Overview of Performance Level Descriptors

Performance Level Descriptors (PLDs) communicate student performance on the Iowa Learning Expectations and Academic Development (LEAD) assessments. PLDs were developed in collaboration with Iowa educators to accompany the new Iowa Academic Standards in English Language Arts (ELA) and Literacy and in Math. Together with the Iowa Academic Standards, the PLDs provide the framework for understanding what students know and can do at critical points in their academic development.

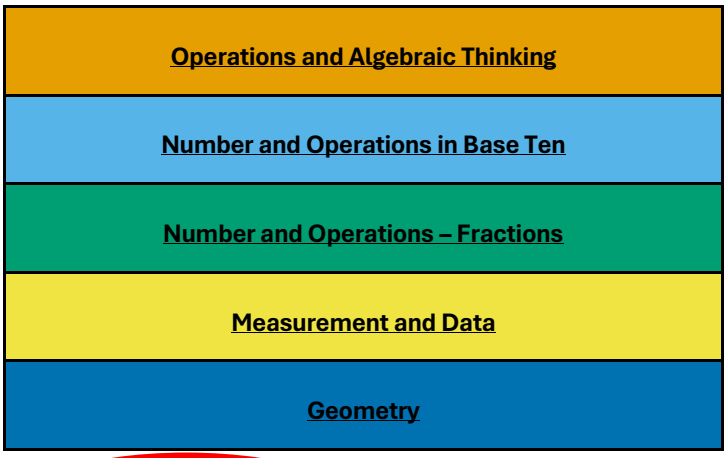
The purpose of the PLDs is to promote equity for all students across the state by clarifying expected learning outcomes for instruction and assessment. They are intended to support teachers' understanding of test scores and their connection to curriculum and instruction at the local level.

Performance Level Descriptors have several purposes or uses, including:

- Facilitating interpretation of student test scores by educators and families
- Identifying possible classroom instructional supports for a student's learning progression
- Supporting educators in the implementation of new standards
- Describing the criteria used to establish performance levels (or cut scores) for the statewide assessment at standard setting

Student performance on the Iowa LEAD assessments is differentiated into four categories: ***Below, Approaching, Meeting, and Exceeding Grade Level Expectations***. The categories should be understood as ***expectations*** relative to the grade-level content included in the assessment. Thus, a student at the Exceeding level performance above and beyond the expectations of a typical student on grade-level material. Likewise, a student at the Below level fell short of those expectations.

PLDs for Iowa LEAD are available at: https://ia.mypearsonsupport.com/performance-levels/



The content domains are presented as color-coded links that allow easy navigation from one section of the document to another

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A footer on each page returns the user to the page with color-coded links

Each page in the PLD document identifies the content domain and performance level

Operations and Algebraic Thinking: Grade 5 Math				
	Below A typical student at this level	Approaching A typical student at this level can	Meeting A typical student at this level can	Exceeding A typical student at this level can
Row 2	Does not yet demonstrate understanding of the grade 5 knowledge and skills in Operations and Algebraic Thinking needed to reach the Approaching level.	Translate between words and symbols for a 1-step or 2-step numerical expression of a calculation. Interpret a context to write a 1-step numerical expression of calculations with numbers.	Translate between words and symbols for a multi-step numerical expression of a calculation with numbers, including grouping symbols. Interpret a context to write a 2-step numerical expression of calculations with numbers, including using grouping symbols, without evaluating.	Translate between words and symbols for a complex numerical expression of a calculation with numbers, including multiple levels of grouping symbols. Interpret a complex context to write a numerical expression of calculations with numbers, including multiple levels of grouping symbols, without evaluating.
Row 3	Does not yet demonstrate understanding of the grade 5 knowledge and skills in Operations and Algebraic Thinking needed to reach the Approaching level.	Generate a pattern that follows a given rule. Given an arithmetic pattern, identify features of the sequence of numbers. Given pairs of whole numbers or whole-number ordered pairs consisting of corresponding terms from 2 patterns, graph the points in a coordinate plane.	Generate 2 patterns, including whole numbers, fractions, and/or decimals, that follow given rules. Given a complex arithmetic pattern or a simple pattern relating 2 sets of numbers in a table, identify features of the pattern. Identify whole-number ordered pairs consisting of corresponding terms from 2 given patterns or 2 patterns based on given rules, and graph the points in a coordinate plane.	Given a complex pattern relating 2 sets of numbers in a table, identify features that are not apparent from the pattern. Identify fractional ordered pairs consisting of corresponding terms from 2 given patterns or 2 patterns based on given rules, and graph the points in a coordinate plane.

In each domain, the PLDs are organized into numbered rows. The row numbers are provided for navigation and reference only. They **do not** indicate the importance or priority of the knowledge and skills described.

Each column in the PLD document identifies specific knowledge and skills expected of a student to reach the performance level. Sometimes a level may have an empty row. This means that level does not differentiate students from the preceding level.