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SUSTAINABLE  
DEVELOPMENT  
GOALS

# Global Proficiency Framework for Reading and Mathematics

## Grade 2 to 6

October 2019

GAML6/REF16



BILL & MELINDA  
GATES *foundation*



THE WORLD BANK  
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# GLOBAL PROFICIENCY FRAMEWORK FOR READING AND MATHEMATICS

Grades 2 to 6

OCTOBER 2019

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## **ACKNOWLEDGMENTS**

This document, the Global Proficiency Framework for Reading and Mathematics - Grades 2 to 6, was developed by the UNESCO Institute of Statistics (UIS), the US Agency for International Development (USAID), the UK Department for International Development (DFID), the Australian Council for Educational Research (ACER), the Bill and Melinda Gates Foundation, and other partners representing many development organizations, as listed under the contributors section of this document.

The Global Proficiency Framework (GPF or Framework) defines, for both reading and mathematics, the minimum proficiency levels that learners are expected to attain at the end of each of grades two through six.

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## CONTRIBUTORS

### Overall

Benjamin Sylla, US Agency for International Development (Co-Lead)  
Silvia Montoya, UNESCO Institute for Statistics (Co-Lead)  
Melissa Chiappetta, US Agency for International Development  
Abdullah Ferdous, Management Systems International  
Jennifer Gerst, University Research Corporation  
Rebecca Martinez, US Agency for International Development  
Rebecca Rhodes, US Agency for International Development

### 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, University of Massachusetts, 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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## ACRONYMS

ACER	Australian Council for Educational Research
DFAT	Australian Department of Foreign Affairs and Trade
DFID	UK Department for International Development
IBE	International Bureau of Education (UNESCO)
GAML	Global Alliance for Monitoring Learning
GPD	Global Proficiency Descriptor
GPE	Global Partnership for Education
GPF	Global Proficiency Framework
GPL	Global Minimum Proficiency Levels
IBE	International Bureau of Education
PLM	Policy Linking Method to set global benchmarks
PLT	Policy Linking Toolkit to set global benchmarks
SDG	Sustainable Development Goal
UIS	UNESCO Institute for Statistics
UNESCO	UN Education, Scientific, and Cultural Organization
USAID	US Agency for International Development

## OVERVIEW OF THE FRAMEWORK

The Global Proficiency Framework (called the GPF or the Framework) defines, for primary school reading and mathematics, the *global minimum proficiency levels* that learners are expected to demonstrate at the end of each of grade levels two through six. The GPF was developed by a team of 28 subject matter experts from around the globe, all of whom have experience working in multiple countries and contexts. The experts met twice in-person for four days each time – with further communications by distance – over a three-month period between April and July 2019. Using the UNESCO International Bureau of Education (IBE-UNESCO) Global Content Frameworks of Reference for Reading and Mathematics (called the IBE Global Content Frameworks) along with national and regional content frameworks as reference points. They developed a research-based progression of knowledge and skills (or competencies) for the five grade levels and two subject areas. The experts determined that a framework with four minimum global proficiency levels (GPLs) – Does Not Meet, Partially Meets, Meets, and Exceeds Global Minimum Proficiency – would provide a reasonable number of categories for interpreting assessment scores by grade level and subject area.

The IBE Global Content Frameworks synthesized content and assessment framework information from more than 100 countries. They allowed the team, along with the other national and regional content frameworks accessed by the experts, to take the next step of setting learning expectations by GPL that align with national, regional, and global frameworks. The GPF is the result of extended discussions and rich, lively debates. It is a comprehensive, evidence-based framework that represents the consensus of a broad group of international experts in primary reading and mathematics. As explained below, it will be used in the field in selected countries with support from the UNESCO Institute for Statistics (UIS), the US Agency for International Development (USAID), the UK Department for International Development (DFID), the Australian Council for Educational Research (ACER), the World Bank, the Global Partnership for Education (GPE), the Bill and Melinda Gates Foundation, and other partners starting in the latter part of 2019 and the early part of 2020. The UIS adopted the GPF to align national and other representative assessments with Sustainable Development Goal (SDG) 4.1.1(a) and (b):

*Proportion of children and young people: (a) in grades 2/3 and (b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex*

beginning with the 2019 September data release.

## PURPOSE OF THE FRAMEWORK

The GPF articulates the minimum knowledge and skills that learners should be able to attain along their learning progressions at each of the targeted grade levels in the two subject areas. The purpose of the GPF is to provide detailed minimum proficiency expectations (called Global Proficiency Descriptors—GPDs) that countries, along with regional and international assessment

organizations, can use as a foundation for linking existing – and future – reading and mathematics assessments via benchmarks. This will provide the framework for comparing results from different assessments, both within and across countries, and for reporting on SDG 4.1.1.

An overarching purpose of the GPF is to provide the *global content-based scale* for reporting on this indicator. In addition, the SDG education indicator reflects close matches with the education goals, objectives, and indicators of donor agencies including UNESCO, USAID, DFID, the World Bank, the Global Partnership for Education (GPE), and the Australian Department of Foreign Affairs and Trade (DFAT). As such, these organizations are collaborating on developing and implementing methods for measuring and reporting on the indicators. Given that UIS is “the official source of cross-nationally comparable data on education” for the SDGs (Education 2030 Framework for Action, 2015), it has been serving as a lead organization for this effort, including through its role in organizing the Global Alliance to Monitor Learning (GAML).

