

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

<b>Reporting Category</b>	<p style="text-align: center;"><b>Does Not Meet Proficiency</b>  <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>do not meet proficiency</b>:</i></p>	<p style="text-align: center;"><b>Proficient</b>  <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>meet proficiency</b>:</i></p>	<p style="text-align: center;"><b>Advanced</b>  <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>exceed proficiency</b>:</i></p>
<b>Number, Number Sense, Computation, and Estimation</b>	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	<p align="center"><b>Does Not Meet Proficiency</b></p> <p align="center"><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>do not meet proficiency</b>:</i></p>	<p align="center"><b>Proficient</b></p> <p align="center"><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>meet proficiency</b>:</i></p>	<p align="center"><b>Advanced</b></p> <p align="center"><i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>exceed proficiency</b>:</i></p>
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 <b>or</b> minute.	Given analog and digital clocks and context, the student correctly tells time <b>and</b> measures elapsed time in minutes some of the time.	Given analog and digital clocks and context, the student correctly tells time <b>and</b> 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.

<b>Reporting Category</b>	<b>Does Not Meet Proficiency</b> <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>do not meet proficiency</b>:</i>	<b>Proficient</b> <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>meet proficiency</b>:</i>	<b>Advanced</b> <i>A student performing at this level demonstrates knowledge and skills related to the Virginia Essentialized Standards of Learning that <b>exceed proficiency</b>:</i>
<b>Probability, Statistics, Patterns, Functions, and Algebra</b>	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 <b>or</b> 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 $\geq$ .	