Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 5 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 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: • 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: • 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: • 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: • identify an even **or** odd number, or • solve a division problem.	Given whole numbers 1 through 20, the student: • identifies some even **and** odd numbers, and • solves some division problems.	Given whole numbers 1 through 20, the student correctly: • identifies most even **and** odd numbers, and • solves most division problems.

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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: • addition of two whole numbers, or • addition of two mixed numbers ending in 1/2 that results in a whole number sum.	Given numbers from 0 through 30, the student correctly solves some word problems involving: • addition **and** subtraction of whole numbers, • addition **and** subtraction of mixed numbers ending in 1/2 and 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: • addition **and** subtraction of whole numbers, • addition **and** subtraction of mixed numbers ending in 1/2 and 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 1/2, 1/4, 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 1/2, 1/4, 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.

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Measurement and Geometry (MG)	The student may be able to correctly: • solve a V = B x 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.	The student correctly: • solves some V = B x 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.	The student correctly: • solves most V = B x 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.
	Given a digital clock and context, the student may be able to correctly tell time to the nearest whole hour **or** half hour.	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.	Given a digital clock and context, the student correctly tells time for most whole hour and half hour increments and measures elapsed time.
	The student may be able to correctly identify the geometric shape of a given object involving a circle, triangle, square, **or** rectangle.	The student correctly identifies the geometric shape of some given objects involving circles, triangles, squares, rectangles, pentagons, hexagons, **and** octagons.	The student correctly identifies the geometric shape of most given objects involving circles, triangles, squares, rectangles, pentagons, hexagons, **and** octagons.

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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.