There are multiple ways of linking assessments to the SDGs using the GPF. Countries may choose to statistically link a learning assessment in their country to another assessment (such as regional or international assessments) that has already been linked to the GPF and thus SDG 4.1.1, or they might choose to use a judgmental linking method such as policy linking to link their assessment to the GPF. A separate document, the Policy Linking Toolkit to set global benchmarks (called the PLT or the Toolkit), provides a step-by-step guide for countries and assessment organizations to set global benchmarks on their learner assessments. The Toolkit has the GPF as its foundation. It uses the GPF with a recognized *benchmarking (standard setting) methodology* (the Modified Angoff) to generate cross-nationally comparable data on national and cross-national assessments for global reporting.

## USING THE FRAMEWORK

There are six sections that present the GPF in different ways, from simple to complex. All sections are designed for use with policy linking in two ways: 1) as quick references for policymakers and 2) as in-depth references for facilitators and panelists during benchmarking workshops. More details about each section are provided below.

In Section 1, the GPF has definitions of the four GPLs (Table 1). It provides brief, general definitions of the four levels of minimum proficiency, as defined by the team of experts, for all targeted grade levels and subject areas. As seen in the graphic below, the labels for the proficiency levels are the following: 1) Does Not Meet, 2) Partially Meets, 3) Meets, and 4) Exceeds Global Minimum Proficiency. The “Meets” level aligns with the SDG 4.1.1(a) and (b) indicator along with other indicators such as those from USAID. The GPF team established the additional proficiency levels to help countries and assessment organizations build a more complete picture of the progress by learners toward reaching, and exceeding, the SDG targets for meeting global minimum proficiency in reading and mathematics. Note that the Framework does not include GPDs for the “Does Not Meet” level; rather, learners at this level simply do not meet the expectations for the “Partially Meets” level.

**Global Minimum Proficiency Levels (GPLs)**



In Section 2, the GPF has the Knowledge and Skills by Domain, Construct, and Grade Level (Tables 2A and 2B). It provides a quick and simple guide for the Framework by identifying the knowledge and skills by domain and construct that are relevant for each grade level and subject area. This information is best used by policymakers and those tasked with ensuring alignment between a national or population-based assessment and the GPF, as it gives a guide by which stakeholders can determine if their assessment covers the key constructs laid out in the GPF.

In Section 3, the GPF has an overview of the Meets Global Minimum Proficiency Level (Tables 3A and 3B). It gives a short description and an extended descriptor of the knowledge and skills of learners who meet the global minimum proficiency level by grade level and subject area. The tables in this section are meant to provide policymakers with descriptions of what learners in their country must be able to do to meet the global minimum proficiency standards for SDG 4.1.1(a) and (b).

In Section 4, the GPF has an overview of the “Partially Meet,” “Meets,” and “Exceeds” levels (note again here that there are no GPDs for the “Does Not Meet” level) (Tables 4A and 4B). It provides short descriptions and extended descriptors of the knowledge and skills of learners who partially meet, meet, and exceed the global minimum proficiency levels by grade level and subject area. This information is meant for use by policymakers and for reporting and disseminating results broadly to explain what skills learners who fall into each of the GPL categories can demonstrate.

In Section 5, the GPF has Descriptors of the Meets Global Minimum Proficiency Level (Tables 5A and 5B). It gives the full descriptors of the knowledge and skills of learners who meet the global minimum proficiency level by grade level and subject area and shows an overview of progression across grades. These tables are for use by facilitators and panelists during policy linking for global benchmarking workshops that use the Framework as a foundation but for which governments only wish to set one benchmark, i.e., for meets global minimum proficiency, as opposed to three benchmarks to allow more levels of classification in order to better show progression over time.

In Section 6, the GPF has Descriptors of All Global Minimum Proficiency Levels (Tables 6A and 6B). It gives the full descriptors of the knowledge and skills of learners who partially meet, meet, and exceed the global minimum proficiency levels by grade level and subject area. These tables are for use by facilitators and panelists during policy linking workshops that use the Framework as a

foundation in countries that wish to set benchmarks for each of the GPLs. This will accurately differentiate between learner capabilities, which when done over time will allow countries to better show progression of learners in their country across the global minimum proficiency levels.

## **I. DEFINITIONS OF THE GLOBAL MINIMUM PROFICIENCY LEVELS**

**TABLE 1: DEFINITIONS OF THE GLOBAL MINIMUM PROFICIENCY LEVELS**

<b>GLOBAL MINIMUM PROFICIENCY LEVEL</b>	<b>DEFINITION</b>
“Does Not Meet” Global Minimum Proficiency	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.
“Partially Meets” Global Minimum Proficiency	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.
“Meets” Global Minimum Proficiency	Learners have developed sufficient knowledge and skills. As a result, they can successfully complete the most basic grade-level tasks.
“Exceeds” Global Minimum Proficiency	Learners have developed superior knowledge and skills. As a result, they can complete complex grade-level tasks.

