiency

Understand the conceptual definition of perimeter (i.e., perimeter is composed of the lengths of all sides of a figure).

Solve problems, including real-world problems, involving the perimeter of a rectangle using concrete or pictorial representations of units (e.g., grid squares).

Solve problems, including real-world problems, involving the perimeter of a polygon using concrete or pictorial representations of units (e.g., grid squares).

### TIME

Tell time

Performance is below partially meets minimum proficiency	Tell time using an analog clock to the nearest half hour.	Tell time using an analog clock to the nearest quarter hour.	Tell time using an analog clock to the nearest five minutes.
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**Recognize and describe the relationship between different units of time**

Performance is below partially meets minimum proficiency	Understand the relationships between different units of time, e.g., minutes, hours, days, and weeks.	Understand the relationships between different units of time, e.g. seconds, minutes, hours, days, weeks, months, and years.	---
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**Solve problems involving time**

Performance is below partially meets minimum proficiency	---	Solve problems involving elapsed time in half hour increments within an hour (e.g., difference between 3:00 and 3:30);	Solve problems involving elapsed time in quarter hour increments within an hour (e.g., difference between 3:15 and 3:45).
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**STATISTICS AND PROBABILITY**

**DATA MANAGEMENT**

Retrieve and interpret data presented in displays

Performance is below partially meets minimum proficiency	Retrieve information from simple data displays (e.g., tally charts, pictographs) with more than four categories and/or a multi-unit scale; Compare between categories of simple data displays with more than four categories and/or a multi-unit scale.	Complete missing information in simple data displays using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes); Retrieve multiple pieces of information from categorical data displays to solve problems (e.g., calculate a total represented by multiple bars on a graph).	Organize data and construct different types of data displays (e.g., tables, column/bar graphs) using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes).
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**GEOMETRY**

**CONSTRUCTIONS**

Compose and decompose shapes and figures

Performance is below partially meets minimum proficiency	Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible).	Compose a larger two-dimensional shape from a small number of shapes in more than one way (if possible); Decompose a larger two-dimensional shape into a small number of shapes in	---
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more than one way (if possible);  
Recognize parallel and perpendicular  
lines.

Use tools to draw shapes and figures

Performance is below partially meets  
minimum proficiency

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Draw parallel and perpendicular lines.

**PROPERTIES OF SHAPES AND FIGURES**

Differentiate shapes and figures by their attributes

Performance is below partially meets  
minimum proficiency

Recognize and name two-dimensional shapes and simple three-dimensional figures in everyday life; Recognize when a two-dimensional shape has been rotated or reflected (e.g., it is the same shape when it has been rotated or reflected).

Recognize and name two-dimensional shapes by from a written or spoken description of their simple attributes (e.g., the number of sides, number of corners, relative lengths of sides, etc.); Recognize the congruence and similarity of two-dimensional shapes (e.g., shapes that have been reflected, translated, rotated, enlarged, or reduced). Identify parallel and perpendicular lines

Recognize and name three-dimensional figures by their more complex attributes (e.g., faces, edges, vertices); Identify a line of symmetry in two-dimensional shapes; Recognize types of angles by their magnitude (e.g., right, straight, acute, obtuse); Identify parallel and perpendicular lines.

**POSITION AND DIRECTION**

Describe the position and direction of objects in space

Performance is below partially meets  
minimum proficiency

Use simple maps to describe locations using positional terms (e.g., in front of, behind, opposite, between); Follow simple directions to a given location (e.g., go straight until you see a big tree, turn past the tree, keep going to the blue house).

Follow more complex directions and/or give simple directions to a given location (e.g., go straight, turn right at the corner with the tree, turn left at the next corner, keep going to the green house).

Read different kinds of simple maps (e.g., an alpha-numeric map, grid map, or local equivalent.); Construct and follow directions involving positional language with different frames of references (e.g., your left vs. my left).

**ALGEBRA**

**PATTERNS**

Recognize and describe patterns

Performance is below partially meets minimum proficiency

Recognize a given numerical pattern that increases or decreases by a constant value (e.g., 8, 6, 4, 2) by extending the pattern and/or identify a missing element.

