

Maine’s General Achievement Level Descriptors for Reading and Mathematics

Achievement level descriptors define the characteristics of student performance on the state assessment at each of the four achievement levels: Well Below, Below, At, and Above State Expectations. Below are the State of Maine’s General Achievement Level Descriptors for Reading and Mathematics.

Well-Below State Expectations	Below State Expectations	At State Expectations	Above State Expectations
<p>On this assessment, students at this achievement level demonstrate limited understanding of the knowledge and skills necessary at this grade level, as specified in the Common Core State Standards. The students <i>need substantial academic support</i> to be prepared for the next grade level and to be on track for college and career readiness.</p>	<p>On this assessment, students at this achievement level demonstrate partial understanding of the knowledge and skills necessary at this grade level, as specified in the Common Core State Standards. The students <i>need additional academic support</i> to be prepared for the next grade level and to be on track for college and career readiness.</p>	<p>On this assessment, students at this achievement level demonstrate the knowledge and skills necessary at this grade level, as specified in the Common Core State Standards. The students <i>are prepared</i> for the next grade level and are on track for college and career readiness.</p>	<p>On this assessment, students at this achievement level demonstrate advanced understanding of the knowledge and skills necessary at this grade level, as specified in the Common Core State Standards. The students <i>are well prepared</i> for the next grade level and are well prepared for college and career readiness.</p>

The [Achievement Level Explorer Tool](#) breaks down each of these four General Achievement Levels by the grade-level standards assessed on the Maine Through Year Assessment in Reading and Math.

With this resource, educators will be able to:

- access the progression of grade-level performance expectations defined by Maine's standards-based achievement level descriptors,
- analyze student performance by achievement level,
- plan instruction so all students have the opportunity to learn and meet the expectations for their highest levels of achievement, and
- analyze student progress and identify target standards for growth.