Performance Level Descriptors (PLDs)				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
Operations and Algebraic Thinking				
3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.7a 3.OA.7b 3.OA.8 3.OA.9	**A student at this level** • identifies the number of groups and the size of each group in multiplication problems, • calculates whole-number products, and	**A student at this level** • identifies the number of groups and the size of each group in multiplication and division problems; • applies a property of operations in order to multiply; • calculates whole-number products and quotients; • finds unknown terms in multiplication equations;	**A student at this level** • represents multiplication and division using the number of groups and the size of each group; • applies a property of operations in order to multiply and divide; • calculates and interprets whole-number products and quotients up to 100, including one-step word problems; • finds unknown terms in multiplication and division equations involving three whole numbers;	**A student at this level** • explains strategies used to solve multiplication and division problems; • applies multiple properties of operations in order to multiply and divide; • relates real-world context to a given whole-number product or quotient; and

	• solves one-step word problems using multiplication.	• solves one-step word problems using multiplication or division; and • extends the terms of an arithmetic pattern.	• solves two-step word problems using any of the four operations, including representing context as an equation where the unknown is a variable; and • identifies and explains rules for arithmetic patterns.	• justifies how to solve two-step word problems using any of the four operations.
Operations with Numbers: Base Ten				
3.NBT.10 3.NBT.11 3.NBT.12	**A student at this level** • adds whole numbers up to 1,000 by applying a variety of strategies.	**A student at this level** • rounds two-digit whole numbers to the nearest 10 and • adds or subtracts whole numbers up to 1,000 by applying a variety of strategies.	**A student at this level** • rounds up to three-digit whole numbers to the nearest 10 or 100, • multiplies one-digit whole numbers by multiples of 10 from 10 to 90, and • adds and subtracts whole numbers up to 1,000 by applying a variety of strategies.	**A student at this level** • rounds four-digit whole numbers to the nearest 10 or 100; • multiplies one-digit whole numbers by multiples of 100; • evaluates which strategies work to solve a given addition or subtraction equation; and • identifies errors in a solution strategy for a given addition or subtraction equation.

Operations with Numbers: Fractions				
3.NF.13 3.NF.14 3.NF.14a 3.NF.14b 3.NF.15 3.NF.15a 3.NF.15b	**A student at this level** • identifies fractional parts of one whole and recognizes unit fractions on a visual model.	**A student at this level** • understands a unit fraction as an equal part of one whole and represents unit fractions on a number line, • recognizes fractional equivalence supported by visual models, including fractions that are equivalent to 1 or more wholes, and • compares fractions with the same denominator using <, >, or =.	**A student at this level** • understands fractions as equal parts of a whole and as intervals on a number line, • recognizes and generates fractional equivalence supported by visual models, including fractions that are equivalent to 1 or more wholes, and • compares fractions with the same numerator or the same denominator using <, >, or =.	**A student at this level** • understands fractions, fractional equivalence, comparisons, and unit fractions in terms of equal partitions of one or more wholes and intervals on a number line.
Data Analysis				
3.DA.16 3.DA.16a 3.DA.16b 3.DA.17	**A student at this level** • interprets a scaled picture graph or bar graph to represent data.	**A student at this level** • draws, interprets, or solves one-step problems involving scaled picture graphs and bar graphs and • measures lengths to the nearest half inch and creates a line plot from the data.	**A student at this level** • determines a simple probability from a context, • draws, interprets, or solves one- and two-step problems involving scaled picture graphs and bar graphs, and • measures lengths to the nearest quarter inch and creates a line plot from the data.	**A student at this level**

Measurement				
3.M.18 3.M.18a 3.M.19 3.M.19a 3.M.20 3.M.21 3.M.22 3.M.23 3.M.24 3.M.25	**A student at this level** • recognizes metric units of liquid volume and mass and • finds the perimeter of rectangles given the side lengths.	**A student at this level** • tells and writes time to the nearest minute; • measures or estimates liquid volume and mass in metric units; • finds the area of a rectangle that is broken into unit squares; and • finds perimeters of polygons given the side lengths.	**A student at this level** • tells and writes time to the nearest minute and measures and solves problems involving time; • solves one-step problems involving liquid volume or mass in metric units; • finds the area of a rectangle or rectilinear figure given whole number side lengths; and • solves real-world and mathematical problems related to perimeters of polygons.	**A student at this level** • solves time interval problems involving hours and minutes when the time changes from a.m. to p.m., • justifies the steps required to solve a problem involving area of rectilinear figures, and • recognizes patterns between area and perimeter of rectangles.
Geometry				
3.G.26 3.G.26a	**A student at this level** • identifies and names the different types of quadrilaterals when images of the shapes are provided.	**A student at this level** • identifies and names the different types of quadrilaterals.	**A student at this level** • creates examples and nonexamples of quadrilaterals based on a given category and • recognizes that a set of attributes for a quadrilateral can fit into different categories.	**A student at this level** • justifies why a polygon fits into multiple categories.

