MI-Access Participation Mathematics Assessment
Grade 4 Performance Level Descriptors

Grade 4	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	Compare 2 sets of objects with extreme differences to determine which has more; Identify which number comes next on a number line using numbers to 3; Add 1 to a quantity using objects up to 3; Identify one-half of a real-world object; Match a whole object or half of an object with an identical whole or half of an object.	Compare 2 sets of objects with extreme differences to determine which has more; Identify which number comes next on a number line using numbers to 5; Add or subtract 1 from a number or quantity using a number line and/or a quantity of objects 1-5; Identify one-half of a real-world object; Differentiate between a whole object and half of an object.	Compare 2 sets of objects to determine which has more; Identify which number comes next on a number line using numbers to 5 and higher; Add and subtract 1 from a number or quantity using a number line and quantities of objects up to 5; Identify one-half of a variety of real-world objects or models; Differentiate between a variety of whole objects and pictures and halves of objects, pictures or models.
Claim 2	Match the perimeter (outline) of a circle or square to a circle or square shape; Identify which shape is the same when presented with a circle or a square; Match a straight line to another straight line, when presented with a straight line and a circle.	Match the perimeter (outline) of a shape; Identify which shape is the same when presented with a common two-dimensional shape; Identify a straight line.	Match the perimeter (outline) of a variety of shapes; Identify which shape is the same when presented with common two-dimensional shapes; Identify a variety of straight lines of various lengths and widths.
Claim 3	Match a tool that measures time or length; Relate bedtime with sleeping or daytime to a school activity; Compare 2 masses and identify which is more when presented with amounts that are extremely different; Identify an object as being long when given 2 objects of vastly different lengths; Match money (a coin or bill) when shown with other common objects; Recognize a symbol as representing data on a simple graph (limited to 2 data points).	Identify tools to measure time or length; Relate an activity with the approximate time of day; Compare 2 masses or 2 volumes as more or less when presented with amounts that are extremely different; Identify an object as being long or short when given 2 objects of vastly different lengths; Recognize money (a coin or bill) when compared with other common objects; Recognize a symbol as representing data on a simple graph (limited to 2 data points).	Identify tools to measure time and length; Relate activities with approximate times of day; Compare 2 or more masses and 2 or more volumes as more or less when presented with amounts that are moderately or extremely different; Identify 2 or more objects as being long and short when given 2 or more objects of different lengths; Recognize money when compared with other common similarly shaped and sized objects; Recognize symbols as representing data on a simple graph (2 or more data points).
Claim 4	Identify a group of objects as the same quantity as another group of objects; Solve real-world addition problems within 3 with manipulatives; Extend a pattern involving objects.	Identify a group of objects or pictures with the same quantity as another group of objects or pictures; Solve real-world addition or subtraction problems within 5 with or without the use of manipulatives or a calculator; Extend patterns involving objects or symbols.	Identify a group of objects or pictures as the same or not same quantity as another group of objects or pictures; Solve real-world addition and subtraction problems within 5 with and without the use of manipulatives and a calculator; Extend or create matching patterns involving objects and symbols.

*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