



How were the PLDs developed?

Following best practice for the development of PLDs, the number of performance levels and their definitions were specified prior to the articulation of the full descriptions. New York State educators certified in the appropriate grade-levels and subject areas convened in separate meetings to develop the initial draft PLDs for Grades 3-8 English Language Arts and Mathematics, respectively. In developing PLDs, participants considered policy definitions of the performance level and the knowledge and skill expectations fo (en)10.37engd [(l)2-6.4 (2<Br)-5.9 (ad (f)-6. Tw -5.90-o)nu

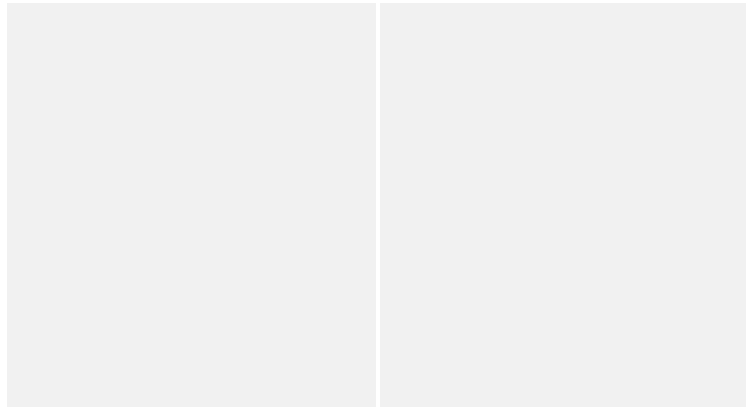
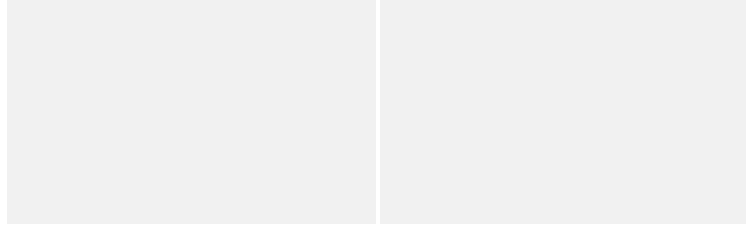


Next Generation Learning Standards Grade 5 Mathematics Performance Level Descriptions

Cluster	Performance Level 4	Performance Level 3	Performance Level 2	Performance Level 1
Students understand the place value system. (NY-5.NBT.1-4)		Read, write, and compare decimals to the thousandths using base-ten numerals, number names, expanded form, and inequality symbols ($>$, $<$, $=$). (5.NBT.3a-b)	Read and write decimals to the hundredths using base-ten numerals, number names, expanded form, and inequality symbols ($>$, $<$, $=$) using visual models.	Read and write decimals to the hundredths using base-ten numerals, number names, expanded form, and inequality symbols ($>$, $<$, $=$) using visual models or manipulatives.
		Use place value understanding to round decimals to any place. (5.NBT.4)	Round decimals to hundredths using visual models.	Round decimals to the tenths using manipulatives or visual models.
Students perform operations with multi-digit whole numbers and with decimals to hundredths. (NY-5.NBT.6-7)	Divide whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Identify relationships between different approaches. Check reasonableness of answers using a standard algorithm for multiplication.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using place		

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Students apply and extend previous understandings of multiplication and division to multiply and divide fractions. (NY-5.NF.3-7)		Interpret and explain multiplication as scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication where one factor is a fraction or mixed number. (5.NF.5a)	Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor where one factor is a fraction by performing the indicated multiplication.	Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor where one factor is a fraction by performing the indicated multiplication using visual models.
		Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $\frac{0}{0} = \frac{0}{0} \times \frac{a}{a}$ the effect of multiplying $\frac{0}{0}$ by 1. (5.NF.5b)	Relate the principle of fraction equivalence – – –	



Next Generation Learning Standards Grade 5 Mathematics Performance Level Descriptions

Cluster	Performance Level 4	Performance Level 3	Performance Level 2	Performance Level 1
Students graph points on the coordinate plane to solve real-world and mathematical problems. (NY-5.G.1-2)	Create real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. (5.G.2)	Represent mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	
Students classify two-dimensional figures into categories based on their properties. (NY-5.G.3-4)	Compare and contrast the attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. ^{††} (5.G.3)	Using visual models, explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Using manipulatives and/or visual models, explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
	Classify two-dimensional figures in a hierarchy based on properties.	Classify two-dimensional figures in a hierarchy based on properties. (5.G.4)	Classify two-dimensional figures in a hierarchy based on properties.	Classify two-dimensional figures in a hierarchy based on properties.

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