

**Louisiana Educational Assessment Program
LEAP Alternate Assessment, Level 2 (LAA 2)
Mathematics Achievement Level Descriptors: Grade 8**

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"> • complete problems correctly with the help of prompts such as diagrams, charts, and graphs; • solve routine, real-world problems through the appropriate selection and use of strategies and technological tools—including calculators and geometric shapes; • use fundamental algebraic and informal geometric concepts in problem solving; • determine which available data are necessary and sufficient for correct solutions and use them in problem solving; and • show limited skill in communicating mathematically.
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"> • complete problems correctly with the help of prompts such as diagrams, charts, and graphs; • solve one-step problems involving basic computation (+, −, x, ÷) and follow procedural steps with instructional assistance; • recognize basic geometric figures; • recognize simple, obvious patterns; • use the tools of technology; • apply conceptual knowledge inconsistently; and • demonstrate difficulty in transferring knowledge and skills to problem-solving situations.
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"> • complete a limited number of problems correctly with the help of prompts such as diagrams, charts, and graphs; • solve few one-step problems involving basic computation (+, −, x, ÷) and follow procedural steps with detailed instructional assistance; • recognize a limited number of basic geometric figures; • recognize a limited number of simple, obvious patterns; • minimally use the tools of technology; • show minimal or inconsistent application of conceptual knowledge; and • demonstrate minimal or inappropriate transfer of knowledge and skills to problem-solving situations.

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">• complete a limited number of problems correctly with the help of prompts such as diagrams, charts, and graphs;• solve few one-step problems involving basic computation (+ , - , x , ÷) and follow procedural steps with detailed instructional assistance;• recognize a limited number of basic geometric figures;• recognize a limited number of simple, obvious patterns;• minimally use the tools of technology;• show minimal application of conceptual knowledge; and• demonstrate minimal transfer of knowledge and skills to problem-solving situations.
------------------	--