

## MI-Access Supported Independence Mathematics Assessment Grade 4 Performance Level Descriptors

Grade 4	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently*</b> ...	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
Claim 1	Determine which of 2 numbers (0-5) is more; Round whole numbers 0-20 to nearest 10 using a number line; Add or subtract whole numbers within 10 using objects; Identify one-half of an object; Differentiate between one-half and one whole using concrete objects.	Compare whole numbers to 10 using "more than," "less than," or "equal to"; Round whole numbers 0-20 to nearest 10 using a number line; Add or subtract whole numbers within 20 using a number line or objects; Recognize that two halves equal one whole; Differentiate between one-half and one whole using a model or representation.	Compare whole numbers to 10 using "more than," "less than," and "equal to"; Round whole numbers to 20 or more to nearest 10, with or without a number line; Add and subtract whole numbers to 20 or more using a number line and objects; Recognize that two halves equal one whole; Differentiate between one-half and one whole using models.
Claim 2	Identify the outside edges of squares or rectangles; Match shapes given one attribute of number of sides; Recognize when lines intersect.	Differentiate between area and perimeter, when given a model of a square or rectangles; Match shapes with a common attribute (angles or sides); Recognize intersecting lines or line segments.	Differentiate between area and perimeter with a variety of shapes; Match shapes with a common attribute (angles and sides); Recognize intersecting lines and line segments.
Claim 3	Recognize measures of time (hour) or length (inches); Tell time to the hour on a digital clock; Measure mass or volume using non-standard units; Identify the longer or shorter of two lengths; Identify coins (penny, nickel, and dime).	Recognize measures of time (minutes/hour) or length (inches/foot); Tell time to hour on a digital clock; Measure mass or volume using non-standard units; Compare lengths and describe as longer, longest, shorter, or shortest; Name coins (penny, nickel, dime, or quarter); Recognize quantity of data as most or least in a bar graph or picture graph.	Recognize measures of time (minutes/hour) and length (inches/foot); Tell time at least to the hour on a digital clock; Measure mass and volume using non-standard and standard units. Compare a variety of lengths and describe as longer, longest, shorter, or shortest; Name coins (penny, nickel, dime, and quarter); Recognize quantities of data as most and least in bar graphs and picture graphs.
Claim 4	Identify models representing the sum of two sets of the same quantity (sets to 3); Solve addition or subtraction problems within 10 without regrouping; Extend simple number, object, or symbol patterns.	Identify models representing the sum of two sets of the same quantity (sets to 5); Solve addition or subtraction problems within 20 without regrouping; Create, describe, or extend simple number, object, or symbol patterns.	Identify models representing the sum of two sets of the same quantity (sets of 5 or more); Solve addition and subtraction problems within 20 or higher without regrouping; Create, describe, and extend simple number, object, or symbol patterns.
<p>*May include students using standard accommodations as determined by their Individualized Education Program</p> <p>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</p>			