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

Reporting Category	**Does Not Meet Proficiency** *A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that **do not meet proficiency**:*	**Proficient** *A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that **meet proficiency**:*	**Advanced** *A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that **exceed proficiency**:*
Number, Number Sense, Computation, and Estimation	Given whole numbers from 0 through 20, the student may be able to correctly: • 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.	Given numbers from 0 through 40, the student correctly: • 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 1/4 and 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 1/4 and 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.	Given numbers from 0 through 40, the student correctly: • 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 1/4 and 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 1/4 and 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: • 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: • 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: • 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: • multiply two whole numbers, or • solve a division problem.	Given whole numbers from 0 through 10, the student correctly: • multiplies some whole numbers, and • solves some division problems.	Given whole numbers from 0 through 10, the student correctly: • 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.