

# Performance Level Descriptors

## Mathematics

## Grade 3

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# Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2021 state-adopted content standards.

**PLDs show a *progression of knowledge and skills*** expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

## Range Performance Level Descriptors

Operations and Algebraic Thinking			
Developing	Approaching	Meeting	Advanced
A student at this level can likely	A student at this level can likely identify the number and size of groups in a multiplication representation,	A student at this level can likely identify an array or equal groups context that can be expressed as multiplication or division,	A student at this level can likely identify a measurement context that can be expressed as multiplication or division,
solve word problems using multiplication within 50,	solve word problems using multiplication within 100,	solve word problems using multiplication and division within 100,	solve and explain how the relationship between multiplication and division can be used to solve division word problems within 100,
recognize the distributive property,	apply the distributive property to generate but not simplify equivalent expressions,	apply the distributive property to multiply a factor by another factor,	explain the distributive property for multiplication,
	recognize strategies to multiply within 100,	explain strategies to multiply and divide within 100 including the application of properties,	explain strategies to multiply and divide within 100 including the relationship between the operations,
find products with foundational factors (0, 1, 2, 5, and 10), and	find products and quotients with foundational factors (0, 1, 2, 5, and 10),	demonstrate and explain flexibility and efficiency when finding products and quotients with foundational factors (0, 1, 2, 5, and 10),	demonstrate and explain flexibility and efficiency when finding products and quotients with foundational factors (0, 1, 2, 5, and 10), including generalizations that support reasoning,

solve one-step word problems using the four operations.	represent and solve one-step word problems using the four operations, and	represent and solve two-step word problems using the four operations, and	solve two-step word problems using the four operations and justify the answer with estimation strategies, and
	identify the next term in an arithmetic pattern.	identify and explain an arithmetic pattern.	identify and explain aspects of an arithmetic pattern beyond the rule.
<b>Number and Operations in Base Ten</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<b>A student at this level can likely</b> use place value to generate estimates of addition of whole numbers within 100, and	<b>A student at this level can likely</b> use place value to generate estimates of addition and subtraction of whole numbers within 100,	<b>A student at this level can likely</b> use place value to generate estimates of addition and subtraction of whole numbers within 1000 in real-world situations,	<b>A student at this level can likely</b> determine and explain the degree of precision needed for a problem situation within 1000,
	assess the reasonableness of estimates for the addition and subtraction of whole numbers within 100,	assess the reasonableness of estimates for the addition and subtraction of whole numbers within 1000,	explain why an estimate is too high or too low,
find sums with whole numbers within 1000 using place value, properties of operations, and the relationship between addition and subtraction.	find sums and differences with whole numbers within 1000 using place value, properties of operations, and the relationship between addition and subtraction, and	demonstrate flexibility and efficiency when finding sums and differences with whole numbers within 1000, and	make sense of someone else's solution strategy for finding sums and differences of whole numbers within 1000, and
	multiply one-digit foundational factors (0, 1, 2, and 5) by multiples of 10 in the range 10-90.	multiply one-digit whole numbers by multiples of 10 in the range 10-90.	explain why a strategy works when finding the product of a one-digit whole number and a multiple of 10 in the range 10-90.

Number and Operations in Base Ten			
Developing	Approaching	Meeting	Advanced
A student at this level can likely identify unit fractions on a number line, and	A student at this level can likely represent unit fractions on a number line,	A student at this level can likely represent unit fractions on a number line and explain their meanings,	A student at this level can likely
represent fractions as parts of a whole,	identify fractions as numbers when represented on a number line,	represent fractions as numbers on a number line,	explain a fraction on a number line as a length found by iterating a unit fraction a specific number of times,
	recognize simple equivalent fractions,	recognize and generate simple equivalent fractions,	explain why simple equivalent fractions are equivalent by using a visual fraction model, and
	recognize fractional equivalents of whole numbers, and	recognize and express fractional equivalents of whole numbers, and	
compare two fractions represented on a number line.	compare two fractions with the same denominator by reasoning about their size.	compare two fractions with the same numerator or the same denominator by reasoning about their size.	recognize and explain that the size of a fractional part is relative to the size of the whole.
Measurement and Data			
Developing	Approaching	Meeting	Advanced
A student at this level can likely tell time to the nearest minute,	A student at this level can likely tell and write time to the nearest minute and measure time intervals in minutes,	A student at this level can likely solve word problems involving the addition and subtraction of time intervals in minutes,	A student at this level can likely solve word problems involving the addition and subtraction of an interval that includes both a.m. and p.m. times,

recognize the appropriate metric unit for measuring or measure liquid volumes and masses,	estimate liquid volumes and masses in metric units,	add or subtract to solve one-step word problems involving liquid volumes or masses in metric units,	add, subtract, multiply, or divide to solve one-step word problems involving liquid volumes or masses in metric units,
	identify a scaled picture graph or bar graph that represents a data set with several categories,	draw a scaled picture graph or bar graph to represent a data set with several categories,	
	solve one-step problems using information presented in scaled bar graphs,	solve two-step problems using information presented in scaled bar graphs,	
generate measurement data using a ruler marked with halves of an inch, and	generate measurement data using a ruler marked with halves and fourths of an inch,	generate measurement data using a ruler marked with halves and fourths of an inch and display it on a line plot,	
	understand area as a two-dimensional measure,	understand that area can be found by covering a figure with unit squares with no gaps or overlaps and measure that area by counting,	
determine the area of a rectangle with whole-number side lengths given a visual, and	determine the area of a rectangle with whole-number side lengths by multiplying the side lengths when solving mathematical problems,	determine the area of a rectangle with whole-number side lengths by multiplying the side lengths when solving real-world problems,	show and explain why the area found by tiling a rectangle is the same as the area found by multiplying the side lengths,
	recognize the distributive property in an area model,	represent the distributive property by tiling a rectangle with whole number side lengths,	

		decompose rectilinear figures into two parts to determine the area,	decompose rectilinear figures into three or more parts to determine the area,
recognize the difference between area and perimeter.	solve mathematical problems about finding the perimeter given the side lengths, and	solve mathematical perimeter problems about finding an unknown side length, and	solve real-world problems about finding the perimeter given the side lengths or about finding an unknown side length, and
	recognize examples of rectangles with the same perimeters and different areas or with the same areas and different perimeters.	solve mathematical problems involving rectangles with the same perimeters and different areas or with the same area and different perimeters.	solve real-world problems involving rectangles with the same perimeters and different areas or with the same area and different perimeters.
<b>Geometry</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<b>A student at this level can likely</b> identify the shared attributes between two shapes, and	<b>A student at this level can likely</b> identify the shared attributes among a set of shapes, and	<b>A student at this level can likely</b> categorize quadrilaterals and recognize the shared attributes that define a shape category,	<b>A student at this level can likely</b> explain why a shape does or does not belong to a category or more than one category.
		create figures that are quadrilaterals but are not a rhombus, rectangle, or square, and	
identify a shape that has been partitioned into parts with equal areas.	partition rectangles into parts with equal areas and express each part as a unit fraction of the whole.	partition shapes into parts with equal areas and express each part as a unit fraction of the whole.	