

***IEP Performance Level Descriptors
ACTAAP Alternate Assessment***

Proficiency Level	Definition
Independent	Students at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established literacy or mathematics skills to real world situation on their own. They can generalize learned skills to solve new challenges.
Functional Independence	Students at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy or mathematics skills to real world situations but may require occasional prompting or support. They perform these skills accurately in most instances but make occasional errors.
Supported Independence	Students at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply literacy or mathematics skills and require frequent prompting or support. They make errors but occasionally perform these skills accurately.
Emergent	Students at the Emergent Level do not sufficiently demonstrate the literacy or mathematics skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without continuous support and assistance.
Not Evident	Students at the Not Evidence Level demonstrate no evidence of performance towards the literacy or mathematics skills being assessed.