

Benchmark goals

The mCLASS® Math Benchmark provides a performance summary of student scores, providing teachers with at-a-glance insights of their students' performance against grade-level expectations. The table below outlines score ranges for where a student falls. The number in **bold** represents the Benchmark Goal for each time of year (TOY).

Grade	TOY	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
Kindergarten	BOY	200–287	288–330	331 –367	368–600
	MOY	200–338	339–364	365 –394	395–600
	EOY	200–380	381–406	407 –439	440–600
1	BOY	200–316	317–353	354 –395	396–600
	MOY	200–359	360–382	383 –419	420–600
	EOY	200–384	385–409	410 –439	440–600
2	BOY	200–328	329–348	349 –383	384–600
	MOY	200–344	345–373	374 –414	415–600
	EOY	200–374	375–394	395 –443	444–600
3	BOY	200–338	339–362	363 –405	406–600
	MOY	200–357	358–381	382 –425	426–600
	EOY	200–366	367–399	400 –446	447–600
4	BOY	200–308	309–325	326 –377	378–600
	MOY	200–348	349–364	365 –405	406–600
	EOY	200–360	361–384	385 –435	436–600
5	BOY	200–328	329–347	348 –373	374–600
	MOY	200–347	348–367	368 –411	412–600
	EOY	200–372	373–390	391 –433	434–600

Benchmark performance levels

mCLASS® Math calculates a Composite Score, or overall risk score. The scores are then used to determine a predictive risk level for each skill, as well as overall math proficiency. The scores sort the results into four status categories: Above Benchmark, At Benchmark, Below Benchmark, and Well Below Benchmark. The empirically established cut scores represent four levels of performance that are predictive of end-of-year outcomes. Using these levels, educators can determine where to extend efforts in supporting both individual students and the whole class.

Benchmark performance level	Instructional implication
Above Benchmark	<ul style="list-style-type: none">• Negligible risk for not meeting grade-level expectations• Very likely needs only core support• May benefit from instruction on more advanced skills
Benchmark	<ul style="list-style-type: none">• Minimal risk for math difficulty and on track for meeting grade-level expectations• Likely needs only core support to meet grade-level expectations
Below Benchmark	<ul style="list-style-type: none">• Some risk for not meeting grade-level expectations• Likely needs strategic instructional support to meet grade-level expectations
Well Below Benchmark	<ul style="list-style-type: none">• At risk for math difficulties, including dyscalculia• Likely needs intensive instructional support to meet grade-level expectations