Describe numerical patterns as increasing by a constant value but starting at a number that is not a multiple of the value of the pattern (e.g., the pattern 5, 8, 11, 14 starts at 5 and goes up by 3).

Describe numerical patterns as decreasing by a constant value but starting at a number that is not a multiple of the value the pattern (e.g. the pattern 19, 14, 9, 4 starts at 19 and goes down by 5).

## RELATIONS AND FUNCTIONS

Demonstrate an understanding of equivalency

Performance is below partially meets minimum proficiency

Demonstrate understanding of equivalence concretely or pictorially by finding a missing value in a real-world problem (e.g., 3 people on a bus, more people got on, now there are 7, how many people got on?).

Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction of numbers within 100 (e.g.,  $23 + \underline{\quad} = 29$ ).

Solve a real-world problem using a number sentence with an unknown in different positions.

## GRADE 5 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS

DOES NOT MEET MINIMUM PROFICIENCY	PARTIALLY MEETS MINIMUM PROFICIENCY	MEETS MINIMAL MINIMUM PROFICIENCY	EXCEEDS MINIMUM PROFICIENCY
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### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

Performance is below minimum proficiency	partially meets	Count, read and write order whole numbers up to 10,000; Skip count forwards and backwards using twos, fives, tens, hundreds, and thousands.	Count, read, and write whole numbers up to 100,000; Skip count forwards and backwards, beginning with any number.	---
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Identify the relative magnitude of whole numbers

Performance is below minimum proficiency	partially meets	Compare and order whole numbers to 10,000	Compare and order whole numbers to 100,000	---
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Represent whole numbers in equivalent ways

Performance is below minimum proficiency	partially meets	Round numbers up to the nearest thousand.	Round numbers up to the nearest ten thousand.	Round numbers up to the nearest hundred thousand.
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#### OPERATIONS

Add and subtract quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets	Use concrete and pictorial representations to add and subtract proper fractions with common denominators.	Add and subtract proper fractions with common denominators (e.g., $1/6 + 2/6$ );	---
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Multiply and divide quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets	Multiply up to two-digit by one-digit numbers; Divide up to two-digit by one-digit numbers with no remainder.	Multiply three-digit by one-digit numbers and two-digit by two-digit numbers; Divide three-digit by one-digit numbers with no remainder; Understand the relationship between multiplication and division.	Multiply three-digit by two-digit numbers; Divide three-digit by one-digit numbers with a remainder. Create concrete or pictorial models that represent multiplying a commonly used
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fraction and a whole number (e.g.,  $\frac{3}{4}$  of 12).

### REAL-WORLD PROBLEMS

Solve real-world problems involving operations on quantities

Performance is below minimum proficiency	partially meets	Solve simple real-world problems using the four operations.	Solve real-world problems using the four operations, with the unknown in different positions; Solve real-world problems using addition and subtraction of proper fractions with common denominators.	Solve real-world problems using two of the four operations.
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### FRACTIONS

Identify and represent fractions concretely, pictorially, and symbolically

Performance is below minimum proficiency	partially meets	Convert fractions into equivalent forms with different denominators.	Convert fractions into equivalent forms with different denominators.	---
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### DECIMALS

Identify and represent decimals concretely, pictorially, and symbolically

Performance is below minimum proficiency	partially meets	Read and write decimal numbers up to the hundredths place (e.g., 0.65 is 65 hundredths); Use decimal notation for fractions with denominators of 10 (e.g., $\frac{7}{10} = 0.7$ ).	Read and write decimal numbers up to the hundredths place (e.g., 0.65 is 65 hundredths); Use decimal notation for fractions with denominators of 10 and 100 (e.g., $\frac{72}{100} = 0.72$ ).	Read and write decimal numbers up to the thousandths place (e.g., 0.65 is 65 hundredths) Compare and order decimal notation for fractions with denominators of 10 and 100.
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Identify the relative magnitude of decimals

Performance is below minimum proficiency	partially meets	Compare and order decimal numbers up to the tenths place;	Compare and order decimal numbers up to the hundredths place (e.g., 0.65 is 65 hundredths);	Compare and order fractions to the thousandths place; decimal notation for fractions with denominators of 10 and 100
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Represent decimals in equivalent ways

