MI-Access Participation Mathematics Assessment
Grade 11 Performance Level Descriptors

Grade 11	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low 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 Low level of the Michigan Range of Complexity, across all content claims, 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 claims, students **who surpassed the performance standard** are typically able to **consistently**** and **independently***…
Claim 1	Select appropriate number or quantity to solve a problem, limited to no more than 3.	Select appropriate number or quantity to solve a problem, limited to no more than 5.	Select appropriate numbers and quantities to solve a problem, up to 5 or higher.
Claim 2	Determine which of two similar shapes or objects is bigger.	Determine which of two similar shapes or objects is bigger or smaller.	Determine which of two or more similar shapes or objects is bigger/biggest or smaller/smallest.
Claim 3	Identify data that belongs to a specific group; Identify one possible outcome of a real-world event (e.g., weather, games, etc.).	Sort given data into two groups; Identify one possible outcome of a real-world event (e.g., weather, games, etc.).	Sort given data into two or more groups; Identify possible outcomes of real-world events (e.g., weather, games, etc.).
Claim 4	Recognize double the quantity of an item with a total quantity up to 6; Identify which of 2 choices is needed to answer a question; Use an ordinal term to identify a position in a pattern or sequence (e.g., 1st, 2nd, first, or last).	Recognize double the quantity of an item with a total quantity up to 10; Identify which of 2 choices is needed to answer a question or solve a problem; Use an ordinal term to identify a position in a pattern or sequence (e.g., 1st, 2nd, 3rd, first, or last).	Recognize double the quantity of items with a total quantity of 10 or more; Identify which of 2 or 3 choices is needed to answer questions or solve problems; Use ordinal terms to identify positions in patterns and sequences (e.g., 1st, 2nd, 3rd, first, and last), including starting to identify the order of the days of the week.
*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student **Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better			