MI-Access Participation Mathematics Assessment
Grade 8 Performance Level Descriptors

Grade 8	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 that subtracting one-half from one whole equals one-half (using a model); Match a coin or bill when discriminated between other similar objects; Differentiate between a single unit and a group of 10.	Recognize that subtracting one-half from one-whole equals one-half (using a model); Differentiate coins and bills from each other and from other similar objects; Differentiate between a single unit or a few single blocks and a group of 10.	Recognize that subtracting one-half from one whole equals one-half with or without a model; Differentiate or sort coins and bills from each other and from other objects; Differentiate between single units or a few single blocks and groups of 10 using objects and pictures.
Claim 2	Match similar two-dimensional shapes, limited to circle or square when presented without rotation; Match a similar two-dimensional shape, limited to circle or square with the same shape highlighted within a functional context; Match or identify a corner when compared to a straight edge/side; Count the number of units in the sides of a rectangle of 6 units or less (without using the word perimeter).	Match similar two-dimensional shapes, limited to circle, square, rectangle, or triangle when presented without rotation; Match a similar two-dimensional shape, limited to circle, square, star, or triangle with the same shape highlighted within a functional context; Identify a corner when compared with another attribute or shape without a corner; Use informal units to determine the perimeter of a rectangle of 8 units or less without using the word perimeter.	Match similar two-dimensional shapes when presented without rotation; Match similar two-dimensional shapes, limited to circle, square, star, and triangle with the same shape highlighted within functional contexts; Identify corners and other attributes of shapes; Use informal or formal units to determine the perimeter of a rectangle of 8 units or more without using the word perimeter.
Claim 3	Identify an item that belongs in a given group.	Sort given data into two groups.	Sort given data into two or more groups.
Claim 4	Identify which of two choices is needed to answer a question; Extend a simple pattern involving objects; Identify the topic of information presented in a picture graph.	Identify which of two choices is needed to answer a question or solve a problem; Extend or describe a pattern involving objects or symbols; Identify the topic of information presented in a picture graph or bar graph.	Identify which of two or more quantities is needed to answer questions or solve problems; Extend and describe patterns involving objects, symbols, or pictures; Begin to identify the quantities presented in picture graphs and bar graphs as more or less than another based on topic or category.

*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