Performance is below minimum proficiency	partially meets	Use decimal notation for fractions with denominators of 10	Use decimal notation for fractions with denominators of 10 and 100	Use decimal notation for fractions with denominators of 10, 100 and 1000
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## MEASUREMENT

### LENGTH, CAPACITY, VOLUME, AREA AND PERIMETER

Identify the relative size of and the relationship between different standard units of measure

Performance is below minimum proficiency	partially meets	Select the most appropriate unit within a standard system of measurement, (e.g. a paper clip is measured by centimeters, meters, or kilometers).	Identify the relationship between the relative size of adjacent units within a standard system of measurement (e.g., 5 kilograms is heavier than 8 grams).	Make conversions between adjacent units of length and weight within a standard system of measurement (e.g., meters to centimeters).
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### Solve problems involving measurement

Performance is below minimum proficiency	partially meets	Understand the conceptual definition of area (i.e., the space inside of a shape) and distinguish it from perimeter.	Solve problems, including real-world problems, involving the area of a rectangle using concrete or pictorial representations of units (e.g. grid squares or tiles); Solve problems, including real-world problems, involving the perimeter of a polygon.	Solve problems, including real-world problems, involving area of compound rectangular shapes using concrete or pictorial representations of units (e.g., grid squares or tiles).
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## TIME

Tell time

Performance is below minimum proficiency	partially meets	Tell time using an analog clock to the nearest quarter hour	Tell time using an analog clock to the nearest minute;	---
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### Solve problems involving time

Performance is below minimum proficiency	partially meets	Solve problems involving elapsed time in hour increments (e.g., difference between 3:00 and 5:00).	Solve problems using elapsed time in minutes across an hour (e.g., difference between 3:56 and 4:12). Solve date-related problems using a calendar.	Solve problems involving elapsed time using different representations of time (e.g., timetable, analog clock).
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## STATISTICS AND PROBABILITY

### DATA MANAGEMENT

Collect, organize and present data

Performance is below minimum proficiency	partially meets	Complete missing information in simple data displays using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes); Retrieve	Organize data and construct different types of simple data displays (e.g., tables, column/bar graphs) using data arranged into categories, with some support	Retrieve information from a simple two-way table.
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multiple pieces of information from data displays to solve problems (e.g., calculate a total represented by multiple bars on a graph).

provided (e.g., labeled horizontal and/or vertical axes).

## CHANCE AND PROBABILITY

Describe the likelihood of events in different ways

Performance is below partially meets minimum proficiency

Understand that an event happening in a simple chance experiment (e.g., picking colored counters from a bag) can have different probabilities (e.g., certain, more/less likely, impossible).

Describe the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using words (e.g., certain, more/less likely, impossible).

Determine the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using numbers (e.g., 1 out of 2).

## GEOMETRY

### CONSTRUCTIONS

Use tools to draw shapes and figures

Performance is below partially meets minimum proficiency

Recognize parallel and perpendicular lines.

Identify and draw parallel and perpendicular lines.

Identify and draw combinations of parallel and perpendicular lines.

### PROPERTIES OF SHAPES AND FIGURES

Differentiate shapes and figures by their attributes

Performance is below partially meets minimum proficiency

Recognize and name two-dimensional shapes by their attributes (e.g., their lines and informal angle properties); Recognize the congruence and similarity of two-dimensional shapes (e.g., shapes that have been reflected, translated, rotated, enlarged, or reduced); Recognize three-dimensional figures.

Recognize and name three-dimensional figures by their attributes (e.g., faces, edges, vertices); Identify a line of symmetry in two-dimensional shapes; Recognize types of angles by their magnitude (e.g., right, straight, acute, obtuse).

Describe the defining attributes of complex two-dimensional shapes; Identify and compare attributes of familiar three-dimensional figures, including terminology such as front, top, and side views.

### POSITION AND DIRECTION

Describe the position and direction of objects in space

Performance is below partially meets minimum proficiency

Read different kinds of simple maps (e.g., an alpha-numeric map, grid map, or local equivalent.); Identify the four compass points on maps (e.g., north, south, east, west); Recognize the characteristics of a Cartesian coordinate system (e.g., axes, scales).

