

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 3 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • identify an element such as an event, idea, or step, • identify a character, or • identify a setting. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies some elements such as events, ideas, or steps, • identifies some characters, and • identifies some settings. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies most elements such as events, ideas, or steps, • identifies most characters, and • identifies most settings.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • answer a question about the main idea, or • identify the beginning or end of the text. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies the beginning, middle, or end of the text. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies the beginning, middle, and end of the text.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 4 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • identify an element such as a character, setting, or event, or • identify a narrator or a character. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies some elements such as characters, settings, or events, and • identifies some narrators or characters. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies most elements such as characters, settings, or events, and • identifies most narrators or characters.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • answer a question about the main idea, or • identify a detail such as an event, idea, or information. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some details such as events, ideas, or information. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most details such as events, ideas, or information.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 5 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, or • identify an element such as a character, setting, or event. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, and • identifies some elements such as characters, settings, or events. 	Given a short paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, and • identifies most elements such as characters, settings, or events.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • answer a question about the main idea, or • identify a detail such as an event, idea, or information. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some details such as events, ideas, or information. 	Given a short paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most details such as events, ideas, or information.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 6 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • identify the meaning of a figurative language phrase, or • identify an element such as an individual (character), event, or idea. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies the meaning of some figurative language phrases, and • identifies some elements such as individuals (characters), events, or ideas. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies the meaning of most figurative language phrases, and • identifies most elements such as individuals (characters), events, or ideas.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • answer a question about the main idea, or • identify a detail such as an event, idea, or information. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some details such as events, ideas, or information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most details such as events, ideas, or information.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 7 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of fictional texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • identify the meaning of a figurative language phrase, • identify an element such as a character, setting, or event, or • identify an idea or piece of information. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies the meaning of some figurative language phrases, • identifies some elements such as characters, settings, or events, and • identifies some ideas or information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies the meaning of most figurative language phrases, • identifies most elements such as characters, settings, or events, and • identifies most ideas or information.
Demonstrate comprehension of nonfiction texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, word, or the meaning of a word, • answer a comprehension question, • answer a question about the main idea, or • identify a detail such as an individual, event, or idea. 	Given sentences read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some details such as individuals, events, or ideas. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most details such as individuals, events, or ideas.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 8 Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, or word, • answer a comprehension question, • identify the meaning of a figurative language phrase, • identify an element such as an individual (character), event, or idea, or • identify an idea or piece of information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies the meaning of some figurative language phrases, • identifies some elements such as individuals (characters), events, or ideas, and • identifies some ideas or information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies the meaning of most figurative language phrases, • identifies most elements such as individuals (characters), events, or ideas, and • identifies most ideas or information.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, or word, • answer a comprehension question, • answer a question about the main idea, or • identify an idea or piece of information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some ideas or information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most ideas or information.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
High School Reading

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Demonstrate comprehension of <i>fictional</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, or word, • answer a comprehension question, • identify an element such as a character, setting, or event, • identify a theme or topic, or • identify an idea or piece of information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • identifies some elements such as characters, settings, or events, • identifies some themes or topics, and • identifies some ideas or information. 	Given paragraphs read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • identifies most elements such as characters, settings, or events, • identifies most themes or topics, and • identifies most ideas or information.
Demonstrate comprehension of <i>nonfiction</i> texts and use word analysis strategies	Given sentences read to the student or that the student reads, the student may be able to correctly: <ul style="list-style-type: none"> • identify a letter name, letter sound, or word, • answer a comprehension question, • answer a question about the main idea, or • identify an idea or piece of information. 	Given a paragraph read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of some words, • answers some comprehension questions, • answers some questions about the main idea, and • identifies some ideas or information. 	Given paragraphs read to the student or that the student reads, the student correctly: <ul style="list-style-type: none"> • identifies and understands the meaning of most words, • answers most comprehension questions, • answers most questions about the main idea, and • identifies most ideas or information.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 3 Mathematics

Reporting Category	<p style="text-align: center;">Does Not Meet Proficiency</p> <p><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i></p>	<p style="text-align: center;">Proficient</p> <p><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i></p>	<p style="text-align: center;">Advanced</p> <p><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i></p>
Number, Number Sense, Computation, and Estimation	<p>Given whole numbers from 0 through 10, the student may be able to correctly:</p> <ul style="list-style-type: none"> • match a name to a numeral, • identify the closest number above or below a given number, • compare two numbers using “smaller,” “larger,” or “same,” • match a representation of half for an even number, • add or subtract two whole numbers, or • solve a one-step word problem using addition or subtraction. 	<p>Given whole numbers from 0 through 20, the student correctly:</p> <ul style="list-style-type: none"> • matches some names to numerals, • identifies the closest number above or below a given number, • compares numbers using $<$, $=$, and $>$ or “smaller,” “larger,” or “same,” • identifies and matches some representations of half for even numbers, • adds and subtracts some whole numbers, and • solves some one-step word problems using addition and subtraction. 	<p>Given whole numbers from 0 through 20, the student correctly:</p> <ul style="list-style-type: none"> • matches most names to numerals, • identifies the closest number above or below a given number and rounds numbers to nearest ten, • compares numbers using $<$, $=$, and $>$ and “smaller,” “larger,” or “same,” • identifies and matches most representations of half for even numbers, • adds and subtracts most whole numbers, and • solves most one-step word problems using addition and subtraction.
	<p>The student may be able to correctly identify a product of two whole numbers with solutions 1 through 5.</p>	<p>The student correctly identifies a product of two whole numbers with solutions 1 through 20.</p>	<p>The student correctly identifies products of two whole numbers with solutions 0 through 20.</p>

