

## MI-Access Supported Independence Mathematics Assessment Grade 6 Performance Level Descriptors

Grade 6	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium 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 Medium 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 Medium 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	Extend a pattern given a simple ratio of more than 1:1; Identify a shape that is separated into 2 or 3 equal parts; Separate a set into equal subsets; Solve a simple multiplication problem with products up to 10 using concrete objects; Indicate where positive numbers are located on a thermometer or number line (above zero).	Complete a pattern given a simple ratio; Identify a shape that is separated into up to 4 equal parts; Separate a set into equal subsets; Solve a simple multiplication problem with products up to 15 using concrete objects or a calculator; Identify that positive numbers are more than zero or negative numbers are less than zero.	Complete a variety of patterns given simple ratios; Identify shapes that are separated into 4 or more equal parts; Separate sets into equal subsets and identify number of subsets and quantity in each set; Solve a simple multiplication problem with products to 15 or higher using concrete objects, pictures, or a calculator; Identify that positive numbers are more than zero and negative numbers are less than zero.
Claim 2	Determine the area of a rectangle by filling an area with unit squares and counting unit squares; Determine which of two objects has a larger volume.	Determine the area of a rectangle by counting unit squares; Determine which of two objects has a larger volume.	Determine the area of a rectangle with or without counting unit squares; Determine which of two or three objects has a larger/largest volume.
Claim 3	Identify which quantity is greater when two quantities are represented on a bar or circle graph; Identify which quantity is smaller or less when two quantities are represented on a bar or circle graph.	Identify which quantity is greatest when three quantities are represented on a bar or circle graph; Identify which quantity is smallest or least when three quantities are represented on a bar or circle graph.	Identify which quantity is greatest when three or more quantities are represented on a bar or circle graph; Identify which quantity is smallest and least when three or more quantities are represented on a bar or circle graph.
Claim 4	Match a number for the sum to the correct picture representation for that number; Identify an equation that represents a real-world problem using objects in which the variable represented by a box is the sum.	Match a number sentence to a correct picture representation; Identify an equation that represents a real-world problem using objects or pictures, in which the variable represented by a box is the sum.	Match number sentences to the correct picture representations; Identify equations that represent real-world problems with or without using objects and pictures, in which the variable represented by a box (or something else) designates the sum.
<p><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>			