

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
Mathematics Achievement Level Descriptors: Grade 9**

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"> • simplify numerical expressions involving multiple operations, using order of operations; • represent numbers as exponential expressions with positive, integral exponents; • use proportional reasoning to solve real-life problems; • use algebraic expressions, equations, and inequalities to describe tables and verbal statements in real-life situations; • solve multi-step equations and inequalities in one variable; • choose appropriate common units (U.S. and metric) to make measurements; • demonstrate understanding of precision and accuracy; • solve simple problems involving indirect measurement in real-life situations; • recognize and graph linear equations to interpret and solve real-life problems, and use appropriate terminology to describe slope, intercept, point, intersection, etc.; • draw translations and line reflections in a coordinate system; • read, organize, construct, and interpret data presented in a variety of formats and make generalizations using these representations; and • demonstrate a fundamental understanding of graphical representations of functions.
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 understanding of different number systems, including whole numbers, integers, rational numbers, and real numbers; • perform basic operations with positive rational numbers; • determine whether problems require exact or approximate solutions; • recognize ratios and proportions that describe real-life situations; • use calculators to evaluate polynomials for given values of the variables; • solve single-step equations and inequalities in one variable; • estimate, calculate, and make measurements using common units of measure; • locate points on a coordinate grid; • recognize geometric transformations on a coordinate grid; • match data displays to real-life situations, and vice versa; • follow and interpret processes expressed in flow charts; and • recognize and describe coordinate graphs of functions.

<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 different number systems, including whole numbers, integers, rational numbers, and real numbers; • perform a few basic operations with positive rational numbers; • determine—with some consistency—whether problems require exact or approximate solutions; • recognize some ratios and proportions that describe real-life situations; • minimally use calculators to evaluate polynomials for given values of the variables; • solve some single-step equations and inequalities in one variable; • estimate, calculate, and make measurements—with a limited degree of accuracy—using common units of measure; • show limited skills in locating points on a coordinate grid; • recognize a limited number of geometric transformations on a coordinate grid; • match some data displays to real-life situations, and vice versa; • follow and interpret some processes expressed in flow charts; and • minimally recognize and describe coordinate graphs of functions.
<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 different number systems, including whole numbers, integers, rational numbers, and real numbers; • perform at least a few basic operations with positive rational numbers; • determine—with at least some consistency—whether problems require exact or approximate solutions; • recognize at least some ratios and proportions that describe real-life situations; • at least minimally use calculators to evaluate polynomials for given values of the variables; • solve at least some single-step equations and inequalities in one variable; • estimate, calculate, and make measurements—with at least a limited degree of accuracy—using common units of measure; • show at least limited skills in locating points on a coordinate grid; • recognize at least a limited number of geometric transformations on a coordinate grid; • match at least some data displays to real-life situations, and vice versa; • follow and interpret at least some processes expressed in flow charts; and • at least minimally recognize and describe coordinate graphs of function.