## **2. KNOWLEDGE AND SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

**TABLE 2A: READING – KNOWLEDGE AND SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR 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

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6
	Interpret information	Identify implicitly stated information	Track close noun or pronoun references		x			
			Make simple inferences by filling in obvious missing information		x			
			Make simple inferences by relating prominent pieces of information to identify behaviors, feelings, 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 behaviors, 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	
		Recognize text types	Establish the main idea and most prominent secondary ideas					x
			Recognize common grade 4-level text types when clues are obvious			x		
	Reflect on information	Establish connections between ideas and personal knowledge, experience	Recognize common grade 5-level text types based on content and structure				x	
			Establish connections between the main idea and personal knowledge, experience			x		
			Establish connections between prominent ideas and personal knowledge, experience				x	
		Differentiate different types of information	Establish connections between ideas, events and personal knowledge, experience					x
		Differentiate most facts from opinions when the clues are prominent					x	

**TABLE 2B: MATHEMATICS – KNOWLEDGE AND SKILLS BY DOMAIN, CONSTRUCT, AND GRADE LEVEL**

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR 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 10,000; 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 10,000				x	
			Round numbers up to the nearest hundred thousand					x
	Fractions	Identify and represent fractions concretely, pictorially, and symbolically	Represent unit fractions ( $1/2$ , $1/3$ , $1/4$ ) concretely, pictorially, and symbolically		x			
			Compare and order unit fractions (e.g., $1/4$ , $1/3$ ) or fractions with the same denominator			x		

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6		
		Identify the relative magnitude of fractions	Compare and order fractions with different denominators (e.g., $1/4$ , $7/10$ , $5/6$ )					x		
		Represent fractions in equivalent ways	Identify simple equivalent fractions (e.g., $3/4 = 6/8$ )			x				
			Convert improper fractions and mixed numbers (e.g., $7/2$ to $3\ 1/2$ )					x		
	Decimals	Identify and represent decimals concretely, pictorially and symbolically	Read and write decimals to the hundredths place					x		
		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 regrouping		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., $2/3 - 1/6$ )						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					

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6	
			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 (+, -, $\times$ 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			

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6
			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					
		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)					
		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)					
		Currency	Use different currency units to create amounts	Combine common currency denominations to make a specified amount.	x			
	Combine common 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		

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6	
			Complete missing information in simple data displays, using data arranged into categories			x			
			Interpret complex data displays using categorical data					x	
	Chance and probability	Collect, organize, and present data	Organize data and construct different types of simple data displays with categorical data				x		
		Describe the likelihood of events in different ways	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 one 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		Interpret and use positional terms (e.g., in front of, behind, opposite, between)	x					

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6
Algebra		Describe the position and direction of objects in space	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
	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	
Relations and functions	Demonstrate an understanding of equivalency	Demonstrate understanding of equivalence pictorially	x					
		Demonstrate an understanding of the symbols +, -, =; demonstrate understanding of equivalence concretely or pictorially by finding a missing value in a real-world problem		x				

DOMAIN	CONSTRUCT	SUBCONSTRUCT	KNOWLEDGE OR SKILL	GR2	GR3	GR4	GR5	GR6
			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

### **3. OVERVIEW OF THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

**TABLE 3A: READING – OVERVIEW OF THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

GRADE	MEETS	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. They 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. They identify the topic of the text, 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 behaviors, 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, learners 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>

GRADE	MEETS	EXTENDED DESCRIPTOR
<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	<p>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, they retrieve explicit information in the text or in basic paratextual features and use that information to infer causal relationships or points of view.</p> <p>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.</p>
<b>Grade 6</b>	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.	<p>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.</p> <p>Learners 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.</p>

**TABLE 3B: MATHEMATICS – OVERVIEW OF THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

<b>GRADE</b>	<b>MEETS</b>	<b>EXTENDED DESCRIPTOR</b>
<b>Grade 2</b>	Learners demonstrate skills in number knowledge and computation involving whole numbers to 100, reading simple data displays, shape recognition and spatial orientation.	<p>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.</p> <p>Learners recognize 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, color, or sound patterns</p>
<b>Grade 3</b>	Learners demonstrate skills in number knowledge 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.	<p>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 <math>10 \times 10</math> using a variety of strategies.</p> <p>Learners identify and represent common fractions (<math>1/2</math>, <math>1/3</math>, <math>1/4</math>) 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.</p>
<b>Grade 4</b>	Learners demonstrate skills in number knowledge 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 two-dimensional shapes by their attributes and reading and interpreting simple categorical data displays.	<p>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 <math>10 \times 10</math> and related division facts.</p> <p>Learners 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 recognize 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.</p>

GRADE	MEETS	EXTENDED DESCRIPTOR
<b>Grade 5</b>	<p>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 three-dimensional figures by their attributes, in organizing categorical data into simple displays.</p>	<p>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.</p> <p>Learners 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., <math>\_\_\_ + 15 = 16 + 21</math>).</p>
<b>Grade 6</b>	<p>Learners demonstrate skills in number knowledge with decimals to thousandths place.</p> <p>Learners demonstrate skills 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.</p>	<p>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.</p> <p>Learners 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. They 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.</p>

## **4. OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

**TABLE 4A: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

<b>GRADE 2: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS</b>		
<b>PARTIALLY MEETS</b>	<b>MEETS</b>	<b>EXCEEDS</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: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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

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 text's 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

Given a grade 3-level text, learners read aloud at a pace and accuracy that exceeds 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: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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

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 behaviors, 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

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 behaviors, 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: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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 in consecutive sentences, learners 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

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 basic text types and establish basic connections between the ideas in the text and their personal experiences or general knowledge.