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Measurement and Geometry	Given coins, the student may be able to match their value up through 25 cents.	Given coins, the student correctly matches and counts some values up through 25 cents.	Given coins, the student correctly matches and counts most values up through 25 cents.
	Given objects that are the same or different sizes, the student may be able to correctly: <ul style="list-style-type: none"> compare the length of two objects using simple terms “shorter,” “longer,” or “same,” and compare the volume of two objects using simple terms “larger,” “smaller,” or “same.” 	Given objects that are the same or different sizes, the student correctly: <ul style="list-style-type: none"> compares the length of some objects using simple terms “shorter,” “longer,” or “same,” and compares the volume of some objects using simple terms “larger,” “smaller,” “less,” “more,” or “same.” 	Given objects that are the same or different sizes, the student correctly: <ul style="list-style-type: none"> compares the length of most objects using simple terms “shorter,” “longer,” or “same,” and compares the volume of most objects using simple terms “larger,” “smaller,” “less,” “more,” or “same.”
	The student may be able to correctly determine the perimeter of an equilateral triangle or square.	The student correctly determines the perimeter of some equilateral triangles and squares.	The student correctly determines the perimeter of most equilateral triangles and squares.
	Given unit squares, the student may be able to correctly determine the area of a square or rectangle up to 4 square units.	Given unit squares, the student correctly determines the area of some squares and rectangles up to 16 square units.	Given unit squares, the student correctly determines the area of most squares and rectangles up to 16 square units.
	Given a digital clock and context, the student may be able to correctly tell time to the nearest whole hour.	Given a digital clock and context, the student correctly tells time in whole hour increments some of the time.	Given a digital clock and context, the student correctly tells time in whole hour increments most of the time, including noon and midnight.
	Given attributes, the student may be able to correctly identify a circle, triangle, or square.	Given attributes, the student correctly identifies some circles, triangles, and squares.	Given attributes, the student correctly identifies most circles, triangles, and squares.
	Given circles, triangles, or squares the student may be able to correctly identify two figures that are the same size and shape.	Given circles, triangles, and squares, the student correctly identifies some figures that are the same size and shape.	Given circles, triangles, and squares, the student correctly identifies most figures that are the same size and shape, including those with a different orientation.

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Probability, Statistics, Patterns, Functions, and Algebra	The student may be able to correctly compare categories in a picture graph using the simple term “same.”	The student correctly compares categories in some picture graphs using simple terms “same,” “more,” and “less.”	The student correctly compares categories in most picture graphs using simple terms “same,” “more,” and “less.”
	Given whole numbers from 0 through 10, the student may be able to correctly perform a basic counting operation.	Given whole numbers from 0 through 20, the student correctly performs some basic counting operations including skip counting by twos or fives.	Given whole numbers from 0 through 20, the student correctly performs most basic counting operations including skip counting by twos and fives.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 4 Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation, and Estimation	<p>Given whole numbers from 0 through 20, the student may be able to correctly:</p> <ul style="list-style-type: none"> • match a name to a numeral, • use place value to identify a multiple of 10 and a number in the ones place or tens place, • identify the closest number above or below a given number, • compare two whole numbers using “smaller,” “larger,” “same,” “less than,” “equal,” or “greater than”, • identify a whole number, • match an array to a whole number, • add or subtract two whole numbers, or • solve a one-step word problem using addition. 	<p>Given numbers from 0 through 40, the student correctly:</p> <ul style="list-style-type: none"> • matches some names to numerals, • uses place value to identify some numbers that are multiples of 10 and understands the difference between ones and tens place, • identifies the closest number above or below some numbers, • compares some whole numbers, fractions $\frac{1}{4}$ and $\frac{1}{2}$ and some decimals from 0.0 through 5.5 using “smaller,” “larger,” “same,” “less than”, “equal”, or “greater than”, or $<$, $=$, and $>$, • identifies some whole numbers and matches decimals 0.25 and 0.5 with $\frac{1}{4}$ and $\frac{1}{2}$, • matches some arrays to whole numbers, • adds and subtracts some whole numbers, and • solves some one-step word problems using addition, subtraction, or multiplication. 	<p>Given numbers from 0 through 40, the student correctly:</p> <ul style="list-style-type: none"> • matches most names to numerals, • uses place value to identify most numbers that are multiples of 10 and understands the difference between ones and tens place, • identifies the closest number above and below most numbers, • compares most whole numbers, fractions of $\frac{1}{4}$ and $\frac{1}{2}$, and most decimals from 0.0 through 5.5 using “smaller,” “larger,” “same,” less than”, “equal”, or “greater than” and $<$, $=$, and $>$, • identifies most whole numbers and matches decimals 0.25 and 0.5 with $\frac{1}{4}$ and $\frac{1}{2}$ • matches most arrays to whole numbers, • adds and subtracts most whole numbers, and • solves most one-step word problems using addition, subtraction, and multiplication.

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Number, Number Sense, Computation, and Estimation (continued)	Given a context and whole numbers 0 through 10, the student may be able to correctly: <ul style="list-style-type: none"> • add or subtract two wholes or halves, or • solve a one-step word problem using addition or subtraction of two wholes or halves. 	Given a context and whole numbers 0 through 20, the student correctly: <ul style="list-style-type: none"> • adds and subtracts some wholes, halves, and fourths, • solves some one-step word problems using addition and subtraction of wholes, halves, and fourths. 	Given a context and whole numbers 0 through 20, the student correctly: <ul style="list-style-type: none"> • adds and subtracts most wholes, halves, and fourths, • solves most one-step word problems using addition and subtraction of wholes, halves, and fourths.
	Given whole numbers from 0 through 5, the student may be able to correctly: <ul style="list-style-type: none"> • multiply two whole numbers, or • solve a division problem. 	Given whole numbers from 0 through 10, the student correctly: <ul style="list-style-type: none"> • multiplies some whole numbers, and • solves some division problems. 	Given whole numbers from 0 through 10, the student correctly: <ul style="list-style-type: none"> • multiplies most whole numbers, and • solves most division problems.
	The student may be able to identify a representation of a whole, half, or fourth.	The student correctly identifies some representations of wholes, halves, and fourths.	The student correctly identifies most representations of wholes, halves, and fourths.
	Given a set of the same coins, the student may be able to count their value up through 25 cents.	Given coins, the student correctly counts some values up through 50 cents.	Given coins, the student correctly counts most values up through 50 cents.

