MI-Access Functional Independence Mathematics 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	Add and subtract numbers; Identify representations of whole numbers; Count by 10s; Use a model to identify a unit fraction.	Add and subtract whole numbers to 20; Identify representations of whole numbers to 50; Count by 10s up to 100; Use a model to identify the unit fractions 1/2 or 1/4.	Add and subtract whole numbers to at least 20; Identify representations of whole numbers to 50 or more; Count by 10s to 100 or more; Use a model to identify at least the unit fractions 1/2 and 1/4.
Claim 2	Identify the attributes of common two-dimensional shapes; Identify when a shape has been divided into equal parts.	Describe the attributes of common two-dimensional shapes; Identify a shape that can be divided into equal parts.	Describe attributes of common two-dimensional shapes (including corners, number of sides, and angles); Identify different shapes that can be divided into equal parts.
Claim 3	With assistance, tell time using a digital clock; Identify tools used for measuring mass or volume; Perform beginning measurements of length; Find basic information on a pictograph.	Tell time to the hour using a digital clock; Identify tools used to measure mass or volume; Use a ruler to measure length to the nearest unit; Use a bar graph or simple pictograph to answer questions about data.	Tell time to at least the hour using a digital clock; Identify various tools used to measure mass and volume; Use a ruler to measure length to the nearest unit; Use bar graphs and simple pictographs to answer questions about data.
Claim 4	Perform basic, repeated addition; Contribute to solving one-step, real-world problems using addition or subtraction; Extend a simple number pattern.	Perform basic, repeated addition with sums to 20; Solve one-step, real-world problems using addition or subtraction with sums and differences within 20; Create, extend, or describe a simple number pattern.	Perform repeated addition with sums to 20 more; Solve one-step, real-world problems using addition and subtraction with sums and differences within and beyond 20; Create, extend, and describe simple number patterns.

***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**