

**Virginia Standards of Learning Assessments
Grade 3 Mathematics Performance Level Descriptors
Detailed**

Performance Level	Descriptor
Pass/Advanced	The student demonstrates exceptional and consistent attainment of the knowledge and skills necessary to apply key curriculum concepts such as: understanding place value through hundred thousands; comparing and rounding whole numbers to 9,999; adding and subtracting 4-digit numbers; recalling multiplication facts; using inverse relationships between addition/ subtraction and multiplication/division; recognizing that the equal sign links equal quantities; using models to represent, name, write, add/ subtract, and compare fractions; reading and writing decimals to hundredths and add/ subtract decimals to tenths; determining the value of a collection of coins and bills to \$5; estimating and measuring length, liquid volume, weight/mass, and temperature (customary and metric units); telling time to the nearest minute and identifying equivalent periods of time; identifying and analyzing properties of plane and solid geometric figures; reading, constructing, organizing, and interpreting data in a variety of formats; investigating and describing probability as chance and list possible results; recognizing, describing, and extending patterns using objects, numbers, tables, and pictures.
Pass/Proficient	The student demonstrates satisfactory attainment of the knowledge and skills necessary to apply key curriculum concepts such as: understanding place value through hundred thousands; comparing and rounding whole numbers to 9,999; adding and subtracting 4-digit numbers; recalling multiplication facts; using inverse relationships between addition/ subtraction and multiplication/division; recognizing that the equal sign links equal quantities; using models to represent, name, write, add/ subtract, and compare fractions; reading and writing decimals to hundredths and add/ subtract decimals to tenths; determining the value of a collection of coins and bills to \$5; estimating and measuring length, liquid volume, weight/mass, and temperature (customary and metric units); telling time to the nearest minute and identifying equivalent periods of time; identifying and analyzing properties of plane and solid geometric figures; reading, constructing, organizing, and interpreting data in a variety of formats; investigating and describing probability as chance and list possible results; recognizing, describing, and extending patterns using objects, numbers, tables, and pictures.
Fail/Basic	The student demonstrates inconsistent attainment of the fundamental knowledge and skills necessary to apply key curriculum concepts such as: understanding place value through hundred thousands; comparing and rounding whole numbers to 9,999; adding and subtracting 4-digit numbers; recalling multiplication facts; using inverse relationships between addition/ subtraction and multiplication/division; recognizing that the equal sign links equal quantities; using models to represent, name, write, add/ subtract, and compare fractions; reading and writing decimals to hundredths and add/ subtract decimals to tenths; determining the value of a collection of coins and bills to \$5; estimating and measuring length, liquid volume, weight/mass, and temperature (customary and metric units); telling time to the nearest minute and identifying equivalent periods of time; identifying and analyzing properties of plane and solid geometric figures; reading, constructing, organizing, and interpreting data in a variety of formats; investigating and describing probability as chance and list possible results; recognizing, describing, and extending patterns using objects, numbers, tables, and pictures; describing probability as chance and listing possible results; recognizing, describing, and extending patterns using objects, numbers, tables, and pictures.

(Continued)

**Virginia Standards of Learning Assessments
Grade 3 Mathematics Performance Level Descriptors
Detailed**

Performance Level	Descriptor
Fail/Below Basic	The student demonstrates little if any attainment of the fundamental knowledge and skills necessary to apply key curriculum concepts such as: understanding place value through hundred thousands; comparing and rounding whole numbers to 9,999; adding and subtracting 4-digit numbers; recalling multiplication facts; using inverse relationships between addition/ subtraction and multiplication/division; recognizing that the equal sign links equal quantities; using models to represent, name, write, add/ subtract, and compare fractions; reading and writing decimals to hundredths and add/ subtract decimals to tenths; determining the value of a collection of coins and bills to \$5; estimating and measuring length, liquid volume, weight/mass, and temperature (customary and metric units); telling time to the nearest minute and identifying equivalent periods of time; identifying and analyzing properties of plane and solid geometric figures; reading, constructing, organizing, and interpreting data in a variety of formats; investigating and describing probability as chance and list possible results; recognizing, describing, and extending patterns using objects, numbers, tables, and pictures.