

MI-Access Participation Mathematics Assessment Grade 3 Performance Level Descriptors

Grade 3	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low 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 Low 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 Low 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	Recognize a number 1-3 when compared with non-numeric symbols or objects; Identify a set with more when compared to another set of objects with significantly less quantity; Identify a single group of ten objects when compared with another quantity that is limited to no more than 3 objects; Match to an identical object that is a whole when shown a whole object and some or part of the object.	Recognize a number 1-5 when compared with non-numeric symbols or objects; Differentiate between more and less when given two sets of objects with extreme differences; Identify a single group of ten (using objects or a model) when compared with another quantity that is limited to no more than 5; Differentiate between a whole object and some of an object.	Recognize numbers to 5 or higher when compared with non-numeric symbols, or other numbers; Differentiate between more and less when given two or more sets of objects; Identify single groups of ten (using models) when compared to other quantities; Differentiate between a whole object and some of an object using a variety of objects or pictures.
Claim 2	Identify a circle or a square; Match a shape that is one-half of a circle.	Identify a circle, a square, or a triangle; Recognize one-half of a shape (such as, a circle, square or triangle).	Identify a circle, a square, a triangle and other shapes such as, rectangle or star; Recognize one-half of a variety of shapes.
Claim 3	Recognize that a clock is used to measure time; Identify a ruler used to measure length when presented within context; Identify the object that is longer when presented with objects that have extreme differences in length.	Recognize that a clock is used to measure time; Identify a tool used to measure a solid (scale or ruler) when presented within a context; Identify the object that is longer or shorter when presented with objects that have extreme differences in length.	Recognize a variety of clocks as tools used to measure time; Identify the tools used to measure solids (scale and ruler) when presented within a context; Identify objects that are longer, shorter or the same, when presented with objects that have differences in length.
Claim 4	Identify a quantity that has more than another; Solve one-step real world problems using counting with quantities up to 3; Identify the same simple pattern involving objects.	Distinguish between more and less; Solve a one-step real world problem using counting with quantities up to 5; Recognize same or different within a simple pattern involving objects or symbols.	Distinguish between more and less (fewer) and begin to identify "equal"; Solve one-step real world problems using counting with quantities of 5 or more; Recognize same and different within simple patterns involving symbols and numbers.

*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student

**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better