MI-Access Functional Independence Mathematics Assessment
Grade 4 Performance Level Descriptors

Grade 4	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*** demonstrate the ability to…	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	Compare basic number quantities using more than, less than or equal; Recognize decade numbers on a number line; Add two numbers that are multiples of 10; Recognize models of two halves and four fourths; Differentiate between whole and a fraction of one whole using a model.	Compare basic number quantities using more than, less than or equal using symbols (<, >, =); Round numbers to 30 to the nearest 10 using a number line; Add or subtract numbers that are multiples of 10 within 100 without regrouping; Recognize that two halves and four fourths equal one whole; Differentiate between one-half and one-fourth as related to one whole.	Compare basic number quantities using symbols (<, >, =); Round numbers up to 30 or higher to the nearest 10 using a number line; Add and subtract numbers that are multiples of 10 up to 100 and higher without regrouping; Recognize that two halves and four fourths equal one whole; Differentiate between one-half and one-fourth as related to one whole.
Claim 2	Count unit squares that make up a basic two-dimensional shape; Recognize angles in a basic two-dimensional shape.	Identify the area of a basic two-dimensional shape by counting unit squares; Compare two angles of geometric shapes and describe one as larger or smaller.	Identify the area of basic two-dimensional shapes by counting unit squares; Compare two or more angles of geometric shapes and compare using "larger/largest" or "smaller/smallest."
Claim 3	Identify units of measure that are related (inches/feet); Tell time to the hour on a digital or analog clock; Identify and begin to use appropriate tools for measuring mass or volume; Identify coins and begin to match them to a value; Read basic information on a bar graph or simple pictograph (scale of 1).	Identify which of two related units of measure is smaller (limited to inches/feet, minutes/hour); Tell time to the hour on an analog clock or to the half hour using a digital clock; Identify and use appropriate tools for measuring mass or volume; Compare the length of two objects using standard units; Identify individual coins and their values; Use a bar graph or simple pictograph (scale of 1) to read data.	Identify which of two related units of measure is smaller (inches/feet, minutes/hour); Tell time the hour on an analog clock and to the half hour using a digital clock; Identify and use appropriate tools for measuring mass and volume; Compare the length of two or more objects using standard units; Identify coins and their values; Use a bar graph or pictograph (scale of 1) to read data.
Claim 4	Perform basic, repeated addition; Solve basic one-step addition or subtraction problems without regrouping; Create, describe, or extend a simple number pattern.	Perform repeated addition to solve a multiplication problem; Solve basic one-step addition or subtraction problems within 100 without regrouping; Create, describe, or extend a simple number pattern.	Perform repeated addition to solve multiplication problems; Solve basic one-step addition and subtraction problems to 100 or more without regrouping; Create, describe, or extend 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**			