## Math Performance Level Descriptors for Students with Significant Cognitive Disabilities
## Grade 3/4 Level A

| BELOW BASIC (Emerging) | BASIC (Novice) | PROFICIENT |
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| A student in grade 3 or 4 performing at the BELOW BASIC (EMERGING) level on the Level A PASA Math is passively or actively engaged in the task. The student requires extensive support to complete targeted skills. The support provided may include frequent teacher cues to ensure the correct response, physical prompting, being directed back to the specific task, modification of math vocabulary, verbal and non-verbal clues to clarify the concept, reduction of the array, or hand over hand assistance to ensure the correct response. The support provided reduces the cognitive complexity of the skills assessed. The student demonstrates limited understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the BASIC (NOVICE) level on the Level A PASA Math performs many of the targeted skills correctly. The student is actively engaged in the task, but requires moderate support to complete some targeted skills. The support provided may include modification of the task complexity through reduction of the array by only one item, verbal prompting, modification of math vocabulary, or providing additional alternate prompts. The student demonstrates a basic understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the PROFICIENT level on the Level A PASA Math performs the majority of the targeted skills independently. The student actively performs the tasks, is completely engaged, and requires some support such as verbal prompting for clarification of the question or repetition of the prompt. The support provided does not reduce the cognitive complexity of the skills assessed. The student may self correct without additional information from the administrator. The student demonstrates understanding of the math vocabulary necessary to complete the targeted skills (such as: size, capacity and volume). |
| Tasks on the grade 3/4 Level A PASA Math assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the BELOW BASIC (EMERGING) Level on the grade 3/4 Level A PASA Math can perform the following independently:<br><br>**NUMBERS AND OPERATIONS**<br>• Orients towards materials | Tasks on the grade 3/4 Level A PASA Math assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the BASIC (NOVICE) Level on the grade 3/4 Level A PASA Math can perform the following independently:<br><br>**NUMBERS AND OPERATIONS**<br>• Orients towards materials<br>• Differentiates coins from other items<br><br><br>**MEASUREMENT**<br>• Differentiates clock from other items<br>• Matches identical shapes, objects, pictures, or photographs of same size<br>• Selects biggest/smallest shape, object, picture, or photograph | Tasks on the grade 3/4 Level A PASA Math assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the PROFICIENT Level on the grade 3/4 Level A PASA Math can perform the following independently:<br><br>**NUMBERS AND OPERATIONS**<br>• Orients towards materials<br>• Differentiates coins from other items<br>• Matches sets of equal quantities<br>• Selects set with most/least<br><br>**MEASUREMENT**<br>• Differentiates clock from other items<br>• Matches identical shapes, objects, pictures, or photographs of same size<br>• Selects biggest/smallest shape, object, picture, or photograph |

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| | • Selects biggest/smallest object by volume | • Selects biggest/smallest object by volume<br>• Matches items with same capacity<br>• Selects item that holds the most/least<br>• Matches objects, pictures, or photographs of same length |
| | **GEOMETRY**<br>• Adds object to group of others with the same shape | **GEOMETRY**<br>• Adds object to group of others with the same shape |

