

MI -Access Participation English Language Arts Assessment Grade 3 Performance Level Descriptors

Grade 3	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low 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 Low 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 Low 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) Answer a simple <i>who</i> or <i>what</i> question; 2) Demonstrate understanding of sequence. Use <u>informational text</u> to: 1) Identify one detail; Use visual representations of information to identify a single detail. Understand <u>vocabulary</u> : 1) Use simple visual and/or auditory cues to recognize a familiar word; 2) Identify meaning of a basic word paired with a picture from text, including a “feeling word”.	Use <u>narrative text</u> to: 1) Answer a simple <i>who</i> , <i>what</i> , or <i>where</i> question; 2) Demonstrate understanding of sequence. Use <u>informational text</u> to: 1) Identify one detail; Use visual representations of information to identify a single detail or idea. Understand <u>vocabulary</u> : 1) Use simple visual and/or auditory cues to recognize a familiar word; 2) Identify meaning of a basic word paired with a picture from text, including a “feeling word”.	Use <u>narrative text</u> to: 1) Answer simple <i>who</i> , <i>what</i> , or <i>where</i> questions; 2) Demonstrate understanding of sequence. Use <u>informational text</u> to: 1) Identify one or more details; Use visual representations of information to identify one or more details or ideas. Understand <u>vocabulary</u> : 1) Use simple visual and/or auditory cues to recognize familiar words; 2) Identify meaning of basic words from text, including “feeling words”.
Claim 2	Select one word or labeled picture that expresses an opinion about a given topic or text; Select one fact or detail that is related to a given topic or list of details; Select a word or picture to share information about an event or personal experience; Differentiate between a word and a simple sentence.	Select one word or labeled picture that expresses an opinion about a given topic or text; Select one fact or detail that is related to a given topic or list of details; Select a word or picture to share information about an event or personal experience; Differentiate between a word and a simple sentence.	Select one or more words or labeled pictures that express an opinion about a given topic or text; Select one or more facts or details that are related to a given topic or list of details; Select words or pictures to share information about an event or personal experience; Differentiate between a word and a simple sentence and recognize that a sentence uses punctuation.
Claim 3	Select a detail from a text presented orally or through other media; Identify the correct grammatical use of nouns when presented in context; Identify the correct use of language to communicate effectively with familiar people.	Select a detail from a text presented orally or through other media; Identify the correct grammatical use of nouns when presented in context; Identify the correct use of language to communicate effectively with familiar people.	Select one or more details from text presented orally or through other media; Identify the correct grammatical use of nouns and begin to recognize the correct use of pronouns when presented in context; Identify the correct use of language to communicate effectively with familiar and unfamiliar people.
Claim 4	Identify an opinion of a character in a short narrative text; Contribute to a class brainstorming session to generate an idea for a group writing project.	Identify an opinion of a character in a short narrative text; Contribute to a class brainstorming session to generate an idea for group writing project.	Identify the opinion of characters in a short narrative text; Contribute to class brainstorming sessions to generate ideas for group writing projects.
<p>*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student **Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</p>			