Virginia Alternate Assessment Program (VAAP)
Performance Level Descriptors
Grade 3 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 10, the student may be able to correctly: • 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.	Given whole numbers from 0 through 20, the student correctly: • 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.	Given whole numbers from 0 through 20, the student correctly: • 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.
	The student may be able to correctly identify a product of two whole numbers with solutions 1 through 5.	The student correctly identifies a product of two whole numbers with solutions 1 through 20.	The student correctly identifies products of two whole numbers with solutions 0 through 20.

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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: • 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: • 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: • 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 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.