



Wyoming Content & Performance Standards Definitions

Content Standards

define the **content and skills students are expected to know and be able to do** by the end of the grade band or grade level. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Performance Level Descriptors (PLDs)

describe the performance expectations of students for each of the four performance level categories: **advanced, proficient, basic, and below basic**. These are a description of what students within each performance level are expected to know and be able to do.

Performance Standards (PS)

are developed after the Standards Review Committee finalizes the Content Standards and PLDs. They identify a **subset** to be the PS by which all **students are expected to learn and be assessed on through the district assessment system** by the end-of-the grade band or grade level. They specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard. As such, they employ clear action verbs and describe “how good is good enough.”

The **Proficient PLD is the Performance Standard expectation** by which to measure student achievement. For the PS, the Content Standard is marked with an asterisk (*) and blue highlight, and the Proficient PLD statement is highlighted in blue.

Districts are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District’s Assessment System (DAS) and provide appropriate supports for student success. **Teachers** should provide extra focus, targeted supports, and offer multiple opportunities to demonstrate student understanding and proficiency. These PS can be assessed through the DAS in a variety of ways, including through formative assessments, benchmark and interim assessments, as well as summative assessments.