

## MI-Access Participation Mathematics Assessment Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, 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 Low level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently*</b> ...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
Claim 1	Compare two quantities of objects (0-10) with extreme differences to determine which set has more; Identify the sequential order of numbers up to 5; Identify which numeral, paired with a visual representation of its quantity is greater than another numeral paired with a visual representation of its quantity (numerals 1-10); Determine which of 2 single-digit numbers is closer to 0 on a number line; Combine two sets with an equal number of objects in each set up to 3; Match an equal set to a model; Identify one-half of an object; Identify when a shape has been divided equally or is left whole.	Compare two quantities of objects (0-10) with extreme differences to determine which set has more; Identify the sequential order of numbers up to 10; Identify which numeral, paired with a visual representation of its quantity, is greater than another numeral paired with a visual representation of its quantity (numerals 1-10); Determine if a single-digit number is closer to 0 or 10 on a number line; Combine two sets with an equal number of objects in each set; Replicate or identify an equal set from a model; Differentiate between a whole and one-half; Identify how many equal parts a shape or object are separated into, limited to 1 and 3.	Compare two quantities of objects (of 10 or more) to determine which set has more; Identify the sequential order of numbers to 10 and higher; Identify which numeral paired with a visual representation of its quantity is greater than another numeral paired with a visual representation of its quantity (to 10 and higher); Determine if a number (0-15) is closer to 0 or 10 on a number line; Combine two or more sets with an equal number of objects in each set; Replicate and identify equal sets from models; Differentiate between a whole, one-half and other simple parts of a whole; Identify how many equal parts a shape or object are separated into, limited to 1 through 3.
Claim 2	Identify objects that are round or square; Identify empty containers; Identify circle or square.	Differentiate between round and square or sphere and cube; Differentiate between empty and full; Identify two-dimensional shapes (circle, square, or star).	Differentiate between round and square or sphere and cube; Differentiate between empty, full and partially full; Identify two-dimensional shapes (circle, square, triangle, rectangle, and star).
Claim 3	Associate activities with morning; Compare the lengths of two objects to determine which one is longer, where the difference is vastly different; Match coins of the same denomination (penny and dime); Identify the category in a picture graph that is the most, when quantities shown have extreme differences.	Associate an activity with morning or afternoon; Compare the lengths or masses of two objects to determine which one is longer or heavier, where the difference is vastly different; Match a coin of the same denomination (penny, nickel, dime, or quarter) when presented within a group; Identify the category in a bar graph or picture graph that has the most or least when the quantities have extreme differences.	Associate activities with morning, afternoon and evening; Compare the lengths and masses of 2 or more objects to determine which one is longest or heaviest; Match and sort coins of the same denomination (penny, nickel, dime, and quarter); Identify the categories in a bar graph or picture graph that have the most and least.
Claim 4	Extend a simple AB pattern using objects.	Extend a simple AB pattern using pictures, objects, or familiar symbols.	Extend simple AB or ABC patterns using pictures, objects, and familiar symbols.

\*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