### EXCEEDS

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 retrieve 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 familiar text types and establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge.

## GRADE 6: READING – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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 in paratextual features like graphs, diagrams and tables. Even if the contextual clues are prominent, they have difficulty explaining behaviors, 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

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

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 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 4B: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

<b>GRADE 2: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS</b>		
<b>PARTIALLY MEETS</b>	<b>MEETS</b>	<b>EXCEEDS</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.</p> <p>They understand the relationship between common currency denominations. They recognize, name and compose basic shapes. They retrieve information from simple data displays and replicate simple shape, color, 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.</p> <p>They recognize 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, color, or sound patterns.</p>	<p>Learners solve addition and subtraction problems involving computations within 40. They understand the symbols +, -, and =.</p> <p>They take apart and put together two-dimensional shapes in more than one way. They identify and extend simple numerical patterns.</p>

## GRADE 3: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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.

They compare within categories in simple data displays and recognize two-dimensional objects in everyday life. They extend shape, color, or sound patterns and demonstrate pictorially an understanding of equivalence.

### MEETS

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. They 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

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. They recognize and name two-dimensional shapes by their attributes and can describe increasing or decreasing numerical patterns that have a simple rule. They represent a real-world problem by a number sentence.

## GRADE 4: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

PARTIALLY MEETS	MEETS	EXCEEDS
<p>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 <math>5 \times 5</math> and related division facts.</p> <p>They represent the concept of equivalent fractions (e.g., <math>1/3 = 2/6</math>) using diagrams or objects and measure and compare lengths and weights. They understand the relationship between minutes, hours, days, 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.</p>	<p>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 <math>10 \times 10</math> and related division facts. They solve simple real-world problems with whole numbers using the four operations (consistent with the grade and performance level).</p> <p>They identify simple equivalent fractions, and they select and use a variety of tools to measure and compare length, weight, and capacity/volume. They 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 recognize 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.</p>	<p>Learners demonstrate skills in computation, including in real-world problems.</p> <p>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. They 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.</p>

## GRADE 5: MATHEMATICS – OVERVIEW OF ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

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.

They select and use a variety of tools to measure and compare length and weight. They 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

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. They 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 addition and/or subtraction on both sides of the equal sign (e.g.,  $\_\_\_ + 15 = 16 + 21$ ).

### EXCEEDS

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. They 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

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. They 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

Learners compare, order, and round decimals to the thousandths place. They solve real-world problems involving the division of four-digit by one-digit numbers.

They solve problems using the addition and subtraction of fractions and decimals. They recognize equivalences between simple fractions, decimals, and percentages. They solve real-world problems involving elapsed time and area and convert between units of length and weight. They 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

Learners divide up to four-digit by two-digit numbers, including in real-world problems.

They 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. They 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.

## **5. DESCRIPTORS FOR THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

**TABLE 5A: READING – DESCRIPTORS FOR THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<p><b>AURAL LANGUAGE COMPREHENSION</b></p> <p>Given a text that is read to them, learners can...</p>	Identify key events, ideas, or major characters; make simple inferences; identify the meaning of key words.	Identify details about key events, ideas, or characters; make simple inferences that require connecting explicit clues from different parts of the text; identify the meaning of key words.	Identify and integrate both explicit and implicit ideas and information to draw basic conclusions that reflect an adequate understanding of the text, make logical generalizations, and identify how the meaning of a word changes depending on the context.		
<p><b>DECODING</b></p> <p>Given a short grade-level text, learners can...</p>	Decode most words in a connected text, including some unfamiliar ones.	Read at a pace and a level of accuracy that meets minimum country standards for fluency.	Read at a pace and with a level of accuracy and prosody that meets minimum country standards for fluency.		
<p><b>READING COMPREHENSION RETRIEVING INFORMATION</b></p> <p>Given a grade-level narrative or expository text, learners can...</p>	Identify the meaning of most unfamiliar words or familiar words used in unfamiliar ways (i.e., homophones).	Use grade-3 level morphological or contextual clues to identify the meaning of a variety of familiar and unfamiliar words.	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.	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.	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>Given a grade-level narrative or expository text, learners can...</p>	Locate most pieces of explicit information in a sentence when the information is prominent and there is no competing information.	Locate most pieces of explicit information when that information is prominent and found in two consecutive sentences containing no competing information.	Locate most pieces of explicit information when the information is prominent and found within a single paragraph containing no competing information.	Locate most pieces of explicit information when the information is prominent, found in the text and/or in basic paratextual features, (e.g., illustrations, titles, subheadings, changes in font, captions, labels, simple diagrams/tables), and when there is no competing information.	Locate most pieces of explicit information in a text or in simple paratextual features (e.g., footnotes, graphs, source notation, format), when there is limited competing information.