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Measurement and Geometry	The student may be able to correctly use unit squares to determine an area up to 10 square feet.	The student correctly uses unit squares to determine some areas up to 20 square feet.	The student correctly uses unit squares to determine most areas up to 20 square feet.
	The student may be able to correctly compare the length and weight of a set of items.	The student correctly measures the length (in inches and centimeters) and weight (in pounds) of some items.	The student correctly measures the length (in inches and centimeters) and weight (in pounds) of most items.
	Given a digital clock and context, the student may be able to correctly tell time to the nearest whole or half hour.	Given a digital clock and context, the student correctly tells time in whole and half hour increments some of the time.	Given a digital clock and context, the student correctly tells time in whole and half hour increments most of the time, including noon and midnight.
	The student may be able to correctly identify a point, line segment, or angle.	The student correctly identifies some points, line segments, and angles.	The student correctly identifies most points, line segments, and angles.
	The student may be able to correctly identify a circle, triangle, square, or rectangle.	The student correctly identifies some circles, triangles, squares, and rectangles.	The student correctly identifies most circles, triangles, squares, and rectangles.

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Probability, Statistics, Patterns, Functions, and Algebra	Given a picture or bar graph, the student may be able to correctly compare data values using a simple term: “same,” “more,” or “less.”	Given picture and bar graphs, the student correctly interprets and compares some data values using simple terms “same,” “more,” and “less.”	Given picture and bar graphs, the student correctly interprets and compares most data values using simple terms “same,” “more,” and “less.”
	The student may be able to correctly recognize skip counting by 2s.	The student correctly recognizes and performs some skip counting by 2s, 3s, 5s, and 10s.	The student correctly recognizes and performs most skip counting by 2s, 3s, 5s, and 10s.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 5 Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation and Estimation	Given a number line, the student may be able to correctly identify the location of a 0.5 decimal between two whole numbers for 0 through 5.	Given a number line, the student correctly identifies the location of some 0.5 decimals between two whole numbers and rounds some 0.5 decimals up to the nearest whole number for 0 through 10.	Given a number line, the student correctly identifies the location of most 0.5 decimals between two whole numbers and rounds most 0.5 decimals up to the nearest whole number for 0 through 10.
	Given numbers 0 through 40, the student may be able to correctly: <ul style="list-style-type: none"> identify a whole number when given a verbal description, or use place value to identify a multiple of 10 and a number in the ones place or tens place. 	Given numbers 0 through 60, the student correctly: <ul style="list-style-type: none"> identifies some whole numbers and some decimals with 0.5 when given a verbal description, and uses place value to identify some numbers that are multiples of 10 and understands the difference between ones and tens place. 	Given numbers 0 through 60, the student correctly: <ul style="list-style-type: none"> identifies most whole numbers and decimals with 0.5 when given a verbal description, and uses place value to identify most numbers that are multiples of 10 and understands the difference between ones and tens place.
	Given whole numbers 1 through 20, the student may be able to correctly determine whether a number is divisible by 2.	Given whole numbers 1 through 40, the student correctly determines whether some numbers are divisible by 2, 3, 5, or 10.	Given whole numbers 1 through 40, the student correctly determines whether most numbers are divisible by 2, 3, 5, or 10.
	Given whole numbers 1 through 10, the student may be correctly to: <ul style="list-style-type: none"> identify an even or odd number, or solve a division problem. 	Given whole numbers 1 through 20, the student: <ul style="list-style-type: none"> identifies some even and odd numbers, and solves some division problems. 	Given whole numbers 1 through 20, the student correctly: <ul style="list-style-type: none"> identifies most even and odd numbers, and solves most division problems.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation, and Estimation (continued)	Given numbers from 0 through 20, the student may be able to correctly solve a word problem involving: <ul style="list-style-type: none"> • addition of two whole numbers, or • addition of two mixed numbers ending in $\frac{1}{2}$ that results in a whole number sum. 	Given numbers from 0 through 30, the student correctly solves some word problems involving: <ul style="list-style-type: none"> • addition and subtraction of whole numbers, • addition and subtraction of mixed numbers ending in $\frac{1}{2}$ and $\frac{1}{4}$, and • addition and subtraction of decimal numbers ending in 0.5. 	Given numbers from 0 through 30, the student correctly solves most word problems involving: <ul style="list-style-type: none"> • addition and subtraction of whole numbers, • addition and subtraction of mixed numbers ending in $\frac{1}{2}$ and $\frac{1}{4}$, and • addition and subtraction of decimal numbers ending in 0.5.
	The student may be able to correctly identify an equation that matches a verbal description involving the product of two whole numbers.	The student correctly identifies some equations that match a verbal description involving the product of two whole numbers, and fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and decimals ending in 0.5 with whole number solutions.	The student correctly identifies most equations that match a verbal description involving the product of two whole numbers, and fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and decimals ending in 0.5 with whole number solutions.
	Given a verbal or visual model, the student may be able to correctly simplify an expression involving addition or subtraction.	Given verbal or visual models, the student correctly simplifies some expressions that use parentheses and addition and subtraction.	Given verbal or visual models, the student correctly simplifies most expressions that use parentheses and addition and subtraction.
	Given a set of the same coins, the student may be able to correctly determine if it is enough to purchase an item up to \$1.00.	Given coins or currency, the student correctly determines if it is enough to make some purchases up to \$1.00.	Given coins or currency, the student correctly determines if it is enough to make most purchases up to \$1.00 and make change.

