MI-Access Supported Independence Mathematics Assessment
Grade 5 Performance Level Descriptors

Grade 5	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*** demonstrate the ability to…	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	Compare two quantities (0-10) using models; Order multiples of ten ranging from 0-30 in sequential order from least to greatest; Compare two numerals 0-5 and indicate which is "more" than a target number (0-5); Round whole numbers 0-20 to nearest 10 using a number line; Use repeated addition with the numerals 1 or 2 to solve a problem; Divide objects into two equal sets; Identify one of the following using a model: one-half, one-fourth, one-third, or one-tenth.	Compare two quantities (0-20) using models; Order multiples of ten ranging from 0-50 in sequential order from least to greatest; Identify which numerals (0-10) are "greater than", "more than", "less than", or "fewer than" a target number; Round whole numbers (0-20) to the nearest ten using a number line; Use visual models or objects to depict repeated addition related to a multiplication problem using single digits to 3; Divide objects into two equal sets; Identify using a model: one-half, one-fourth, one-third, or one-tenth.	Compare two or more quantities up to 20 and higher with and without models; Order multiples of ten to 50 or higher in sequential order from least to greatest. Identify which numerals (0-20) are "greater than", "more than", "less than", or "fewer than" a target number; Round whole numbers (to 20 or higher) to the nearest ten using a number line; Use visual models or objects to depict repeated addition related to a multiplication problem using single digits to 9; Divide objects into two or more equal sets; Identify all or more of the following using a model: one-half, one-fourth, one-third, and one-tenth.
Claim 2	Match an object to its outline; Identify objects that have volume; Identify a given attribute on a two-dimensional figure.	Match an object to its outline; Demonstrate understanding that 3D shapes have volume; Identify two-dimensional figures with a common attribute.	Match objects and shapes to their outlines; Demonstrate understanding that 3D shapes have volume and begin to measure volume; Identify two-dimensional figures based upon common attributes.
Claim 3	Tell time to the hour using a digital or analog clock; Identify the difference between tools that measure and tools that do not; Identify the value of coins; Identify the missing value in a data chart or graph.	Tell time to the hour using a digital or analog clock; Identify the appropriate tool for measuring length or weight; Identify an equivalent value of a nickel, dime, or quarter; Identify what type or quantity of data are needed to answer a question/solve a problem/complete a chart/pictograph.	Tell time to at least the hour using a digital and analog clock; Identify various appropriate tools for measuring length and weight; Identify equivalent values of a nickel, dime, and quarter; Identify what type or quantities of data are needed to answer questions/solve problems/complete charts/pictographs.
Claim 4	Extend a simple pattern involving shapes, numbers, or objects.	Extend a simple ABAB, ABC, or ABBA pattern involving shapes, numbers, or objects.	Extend a simple ABAB, ABC, ABBA, and other patterns involving shapes, numbers, and objects.
*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**			