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>INTERPRETING INFORMATION</b>  Given a grade-level narrative or expository text, learners can...		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., Sally blew out the candles on her cake. What was she celebrating?).	Make simple inferences by relating one or more prominent pieces of explicitly stated information, when there is no competing information, in order to identify most behaviors, 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 recognize most causal relationships and identify most points of view or positions.	Make simple inferences by relating two or more prominent pieces of information, including information in paratextual features (e.g., footnotes, graphs, source notation, format), where there is minimal competing information, in order to provide simple explanations of most behaviors, feelings, or causes of events, recognize the general purpose of a text, identify most evidence in a text that supports an idea or a position, and, draw some basic but accurate conclusions.
Given a grade-level narrative or expository text, learners can...		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., identify the order in which secondary ideas or events appear in a text, or secondary ideas that relate to a main idea).

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
Given a grade-level narrative or expository text, learners can...			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>			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.
Given a grade-level narrative or expository text, learners can...					Differentiate most facts from opinions when the clues are prominent or only require simple inference.
Given a grade-level narrative or expository text, learners can...					

**TABLE 5B: MATHEMATICS – DESCRIPTORS FOR THE MEETS GLOBAL MINIMUM PROFICIENCY LEVEL**

<b>DOMAIN AND CONSTRUCT</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>  WHOLE NUMBERS	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, 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 hundredths); use decimal notation for fractions with denominators of 10 and 100 (e.g., $72/100 = 0.72$ ).	Compare, order, and round decimals to the thousandths place; recognize the equivalence of decimals, percents, and fractions with denominators of 10 (e.g., $3/10 = 0.3 = 30\%$ ).

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>OPERATIONS</b>	Solve addition and subtraction problems within 20 that are presented concretely, pictorially, and symbolically; divide a group of objects into 2 equal sets.	Add and subtract whole numbers within 100, with regrouping; demonstrate fluency with addition and subtraction facts within 20; 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.	Add and subtract whole numbers within 1,000; demonstrate fluency with multiplication facts up to $10 \times 10$ , and related division facts.	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; add and subtract proper fractions with common denominators (e.g., $1/6 + 2/6$ ).	Divide four-digit by one-digit numbers with a remainder; identify factors and multiples of whole numbers within 100; add and subtract decimal numbers up to the hundredths place (e.g., $3.41 + 5.32$ ).
<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 units to measure 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 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., 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).

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<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>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>STATISTICS AND PROBABILITY</b>  DATA MANAGEMENT	Compare between categories of simple data displays (e.g., tally charts, pictographs) 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).	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).	Interpret data displays using data arranged into categories (e.g., two-way tables, column/bar graphs that allow comparisons of sub-categories).
<b>CHANCE AND PROBABILITY</b>				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).
<b>GEOMETRY</b>  CONSTRUCTIONS	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).	Recognize and name two-dimensional shapes from a written or spoken description of their simple attributes; 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); recognize parallel and perpendicular lines.	Identify and draw parallel and perpendicular lines.	Construct and deconstruct simple, familiar three-dimensional figures (e.g., folding and unfolding physically or mentally) and identify front, top and side views.

<b>DOMAIN AND CONSTRUCT</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<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 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).

DOMAIN AND CONSTRUCT	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>ALGEBRA</b>  <b>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 of 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, increase by 3).
<b>RELATIONS AND FUNCTIONS</b>	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., $23 + \_\_ = 29$ ).	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., $13 + \_\_ = 10 + 15$ ); 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. $3 \times \_\_ + 5 = 11$ ).
<b>VARIATION (RATIO, PROPORTION, AND PERCENTAGE)</b>					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?).

## **6. DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

**TABLE 6A: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

GRADE 2: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS		
PARTIALLY MEETS	MEETS	EXCEEDS
<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		
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		
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		
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.

<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.

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**PARTIALLY MEETS****MEETS****EXCEEDS**

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**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)

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.

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.

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## GRADE 3: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

#### 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

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

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).

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

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

Locate explicitly-stated detailed information throughout 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

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.

<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.

PARTIALLY MEETS	MEETS	EXCEEDS
<b>DECODING</b>		
Fluency		
Read a simple, grade-3 level text aloud at a sufficient pace and level of accuracy to meet minimal fluency standards <sup>5</sup>		
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.
<b>READING COMPREHENSION OF SIMPLE, GRADE 3-LEVEL CONNECTED TEXT</b>		
<b>RETRIEVE INFORMATION AT WORD LEVEL</b>		
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)		
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).
<b>RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
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.		
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).
<b>INTERPRET INFORMATION</b>		
Make simple inferences by tracking close noun or pronoun references in a text (e.g., Paul went to the store. <u>He</u> bought bananas.)		

<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.

