

MI-Access Functional Independence Mathematics Assessment Grade 11 Performance Level Descriptors

Grade 11	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	Find double the value of single digit numbers.	Extend or describe a number pattern involving doubling, including determining the value of a quantity that is squared to solve a problem.	Extend or describe a number pattern involving doubling, including determining the value of a quantity that is squared or cubed to solve a problem.
Claim 2	Identify corresponding angles of two different similar triangles.	Identify corresponding congruent angles of two similar triangles.	Identify corresponding congruent angles of two or more similar triangles.
Claim 3	Use data in a graph or table to solve a basic problem; Describe the probability of events occurring as possible or impossible.	Solve problems, describe trends, or make predictions based on data in tables, charts, or graphs; Predict which outcome of a real-world event is more likely to occur when given options.	Solve problems, describe trends, and make predictions based on data in tables, charts, and graphs; Predict an outcome of a real-world event.
Claim 4	Extend a numerical pattern; Identify the missing number that completes an ordered pair in a function table; Extend repeating number patterns or patterns that appear in daily life.	Describe or extend a simple geometric sequence; Use a simple function table to solve a real-world problem; Extend or describe repeating number patterns or patterns that appear in daily life.	Describe and extend a simple geometric sequence; Use simple function tables to solve real-world problems; Extend and describe repeating number patterns and patterns that appear in daily life.
<p>*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</p>			