

MI-Access Supported Independence Mathematics Assessment Grade 11 Performance Level Descriptors

| Grade 11 | EMERGING | ATTAINED | SURPASSED |
|-------------|---|---|--|
| | Based on the Essential Elements using the Medium 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 Medium 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 Medium 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 | Select an appropriate number or quantity to solve a problem limited to no more than 25. | Select an appropriate number or quantity to solve a problem limited to no more than 50. | Select appropriate numbers and/or quantities to solve problems to 50 or more. |
| Claim 2 | Identify a corresponding side in similar shapes when presented in context. | Identify a corresponding side in similar shapes when presented in context. | Identify corresponding sides and angles in similar shapes when presented in context. |
| Claim 3 | Determine one possible outcome of an event using a real-world example; Use a simple graph to determine a trend that is increasing. | Determine two possible outcomes of an event using real-world examples; Use a graph or scatter plot to determine a trend using informal language (increasing, decreasing). | Determine two or more possible outcomes of an event using real-world examples; Use graphs and scatter plots to determine trends using informal language (increasing, decreasing, and staying the same). |
| Claim 4 | Match a representation of a 2:1 or 1:2 ratio to its label; Identify a quantity needed to solve a simple problem, or find a missing number in a table involving a fixed pattern; Order up to 3 days of the week or identify which month comes next. | Recognize a ratio relationship of 2:1 or 1:2; Identify what quantity of data is needed to answer a question, solve a problem, or complete a graph or table involving a fixed pattern; Order the days of the week or months of the year in the correct sequence, up to 7 consecutive days of the week, or up to 12 consecutive months of the year. | Recognize ratio relation relationships, including but not limited to 2:1 or 1:2; Identify what quantities of data are needed to answer questions, solve problems, and complete graphs and tables involving fixed patterns; Order 7 consecutive days of the week and 12 consecutive months of the year. |

*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