

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
Mathematics Achievement Level Descriptors: Grade 5**

Achievement Level	Descriptors
Advanced	<ul style="list-style-type: none"> • Not applicable
Mastery	<ul style="list-style-type: none"> • Not applicable
Basic	<p>A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> • solve real-life problems using whole numbers; • use estimation strategies and mental math to determine reasonable values and solutions; • use variables and open sentences to express number relationships; • identify solutions to equations describing real-life situations; • identify positive solutions to inequalities on a number line; • use appropriate tools and procedures to measure accurately and to estimate and calculate measurements; • identify points on a coordinate grid; • identify basic geometric transformations and symmetries; • organize and display data using tables and graphs; • represent probabilities as common fractions between 0 and 1, inclusive; and • recognize and describe how number patterns and patterns in real-life situations are increasing, decreasing, or repeating.
Approaching Basic	<p>A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> • demonstrate an understanding of relations among fractions, including mixed numbers, and relations among decimals; • solve simple problems involving whole number properties and relationships; • demonstrate understanding of the connection between models and mathematical language; • choose tools necessary to measure accurately; • recognize and classify common two-dimensional figures by attributes; • read tables and graphs and use the data to solve simple problems; • describe the likelihood of events occurring in real-life situations; and • identify missing elements in a variety of patterns.

<p>Foundational</p>	<p>A student at this level has <i>not</i> demonstrated the fundamental knowledge and skills needed for the next level of schooling but has demonstrated the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level generally exhibit the ability to</p> <ul style="list-style-type: none"> • demonstrate some understanding of relations among fractions, including mixed numbers, and relations among decimals; • solve a limited number of simple problems involving whole number properties and relationships; • demonstrate some understanding of the connection between models and mathematical language; • choose—with limited degree of accuracy or with some consistency—tools necessary to measure accurately; • recognize and classify a limited number of common two-dimensional figures by attributes; • show minimal skills in reading tables and graphs and using the data to solve simple problems; • inconsistently describe the likelihood of events occurring in real-life situations; and • identify missing elements in a limited number of patterns.
<p>Pre-Foundational</p>	<p>A student at this level has <i>not</i> demonstrated the fundamental knowledge and skills needed for the next level of schooling. However, the student may be developing the foundational knowledge and skills that can be built upon to access the grade-level curriculum.</p> <p>Students scoring at this level <i>need to develop</i> the ability to</p> <ul style="list-style-type: none"> • demonstrate at least some understanding of relations among fractions, including mixed numbers, and relations among decimals; • solve at least a limited number of simple problems involving whole number properties and relationships; • demonstrate at least some understanding of the connection between models and mathematical language; • choose—with at least some degree of accuracy—tools necessary to measure accurately; • recognize and classify at least a limited number of common two-dimensional figures by attributes; • show at least some skills in reading tables and graphs and using the data to solve simple problems; • at least minimally describe the likelihood of events occurring in real-life situations; and • identify missing elements in at least a limited number of patterns.