MI-Access Supported Independence Mathematics Assessment
Grade 7 Performance Level Descriptors

Grade 7	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium 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 Medium 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 Medium 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	Recognize a simple ratio; Add two fractions with common denominators with sums less than or equal to 1 and limited to halves or thirds, (fractions shown as models); Solve a simple multiplication problem with products up to 20 using concrete objects or a calculator; Solve division problems with a divisor of 2, or 5, where the dividend is 10 or less using concrete; Identify that one-half equals .50 with a model as support; Identify a combination of coins and/or bills up to $2 using decimal notation.	Use a simple ratio to describe a relationship; Add two fractions with common denominators with the sums less than or equal to 1 and limited to halves, thirds, or fourths (fractions shown as models); Solve a simple multiplication problem with products up to 30 using concrete objects or a calculator; Solve division problems with a divisor of 2, 5, or 10 or where the dividend is 20 or less using concrete objects or a calculator; Identify that one-half equals .50 or one-fourth equals .25 with models as support; Identify a combination of coins and bills up to $5 using decimal notation.	Use ratios to describe a relationships; Add 2 or more fractions with common denominators with sums less than or equal to 1 and limited to halves, thirds, and fourths (fractions shown as models); Solve multiplication problems with products up to 30 or more using concrete objects, pictures, or a calculator; Solve division problems with divisors of 2, 5, and 10 or where the dividend is 25 or less, using concrete objects, pictures, or a calculator; Identify that one-half equals .50 and one-fourth equals .25 with or without models as support; Identify a combination of coins and bills up to $5 or more using decimal notation.
Claim 2	Identify two similar two-dimensional shapes or objects that are proportional in size and in the same orientation limited to square or circle; Identify a common two-dimensional shape (square or circle); Use a model to determine the perimeter of a rectangle by adding the side lengths (lengths limited to 1, or 2); Match an angle to a shape that has the same angle; Use unit squares to determine the area of a model of a rectangle up to 15 square units.	Identify two similar two-dimensional shapes or objects that are proportional in size and in the same orientation limited to square, circle, or triangle; Identify a common two-dimensional shape (square, circle, triangle, or star); Use a model to determine the perimeter of a rectangle by adding the side lengths (lengths limited to 1, 2, or 3); Match an angle to a shape that has the same angle; Use unit squares to determine the area of a model of a rectangle up to 20 square units.	Identify two or more similar two-dimensional shapes or objects that are proportional in size and in the same orientation including but not limited to: square, circle, and triangle; Identify common two-dimensional shapes (including but not limited to: square, circle, triangle, and star); Use a model to determine the perimeter of a rectangle by adding the side lengths; Match angles to shapes that have one or more of the same angles; Use unit squares to determine the area of a model of a rectangle to 20 square units or more.
Claim 3	Compare sets of data within two similar data displays (2 picture graphs) to determine which quantity is more; Identify a possible event that occurs in the natural environment.	Compare sets of data within two similar data displays (2 bar graphs or 2 picture graphs) to determine whether two quantities are the same, more than or less than; Identify possible events that occur in the natural environment.	Compare sets of data within two or more similar data displays (bar graphs and picture graphs) to determine whether quantities are the same, more or less; Identify a variety of possible events that occur in the natural environment.
Claim 4	Recognize an arithmetic sequence of whole numbers with a model and limited to 2s or 10s; Begin to solve one-step addition or subtraction equations where the unknown is the sum or difference, paired with pictures or objects. (e.g., 5 + 5 = box; 5 - 2 = box).	Recognize an arithmetic sequence of whole numbers with or without a model and limited to 2s, 5s, or 10s; Solve a one-step addition or subtraction equation where the unknown is the sum or difference, paired with pictures or objects. (e.g., 5 + 5 = box; 5 - 2 = box).	Recognize an arithmetic sequence of whole numbers without a model; Solve one-step addition and subtraction equations where the unknown is the sum or difference, paired with or without picture representations (e.g., 5 + 5 = box; 5 - 2 = box).

***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**