## Math Performance Level Descriptors for Students with Significant Cognitive Disabilities
## Grade 3/4 Level B

| BELOW BASIC (Emerging) | BASIC (Novice) | PROFICIENT |
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| A student in grade 3 or 4 performing at the BELOW BASIC (EMERGING) level on the Level B PASA Math is actively engaged in the task but requires extensive support to complete targeted skills through frequent teacher cues to ensure the correct response.  The support provided may include modification of the task complexity through reduction of the array, multiple prompts or being directed back to the specific task.  The support provided reduces the cognitive complexity of the skills assessed.  The student demonstrates limited understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the BASIC (NOVICE) level on the Level B PASA Math performs many of the targeted skills correctly.  The student is actively engaged in the task, but requires moderate support to complete some targeted skills.  The support provided may include modification of the task complexity, modification of math vocabulary, reduction of the array, or verbal prompting such as additional alternate prompts.  The student demonstrates a basic understanding of numbers.  The student demonstrates a basic understanding of the math vocabulary to complete the targeted skills. | A student in grade 3 or 4 performing at the PROFICIENT level on the Level B PASA Math performs the majority of the targeted skills independently.  The student actively performs the tasks, is completely engaged, and requires minimal support such as verbal prompting for clarification of the question or repetition of the prompt.  The support provided does not reduce the cognitive complexity of the skills assessed.  The student may self correct.  The student demonstrates understanding of the math vocabulary necessary to complete the targeted skills. |
| Grade 3/4 Level B PASA Math consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the BELOW BASIC (EMERGING) Level on the grade 3/4 Level B PASA Math can perform the following independently: | Grade 3/4 Level B PASA Math consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the BASIC (NOVICE) Level on the grade 3/4 Level B PASA Math can perform the following independently: | Grade 3/4 Level B PASA Math consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the PROFICIENT Level on the grade 3/4 Level B PASA Math can perform the following independently: |
| **NUMBERS AND OPERATIONS**<br>• Counts aloud 1 to 5 objects, one-dollar bills, or pennies | **NUMBERS AND OPERATIONS**<br>• Counts aloud 1 to 5 objects, one-dollar bills, or pennies<br>• Reads numbers or prices up to 20 | **NUMBERS AND OPERATIONS**<br>• Counts aloud 1 to 5 objects, one-dollar bills, or pennies<br>• Reads numbers or prices up to 20<br>• Matches numeral to quantity for amounts less than 5 |
| **MEASUREMENT**<br>• Matches digital time set to hour or half-hour<br>• Measures area of an item by counting up to | **MEASUREMENT**<br>• Matches digital time set to hour or half-hour<br>• Measures area of an item by counting up to | **MEASUREMENT**<br>• Matches digital time set to hour or half-hour<br>• Measures area of an item by counting up to |

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| 5 units | 5 units<br>• Selects longest/shortest item | 5 units<br>• Selects longest/shortest item<br>• Measures length of item by counting up to 5 units<br>• Measures volume of item by counting up to 5 units |
| **GEOMETRY**<br>• Adds objects to groups of others with same shape<br><br>**DATA ANALYSIS AND PROBABILITY** | **GEOMETRY**<br>• Adds objects to groups of others with same shape<br><br>**DATA ANALYSIS AND PROBABILITY** | **GEOMETRY**<br>• Adds objects to groups of others with same shape<br><br>**DATA ANALYSIS AND PROBABILITY**<br>• Reads and uses data presented in tables and graphs (all numbers less than 5) |

# Math Performance Level Descriptors for Students with Significant Cognitive Disabilities
## Grade 3/4 Level C

| BELOW BASIC (Emerging) | BASIC (Novice) | PROFICIENT | ADVANCED |
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| A student in grade 3 or 4 performing at the BELOW BASIC (EMERGING) level on the Level C PASA Math is actively engaged but requires extensive support to complete targeted skills through frequent teacher cues to ensure the correct response. Support provided may include modification of the task complexity, modification of math vocabulary, reduction of the array, breaking down multi-step tasks into single steps, and extended processing time. The support provided reduces the cognitive complexity of the skills assessed. The student demonstrates a basic understanding of numbers. The student demonstrates a limited understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the BASIC (NOVICE) level on the Level C PASA Math is actively engaged in the task, but requires moderate support to complete the targeted skills. Support provided may include modification of the task complexity, reduction of the array of choices or verbal prompting. The student may self correct. The student demonstrates a basic understanding of numbers. The student demonstrates a basic understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the PROFICIENT level on the Level C PASA Math is actively engaged and performs the majority of the targeted skills independently. The student requires minimal support such as verbal prompting. The support provided does not reduce the cognitive complexity of the skills assessed. The student may self correct. The student demonstrates an understanding of numbers. The student demonstrates understanding of the math vocabulary necessary to complete the targeted skills. | A student in grade 3 or 4 performing at the ADVANCED level on the Level C PASA Math is actively engaged and performs the targeted skills independently. The student completes multi-step tasks and uses strategies such as self-correction, eliminating distracters and requesting clarification. The student demonstrates understanding of math vocabulary, strategies and number sense necessary to complete the targeted skills. |
| Grade 3/4 Level C Math contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the BELOW BASIC (EMERGING) Level on the grade 3/4 Level C PASA Math can perform the following independently: | Grade 3/4 Level C Math contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the BASIC (NOVICE) Level on the grade 3/4 Level C PASA Math can perform the following independently: | Grade 3/4 Level C Math contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the PROFICIENT Level on the grade 3/4 Level C PASA Math can perform the following independently: | Grade 3/4 Level C Math contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the ADVANCED Level on the grade 3/4 Level C PASA Math can perform the following independently |
| **NUMBERS AND OPERATIONS**<br>• Matches numerals to quantities, | **NUMBERS AND OPERATIONS**<br>• Matches numerals to quantities, | **NUMBERS AND OPERATIONS**<br>• Matches numerals to quantities, | **NUMBERS AND OPERATIONS**<br>• Matches numerals to quantities, |