Use positional language to describe the location of one landmark, referring to another landmark, on a representation of a physical space (e.g., grid map or drawing); Locate points on a plane in the first quadrant of a Cartesian coordinate system.

Use a scale on a map to calculate simple distances between two locations; Identify horizontal and/or vertical distances between two points in the first quadrant of the Cartesian coordinate system [e.g., (1,1) is two units from (1,3)].

## ALGEBRA

### PATTERNS

Recognize and describe patterns

Performance is below partially meets minimum proficiency

Describe numerical patterns as increasing by a constant value but starting at a number that is not a multiple of the value of the pattern (e.g., the pattern 5, 8, 11, 14 starts at 5 and goes up by 3).

Describe numerical patterns as decreasing by a constant value but starting at a number that is not a multiple of the value the pattern (e.g. the pattern 19, 14, 9, 4 starts at 19 and goes down by 5); Describe numerical patterns that increase by a constant multiplier (e.g., the pattern 2, 4, 8, 16 starts at 2 and doubles).

Describe numerical patterns as decreasing by a constant multiplier (e.g., the pattern 20, 10, 5, 2.5 starts at 20 and halves).

### RELATIONS AND FUNCTIONS

Demonstrate an understanding of equivalency

Performance is below partially meets minimum proficiency

Demonstrate understanding of equivalency by finding a missing value in a number sentence using addition or subtraction of numbers within 100 (e.g.,  $23 + \underline{\quad} = 29$ ).

Demonstrate understanding of equivalency by finding a missing value in a number sentence using addition or subtraction within 100 with calculation on both sides (e.g.,  $13 + \underline{\quad} = 10 + 15$ ); Solve a real-world problem using a number sentence with an unknown in different positions.

Represent and solve a real-world problem using a number sentence with an unknown in different positions.

## GRADE 6 COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS

DOES NOT MEET MINIMUM PROFICIENCY	PARTIALLY MEETS MINIMUM PROFICIENCY	MEETS MINIMAL MINIMUM PROFICIENCY	EXCEEDS MINIMUM PROFICIENCY
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### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

Performance is below minimum proficiency	partially meets minimum proficiency	Count, read and write order whole numbers up to 100,000;	Count, read, and write whole numbers up to 1,000,000.	---
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Identify the relative magnitude of whole numbers

Performance is below minimum proficiency	partially meets minimum proficiency	Compare and order whole numbers to 10,000	Compare and order whole numbers to 1,000,000	---
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Represent whole numbers in equivalent ways

Performance is below minimum proficiency.	partially meets minimum proficiency.	Round numbers up to the nearest ten thousand.	Round numbers up to the nearest hundred thousand.	Round numbers up to the nearest million.
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#### OPERATIONS

Add and subtract quantities concretely, pictorially and symbolically

Performance is below minimum proficiency.	partially meets minimum proficiency.	Add and subtract proper fractions with same denominators (e.g., $\frac{2}{3} - \frac{1}{3}$ ); Add and subtract decimal numbers up to the tenths place (e.g., $0.5 - 0.2$ ).	Add and subtract proper fractions with different but related denominators (e.g., $\frac{2}{3} - \frac{1}{6}$ ); Add and subtract decimal numbers up to the hundredths place (e.g., $3.41 + 5.32$ ).	Add and subtract improper fractions with different but related denominators (e.g., $2\frac{2}{3} - 1\frac{1}{6}$ ).
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Multiply and divide quantities concretely, pictorially and symbolically

Performance is below minimum proficiency	partially meets minimum proficiency	Divide up to four-digit by one-digit numbers with no remainder.	Divide four-digit by one-digit numbers with a remainder; Identify factors and multiples of whole numbers within 100.	Divide four-digit by two-digit numbers with a remainder.
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#### REAL-WORLD PROBLEMS

Solve real-word problems involving operations on quantities

Performance is below minimum proficiency	Solve real-world problems with whole numbers using the four operations.	Solve real-world problems with whole numbers using the four operations, with the unknown in different positions; Solve real-world problems using addition and subtraction of proper fractions with different but related denominators.	Solve real-world problems with whole numbers using two of the four operations; Solve real-world problems using addition and subtraction of improper fractions with different but related denominators; Solve real-world problems involving addition and subtraction of decimal numbers up to the hundredths place.
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### FRACTIONS

