

New Mexico Interim Measure of Student Success and Achievement (iMSSA)

Borderline Achievement Level Descriptors (ALDs) Mathematics



Grade 8 Mathematics Achievement Level Descriptors

On Target

By the end of the year, eighth graders at the **On Target** level can identify rational and irrational numbers and give rational approximates of irrational numbers; solve linear equations in one variable and systems of linear equations; compare proportional relationships and properties of linear functions represented in different ways; solve addition, subtraction, and multiplication problems with numbers expressed in scientific notation; translate, dilate, rotate, and reflect figures and use these transformations to determine whether figures are congruent and/or similar; apply the Pythagorean theorem to solve real-world and mathematical problems, including those on a coordinate plane; construct and interpret scatterplots of bivariate data and two-way tables of categorical data; solve problems involving the volumes of cylinders and cones; use models to represent and solve nonstandard problems; analyze others' arguments and identify flaws in arguments if appropriate; identify, define, and explain numeric patterns and patterns in tables or graphs.

Borderline of the On Target Achievement Level

By the end of the year, eighth graders at the borderline of the **On Target** level can identify rational and irrational numbers and rational approximates of familiar irrational numbers; solve most linear equations in one variable and simple systems of linear equations; compare proportional relationships or properties of linear functions when represented in different ways; use properties of exponents to generate equivalent expressions and solve some addition, subtraction, and multiplication problems with numbers expressed in scientific notation; translate, reflect, and dilate or rotate figures and attempt to determine whether figures are congruent and/or similar; apply the Pythagorean theorem to solve some real-world and mathematical problems, including simple problems on a coordinate plane; construct and make basic interpretations of scatterplots of bivariate data and two-way tables of categorical data; find the volumes of cylinders and cones; use models to represent and solve standard problems; analyze others' arguments and occasionally identify flaws in arguments if appropriate; identify, define, and explain numeric patterns and patterns in tables or graphs some of the time.

Near Target

By the end of the year, eighth graders at the **Near Target** level can identify rational and irrational numbers; solve simple linear equations in one variable; graph proportional relationships; identify relationships that are functions; use properties of positive exponents to generate equivalent expressions and write numbers in scientific notation; translate and reflect figures; construct scatterplots of bivariate data; find the volume of cylinders; identify, describe, and develop patterns in computations, relationships between quantities, and bivariate data.



Borderline of the Near Target Achievement Level

By the end of the year, eighth graders at the borderline of the **Near Target** level can identify most rational and some common irrational numbers; solve some simple linear equations in one variable; can identify and attempt to graph proportional relationships; identify some relationships that are functions; can write numbers in scientific notation; translate or reflect figures; construct scatterplots of bivariate data; find the volume of cylinders some of the time; inconsistently identify, describe, or develop patterns in computations, relationships between quantities, and bivariate data.