

**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	<p align="center">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 align="center">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 align="center">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>
<p>Number, Number Sense, Computation, and Estimation (continued)</p>	<p>Given numbers from 0 through 20, the student may be able to correctly solve a word problem involving:</p> <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. 	<p>Given numbers from 0 through 30, the student correctly solves some word problems involving:</p> <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. 	<p>Given numbers from 0 through 30, the student correctly solves most word problems involving:</p> <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.
	<p>The student may be able to correctly identify an equation that matches a verbal description involving the product of two whole numbers.</p>	<p>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.</p>	<p>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.</p>
	<p>Given a verbal or visual model, the student may be able to correctly simplify an expression involving addition or subtraction.</p>	<p>Given verbal or visual models, the student correctly simplifies some expressions that use parentheses and addition and subtraction.</p>	<p>Given verbal or visual models, the student correctly simplifies most expressions that use parentheses and addition and subtraction.</p>
	<p>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.</p>	<p>Given coins or currency, the student correctly determines if it is enough to make some purchases up to \$1.00.</p>	<p>Given coins or currency, the student correctly determines if it is enough to make most purchases up to \$1.00 and make change.</p>

Reporting Category	<p align="center">Does Not Meet Proficiency</p> <p align="center"><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 align="center">Proficient</p> <p align="center"><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 align="center">Advanced</p> <p align="center"><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	<p align="center">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 align="center">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 align="center">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>
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.