PARTIALLY MEETS	MEETS	EXCEEDS
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.
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?)		
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		
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: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

#### 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

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

Make limited generalizations.

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

Make logical generalizations.

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

Make informed, justifiable generalizations.

##### RETRIEVE INFORMATION AT WORD LEVEL

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

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.

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<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.

PARTIALLY MEETS	MEETS	EXCEEDS
<b>DECODING</b>		
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>		
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.
<b>READING COMPREHENSION OF SIMPLE, GRADE 4-LEVEL CONNECTED TEXT</b>		
<b>RETRIEVE INFORMATION AT WORD LEVEL</b>		
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)		
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.
<b>RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
Locate pieces of explicit information in a single paragraph when there is no competing information		
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.

<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.

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

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**PARTIALLY MEETS****MEETS****EXCEEDS**

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**INTERPRET INFORMATION**

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

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

Make simple inferences about behaviors, 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

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

Recognize only most basic text types.

Recognize most of the text types encountered in grade 4 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 main idea of a text and one's personal experience and/or general knowledge

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.

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## GRADE 5: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

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

##### RETRIEVE INFORMATION AT WORD LEVEL

Use grade 5-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

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

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

PARTIALLY MEETS	MEETS	EXCEEDS
Establish causal relationships when supporting information is explicitly stated, located in consecutive sentences in the text, and there is no competing information.	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.
Identify points of view or positions when information is explicitly stated, located in 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.
<b>Establish main and secondary ideas in a text</b>		
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.
<b>Recognize familiar grade 5-level text types (stories, expository texts, poems, instructions, etc.) from structure and content</b>		
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.
<b>REFLECT ON INFORMATION</b>		
<b>Establish connections between prominent ideas in a text and one's personal experience and/or general knowledge</b>		
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: READING – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

#### 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

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)

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 behaviors, 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

PARTIALLY MEETS	MEETS	EXCEEDS
<p>Even when contextual clues are prominent, they sometimes have difficulty:</p> <ul style="list-style-type: none"> <li>○ Providing simple explanations behaviors, feelings, or causes of events</li> <li>○ Recognizing the purpose of a text</li> <li>○ Identifying any evidence in a text that supports an idea or a position</li> <li>○ Drawing limited conclusions</li> </ul>	<p>Relate two or more prominent pieces of information in the text or paratextual features to:</p> <ul style="list-style-type: none"> <li>○ Provide simple explanations of most behaviors, feelings, or causes of events</li> <li>○ Recognize the general purpose of a text</li> <li>○ Identify some evidence in a text that supports an idea or a position</li> <li>○ Draw basic conclusions</li> </ul>	<p>Relate two or more pieces of information in the text or in paratextual features (prominent or not) to:</p> <ul style="list-style-type: none"> <li>○ Provide accurate, informed explanations of behaviors, feelings, or causes of events</li> <li>○ Fully describe the purpose of a text</li> <li>○ Identify most evidence in a text that supports an idea or a position</li> <li>○ Draw informed conclusions</li> </ul>
<p>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)</p>		
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>REFLECT ON INFORMATION</b> Establish connections between prominent ideas or events in a text and one’s personal experience and/or general knowledge</p>		
<p>Establish limited, low-level connections between the ideas in the text and their personal experiences or general knowledge.</p>	<p>Establish basic connections between the ideas in the text and their personal experiences or general knowledge.</p>	<p>Establish informed, rich connections between the ideas in the text and their personal experiences or general knowledge.</p>
<p>Differentiate fact from opinion when clues are prominent or only require simple inferences</p>		
<p>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.</p>	<p>Differentiate facts from opinions when clues are prominent or require simple inferences.</p>	<p>Differentiate facts from opinions when clues are not prominent or require simple or more complex inferences.</p>

**TABLE 6B: MATHEMATICS – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS**

GRADE 2: MATHEMATICS – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS		
PARTIALLY MEETS	MEETS	EXCEEDS
<b>NUMBER KNOWLEDGE</b>		
<b>WHOLE NUMBERS</b> Identify and count whole numbers		
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		
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		
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		
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		
---	Divide a group of objects into 2 equal sets.	Divide a group of objects into 3 equal sets.
<b>REAL-WORLD PROBLEMS</b> Solve real-world problems involving operations on quantities		

PARTIALLY MEETS	MEETS	EXCEEDS
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.
<b>MEASUREMENT</b>		
<b>LENGTH, CAPACITY, VOLUME, AREA, AND PERIMETER</b> Use non-standard units to measure, compare, and order		
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.
<b>TIME</b> Tell time		
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).
<b>CURRENCY</b> Use different currency units to create amounts		
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.
<b>STATISTICS AND PROBABILITY</b>		
<b>DATA MANAGEMENT</b> Retrieve and interpret data presented in displays		
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.

PARTIALLY MEETS	MEETS	EXCEEDS
<b>GEOMETRY</b>		
<b>CONSTRUCTIONS</b>		
Compose and decompose shapes and figures		
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).
<b>PROPERTIES OF SHAPES AND FIGURES</b>		
Recognize and describe shapes and figures		
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).
<b>POSITION AND DIRECTION</b>		
Describe the position and direction of objects in space		
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).

