

MI-Access Functional Independence Science Assessment Physical Science - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Physical Science	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, 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 High level of the Michigan Range of Complexity, across all content expectations, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
TB: Structure and Properties of Matter	<ul style="list-style-type: none"> • identify that matter is made of smaller parts, or • compare weights of substances before and after substances are heated, cooled, or mixed, or • recognize materials from a description of one or more properties of a given material (e.g., color, state of matter [solid/liquid], hardness, texture, shape, weight, length), or • compare given properties of a mixture before and after mixing two substances. 	<ul style="list-style-type: none"> • use a model to show that matter is made of smaller parts, and/or • identify the correct evidence to show that the total weight of matter remains the same before and after substances are heated, cooled, or mixed, and/or • use observations and/or measurements to identify given materials based on their properties (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, shape, weight, length), and/or • compare properties before and after mixing two or more substances and use this information to determine if a new substance was formed. 	<ul style="list-style-type: none"> • use a model and/or follow instructions to develop a model to describe that matter is made of smaller parts, some of which are too small to be seen, and • use measurements and/or graphs of the weight of substances after they are heated, cooled, or mixed to provide evidence that the total weight of matter remains the same, and • make observations and measurements to describe given materials based on their properties (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, shape, weight, length), and • use information from investigations of mixing two or more substances to determine if new substances were formed.
<p>*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</p>			

MI-Access Functional Independence Science Assessment Life Science - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Life Science	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, 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 High level of the Michigan Range of Complexity, across all content expectations, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
TB: Matter & Energy in Organisms and Ecosystems	<ul style="list-style-type: none"> recognize how energy moves from the Sun to a plant and to one animal, or identify one source for the materials that plants need to grow (air or water), or identify the correct movement of matter (material) among plants, animals, or decomposers. 	<ul style="list-style-type: none"> use a model to show how energy moves, beginning with energy from the Sun to a plant and to one or more animals, and/or use evidence to show that plants get the materials they need for growth primarily from air and water, and/or use a model to show the movement of matter (material) among plants, animals, decomposers, and/or the environment. 	<ul style="list-style-type: none"> participate in developing a model to describe how energy moves from the Sun to plant(s) to animal(s), and use evidence to make a claim that plants get the materials they need for growth primarily from air and water, and participate in developing a model to show the movement of matter (material) among plants, animals, decomposers, and the environment.
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MI-Access Functional Independence Science Assessment Earth & Space Sciences - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Earth & Space Sciences	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, 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 High level of the Michigan Range of Complexity, across all content expectations, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
TB: Earth's Systems	<ul style="list-style-type: none"> identify an interaction between two of Earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) in Michigan and the Great Lakes basin, or recognize evidence that nearly all Earth's water is in the ocean and is salt water, or recognize one way a community protects a given Earth's resource. 	<ul style="list-style-type: none"> use a model to identify two interactions of Earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) in Michigan and the Great Lakes basin, and/or use evidence to identify that nearly all Earth's water is in the ocean and is salt water, and most fresh water is stored in glaciers or underground, only a tiny amount is in streams, lakes, wetlands, and the atmosphere, and/or identify how communities protect a given Earth's resource or the environment. 	<ul style="list-style-type: none"> use a model to describe the interaction of two or more of Earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) in Michigan and the Great Lakes basin, and use or make graphs to show the distribution of salt water and fresh water and to show evidence that nearly all Earth's water is in the ocean and is salt water, and most fresh water is stored in glaciers or underground, only a tiny fraction (tiny amount) is in streams, lakes, wetlands, and the atmosphere, and use or gather information to identify a resource on Earth and how the community protects this resource and the environment.

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Earth & Space Sciences	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, 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 High level of the Michigan Range of Complexity, across all content expectations, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
TB: Space Systems	<ul style="list-style-type: none"> recognize that the gravitational force exerted by Earth on objects is directed down, or recognize the claim that the Sun appears larger and brighter than other stars because it is closer to Earth, or identify a change in length or direction of shadows during a day. 	<ul style="list-style-type: none"> identify the claim that the gravitational force exerted by Earth on objects is directed down, and/or identify the claim that the Sun appears larger and brighter than other stars because it is closer to Earth, and/or identify changes in length and/or direction of shadows during a day, day or night, or identify the amount of daylight during different seasons. 	<ul style="list-style-type: none"> use evidence to support the claim that the gravitational force exerted by Earth on objects is directed down, and use evidence to support the claim that the Sun appears larger and brighter than other stars because it is closer to Earth, and organize or use information to identify patterns in changes in length and direction of shadows during a day, day or night, and the amount of daylight during different seasons.
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MI-Access Functional Independence Science Assessment ETS - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Engineering, Technology, and Applications of Science	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, 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 High level of the Michigan Range of Complexity, across all content expectations, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
TB: Engineering Design	<ul style="list-style-type: none"> • recognize a correct solution for a design problem, or • compare two solutions to a given problem, or • determine if a specific change to a given design improves the design’s ability to meet the desired results. 	<ul style="list-style-type: none"> • determine a simple solution to a design problem that reflects a need or want, and/or • generate and/or compare two or more solutions to a simple problem based on how well each solution is likely to meet a specified desired result, and/or • identify the change and/or changes needed to a given design to improve the design’s ability to meet the desired results. 	<ul style="list-style-type: none"> • determine a simple solution to a design problem that reflects a need or want that includes a constraint on materials, and • generate and compare possible solutions to a problem based on how well each solution is likely to meet two or more specified desired results, and • use the results of fair test(s) to describe the changes needed to a given design to improve the design’s ability to meet the desired results.
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