#### Identify the relative magnitude of fractions

Performance is below minimum proficiency	Compare and order fractions with different but related denominators (e.g., $\frac{2}{3}$ and $\frac{5}{6}$ ).	Compare and order fractions with different denominators (e.g., $\frac{1}{4}$ , $\frac{7}{10}$ , $\frac{5}{6}$ ); Convert improper fractions and mixed numbers (e.g., $\frac{7}{2}$ to $3\frac{1}{2}$ ).	----
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#### Represent fractions in equivalent ways

Performance is below minimum proficiency	---	Convert improper fractions and mixed numbers (e.g., $\frac{7}{2}$ to $3\frac{1}{2}$ ).	----
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### DECIMALS

#### Identify and represent decimals concretely, pictorially, and symbolically

Performance is below minimum proficiency	Read and write decimal numbers up to the hundredths place (e.g., 0.65 is 65 hundredths); Use decimal notation for fractions with denominators of 10 (e.g., $\frac{7}{10} = 0.7$ ).	Read and write decimal numbers up to the hundredths place (e.g., 0.65 is 65 hundredths); Use decimal notation for fractions with denominators of 10 and 100 (e.g., $\frac{72}{100} = 0.72$ ).	Read and write decimal numbers up to the thousandths place (e.g., 0.65 is 65 hundredths) Compare and order decimal notation for fractions with denominators of 10 and 100.
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#### Identify the relative magnitude of decimals

Performance is below minimum proficiency	Compare, order and round decimals to the hundredths place;	Compare, order and round decimals to the thousandths place;	Compare, order and round decimals to the ten thousandths place; Compare and order fractions, decimals, and percents with denominators of 10 and 100 (e.g., $\frac{36}{100}$ , 0.42, 51%).
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#### Represent decimals in equivalent ways

Performance is below partially meets minimum proficiency

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Recognize the equivalence of decimals, percents, and fractions with denominators of 10 (e.g.,  $3/10 = 0.3 = 30\%$ );

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## MEASUREMENT

Identify the relative size of and the relationship between different standard units of measure

Performance is below partially meets minimum proficiency

Identify the relationship between the relative size of adjacent units within a standard system of measurement (e.g., 5 kilograms is heavier than 8 grams).

Make conversions between adjacent units of length and weight within a standard system of measurement (e.g., meters to centimeters).

Make conversions between units of length and weight within a standard system of measurement (e.g., meters to millimeters).

Solve problems involving measurement

Performance is below partially meets minimum proficiency

Understand the conceptual definition of volume (i.e., the space inside a three-dimensional figure) and distinguish it from perimeter and area.

Solve problems, including real-world problems, involving the area of a rectangle; Determine the volume of a rectangular prism using a pictorial representation (e.g., cubes).

Solve problems, including real-world problems, involving perimeter or area in which one length is unknown.

## TIME

Tell time

Performance is below partially meets minimum proficiency

Tell time using an analog clock to the nearest minute;

Tell time using a digital or analog clock to the nearest minute; Recognize equivalence between representations of time (e.g., digital, analog, and written);

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Solve problems involving time

Performance is below partially meets minimum proficiency

Solve problems involving elapsed time in hours (e.g., difference between 3:00 and 5:00) and half hours (e.g., difference between 3:00 and 3:30).

Solve problems involving elapsed time in adjacent units (e.g., minutes and hours, weeks and months).

Solve problems involving elapsed time using different representations of time and date (e.g., timetable, analog clock, calendar).

## STATISTICS AND PROBABILITY

### DATA MANAGEMENT

Retrieve and interpret data presented in displays

Performance is below partially meets minimum proficiency

Organize data and construct different types of data displays (e.g., tables, column/bar graphs) using data arranged into categories, with some support provided (e.g., labeled horizontal and/or vertical axes).

Interpret data displays using data arranged into categories (e.g., two-way tables, column/bar graphs that allow comparisons of sub-categories).

Retrieve information from pie charts.

