

MI-Access Functional Independence English Language Arts Assessment Grade 5 Performance Level Descriptors

Grade 5	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 details to answer a question; 2) Identify what the story is mostly about; 3) Identify what is the same between 2 characters; 4) Identify an element that changes from beginning to end; 5) Identify narrator's/ speaker's point of view. Use <u>informational text</u> to: 1) Answer a question about details; 2) Identify what passage is mostly about; 3) Identify similarities between individuals or events; 4) Determine author's purpose; 5) Use text features to locate information. Understand <u>vocabulary</u> : 1) Determine the word that best completes a sentence; 2) Identify the meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Use details to answer a question; 2) Identify the main idea/theme; 3) Compare two characters; 4) Identify an element that changes from beginning to end; 5) Identify narrator's/speaker's point of view. Use <u>informational text</u> to: 1) Answer a question about details; 2) Identify the main idea; 3) Identify similarities between individuals, events or ideas; 4) Determine author's purpose; 5) Use text features to locate information or answer a question. Understand <u>vocabulary</u> : 1) Determine the word that best completes a sentence; 2) Identify the meaning of a word found within a text, including finding synonyms.	Use <u>narrative text</u> to: 1) Use details to answer questions; 2) Identify the main idea/theme; 3) Compare two or more characters; 4) Identify an element(s) that change(s) from beginning to end; 5) Identify narrator's/speaker's point of view. Use <u>informational text</u> to: 1) Answer questions about details; 2) Identify the main idea; 3) Identify similarities among individuals, events or ideas; 4) Determine author's purpose; 5) Use text features to locate information and answer questions. Understand <u>vocabulary</u> : 1) Determine the word or words that best completes a sentence; 2) Identify the meaning of a word or words found within a text, including finding synonyms.
Claim 2	Write/dictate or draw a brief piece expressing either an opinion or convey a personal experience with one or more details.	Write/dictate or draw a brief piece expressing an opinion about a topic and a reason to support it; Share a personal experience or event with examples and details.	Write/dictate or draw a narrative expressing an opinion of about a topic and reasons to support it; Share a personal experience with well-developed examples and details.
Claim 3	Respond to questions about details presented orally or through other media; Identify correct usage of grammatical structures, including frequently occurring past tense irregular verbs or conjunctions; Identify the correct use of language to communicate effectively with peers and adults.	Identify the main idea of information presented orally or through other media; Identify correct usage of grammatical structures, including frequently occurring past tense irregular verbs and/or conjunctions; Correctly use language to communicate effectively with peers and adults.	Identify the main idea of information presented orally or through other media; Identify correct usage of grammatical structures, including (but not limited to) frequently occurring past tense irregular verbs and conjunctions; Correctly/appropriately use language effectively to communicate with peers and adults.
Claim 4	List facts, details, or other information that relate to a given topic; Sort information into categories in preparation for a writing project.	Identify/organize/list facts, details, or other information that relate to a given topic; Sort information into categories in preparation for a writing project.	Identify/organize/list facts, details, or other information that relate to a given topic; Sort information into categories in preparation for a writing project and communicate rationale behind the sorting used.
<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>			