Reporting Category	<p>Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i></p>	<p>Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i></p>	<p>Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i></p>
Measurement and Geometry (MG)	<p>The student may be able to correctly:</p> <ul style="list-style-type: none"> • solve a $V = B \times h$ volume problem when provided a model that includes the area measure of the base (B), or • use addition to solve a real-world volume problem using unit cubic inches. 	<p>The student correctly:</p> <ul style="list-style-type: none"> • solves some $V = B \times h$ volume problems when provided a model that includes the area measure of the base (B), and • uses addition to solve some real-world volume problems using unit cubic inches. 	<p>The student correctly:</p> <ul style="list-style-type: none"> • solves most $V = B \times h$ volume problems when provided a model that includes the area measure of the base (B), and • uses addition to solve most real-world volume problems using unit cubic inches.
	<p>Given a digital clock and context, the student may be able to correctly tell time to the nearest whole hour or half hour.</p>	<p>Given a digital clock and context, the student correctly tells time for some whole hour and half hour increments and measures elapsed time in whole hours.</p>	<p>Given a digital clock and context, the student correctly tells time for most whole hour and half hour increments and measures elapsed time.</p>
	<p>The student may be able to correctly identify the geometric shape of a given object involving a circle, triangle, square, or rectangle.</p>	<p>The student correctly identifies the geometric shape of some given objects involving circles, triangles, squares, rectangles, pentagons, hexagons, and octagons.</p>	<p>The student correctly identifies the geometric shape of most given objects involving circles, triangles, squares, rectangles, pentagons, hexagons, and octagons.</p>