## CHANCE AND PROBABILITY

Describe the likelihood of events in different ways

Performance is below partially meets minimum proficiency

Describe the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using words (e.g., certain, more/less likely, impossible).

Determine the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using numbers (e.g., 1 out of 2).

Determine the likelihood of an event happening in a simple chance experiment (e.g., picking colored counters from a bag) using fractions, decimals, and percentages (e.g.,  $\frac{1}{2}$  or 0.50 or 50%).

## GEOMETRY

### CONSTRUCTIONS

Compose and decompose shapes and figures

Performance is below partially meets minimum proficiency

Construct simple, familiar three-dimensional figures (e.g., folding physically or mentally).

Construct and deconstruct simple, familiar three-dimensional figures (e.g., folding and unfolding physically or mentally) and identify front, top and side views.

Construct and deconstruct complex three-dimensional figures (e.g., folding and unfolding physically or mentally); Identify a cross-section of a three-dimensional figure

### PROPERTIES OF SHAPES AND FIGURES

Differentiate shapes and figures by their attributes

Performance is below partially meets minimum proficiency

Recognize and name complex two-dimensional shapes (e.g., parallelograms and other quadrilaterals); Recognize and name three-dimensional figures by their attributes (e.g., faces, edges, vertices); Recognize types of angles by their magnitude (e.g., right, straight, acute, obtuse).

Describe the defining attributes of complex two-dimensional shapes; Identify and compare attributes of familiar three-dimensional figures, including terminology such as front, top, and side views.

Identify and compare attributes of unfamiliar three-dimensional figures, including terminology such as front, top, and side views; Identify a cross-section of a three-dimensional figure.

### POSITION AND DIRECTION

Describe the position and direction of objects in space

Performance is below partially meets minimum proficiency

Follow more complex directions and/or give simple directions to a given location (e.g., go straight, turn right at the corner with the tree, turn left at the next corner, keep going to the green house); Recognize different frames of reference (e.g., your left is not the same as my right).

Read different kinds of simple maps (e.g., an alpha-numeric map, grid map, or local equivalent.); Construct and follow directions involving positional language with different frames of references (e.g., your left vs. my left).

Use positional language to describe the location of one landmark, referring to another landmark, on a representation of a physical space (e.g., grid map or drawing).

## ALGEBRA

### PATTERNS

#### Recognize and describe patterns

Performance is below partially meets minimum proficiency

Describe numerical patterns as decreasing by a constant value but starting at a number that is not a multiple of the value the pattern (e.g. the pattern 19, 14, 9, 4 starts at 19 and goes down by 5); Describe numerical patterns that increase by a constant multiplier (e.g., the pattern 2, 4, 8, 16 starts at 2 and doubles).

Describe numerical patterns as decreasing by a constant multiplier (e.g., the pattern 20, 10, 5, 2.5 starts at 20 and halves);

Recognize non-linear patterns supported by a visual representation (e.g., 1, 3, 6, 10 accompanied by dots or points arranged into triangles).

#### Extend and create patterns

Performance is below partially meets minimum proficiency

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Apply a rule in words to generate a linear pattern (e.g., double a number, increase by 3).

Extend a non-linear patterns supported by a visual representation (e.g., 1, 3, 6, 10 accompanied by dots or points arranged into triangles).

### RELATIONS AND FUNCTIONS

#### Demonstrate an understanding of equivalency

Performance is below partially meets minimum proficiency

Demonstrate understanding of equivalence by finding a missing value in a number sentence using addition or subtraction within 100 with calculation on both sides (e.g.,  $13 + \underline{\quad} = 10 + 15$ ); Solve a real-world problem using a number sentence with an unknown in different positions.

Represent a real-world problem using a number sentence with an unknown in different positions; Demonstrate understanding of equivalence by finding a missing value in a number sentence using the four operations (e.g.  $3 \times \underline{\quad} + 5 = 11$ ).

Use reasoning to find missing values in a problem involving one or two unknowns and familiar number facts (e.g., sum of two numbers is 10; multiplied together they make 24; what are the numbers?)

