

MI-Access Functional Independence Mathematics Assessment Grade 8 Performance Level Descriptors

| Grade 8 | EMERGING | ATTAINED | SURPASSED |
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| | 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 fractions with common denominators using models; Recognize a fraction with a denominator of 100 as equal to cents written as a decimal; Compose or decompose whole numbers. | Add or subtract fractions with common denominators (limited to halves, thirds, fourths, and tenths) with sums and differences less than or equal to one; Express a fraction with a denominator of 100 as a decimal; Compose and decompose whole numbers. | Add and subtract fractions with common denominators (of at least halves, thirds, fourths, and tenths) with sums and differences less than or equal to one; Express a fraction with a denominator of 100 and 1000 as a decimal; Compose and decompose whole numbers. |
| Claim 2 | Identify congruent shapes; Identify similar shapes with and without rotation; Recognize a model of a right angle; Find the area or perimeter of a rectangle when given the formula, a model, and the dimensions of the rectangle. | Identify shapes that are congruent; Identify similar shapes or letters with and without rotation; Recognize an angle as being greater than, less than, or equal to a right angle when given a model of a right angle; Solve real-world problems involving perimeter, area, or volume when given the formula. | Identify shapes that are congruent; Identify similar shapes and letters with and without rotation; Recognize an angle as being greater than, less than, or equal to a right angle with or without a given model of a right angle; Solve real-world problems involving perimeter, area, and volume when given formulas. |
| Claim 3 | Match given data to data represented in a graph or table. | Match and compare given data to data represented in a graph or table. | Match and compare given data to data represented in graphs and tables. |
| Claim 4 | Solve one-step addition or subtraction equations with an unknown represented with a box (e.g., $\text{box} + 5 = 10$; $\text{box} - 2 = 3$); Identify the missing number that completes an ordered pair in a simple function table; Describe relationship between quantities on a graph as increasing or decreasing. | Solve an algebraic equation with one variable using addition or subtraction; Identify the missing number that completes an ordered pair in a function table; Describe a relationship between quantities on a graph as increasing, decreasing, or maintaining. | Solve algebraic equations with one variable using addition and subtraction; Identify the missing number or numbers that completes an ordered pair in a function table; Describe relationships among multiple quantities on a graph as increasing, decreasing, or maintaining. |

*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