MI-Access Participation Mathematics Assessment
Grade 6 Performance Level Descriptors

Grade 6	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	Match a one-to one relationship; Identify or match to a whole or half of an object; Identify a set that has been divided into equal subsets when compared to a whole set; Identify a group of a given quantity; Use manipulatives to "add more" or "take away" until objects are gone.	Identify a one-to-one relationship; Differentiate between a whole object and half of the object; Identify a set that has been divided into subsets that are "the same"; Identify a group of a given quantity; Use manipulatives to demonstrate "more than" a given number, or "take away" from a given number so there are zero remaining.	Identify a variety of one-to-one relationships; Differentiate between whole objects and half or other parts of the object; Identify sets that have been divided into subsets that are "the same"; Identify groups of given quantities to 10; Use manipulatives to demonstrate "more than" given numbers, and "take away" from given numbers.
Claim 2	Identify which of two objects has a bigger area; Identify an object that can be filled with something.	Identify which of two objects has a larger/ bigger area; Differentiate between an object that has volume (three-dimensional) and an object that does not.	Identify which of two or more objects has the largest/biggest area; Differentiate between objects that have volume (three-dimensional) and objects that do not.
Claim 3	Identify a set in which the objects are the same as in another set; Identify which of 2 objects appears most frequently when presented with objects that are unsorted in a row and shows vastly more than the other objects in the row.	Identify a set that has objects that are the same or different; Identify which object or symbol appears most frequently when presented with objects or symbols that are unsorted in a row.	Identify sets that have objects that are the same and that are different; Identify which object, symbol or number appears most frequently when presented with objects, symbols, or numbers that are unsorted.
Claim 4	Match a quantity that shows the "same" or "equal" quantity of objects; Match or identify the object being used in a simple equation such as 1 + 1.	Identify a quantity that "is the same as" a given quantity of objects; Determine an unknown unit in an equation using objects or pictures.	Identify quantities that "are the same as" a given quantity of objects or pictures, including use of the symbol (=); Determine the unknown units in equations using objects and pictures.

*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