

MI-Access Participation Science Assessment

Physical Science - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Physical Science	Based on the Essential Elements using the Low 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 Low 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 Low 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"> • recognize one part of an assembled object that has multiple parts, or • recognize an object before and after freezing, or • recognize a given property of a material (color, state of matter [solid/liquid], hardness, shape), or • recognize two substances prior to mixing them. 	<ul style="list-style-type: none"> • identify one or more parts of a given object that has been disassembled, and/or • identify that the weight of an object is the same before and after freezing, and/or • identify one observable property of a given material (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, shape), and/or • identify the mixture that is made after two given substances are mixed. 	<ul style="list-style-type: none"> • identify that a given object, when disassembled, is made of smaller parts, and • use evidence to identify that a substance weighs the same before and after freezing, and • identify one or more observable properties of a given material (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, shape), and • identify two or more properties of a new substance after two substances are mixed (color, state of matter [solid/liquid], texture).
<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>			

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Life Science - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Life Science	Based on the Essential Elements using the Low 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 Low 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 Low 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 that sunlight helps a plant grow, or distinguish between a healthy plant and an unhealthy plant, or recognize a food source for humans. 	<ul style="list-style-type: none"> identify that plants use sunlight for energy to grow, and/or identify which of two plants (a healthy plant and an unhealthy plant) has access to air and water, and/or recognize a food source for a given animal. 	<ul style="list-style-type: none"> use a model to show that plants get energy they need from the Sun, and identify at least one difference between a plant that has access to air and water with a plant that does not have access to air and water, and identify the food source for a given organism in a simple food chain.
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Earth & Space Sciences - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
Earth & Space Sciences	Based on the Essential Elements using the Low 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 Low 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 Low 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"> recognize different forms of water (rain, snow, ice) found in Michigan or the Great Lakes basin, or recognize that humans use water in daily life, (e.g., washing clothes, drinking water, cleaning dishes, bathing, brushing teeth, recreational, farming), or recognize where objects can be recycled. 	<ul style="list-style-type: none"> recognize how water (hydrosphere) affects living things (biosphere) in Michigan and the Great Lakes basin, and/or identify one or more ways humans use water in daily life (e.g., washing clothes, drinking water, cleaning dishes, bathing, brushing teeth, recreational, farming), and/or identify objects that can be recycled. 	<ul style="list-style-type: none"> recognize how water (hydrosphere) in the form of rain or snow affects living things (biosphere) in Michigan and the Great Lakes basin, and recognize there are sources of water that humans use in daily life (e.g., washing clothes, drinking water, cleaning dishes, bathing, brushing teeth, recreational, farming), and identify that recycling is one activity that can help protect the environment.
TB: Space Systems	<ul style="list-style-type: none"> recognize an object moves when dropped, or identify the Sun, or 	<ul style="list-style-type: none"> identify where a given object will go when dropped, and/or identify the Sun is a star and/or that it produces light, and/or 	<ul style="list-style-type: none"> use activities demonstrating gravitational force to describe where various objects will go when they are dropped, and identify the Sun is a star that produces light, and

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Earth & Space Sciences	Based on the Essential Elements using the Low 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 Low 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 Low level of the Michigan Range of Complexity, across all content expectations, students who surpassed the performance standard are typically able to consistently** and independently* ...
	<ul style="list-style-type: none"> identify that an object blocking a light source causes a shadow. 	<ul style="list-style-type: none"> identify the shadow, the light source, or the object blocking the light source. 	<ul style="list-style-type: none"> use observations of shadows to identify the shadow, the light source, and/or the object blocking the light, and begin to recognize that shadows change depending on the characteristics of the light source.
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MI-Access Participation 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 Low 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 Low 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 Low 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 one material that will help solve a simple design problem, or • recognize a problem that needs a solution, or • recognize a specific product that is working. 	<ul style="list-style-type: none"> • recognize one action or material that will help solve a given simple design problem, and/or • compare a given solution and a given non-solution to recognize which will produce the desired result, and/or • identify whether a specific product is working or not (broken). 	<ul style="list-style-type: none"> • participate in activities to find a solution to a simple design problem in order to identify one action/material, and • identify which of two solutions to a problem will produce the desired result, and • identify one reason why a specific product is working or not (broken).
<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>			