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Abstract

The study aimed at identifying multiple performance levels in mathematics for Jordanian students using the multiple performance levels model and determining the degree of consistency in the classification of students' performance, and identifying the cut-off scores between the different performance levels. The study is based on using the multiple performance levels model proposed by Sheperd (1984) and the Oaks model (1954) as a reference and a benchmark to validate the results. The study used a sample of 2490 students from grade 21 in the field of mathematics. The results showed a high degree of consistency between the two methods, with a high level of agreement (93.2%) between the Oaks model and the multiple performance levels model. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant. However, it is noted that the agreement between the two methods is not significant.