

MI-Access Functional Independence Mathematics Assessment Grade 5 Performance Level Descriptors

Grade 5	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	Compare number quantities using base-10 models; Order numbers that are multiples of 10; Compare whole numbers using symbols (<, >, =); Round whole numbers on a number line to the nearest 10; Solve basic multiplication problems; Create equal sets (quantity); Recognize halves/ fourths; thirds/tenths.	Compare two number quantities to 99 using base-10 models; Order numbers that are multiples of 10 up to 10,000; Compare whole numbers to 100 using symbols (<, >, =); Round whole numbers on a number line (0-90) to the nearest 10; Multiply numbers up to 5x5; Partition a set into equal subsets to solve a problem; Differentiate between halves/fourths; Recognize thirds and tenths using a model.	Compare number quantities to at least 99 using base-10 models; Order numbers that are multiples of 10 up to 10,000; Compare whole numbers to at least 100 using symbols (<, >, =); Round whole numbers on a number line (0-90) to the nearest 10; Multiply numbers to 5x5 and higher; Partition a set into equal subsets to solve a problem; Differentiate between halves/ fourths; Recognize thirds and tenths using a model.
Claim 2	Identify a basic three-dimensional shape such as a cube; Count unit cubes that fill a three-dimensional prism; Identify an attribute that is the same between two two-dimensional figures.	Identify a sphere, cube, cone or cylinder; Determine the volume of a rectangular prism by counting unit cubes; Sort two-dimensional figures based on an attribute they have in common.	Identify a sphere, cube, cone and cylinder; Determine the volume of a rectangular prism by counting unit cubes; Sort two-dimensional figures based on one or more attributes they have in common.
Claim 3	Tell time to the hour or half hour on a digital or analog clock; Identify and begin to use appropriate tools for measuring length in inches or weight in pounds; Identify the values of collections of coins; Read data from more than one type of graph, such as charts, tables, graphs, tallies, or pictographs.	Tell time to the quarter hour on a digital clock or half hour on an analog clock; Measure length or weight using appropriate tools and using customary units of measure (inches/feet and ounces/pounds); Identify the values of collections of coins to \$10; Read or interpret data from charts, tables, graphs, tallies, or pictographs.	Tell time to the quarter hour on a digital clock and half hour on an analog clock; Measure length and weight using appropriate tools and using customary units of measure (inches/feet and ounces/pounds); Identify the values of collections of coins to \$10 or more; Read and interpret data from charts, tables, graphs, tallies, and pictographs.
Claim 4	Create, describe, or extend a simple number pattern that involves addition or subtraction as the interval.	Create, describe, or extend a simple number pattern that involves a simple addition or subtraction rule.	Create, describe, and extend simple number patterns that involve a simple addition or subtraction rule.
<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>			