MI-Access Supported Independence Mathematics Assessment
Grade 3 Performance Level Descriptors

Grade 3	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	Solve addition or subtraction problems with sums and differences within 5; Identify decade numbers to 30 (10, 20, 30) represented with concrete objects; Count by tens using ten-dollar bills to 30; Identify a whole object.	Solve addition or subtraction problems with sums and differences within 10; Identify decade numbers to 50 (10, 20, 30, 40, 50) represented with models or concrete objects; Count by tens to 50 using base-10 blocks or money; Identify a whole object or one-half of an object using models or objects.	Solve addition and subtraction problems with sums and differences to 10 and higher; Identify decade numbers to 50 or higher represented with models; Count by tens to 50 or higher using base-10 blocks and money; Identify a whole object and one-half of an object using models and objects.
Claim 2	Identify the side or angle in a square or rectangle; Identify a shape that is divided in half equally.	Identify a side or an angle in a common two-dimensional shape; Identify a shape that is divided equally when given a model (limited to halves and fourths).	Identify sides and angles in common two-dimensional shapes; Identify a shape that is divided equally and how many parts it is divided into.
Claim 3	Identify the hour on a digital clock; Identify a tool to measure mass; Recognize one common attribute in a data set; Identify the side of an object that is longer or shorter.	Identify the hour on a digital clock; Identify tools to measure mass or volume (scale, measuring cup); Organize data based on an attribute in a data set; Identify the length of an object measured using informal units; Identify the length of an object measured using informal units.	Identify the hour and minutes on a digital clock; Identify a variety of tools to measure mass and volume; Organize data based on one or more attributes in a data set; Identify the length of objects measured using informal and standard units.
Claim 4	Identify which groups of objects have equal amounts; Solve one-step real-world problems using addition or subtraction to at least 5; Extend simple object or symbol patterns.	Add equal groups of objects to find the sum to 10; Solve one-step real-world problems using addition or subtraction within 10; Create, describe, or extend simple number, object, or symbol patterns.	Add equal groups of objects to find the sum to 10 or higher; Solve one-step real-world problems using addition and subtraction within 20; Create, describe, and extend simple number, object, or symbol patterns.
	*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**		