MI-Access Functional Independence Mathematics Assessment
Grade 6 Performance Level Descriptors

Grade 6	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the High 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 High 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 High 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	Identify a basic ratio with objects; Identify which of two fraction models is bigger or smaller; Recognize equal shares; Use a calculator to solve multiplication problems; Recognize where "below zero" is on a number line or thermometer.	Use a ratio to describe a relationship using numbers or objects; Compare the relationship between two unit fractions no smaller than 1/10; Solve a division problem using the concept of equal shares; Solve a simple multiplication problem using concrete objects or a calculator; Recognize that positive and negative numbers are used together to describe real-world situations.	Use ratios to describe relationships using numbers and objects; Compare the relationship between unit fractions no smaller than 1/10; Solve division problems using the concept of equal shares; Solve multiplication problems using concrete objects and a calculator; Recognize that positive and negative numbers are used together to describe real-world situations.
Claim 2	Find the area of rectangles using unit squares; Use unit cubes to find the volume of a rectangular prism.	Solve real-world and mathematical problems involving area using unit squares; Solve real-world and mathematical problems involving volume using unit cubes.	Solve real-world and mathematical problems involving area with and without using unit squares; Solve real-world and mathematical problems involving volume with and without using unit cubes.
Claim 3	Identify which of 3 quantities on a bar or circle graph is greatest; Identify when data is showing an increasing trend.	Display data on a graph or table that shows variability in the data; Describe the trend lines of data using informal language (e.g., increasing, decreasing, stays the same).	Display data on a graph or table that shows variability in the data; Describe the trend lines of data using informal language (e.g., increasing, decreasing, stays the same) for displays with one or more sets of data.
Claim 4	Recognize equivalent number sentences; Recognize that a box or line in a number sentence represents an unknown.	Recognize equivalent number sentences; Identify an equation that represents a real-world problem in which a box represents an addend.	Recognize equivalent and/or related number sentences; Identify an equation that represents a real-world problem in which a box, punctuation (such as a question mark) or letter represents an addend.
*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**			