

# LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

## Grade Span 3–4 Mathematics

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- read and/or write numbers to a specific place value;
- order sets of objects by *less than, more than, most, or least*;
- solve real-world problems using addition or subtraction;
- calculate the amount of money needed for a purchase or activity;
- use visual representations or objects to represent a problem;
- measure lengths of objects and select appropriate measurement units and/or tools for a given situation;
- tell time to the hour and use a clock to match times with activities;
- recognize and apply positional concepts;
- construct simple two-dimensional shapes;
- identify events as *possible* or *impossible* and/or *likely* or *unlikely*;
- make predictions about outcomes of daily events; and
- extend a simple pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify numbers to a specific place value;
- show that *equal* means *the same as*;
- identify a set of objects with “more”;
- identify simple addition and subtraction concepts in daily living;
- sort and/or identify coins and dollars;
- identify a picture sequence that completes a routine task;
- identify the difference between long and short;
- use measurement tools for a specific activity;
- associate activities with various times of day;
- follow simple spatial directions;
- sort two-dimensional shapes and/or objects by common and/or different attributes;
- identify the next event in a routine; and
- identify a simple pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Working Toward Standard*** level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- count objects to a given number;
- count to solve simple problems;
- identify the exchange of money as a means to make a purchase;
- select pictures or symbols that show a pattern;
- select objects of the same length;
- recognize basic measurement tools;
- identify simple directional concepts;
- recognize two-dimensional shapes; and
- match a simple pattern to another pattern.

# LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

## Grade Span 5-6 Mathematics

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify the fraction associated with a given model;
- solve real-life problems using addition or subtraction;
- order numbers or fractions by *less than, more than, most, and/or least*;
- use next-dollar strategy to make a purchase and determine the specific bills or coins needed for a purchase;
- determine if a given number is sufficient for a given situation;
- use visual representations or objects to model a problem or situation;
- measure during daily living activities;
- sort items according to weight, capacity, length, temperature, and/or time;
- order a minimum of three items according to weight, capacity, length, temperature, or time;
- sort shapes according to dimensions;
- find the horizontal or vertical length of a path between two points on a grid;
- organize and display data using tables, charts, and/or graphs; and
- find the missing element in a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Meets Standard*** level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- match geometric models of fractions with real-life models of fractions;
- identify simple addition and subtraction concepts in real life;
- identify a set of objects with “more”;
- show that *equal* means *the same as*;
- identify and write/state money amounts;
- match visual representations or objects to a given problem or situation;
- sort items according to one of the following: *more or less, long or short, heavy or light, early or late, day or night, hot or cold*;
- sort two-dimensional shapes and/or objects with common and/or different attributes;
- identify three-dimensional shapes;
- select a route from one specific point to another;
- interpret tables, charts, and/or graphs about daily activities; and
- extend a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Working Toward Standard* level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify the number of parts an object is divided into;
- count to solve simple problems;
- sort and/or identify coins and dollars;
- identify a picture sequence that completes a routine task;
- select objects of similar measurement;
- identify two-dimensional shapes;
- identify locations on a map or floor plan;
- select appropriate pictures or symbols for a chart; and
- identify a pattern.

# LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

## Grade Span 7-8 Mathematics

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify fractions associated with a given model;
- identify money denominations including amounts with decimals in daily-living situations;
- order by *less than*, *more than*, *most*, and/or *least*;
- identify a model of a given multiplication problem;
- use visual representations or objects to model a situation;
- order a minimum of three items according to weight, capacity, length, temperature, or time;
- recognize a model of a turn;
- apply positional concepts;
- find the horizontal and vertical lengths of a path between two points on a grid;
- create a chart of information using pictures or symbols;
- identify events as *possible* or *impossible* and/or *likely* or *unlikely*;
- make predictions about outcomes of daily events; and
- reproduce a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a number as a whole number, fraction, or decimal;
- identify a set of objects with “more”;
- count the number of groups;
- solve real-world problems using addition or subtraction;
- match visual representations or objects to a given situation;
- sort items according to one of the following: *more* or *less*, *long* or *short*, *heavy* or *light*, *early* or *late*, *day* or *night*, *hot* or *cold*;
- sort items according to weight, capacity, length, temperature, and/or time;
- recognize positional concepts;
- select a route from one specific point to another;
- compare data in tables, charts, and/or graphs; and
- find the missing element in a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Working Toward Standard*** level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- show that *equal* means *the same as*;
- count the objects in a group;
- identify a picture sequence that completes a routine task;
- follow simple spatial directions;
- identify locations on a map and/or a floor plan;
- use tables, charts, and/or graphs to locate information in daily activities;
- identify the next event in a routine; and
- extend a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

### Grade Span 9–10

#### Mathematics

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a model of a given division or multiplication problem;
- solve real-life problems using proportional reasoning;
- use visual representations or objects to solve an equation;
- determine the area or perimeter of an object using given standard or nonstandard units;
- find the horizontal and vertical length of a path between two points on a grid;
- recognize a model of a translation;
- solve a problem or answer questions using data from a chart or graph;
- make predictions about outcomes of daily events; and
- reproduce a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- solve real-world problems using addition or subtraction;
- determine the number of objects in two comparison groups;
- use visual representations or objects to model an equation;
- distinguish between area and perimeter;
- select a route from one specific point to another;
- recognize and apply positional concepts;
- compare data in tables, charts, and/or graphs;
- identify events as *possible* or *impossible* or *likely* or *unlikely*; and
- find the missing element in a pattern.

## LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Working Toward Standard*** level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a model of one-to-one correspondence;
- identify a picture sequence to complete a routine task;
- identify locations on a map and/or floor plan;
- follow simple spatial directions;
- use tables, charts, and/or graphs to locate information in daily activities;
- identify the next event in a routine; and
- extend a pattern.