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Probability, Statistics, Patterns, Functions, and Algebra	Given a data set, the student may be able to correctly interpret information from a line plot with up to 3 data points.	Given a data set, the student correctly interprets some information from a line plot with up to 10 data points.	Given a data set, the student correctly interprets most information from a line plot with up to 10 data points.
	Given an addition rule of +1, the student may be able to correctly identify a missing number in a pattern.	Given addition rules of +1 to +10, the student correctly identifies a missing number in some patterns.	Given addition rules of +1 to +10, the student correctly identifies a missing number in most patterns.
	Given a verbal and/or graphic model, the student may be able to correctly identify a matching expression.	Given verbal and/or graphic models, the student correctly identifies some matching expressions.	Given verbal and/or graphic models, the student correctly identifies most matching expressions.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 6 Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation, and Estimation	Given a number line, the student may be able to correctly: <ul style="list-style-type: none"> identify the location of a point representing one half ($\frac{1}{2}$ or 0.5) between two whole numbers, identify the distance of a positive or negative number from zero, or add, subtract, or multiply two positive integers with context. 	Given a number line, the student correctly: <ul style="list-style-type: none"> identifies the location of some points representing a fraction or decimal between two whole numbers, identifies the distance of some positive and negative numbers from zero, and adds, subtracts, and multiplies some positive integers with context. 	Given a number line, the student correctly: <ul style="list-style-type: none"> identifies the location of most points representing a fraction or decimal between two whole numbers, identifies the distance of most positive and negative numbers from zero, and adds, subtracts, and multiplies most positive integers with context
	Given whole numbers 0 through 20, the student may be able to correctly compare two numbers using “smaller,” “larger,” or “same.”	Given whole numbers 0 through 80, the student correctly compares some numbers using $<$, $=$, or $>$ or “smaller,” “larger,” or “same.”	Given whole numbers 0 through 80, the student compares most numbers using $<$, $=$, or $>$ and “smaller,” “larger,” or “same.”
	Given whole numbers, the student may be able to correctly solve a word problem using addition or subtraction.	Given whole numbers and fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, or $\frac{1}{8}$, the student correctly solves some word problems using addition and subtraction.	Given whole numbers and fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, or $\frac{1}{8}$, the student correctly solves most word problems using addition and subtraction.
	Given currency and context, the student may be able to correctly solve a problem involving \$2.00 or less.	Given currency and context, the student correctly solves some problems involving \$10.00 or less.	Given currency and context, the student correctly solves most problems involving \$10.00 or less.
	The student may be able to correctly solve a practical problem involving multiplication or division of two positive integers.	The student correctly solves some practical problems involving multiplication and division of positive integers.	The student correctly solves most practical problems involving multiplication and division of positive integers.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Measurement and Geometry	Given an analog or digital clock and context, the student may be able to correctly tell time to the nearest half or quarter hour.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in half and quarter hour increments some of the time.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in half and quarter hour increments most of the time.
	The student may be able to correctly calculate the perimeter of a triangle or square.	The student correctly calculates the perimeter of some triangles, squares, rectangles, and pentagons.	The student correctly calculates the perimeter of most triangles, squares, rectangles, and pentagons.
	Given a coordinate plane, the student may be able to correctly identify a point graphed in the first quadrant.	Given a coordinate plane, the student correctly identifies some points graphed in the first quadrant.	Given a coordinate plane, the student correctly identifies most points graphed in the first quadrant.
	The student may be able to correctly identify a congruent shape.	The student correctly identifies some congruent shapes.	The student correctly identifies most congruent shapes.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Probability, Statistics, Patterns, Functions, and Algebra	Given a picture or bar graph, the student may be able to correctly interpret data to identify a value.	Given picture and bar graphs and line plots, the student correctly interprets data to identify some values.	Given picture and bar graphs and line plots, the student correctly interprets data to identify most values.
	Given a data set, the student may be able to correctly calculate the whole number average.	Given data sets, the student correctly calculates some whole number averages.	Given data sets, the student correctly calculates most whole number averages.
	Given an input-output table that has a proportional relationship between x and y, the student may be able to correctly identify a missing value for unit rates of 1 or 2.	Given input-output tables that have a proportional relationship between x and y, the student correctly identifies some missing values for unit rates up to 10.	Given input-output tables that have a proportional relationship between x and y, the student correctly identifies most missing values for unit rates up to 10.
	The student may be able to correctly identify an equivalent expression or equation with one variable.	The student correctly identifies some equivalent expressions and equations with one variable.	The student correctly identifies most equivalent expressions and equations with one variable.
	The student may be able to correctly match a practical situation to an inequality.	The student correctly matches some practical situations to inequalities.	The student correctly matches most practical situations to inequalities.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 7 Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation, and Estimation	Given real world applications, the student may be able to correctly compare whole numbers from 0 through 20.	Given real world applications, the student correctly compares some whole numbers from 0 through 50.	Given real world applications, the student correctly compares most whole numbers from 0 through 50.
	The student may be able to correctly match a fraction and the corresponding decimal.	The student correctly matches some fractions and corresponding decimals.	The student correctly matches most fractions and corresponding decimals.
	The student may be able to correctly perform a math operation with rational numbers in real world applications.	The student correctly performs some math operations with rational numbers in real world applications.	The student correctly performs most math operations with rational numbers in real world applications.
	Given currency, the student may be able to correctly solve a problem involving \$5.00 or less.	Given currency, the student correctly solves some problems involving \$20.00 or less.	Given currency, the student correctly solves most problems involving \$20.00 or less.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Measurement and Geometry	Given an analog or digital clock and context, the student may be able to correctly tell time to the nearest quarter hour or five-minutes.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in quarter hour and five-minute increments some of the time.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in quarter hour and five-minute increments most of the time.
	Given a figure and a formula ($V = l \times w \times h$ or $V = B \times h$), the student may be able to correctly find the volume.	Given a figure and a formula ($V = l \times w \times h$ or $V = B \times h$), the student correctly finds some volumes.	Given figure and a formula ($V = l \times w \times h$ or $V = B \times h$), the student correctly finds most volumes.
	The student may be able to correctly identify a similar triangle.	The student correctly identifies some similar triangles.	The student correctly identifies most similar triangles.
	The student may be able to correctly identify a two-dimensional shape based on its characteristics.	The student correctly identifies some two-dimensional shapes based on their characteristics.	The student correctly identifies most two-dimensional shapes based on their characteristics.
	Given a coordinate plane, the student may be able to correctly identify a point graphed in the first or second quadrants.	Given a coordinate plane, the student correctly identifies some points graphed in the first and second quadrants.	Given a coordinate plane, the student correctly identifies most points graphed in the first and second quadrants.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Probability, Statistics, Patterns, Functions, and Algebra	Given real world applications, the student may be able to correctly identify a probability.	Given real world applications, the student correctly identifies some probabilities.	Given real world applications, the student correctly identifies most probabilities.
	Given a picture or bar graph, the student may be able to correctly interpret data to identify a value.	Given picture and bar graphs and line plots, the student correctly interprets data to identify some values.	Given picture and bar graphs and line plots, the student correctly interprets data to identify most values.
	Given a real-world application, including with money, the student may be able to correctly evaluate an expression with one variable using addition.	Given real-world applications including with money, the student correctly evaluates some expressions with one variable using addition and subtraction.	Given real-world applications including with money, the student correctly evaluates most expressions with one variable using addition and subtraction.
	Given real world applications, the student may be able to correctly solve a one-step word problem involving integers and addition or subtraction.	Given real world applications, the student correctly solves some one-step word problems involving integers.	Given real world applications, the student solves most one-step word problems involving integers.
	Given real world applications, the student may be able to correctly determine a possible solution to an inequality involving one variable using addition.	Given real world applications, the student correctly determines possible solutions to some inequalities involving one variable using addition and subtraction.	Given real world applications, the student correctly determines possible solutions to most inequalities involving one variable using addition and subtraction.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 8 Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Number, Number Sense, Computation, and Estimation	Given a number line, the student may be able to correctly compare positive integers.	Given a number line, the student correctly compares some positive and negative integers.	Given a number line, the student correctly compares most positive and negative integers.
	Given currency, the student may be able to correctly solve a problem involving \$10.00 or less.	Given currency, the student correctly solves some problems involving \$50.00 or less.	Given currency, the student correctly solves most problems involving \$50.00 or less.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Measurement and Geometry	Given an analog or digital clock and context, the student may be able to correctly tell time to the nearest five-minutes or minute.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in minutes some of the time.	Given analog and digital clocks and context, the student correctly tells time and measures elapsed time in minutes most of the time.
	Given a coordinate plane, the student may be able to correctly identify the coordinates of a missing point for a geometric figure in the first quadrant.	Given a coordinate plane, the student correctly identifies the coordinates of a missing point for some geometric figures.	Given a coordinate plane, the student correctly identifies the coordinates of a missing point for most geometric figures.
	Given a complex geometric figure, the student may be able to correctly add the areas of unit squares to determine the total area in square units.	Given a complex geometric figure, the student correctly adds the areas of squares and rectangles to determine the total area in square units for some figures.	Given a complex geometric figure, the student correctly adds the areas of squares and rectangles to determine the total area in square units for most figures.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Probability, Statistics, Patterns, Functions, and Algebra	Given two different objects being selected for an event, the student may be able to correctly compare their relative probability.	Given two different objects being selected for an event, the student correctly compares some relative probabilities.	Given two different objects being selected for an event, the student correctly compares most relative probabilities.
	Given a scatter plot of two variables with a linear relationship, the student may be able to correctly identify a line of best fit.	Given scatter plots of two variables with a linear relationship, the student correctly identifies some lines of best fit.	Given scatter plots of two variables with a linear relationship, the student correctly identifies most lines of best fit.
	Given a real-world application, including with money, the student may be able to correctly evaluate an expression with one variable using addition or subtraction.	Given a real-world application, including with money, the student correctly evaluates some expressions with one variable.	Given a real-world application, including with money, the student correctly evaluates most expressions with one variable.
	Given a function and input-output table, the student may be able to correctly identify a missing value.	Given functions and input-output tables, the student correctly identifies some missing values.	Given functions and input-output tables, the student correctly identifies most missing values.
	Given an input-output table, the student may be able to correctly identify a graph that matches.	Given input-output tables, the student correctly identifies some matching graphs.	Given input-output tables, the student correctly identifies most matching graphs.
	Given a description and a line plotted on a coordinate plane, the student may be able to correctly identify a slope as positive, negative, zero, or undefined.	Given a description and a line plotted on a coordinate plane, the student correctly identifies some slopes as positive, negative, zero, or undefined.	Given a description and a line plotted on a coordinate plane, the student correctly identifies most slopes as positive, negative, zero, or undefined.
	Given a linear graph, the student may be able to correctly determine the slope of a line.	Given a linear graph, the student correctly determines the slope of some lines.	Given a linear graph, the student correctly determines the slope of most lines.
	The student may be able to correctly solve a one-step linear equation with one variable involving addition or subtraction and solutions 0 through 20.	The student correctly solves some one- and two-step linear equations with one variable and solutions 0 through 20.	The student correctly solves most one- and two-step linear equations with one variable and solutions 0 through 20.
	The student may be able to correctly identify a solution that would make an inequality true using symbols $<$, $>$, \leq , or \geq .	The student correctly identifies solutions that would make some inequalities true using symbols $<$, $>$, \leq , or \geq .	The student correctly identifies solutions that would make most inequalities true using symbols $<$, $>$, \leq , or \geq .

