

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

Grade 5	EMERGING	ATTAINED	SURPASSED
<b>Physical Science</b>	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content expectations, 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 expectations, 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 expectations, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
TB: Structure and Properties of Matter	<ul style="list-style-type: none"> <li>• recognize objects that are made of small parts, or</li> <li>• identify that the total weight of two substances stays the same before and after they are mixed or cooled, or</li> <li>• identify a given material based on two observable properties (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, and/or shape), or</li> <li>• compare a given property of a mixture before and after mixing two substances.</li> </ul>	<ul style="list-style-type: none"> <li>• use a model to recognize that matter is made of smaller parts, some of which are too small to see, and/or</li> <li>• compare the weight of substances before and after they are heated (solid to liquid), cooled (liquid to solid), and/or mixed to provide evidence that the total weight of matter remains the same, and/or</li> <li>• identify a description of given materials based on two or more observable properties (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, and/or shape), and/or</li> <li>• determine if mixing two or more substances results in a new substance.</li> </ul>	<ul style="list-style-type: none"> <li>• use a model to identify that matter is made of smaller parts, some of which are too small to see, and</li> <li>• compare the weight of substances before and after they are heated (solid to liquid), cooled (liquid to solid), and mixed to provide evidence that the total weight of matter remains the same, and</li> <li>• make observations to identify a description of given materials based on their observable properties (e.g., color, state of matter [solid/liquid], hardness, response to magnets, texture, and shape), and</li> <li>• make observations to determine if mixing two or more substances results in a new substance.</li> </ul>
<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 Supported Independence Science Assessment

### Life Science - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
<b>Life Science</b>	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content expectations, 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 expectations, 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 expectations, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
TB: Matter & Energy in Organisms and Ecosystems	<ul style="list-style-type: none"> <li>identify that plants use energy from the Sun to grow or that animals get energy from eating plants and other animals, or</li> <li>identify a plant that gets enough air and water or a plant that does not get enough air or water, or</li> <li>identify the correct movement of matter from a plant to an animal or from an animal to another animal.</li> </ul>	<ul style="list-style-type: none"> <li>use a simple model to identify the correct energy flow from the Sun to plant to animal, and/or</li> <li>identify one detail of supporting evidence that plants get the materials they need for growth primarily from air and water, and/or</li> <li>use a simple model, of no more than four organisms, to identify the correct movement of matter (material) among plants and animals in an ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>use a simple model to identify the correct flow of energy from the Sun to plants to animals, and</li> <li>identify two or more details of supporting evidence that plants get the materials they need for growth primarily from air and water, and</li> <li>use a simple model, of no more than six organisms, to show the correct movement of matter (material) among plants and animals in an ecosystem.</li> </ul>
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## MI-Access Supported Independence Science Assessment

### Earth & Space Sciences - Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
<b>Earth and Space Sciences</b>	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content expectations, 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 expectations, 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 expectations, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
TB: Earth's Systems	<ul style="list-style-type: none"> <li>use a picture to identify how water (hydrosphere) in the form of rain or snow interacts with the geosphere or biosphere in Michigan, or</li> <li>identify one familiar source of water in Michigan (e.g., lakes, rivers, ponds), or</li> <li>identify an activity that helps to protect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>use a model to identify the description that shows how water (hydrosphere) interacts with the atmosphere, the geosphere, or the biosphere in Michigan and/or the Great Lakes basin, and/or</li> <li>identify at least two sources of water in Michigan (e.g., lakes, streams, rivers, wetlands, ponds, groundwater), and/or</li> <li>identify a reason why a given activity protects an Earth's resource and/or the environment.</li> </ul>	<ul style="list-style-type: none"> <li>use a model to identify the description of how water (hydrosphere) interacts with the atmosphere, the geosphere, and the biosphere in Michigan and the Great Lakes basin, and</li> <li>identify three or more sources of Michigan's water (e.g., lakes, streams, rivers, wetlands, ponds, groundwater), and begin to identify sources of salt water outside of Michigan, and</li> <li>compare two given activities to determine if they protect Earth's resources and the environment.</li> </ul>
TB: Space Systems	<ul style="list-style-type: none"> <li>use a demonstration to identify that an object goes downward when dropped, or</li> </ul>	<ul style="list-style-type: none"> <li>use a demonstration to identify the correct direction of an object pulled toward Earth due to gravity (down), and/or</li> </ul>	<ul style="list-style-type: none"> <li>use a demonstration or model to correctly show the direction of objects pulled toward the Earth due to gravity, and</li> </ul>

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<b>Earth and Space Sciences</b>	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content expectations, 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 expectations, 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 expectations, students <b>who surpassed the performance standard</b> are typically able to <b>consistently** and independently*...</b>
TB: Space Systems (continued)	<ul style="list-style-type: none"> <li>• identify that the Sun is a star that is close to Earth, or</li> <li>• use an observation to recognize that shadows change at different times of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• identify that the Sun appears brighter than other stars because it is closer to Earth, and/or</li> <li>• use an observation to identify evidence that supports the claim there are patterns in the length or direction of shadows at different times of the day.</li> </ul>	<ul style="list-style-type: none"> <li>• identify that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth, and</li> <li>• use observations to identify evidence that supports the claim there are patterns in the length and direction of shadows at different times of the day.</li> </ul>
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## MI-Access Supported Independence Science Assessment ETS - Grade 5 Performance Level Descriptors

Grade 5 Engineering, Technology, and Applications of Science	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content expectations, 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 expectations, 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 expectations, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
TB: Engineering Design	<ul style="list-style-type: none"> <li>• identify one appropriate material for a given solution to a design problem, or</li> <li>• compare two solutions to identify the solution that best meets a specified desired result, or</li> <li>• identify an engineering design product or identify a desired result.</li> </ul>	<ul style="list-style-type: none"> <li>• identify appropriate materials for a given solution to a design problem, and/or</li> <li>• compare multiple solutions to a given simple problem to identify the solution that meets specified desired results, and/or</li> <li>• determine whether or not an engineering design product meets the desired results.</li> </ul>	<ul style="list-style-type: none"> <li>• identify appropriate materials for proposed solutions to a design problem, and</li> <li>• compare multiple solutions to given problems to identify a solution that meets specified desired results, and</li> <li>• determine why or why not an engineering design product meets the desired results.</li> </ul>
<p style="text-align: center;"><b>*May include students using standard accommodations as determined by their Individualized Education Program</b>  <b>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</b></p>			