

**Louisiana Educational Assessment Program  
LEAP Alternate Assessment, Level 2 (LAA 2)  
Mathematics Achievement Level Descriptors: Grade 4**

Achievement Level	Descriptors
Advanced	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
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"> <li>• estimate and use basic facts to perform simple computations with whole numbers;</li> <li>• show some understanding of fractions, decimals, and percents and their relationships;</li> <li>• solve some simple real-world problems in all the Louisiana mathematics content strands;</li> <li>• use—with some degree of accuracy—four-function calculators, rulers, and geometric shapes; and</li> <li>• provide written responses that are often minimal and presented without supporting information.</li> </ul>
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"> <li>• use basic facts to perform simple computations with whole numbers;</li> <li>• recognize fractions, decimals, and percents;</li> <li>• have difficulty applying conceptual knowledge in solving real-world problems;</li> <li>• use—with some degree of accuracy—four-function calculators, rulers, and geometric shapes; and</li> <li>• provide, at best, only minimal written responses.</li> </ul>
Foundational	<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"> <li>• use a limited number of basic facts to perform simple computations with whole numbers;</li> <li>• demonstrate minimal recognition of fractions, decimals, and percents;</li> <li>• apply conceptual knowledge minimally or inappropriately in solving real-world problems;</li> <li>• use—with limited degree of accuracy or with inconsistency—four-function calculators, rulers, and geometric shapes; and</li> <li>• provide written responses that are difficult to understand or are irrelevant.</li> </ul>

Pre-Foundational	<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"><li>• use a limited number of basic facts to perform simple computations with whole numbers;</li><li>• demonstrate minimal recognition of fractions, decimals, and percents;</li><li>• apply conceptual knowledge minimally in solving real-world problems;</li><li>• use—with limited degree of accuracy—four-function calculators, rulers, and geometric shapes; and</li><li>• provide written responses that may be partially complete.</li></ul>
------------------	--