PARTIALLY MEETS	MEETS	EXCEEDS
<b>ALGEBRA</b>		
<b>PATTERNS</b>		
Recognize and describe patterns		
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		
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).
<b>RELATIONS AND FUNCTIONS</b>		
Demonstrate an understanding of equivalency		
Demonstrate understanding of equivalence concretely using commonly-found objects.	Demonstrate understanding of equivalence pictorially.	Demonstrate understanding of the symbols +, -, =.

## GRADE 3: MATHEMATICS – DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

#### NUMBER KNOWLEDGE

##### WHOLE NUMBERS

Identify and count whole numbers

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

Count, read, and write whole numbers up to 1,000; 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

Compare and order whole numbers to 100.

Compare and order whole numbers to 1,000.

Compare and order whole numbers to 10,000.

Represent whole numbers in equivalent ways

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

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.

PARTIALLY MEETS	MEETS	EXCEEDS
Multiply and divide quantities concretely, pictorially, and symbolically		
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.
<b>REAL-WORLD PROBLEMS</b> Solve real-world problems involving operations on quantities		
---	Solve simple real-world problems using addition and subtraction within 100, with regrouping.	---
<b>FRACTIONS</b> Identify and represent fractions concretely, pictorially, and symbolically		
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.
<b>MEASUREMENT</b>		
<b>LENGTH, CAPACITY, VOLUME, AREA, AND PERIMETER</b> Use non-standard and standard units to measure, compare, and order		
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.
<b>TIME</b> Tell time		
Tell time using an analog clock to the nearest hour.	Tell time using an analog clock to the nearest half hour.	---

PARTIALLY MEETS	MEETS	EXCEEDS
Solve problems involving time		
---	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).
<b>CURRENCY</b> Use different currency units to create amounts		
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.
<b>STATISTICS AND PROBABILITY</b>		
<b>DATA MANAGEMENT</b> Retrieve and interpret data presented in displays		
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).
<b>GEOMETRY</b>		
<b>CONSTRUCTIONS</b> Compose and decompose shapes and figures		
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).

---

**PARTIALLY MEETS****MEETS****EXCEEDS**

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**PROPERTIES OF SHAPES AND FIGURES**

Recognize and describe shapes and figures

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

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

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).

---

PARTIALLY MEETS	MEETS	EXCEEDS
Extend and create patterns		
Extend non-numerical repeating patterns.	Extend a numerical pattern and/or recognize a missing element (e.g., 3, __, 9. 12, 15).	---
<b>RELATIONS AND FUNCTIONS</b>		
Demonstrate an understanding of equivalency		
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: DESCRIPTORS FOR ALL THREE GLOBAL MINIMUM PROFICIENCY LEVELS

**PARTIALLY MEETS**

**MEETS**

**EXCEEDS**

### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

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.

---

Identify the relative magnitude of whole numbers

Compare and order whole numbers to 1,000.

Compare and order whole numbers to 10,000.

---

Represent whole numbers in equivalent ways

Use place value to compose and decompose numbers to 1,000; 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.

#### OPERATIONS

Add and subtract quantities concretely, pictorially, and symbolically

Add and subtract whole numbers within 100.

Add and subtract whole numbers within 1,000.

---

Multiply and divide quantities concretely, pictorially, and symbolically

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.

PARTIALLY MEETS	MEETS	EXCEEDS
<b>REAL-WORLD PROBLEMS</b>		
Solve real-world problems involving operations on quantities		
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.
<b>FRACTIONS</b>		
Identify and represent fractions concretely, pictorially, and symbolically		
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		
---	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., $2/6$ , $2/5$ , $2/4$ ).
<b>MEASUREMENT</b>		
<b>LENGTH, CAPACITY, VOLUME, AREA, AND PERIMETER</b>		
Use non-standard and standard units to measure, compare, and order		
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		
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).
<b>TIME</b>		
Tell time		

<b>PARTIALLY MEETS</b>	<b>MEETS</b>	<b>EXCEEDS</b>
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.
<b>Recognize and describe the relationship between different units of time</b>		
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.	---
<b>Solve problems involving time</b>		
---	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).
<b>STATISTICS AND PROBABILITY</b>		
<b>DATA MANAGEMENT</b>		
Retrieve and interpret data presented in displays		
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).
<b>GEOMETRY</b>		
<b>CONSTRUCTIONS</b>		
Compose and decompose shapes and figures		

PARTIALLY MEETS	MEETS	EXCEEDS
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); recognize parallel and perpendicular lines.	---
Use tools to draw shapes and figures		
---	---	Draw parallel and perpendicular lines.
<b>PROPERTIES OF SHAPES AND FIGURES</b> Differentiate shapes and figures by their attributes		
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.
<b>POSITION AND DIRECTION</b> Describe the position and direction of objects in space		
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).
<b>ALGEBRA</b>		
<b>PATTERNS</b> Recognize and describe patterns		

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**PARTIALLY MEETS**

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.

**MEETS**

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).

