

Personalized Alternate Assessment Portfolio (PAAP) Achievement Level Definitions for Mathematics ~ High School

Mathematics achievement level definitions describe the *quality* of a student's responses on state-level alternate assessments in *relation* to the alternate mathematics standards. These definitions serve as the *foundation* for achievement level definitions for the alternate grade level expectations in mathematics.

Skills associated with these achievement level definitions may include some of the following:

- solving multi-step addition, subtraction, multiplication and/or division problems involving whole numbers, fractions, decimals, percents and/or ratios
- describing or illustrating the relationships between the four operations
- copying, extending, and describing patterns
- writing rules for finding specific cases of a linear or nonlinear relationship
- finding the value that will make an open sentence true
- representing unknown quantities with letters
- simplifying and writing linear algebraic expressions
- collecting, arranging, interpreting, and/or analyzing data to formulate or justify conclusions, make predictions or solve problems
- using more, less, equal, and/or other comparisons to analyze data or solve problems,
- using measures of central tendency or range to analyze situations or solve problems

Appropriate performance at the high school level is clarified by the level of complexity within the standard.

Proficient with Distinction

The student's performance demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to utilize information and solve problems including implementing strategies, accurately performing procedures and providing solutions.

Proficient

The student's performance demonstrates an understanding of basic concepts in mathematics and connections among central ideas. The student's responses demonstrate basic ability to solve problems, including performing procedures and providing solutions. The student's work may contain minor errors.

Partially Proficient

The student's performance demonstrates an incomplete understanding of basic concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate limited ability to solve problems, including performing procedures and providing solutions. Problem solving strategies may be flawed and procedures preformed inaccurately.

Substantially Below Proficient

The student's performance demonstrates limited understanding of basic concepts in mathematics and inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Problem solving strategies may be flawed or inappropriate and there may be many omissions.