#### Variation (ration, proportion, and percentage)

Performance is below partially meets minimum proficiency

Reason proportionally to answer simple real-world problems involving a unit ratio expressed informally (e.g., need 1 cup of rice for 2 people, how many cups for 4 people?).

Reason proportionally to answer real-world problems involving a unit ratio expressed informally (e.g., need 3 eggs for 1 cake, how many eggs for 5 cakes?).

Reason proportionally to answer real-world problems involving a ratio expressed informally (e.g., make purple paint from 2 parts blue paint to 3 parts red paint, have 10 parts of blue paint, how many parts of red paint are needed?).

## GLOSSARY

### TERM

### DEFINITION

Accuracy (when decoding)	Correct recognition of the phonological form of a word based on its orthographic form, i.e., correct reading of a word
Algebraic representations	Examples include expressions, equations, and inequalities, all of which contain one or more variables.
Application problems	Also known as “word problems” or “story problems”, these are problems that are presented in context, without explicitly telling learners which mathematical operation(s) to use.
Competing information	Information in a text that is similar in one or more respects to target information and hence may be mistakenly identified by the learner as the target information. The more competing information in a text, the more difficult it can be for a learner to identify the target information.
Computation	Math problems presented without context, in arithmetic form, such as $38 + 67$ or $23 \times 92$ .
Content or contextual clues	Clues in a sentence or at the text level (including paratextual features) that help explain the meaning of a word
Explicit information	Information that is presented in the text
Draw conclusions	Generate conclusions from a text; generate conclusions about a topic considering different sources of information; generate conclusions about a character’s motivations or intentions
Familiar words	Words that are part of a learner’s vocabulary and that the learner has encountered more than once in written texts
Familiar words used in unfamiliar ways	Words that a learner knows (for example, a train), but that have a different meaning when used in a different way (for example, to train a dog), i.e., homophones
Figurative language or expressions	Language that uses words in ways that deviate from their literal meaning to achieve a more complex or powerful effect, for example, metaphors
Fluency (in decoding)	Accuracy and speed in word recognition. It also involves qualities such as volume (reading at a volume that is adequate to the instructions given or the audience), pace (adjusting the pace to the instructions to improve precision or comprehension), expressiveness and tone (adjusting it to the audience’s characteristics, to the content of the text and the characters)
Homophones	Words that are written the same way (a train, to train a dog), but have different meanings

General knowledge	Previous knowledge that a learner has developed and brings to the text to support her/his understanding
Inferential comprehension	Inferential comprehension deals with what is meant when ideas are not directly stated. The learner must require draw on her/his prior knowledge of a topic and identify relevant text clues (words, images, sounds) to understand the ideas.
Literal comprehension	Literal comprehension refers to information that is explicitly stated in the text.
Simple inferential comprehension	Simple inferential comprehension questions are questions that do not require the reader to draw conclusions. They may involve recognizing information that is expressed in different words from those used in the original text, identify relationships that are not explicitly stated in the text (for example, causal relationships that are not explicitly stated by a connector like “because”), or speculating on the actions of a character.
Meaning (or overall meaning of a text or sentence)	The most relevant information in a sentence or text
Morphological changes	Changes to a root word (e.g. please) by the addition of suffixes, prefixes, etc. (e.g. displease, pleasing)
Morphological clues	Clues contained in the morphological elements of word (root word, suffixes, prefixes, infixes, etc.)
Paratextual features	Features that are added to a text that can change or help the interpretation of the text. These include headings, subheadings, textboxes, illustrations, diagrams, graphs, fonts, etc.
Prosody	The rhythm and intonation of language
Reflect	Critically analyze and give an opinion about the information presented in a sentence or text and the consequences that information might have
Shades of meaning	Slight differences in meaning between words that have similar meanings for example cool, cold, icy and frigid.
Spatial orientation	Position and direction on a diagram, map, or graph, often described by words such as “above”, “below”, “left”, “right”, “inside”, “outside”, etc.
Syntactic clues	Clues that come from way words are put together to make a sentence
Topic of a text	The theme or subject of a text
Types of text	Narrative, descriptive, expository, procedural, verbal interaction that have a central paragraph and complementary information and reference texts

Unfamiliar words

Words that are not part of a learner's vocabulary and that the learner has not encountered before in written texts