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
High School Mathematics

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Algebra - Expressions and Operations	The student may be able to correctly identify an equation when provided a verbal description in real world applications involving addition or subtraction.	The student correctly identifies some equations when provided a verbal description in real world applications.	The student correctly identifies most equations when provided a verbal description in real world applications.
	Given an analog or digital clock and context, the student may be able to correctly tell time in minutes.	Given analog and digital clocks and context, the student correctly tells time in minutes and measures elapsed time to the minute, including over multiple days, some of the time.	Given analog and digital clocks and context, the student correctly tells time in minutes and measures elapsed time to the minute, including over multiple days, most of the time.
	Given a real-world application, including with money, the student may be able to correctly evaluate an expression with one variable using addition or subtraction.	Given a real-world application, including with money, the student correctly evaluates some expressions with one variable.	Given a real-world application, including with money, the student correctly evaluates most expressions with one variable.
	Given currency, the student may be able to correctly solve a problem involving \$20.00 or less.	Given currency, the student correctly solves some problems involving \$100.00 or less.	Given currency, the student correctly solves most problems involving \$100.00 or less.
	The student may be able to correctly identify an equivalent expression or evaluate an expression to the first power.	The student correctly identifies some equivalent expressions and evaluates some expressions using powers 1-3.	The student correctly identifies most equivalent expressions and evaluates most expressions using powers 1-3.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Algebra - Equations and Inequalities	The student may be able to correctly solve a one-step linear equation with one variable involving addition or subtraction and solutions 0 through 40.	The student correctly solves some one- and two-step linear equations with one variable and solutions 0 through 40.	The student correctly solves most one- and two-step linear equations with one variable and solutions 0 through 40.
	The student may be able to correctly find the total cost for a purchase given the cost of an item and sales tax.	The student correctly finds the sales tax and total cost for some purchases.	The student correctly finds the sales tax and total cost for most purchases.
	The student may be able to correctly match a number line with an inequality.	The student correctly matches some number lines with inequalities.	The student correctly matches most number lines with inequalities.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Algebra - Functions	Given a function and input-output table, the student may be able to correctly identify a missing value.	Given functions and input-output tables, the student correctly identifies some missing values.	Given functions and input-output tables, the student correctly identifies most missing values.
	Given a linear graph, the student may be able to correctly interpret the trend in data, including in real world applications.	Given linear graphs, the student correctly interprets trends in some data, including in real world applications.	Given linear graphs, the student correctly interprets trends in most data, including in real world applications.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 5 Science

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Living Systems and Ecosystem Interactions	The student may be able to correctly recognize: <ul style="list-style-type: none"> • a plant, • an animal, or • something that a plant or animal needs to survive. 	The student correctly recognizes: <ul style="list-style-type: none"> • plants need light, air, and water to grow and survive, • animals need food, air, and water to grow and survive, and • plants and animals have unique structures that help them obtain what they need to grow and survive. 	The student correctly: <ul style="list-style-type: none"> • compares the growth of plants when given different amounts of light, air, and water, and • identifies and connects the unique parts and structures of plants and animals to ways in which they help them grow and survive.
	The student may be able to correctly recognize a living and/or non-living part of an ecosystem.	The student correctly recognizes some ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.	The student correctly recognizes many ways in which living organisms interact with other living organisms and non-living parts of an ecosystem.
	The student may be able to correctly recognize an ocean.	The student correctly recognizes oceans and identifies some of the organisms that live in them.	The student correctly recognizes oceans and identifies many of the organisms that live in them.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Earth/Space Systems and Earth Resources	The student may be able to correctly recognize a simple weather condition.	The student correctly recognizes some weather conditions and their characteristics.	The student correctly recognizes many complex weather conditions and their characteristics.
	The student may be able to correctly recognize the sun and/or Earth.	The student correctly recognizes some astronomical objects in the solar system and compares their features (e.g., sun, planets, moons).	The student correctly recognizes many astronomical objects in the solar system and compares their features (e.g., sun, planets, moons).
	The student may be able to correctly recognize the moon in different phases.	The student correctly recognizes some relationships among Earth, the moon, and the sun.	The student correctly recognizes many relationships among Earth, the moon, and the sun, including the concepts of orbit and revolution.
	The student may be able to correctly recognize day and/or night.	The student correctly recognizes that the sun provides Earth with light and heat energy.	The student correctly recognizes that the sun's light and heat energy influence Earth's organisms and the four major seasons.
	The student may be able to correctly recognize a natural resource used in everyday life.	The student correctly recognizes some natural resources in Virginia and their common uses and origins.	The student correctly recognizes many natural resources in Virginia and their common uses and origins.
	The student may be able to correctly recognize a common non-living Earth feature (e.g., lakes, rivers, streams, and oceans; rocks, mountains, volcanoes, and canyons; air and clouds).	The student correctly recognizes some common living and non-living Earth features and simple interactions (e.g., clouds provide rain to rivers; rivers provide water to organisms).	The student correctly recognizes many common living and non-living Earth features, simple interactions, and processes that shape Earth.
	The student may be able to correctly recognize an activity that harms Earth.	The student correctly recognizes some ways in which people and communities protect/conservate Earth's environment and natural resources.	The student correctly recognizes many ways in which people and communities protect/conservate Earth's environment and natural resources.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Force, Motion, Energy, and Matter	The student may be able to correctly recognize a common object at rest and/or in motion.	The student correctly recognizes some objects in motion and changes in motion due to force.	The student correctly identifies many objects in motion and changes in motion due to force.
	The student may be able to correctly recognize a common object that: <ul style="list-style-type: none"> • uses electricity, • makes noise or sound, or • makes light. 	The student correctly recognizes the following forms of energy and some of their everyday uses, applications, and sources: <ul style="list-style-type: none"> • electricity, • sound, and • light. 	The student correctly recognizes the following forms of energy and many of their everyday uses, applications, and sources: <ul style="list-style-type: none"> • electricity, • sound, and • light.
	The student may be able to correctly recognize a smaller part of a common object, animal, and/or plant.	The student correctly recognizes that objects, animals, and plants are made of smaller parts and identifies some parts visible to the naked eye.	The student correctly recognizes that objects, animals, and plants are made of smaller parts and identifies many parts visible to the naked eye.
	The student may be able to correctly recognize when two common solids are mixed.	The student correctly recognizes when some substances are mixed.	The student correctly recognizes when many substances are mixed, including some mixtures that may form new substances.
	The student may be able to correctly recognize physical properties (i.e., size and shape) of common objects.	The student correctly recognizes and compares some physical properties (e.g., size, shape, hardness/softness, weight/mass, volume) of matter in different phases.	The student correctly recognizes and compares many physical properties of matter in different phases.

