MI-Access Functional Independence Mathematics Assessment
Grade 7 Performance Level Descriptors

Grade 7	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	Identify a basic ratio with objects or numbers; Begin to add fractions with common denominators using models; Use concrete objects or a calculator to solve a multiplication problem; Recognize equal shares; Divide simple numbers using models or objects or a calculator; Recognize a fraction with a denominator of 10 expressed as money (1/10 of one-dollar is $0.10). Compare groups of dimes, paired with decimals (tenths $0.10) as more or less.	Complete a ratio using numbers to describe a relationship; Add fractions with common denominators with sums less than or equal to 1; Solve a simple multiplication problem using concrete objects or a calculator; Solve division problems with a divisor of 2, 5, or 10 or where the dividend is less than 30 using concrete objects or a calculator; Express a fraction with a denominator of 10 as a decimal in functional terms; Compare quantities represented as decimals in real-world examples to tenths.	Complete a ratio using numbers to describe a relationship; Add fractions with common denominators with sums less than or equal to 1 and higher; Solve simple multiplication problems using concrete objects and a calculator; Solve division problems with a divisor of 2, 5, or 10 using concrete objects and a calculator; Express a fraction with a denominator of 10 as a decimal; Compare quantities represented as decimals to tenths.
Claim 2	Identify two similar two-dimensional shapes that are proportional in size and in the same orientation; Recognize a geometric shape given a single specified attribute; Determine the perimeter of a rectangle by adding the measures of the sides; Match an angle to a shape that has the same angle; Find the area of a rectangle when given the formula of length x width, a model, and the dimensions of the rectangle up to 20 square units.	Identify two similar two- or three-dimensional shapes that are proportional in size and in the same orientation; Recognize geometric shapes with specified attributes; Determine the perimeter of a rectangle by adding the measures of the sides; Recognize an angle as being greater than or less than a right angle when given a model of a right angle; Find the area of a rectangle when given the formula of length x width, a model, and the dimensions of the rectangle up to 40 square units.	Identify similar two- and three-dimensional shapes that are proportional in size and in the same orientation; Recognize geometric shapes with specified attributes; Determine the perimeter of a rectangle by adding the measures of the sides; Recognize an angle as being greater than or less than a right angle; Find the area of a rectangle when given the formula of length x width, a model, and the dimensions of the rectangle up to 40 or more square units.
Claim 3	Compare sets of data within two similar data displays (2 bar graphs or 2 picture graphs) to solve a problem; Identify possible events that occur in the natural environment (e.g., possible: sun produces warmth; rain results in wet).	Solve problems using data presented within a single data display, including graphs and charts that have more than one set of data; Describe the probability of events occurring as possible or impossible.	Solve problems using data presented within a single data display that have two or more sets of data; Describe the probability of events occurring as possible or impossible.
Claim 4	Recognize an arithmetic sequence of numbers without decimals; Solve an addition or subtraction problem, where the unknown (represented with a box) is the sum or difference.	Recognize an arithmetic sequence of numbers with and without decimals (e.g., 2, 4, 6; 2.5, 4.5, 6.5) with a whole number common difference; Solve one-step addition or subtraction equations with an unknown represented with a box (e.g., box + 5 = 10; box - 2 = 3).	Recognize an arithmetic sequence of numbers with decimals (e.g., 2, 4, 6; 2.5, 4.5, 6.5) with a whole number common difference; Solve addition and subtraction equations with one or more steps that have an unknown represented with a box (e.g., box + 2 + 3 = 10; box – 2 = 3).

***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**