

MI-Access Functional Independence English Language Arts Assessment Grade 4 Performance Level Descriptors

Grade 4	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	Use <u>narrative text</u> to: 1) Use a detail to answer a question; 2) Identify theme or main idea; 3) Identify elements of a story; 4) Identify narrator of a story; 5) Identify what is similar between two characters or settings. Use <u>informational text</u> to: 1) Answer a question about a detail in informational text; 2) Identify main idea; 3) Identify elements of informational text; 4) Use information presented visually and/or orally to answer a question. Understand <u>vocabulary</u> : 1) Identify a word that best completes a sentence; 2) Identify the meaning or opposite meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Use a detail to answer a question; 2) Identify theme or main idea; 3) Identify elements of a story; 4) Identify narrator of a story; 5) Identify what is similar between two characters, settings and/or events. Use <u>informational text</u> to: 1) Answer a question about a detail in informational text; 2) Identify main idea; 3) Identify elements of informational text; 4) Use information presented visually and/or orally to answer a question. Understand <u>vocabulary</u> : 1) Identify a word that best completes a sentence; 2) Identify the meaning or opposite meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Use details to answer questions; 2) Identify theme/main idea; 3) Identify elements of a story; 4) Identify narrator(s) of a story; 5) Identify what is similar among two or more characters, settings and/or events. Use <u>informational text</u> to: 1) Answer questions about details in informational text; 2) Identify main idea; 3) Identify elements of informational text; 4) Use information presented visually and/or orally to answer questions. Understand <u>vocabulary</u> : 1) Identify a word/words that best completes a sentence; 2) Identify the meaning and opposite meaning of a word/words found within a text.
Claim 2	Write/dictate or draw a brief piece describing either opinion on a given topic or convey a personal experience with one or more details; Identify that the first word or a name begins with a capital letter or chose the correct ending punctuation (period or question mark) for a sentence.	Write/dictate or draw a brief piece describing either opinion on a given topic or text or convey a personal experience with examples and details in sequence; Identify which word/words should be capitalized (first words and proper nouns) or choose the correct ending punctuation of a sentence.	Write/dictate or draw brief pieces describing either opinion on a given topic or text or convey a personal experience with examples and well-developed details in sequence; Identify which words in a sentence should be capitalized or choose the correct ending punctuation.
Claim 3	Answer a question about information presented orally or through other media; Identify correct usage of grammatical structures (singular/plural nouns, present/past tense verbs) when communicating; Use language to express emotions and communicate effectively with peers and adults.	Answer a question about information presented orally or through other media, including a point made by the presenter; Identify correct usage of grammatical structures (singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating; Use language to express emotions and communicate effectively with peers and adults.	Answer questions about information presented orally or through other media; Identify correct use of grammatical structures (singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating in a variety of ways; Use language to express emotions and communicate effectively with a variety of audiences and for different purposes.
Claim 4	Identify a reason to support an opinion about a topic; Identify a word, fact or detail that relates to a given topic; Identify or list words that describe an event or personal experience while preparing to communicate about it; Sort information into categories in preparation for a writing project.	Identify or list reasons to support an opinion about a topic or text; Identify or list words, facts, or details that relate to a given topic; Identify or list words that describe an event or personal experience while preparing to communicate about it; Sort information into categories in preparation for a writing project.	Identify and list reasons to support opinions about a given topic or text; Identify or list words, facts, and details that relate to a given topic; Identify or list words that describe events or personal experiences while preparing to communicate about them; Sort information into categories in preparation for a writing project.
<p>* 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</p>			