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 8 Science

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Living Systems and Ecosystem Interactions	The student may be able to correctly recognize plants and animals.	The student correctly recognizes some characteristics of animals and plants (parts and behaviors), related to their different functions, which can be used to tell organisms apart.	The student correctly recognizes many characteristics of animals and plants (parts and behaviors), including identifying their different functions, which can be used to tell organisms apart.
	The student may be able to correctly recognize that plants need light, air, and/or water to grow and survive.	The student correctly recognizes that plants need light, air, and water to grow, including some conditions that may help/harm growth.	The student correctly recognizes that plants need light, air, and water to grow through a process called photosynthesis, and compares growth and survival based on differing conditions.
	The student may be able to correctly recognize that living organisms (animals and humans) need food.	The student correctly recognizes that living organisms need food to obtain energy and grow.	The student correctly recognizes that the amount of energy or expected growth for a living organism can change based on the amount, type, or quality of food.
	The student may be able to correctly recognize living and non-living parts of an ecosystem.	The student correctly recognizes some ways in which living organisms interact with other living and non-living parts of an ecosystem (e.g., habitat, shelter, water).	The student correctly recognizes many ways in which living organisms interact with other living and non-living parts of an ecosystem, including in simple food chains/webs.
	The student may be able to correctly recognize a trait that helps a living organism (animal) adapt and survive.	The student correctly recognizes some traits that help living organisms adapt and survive.	The student correctly recognizes many traits that help living organisms adapt and survive, including identifying the function of helpful traits.
	The student may be able to correctly recognize an individual living organism and/or groups of living organisms (animal/s).	The student correctly recognizes living organisms in an ecosystem and some resources they need to grow and sustain their population.	The student correctly recognizes living organisms in an ecosystem and how changes in resources, including those due to human activity, might affect an individual living organism or groups of living organisms.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Living Systems and Ecosystem Interactions (continued)	The student may be able to correctly recognize an offspring of a living organism with identical traits (plant, animal, and/or human) compared to the offspring of a different species.	The student correctly recognizes that reproduction produces offspring with similar though varied traits compared to offspring from a different species (e.g., a species has offspring of the same species that may have a different color or spot pattern).	The student correctly recognizes that reproduction produces offspring with similar though varied traits compared to offspring of the same species (e.g., a species has offspring of the same species but with variations on the same traits).
	The student may be able to correctly recognize highly similar animals based on simple physical characteristics.	The student correctly recognizes some anatomically similar organisms.	The student correctly recognizes many anatomically similar organisms, including that fossils of common extinct organisms are like organisms living today.
	The student may be able to correctly recognize a common feature found in Virginia watersheds (e.g., river, stream, lake, reservoir).	The student correctly recognizes some common features of watersheds in connection with their function and why they are important in Virginia.	The student correctly recognizes many common features of watersheds and identifies simple steps to improve the health of watersheds and keep water clean in Virginia.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Earth/Space Systems and Earth Resources	The student may be able to correctly recognize simple weather conditions.	The student correctly recognizes some weather conditions and their characteristics, including the connection between changes in weather conditions and everyday decisions and activities.	The student correctly recognizes many weather conditions and their characteristics, including the connection to the atmosphere (e.g., cloudy or clear, windy or calm) and common weather tools and information (e.g., thermometer, forecast).
	The student may be able to correctly recognize the sun, Earth, and the moon.	The student correctly recognizes and compares some astronomical objects in the solar system and their features (e.g., size, shape, position, composition).	The student correctly recognizes and compares many astronomical objects in the solar system and their features.
	The student may be able to correctly recognize the direction that a common object will fall due to gravity on Earth.	The student correctly recognizes that gravity influences movement of objects on Earth and in space, including the movement of Earth around the sun and the moon around Earth.	The student correctly recognizes that gravity influences movement of objects on Earth and in space, including the movement of planets around the sun, moons around planets, and comets/asteroids around the sun.
	The student may be able to correctly recognize day and night.	The student correctly recognizes that the sun provides Earth and its organisms with light and heat energy.	The student correctly recognizes the connection between Earth's rotation and day/night and Earth's tilt and the four major seasons.
	The student may be able to correctly recognize some common objects or materials that come from Earth's natural resources.	The student correctly recognizes some natural resources and the materials humans commonly use that come from Earth's natural resources.	The student correctly recognizes many natural resources and the materials humans commonly use that come from Earth's renewable and nonrenewable resources.
	The student may be able to correctly recognize activities that harm Earth.	The student correctly recognizes some ways in which people and communities use and impact Earth's environment and resources, including some simple ways to protect the environment or conserve natural resources.	The student correctly recognizes many ways in which people and communities use and impact Earth's environment and resources, including many simple ways to protect the environment or conserve natural resources compared to activities that pollute or harm Earth's environment.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Force, Motion, Energy, and Matter	The student may be able to correctly recognize hot and/or cold temperatures in common everyday contexts.	The student correctly recognizes temperature as a measure of how hot or cold matter is and that thermal energy is transferable.	The student correctly recognizes common examples of heat transfer and simple ways it can be minimized (e.g., coat to stay warm) or maximized (e.g., fan to get cool).
	The student may be able to correctly recognize the three phases of water – solid, liquid, and/or gas.	The student correctly recognizes water phases, including at some common points of experience through the water cycle.	The student correctly recognizes water phases and how water changes phase, including at many common points of experience through the water cycle.
	The student may be able to correctly recognize a basic form of energy (i.e., electrical, sound, thermal, and/or light energy).	The student correctly recognizes some basic forms of energy based on a common use or source and that energy is transferred and transformed.	The student correctly recognizes many basic forms of energy based on a common use or source and that energy is transferred and transformed to help meet needs (e.g., electrical energy lights lamps and heats stoves).
	The student may be able to correctly recognize common objects at rest and in motion.	The student correctly recognizes some objects in motion involving simple actions and reactions.	The student correctly recognizes many objects in motion involving simple actions and reactions.
	The student may be able to correctly recognize common objects in relation to descriptions of their weight and mass.	The student correctly recognizes that the force, mass, and motion of objects are related and comparable in common everyday situations.	The student correctly recognizes that the force, mass, and any changes in the motion of objects are related and comparable in common everyday situations.
	The student may be able to correctly recognize some smaller parts of common objects, animals, and plants.	The student correctly recognizes that common objects, animals, and plants are made of smaller parts and identifies some seen and unseen parts.	The student correctly recognizes that common objects, animals, and plants are made of smaller parts, identifies many seen and unseen parts, and recognizes that technology (e.g., magnifying glass, microscope) helps us see very small parts.
	The student may be able to correctly recognize and compare physical properties (i.e., size and shape) of common objects.	The student correctly recognizes and measures some physical and chemical properties (e.g., size, shape, hardness/softness, weight/mass, volume, density) of matter including before or after a physical or chemical change occurs.	The student correctly recognizes and measures many physical and chemical properties of matter including identifying changes in properties that result from common activities (e.g., cooking an egg, boiling water, burning wood).

Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
High School Science

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Life at the Molecular / Cellular and Systems / Organisms Levels	The student may be able to correctly recognize: <ul style="list-style-type: none"> • light, air/oxygen, water, and food, or • that living organisms (plant, animal, and/or human) need these to survive. 	The student correctly recognizes: <ul style="list-style-type: none"> • humans and animals need oxygen to breathe, water to drink, and food to eat to grow and obtain energy, and • plants need light, air, and water to grow and create energy through photosynthesis. 	The student correctly recognizes: <ul style="list-style-type: none"> • growth and energy may change based on the type, amount, or availability of light, air/oxygen, water, and food to organisms, and • plant have parts associated with the basic inputs (i.e., water, sunlight, carbon dioxide) and outputs (i.e., oxygen, sugar) of photosynthesis (e.g., roots take in water, leaves take in sunlight, leaves release oxygen).
	The student may be able to recognize simple everyday steps that people can take to support their health (e.g., washing hands, brushing teeth, washing and eating healthy food, and getting regular sleep).	The student correctly recognizes that bacteria and viruses impact human health, and some simple steps people can take to support health and wellness.	The student correctly recognizes that bacteria and viruses are too small to be seen with the naked eye and can cause illness or sickness if simple steps are not taken to support health and wellness.
	The student may be able to correctly recognize an offspring of a living organism (plant, animal, and/or human) with identical or highly similar traits.	The student correctly recognizes that reproduction produces offspring with similar, though varied, traits.	The student correctly recognizes that offspring may not be identical, may have variations of the same or similar traits, and may develop a helpful trait.
	The student may be able to correctly recognize a plant and animal and how they are different.	The student correctly recognizes and compares some plants and animals and ways in which their unique structures and behaviors are connected to their functions.	The student correctly recognizes and compares many plants and animals and ways in which their unique structures and behaviors are connected to their functions.

Reporting Category	Does Not Meet Proficiency <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that do not meet proficiency:</i>	Proficient <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that meet proficiency:</i>	Advanced <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that exceed proficiency:</i>
Interactions of Life Forms and Ecosystem Dynamics	The student may be able to correctly recognize: <ul style="list-style-type: none"> • a simple trait of a living organism or a group of living organisms (plant, animal, and human) that help them survive, or • a simple resource or environmental factor that a living organism or group of living organisms needs to survive. 	The student correctly recognizes: <ul style="list-style-type: none"> • the function of simple traits of living organisms or groups of living organisms, • living organisms' survival is related to having helpful traits, and • how a living organism or group of living organisms might be affected by beneficial or challenging changes in resources or environmental factors. 	The student correctly recognizes: <ul style="list-style-type: none"> • simple traits based on their function, • survival of living organisms is related to helpful variations of a given trait, and • how the variety/diversity of life on Earth might be affected based on beneficial or challenging changes in resources or environmental factors.
	The student may be able to correctly recognize a way in which a living organism interacts with another living or non-living part of an ecosystem.	The student correctly recognizes some ways in which living organisms interact with other living and non-living parts of an ecosystem, including in simple food chains.	The student correctly recognizes many ways in which living organisms interact with other living and non-living parts of an ecosystem and how interactions might change under different conditions, including in simple food chains and food webs.