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| numbers less than 10<br>• Counts aloud 1-9 items, one-dollar bills, or pennies<br>• Identifies/names coins of various values and bills of various denominations | numbers less than 10<br>• Counts aloud 1-9 items, one-dollar bills, or pennies<br>• Identifies/names coins of various values and bills of various denominations<br>• Adds 2 sets of items or prices with sums up to 10<br>• Subtracts 2 items or prices, each number less than 10<br>• Selects item divided evenly and in the number of pieces specified | numbers less than 10<br>• Counts aloud 1-9 items, one-dollar bills, or pennies<br>• Identifies/names coins of various values and bills of various denominations<br>• Adds 2 sets of items or prices with sums up to 10<br>• Subtracts 2 items or prices, each number less than 10<br>• Selects item divided evenly and in the number of pieces specified<br>• Orders 4 sets of evenly spaced items ≤ 9<br>• Orders 4 consecutive numbers | numbers less than 10<br>• Counts aloud 1-9 items, one-dollar bills, or pennies<br>• Identifies/names coins of various values and bills of various denominations<br>• Adds 2 sets of items or prices with sums up to 10<br>• Subtracts 2 items or prices, each number less than 10<br>• Selects item divided evenly and in the number of pieces specified<br>• Orders 4 sets of evenly spaced items ≤ 9<br>• Orders 4 consecutive numbers |
| | **MEASUREMENT**<br>• Reads digital clock set to quarter hour and analog clock set to half-hour intervals<br>• Measures length/width of item using a ruler with 1-inch markings<br>• Measures volume by counting units | **MEASUREMENT**<br>• Reads digital clock set to quarter hour and analog clock set to half-hour intervals<br>• Measures length/width of item using a ruler with 1-inch markings<br>• Measures volume by counting units | **MEASUREMENT**<br>• Reads digital clock set to quarter hour and analog clock set to half-hour intervals<br>• Measures length/width of item using a ruler with 1-inch markings<br>• Measures volume by counting units |
| | **GEOMETRY**<br>• Sorts 2 items into each of 4 groups | **GEOMETRY**<br>• Sorts 2 items into each of 4 groups | **GEOMETRY**<br>• Sorts 2 items into each of 4 groups |
| **DATA ANALYSIS AND PROBABILITY**<br>• Selects largest/smallest value from table or graph | **DATA ANALYSIS AND PROBABILITY**<br>• Selects largest/smallest value from table or graph | **DATA ANALYSIS AND PROBABILITY**<br>• Selects largest/smallest value from table or graph<br>• Reads data presented in graphs and tables | **DATA ANALYSIS AND PROBABILITY**<br>• Selects largest/smallest value from table or graph<br>• Reads data presented in graphs and tables<br>• Uses data presented in graphs and tables<br>• Selects most/least likely outcome |