4-4-17 MI-Access Functional Independence English Language Arts Assessment
Grade 3 Performance Level Descriptors

Grade 3	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who are emerging toward the performance standard,** with or without assistance, are typically able to demonstrate a **limited*** ability to…	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who attained the performance standard** are typically able to **independently***…	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who surpassed the performance standard** are typically able to **consistently**** and **independently***…
Claim 1	Use <u>narrative text</u> to: 1) Identify some of the following: plot, setting, or characters; 2) Identify an event that occurs at the beginning or end of a story. Use <u>informational text</u> to: 1) Answer a question about details; 2) Use more complex visuals to demonstrate understanding. Understand <u>vocabulary</u>: 1) Determine the word that best completes a sentence; 2) Identify the meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Use details to answer a question about: plot, setting, and/or characters; 2) Identify an event that occurs at the beginning, middle or end of a story. Use <u>informational text</u> to: 1) Answer a question about details and/or sequence of events; 2) Use more complex visuals to demonstrate understanding. Understand <u>vocabulary</u>: 1) Determine the word that best completes a sentence; 2) Identify the meaning of a word found within a text, including a word that describes emotion.	Use <u>narrative text</u> to: 1) Use details to answer questions about: plot, setting, and characters; 2) Identify events that occur at the beginning, middle or end of a story. Use <u>informational text</u> to: 1) Answer questions about details and sequence of events; 2) Use more complex visuals to demonstrate understanding. Understand <u>vocabulary</u>: 1) Determine the word or words that best complete a sentence; 2) Identify the meaning of a word or words found within a text, including words that describe emotions.
Claim 2	Write/dictate or draw a brief piece expressing either an opinion or convey a personal experience with one or more details; Identify that a sentence should begin with a capital letter.	Write/dictate or draw a brief piece expressing either opinion about a topic, or a fact or convey a personal experience with examples and details; Identify that the first word of a sentence should be capitalized or choose the correct ending punctuation of a sentence.	Write/dictate or draw a narrative expressing either opinion about a topic, or a fact or convey a personal experience with well-developed examples and details; Identify which words in a sentence should be capitalized and choose the correct ending punctuation.
Claim 3	Respond to questions about details presented orally or through other media; Identify correct use of grammatical structures (singular/plural nouns, present/past tense verbs) when communicating; Identify the correct use of language to communicate or advocate for oneself.	Respond to questions about details presented orally or through other media; Identify correct use of grammatical structures (singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating; Identify the correct use of language to communicate effectively with a variety of audiences or for different purposes.	Respond to questions about details presented orally or through other media; Identify correct use of grammatical structures (singular/plural nouns, appropriate pronouns, present/past tense verbs; common adjectives) when communicating in a variety of ways; Identify the correct use of language to communicate effectively with a variety of audiences and for different purposes.
Claim 4	Identify agreement or disagreement to the stated opinion about a topic; Sort information into categories in preparation for a writing project.	Identify a reason to support an opinion about a given topic or text; Sort information into categories in preparation for a writing project.	Identify two or more reasons to support opinions about a given topic or text; Sort information into categories in preparation for a writing project and communicate rationale behind the sorting used.
	*May include students using standard accommodations as determined by their Individualized Education Program ****Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better**		