**EXCEEDS**

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

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

**PARTIALLY MEETS**

**MEETS**

**EXCEEDS**

### NUMBER KNOWLEDGE

#### WHOLE NUMBERS

Identify and count whole numbers

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

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

Round numbers up to the nearest thousand.

Round numbers up to the nearest ten thousand.

Round numbers up to the nearest hundred thousand.

#### OPERATIONS

Add and subtract quantities concretely, pictorially, and symbolically

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

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 fraction and a whole number (e.g.,  $3/4$  of 12).

PARTIALLY MEETS	MEETS	EXCEEDS
<b>REAL-WORLD PROBLEMS</b>		
Solve real-world problems involving operations on quantities		
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.
<b>FRACTIONS</b>		
Identify and represent fractions concretely, pictorially, and symbolically		
Convert simple fractions into equivalent forms with different denominators.	Convert fractions into equivalent forms with different denominators.	---
<b>DECIMALS</b>		
Identify and represent decimals concretely, pictorially, and symbolically		
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., $7/10 = 0.7$ ).	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., $72/100 = 0.72$ ).	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.
Identify the relative magnitude of decimals		
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.
Represent decimals in equivalent ways		
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 1,000.

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**PARTIALLY MEETS****MEETS****EXCEEDS**

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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

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).

**Solve problems involving measurement**

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).

**TIME****Tell time**

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**

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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PARTIALLY MEETS	MEETS	EXCEEDS
<b>STATISTICS AND PROBABILITY</b>		
<b>DATA MANAGEMENT</b>		
Collect, organize, and present data		
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).	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).	Retrieve information from a simple two-way table.
<b>CHANCE AND PROBABILITY</b>		
Describe the likelihood of events in different ways		
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).
<b>GEOMETRY</b>		
<b>CONSTRUCTIONS</b>		
Use tools to draw shapes and figures		
Recognize parallel and perpendicular lines.	Identify and draw parallel and perpendicular lines.	Identify and draw combinations of parallel and perpendicular lines.
<b>PROPERTIES OF SHAPES AND FIGURES</b>		
Differentiate shapes and figures by their attributes		
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.
<b>POSITION AND DIRECTION</b>		
Describe the position and direction of objects in space		

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**PARTIALLY MEETS**

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).

**MEETS**

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.

**EXCEEDS**

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

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

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

## GRADE 6: COMPLETE GLOBAL PROFICIENCY DESCRIPTORS FOR MATHEMATICS

### PARTIALLY MEETS

### MEETS

### EXCEEDS

#### NUMBER KNOWLEDGE

##### WHOLE NUMBERS

Identify and count whole numbers

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

Compare and order whole numbers to 100,000.

Compare and order whole numbers to 1,000,000.

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Represent whole numbers in equivalent ways

Round numbers up to the nearest ten thousand.

Round numbers up to the nearest hundred thousand.

Round numbers up to the nearest million.

##### OPERATIONS

Add and subtract quantities concretely, pictorially, and symbolically

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.,  $2\frac{2}{3} - 1\frac{1}{6}$ ).

Multiply and divide quantities concretely, pictorially, and symbolically

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.

##### REAL-WORLD PROBLEMS

Solve real-world problems involving operations on quantities

PARTIALLY MEETS	MEETS	EXCEEDS
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.
<b>FRACTIONS</b> Identify the relative magnitude of fractions		
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 $3\frac{1}{2}$ ).	----
Represent fractions in equivalent ways		
---	Convert improper fractions and mixed numbers (e.g., $\frac{7}{2}$ to $3\frac{1}{2}$ ).	----
<b>DECIMALS</b> Identify and represent decimals concretely, pictorially, and symbolically		
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.
Identify the relative magnitude of decimals		
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%).
Represent decimals in equivalent ways		
---	Recognize the equivalence of decimals, percents, and fractions with denominators of 10 (e.g., $\frac{3}{10} = 0.3 = 30\%$ ).	---

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**PARTIALLY MEETS****MEETS****EXCEEDS**

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**MEASUREMENT**

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).

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

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

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

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

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.

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PARTIALLY MEETS	MEETS	EXCEEDS
<b>CHANCE AND PROBABILITY</b>		
Describe the likelihood of events in different ways		
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., 1/2 or 0.50 or 50%).
<b>GEOMETRY</b>		
<b>CONSTRUCTIONS</b>		
Compose and decompose shapes and figures		
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.
<b>PROPERTIES OF SHAPES AND FIGURES</b>		
Differentiate shapes and figures by their attributes		
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.
<b>POSITION AND DIRECTION</b>		
Describe the position and direction of objects in space		
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).

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**PARTIALLY MEETS****MEETS****EXCEEDS**

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**ALGEBRA****PATTERNS**

## Recognize and describe patterns

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

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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 pattern 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

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)

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	Identify information that is implied or inferred by text; make inferences about a topic considering different sources of information; infer 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), 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

## TERM

## DEFINITION

Inferential comprehension	Inferential comprehension deals with what is meant when ideas are not directly stated. The learner must 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 does not require the reader to draw conclusions. It 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, or speculating on the actions of a character
Meaning (or overall meaning)	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”
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