

MI-ACCESS FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS ASSESSMENT PERFORMANCE LEVEL DESCRIPTORS

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who are emerging toward the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who attained the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who surpassed the performance standard should typically be able to...
3	<p><u>Word Recognition</u></p> <p>Use picture-printed word associations to identify some common vocabulary words, including</p> <ul style="list-style-type: none"> • personally meaningful words, • frequently encountered words, and • functional words. 	<p><u>Word Recognition</u></p> <p>Use picture-printed word associations to identify many common vocabulary words, including</p> <ul style="list-style-type: none"> • personally meaningful words, • frequently encountered words, and • functional words. 	<p><u>Word Recognition</u></p> <p>Use picture-printed word associations to identify most or all common vocabulary words, including</p> <ul style="list-style-type: none"> • personally meaningful words, • frequently encountered words, and • functional words.
4-8 and 11	<p><u>Word Recognition/Vocabulary</u></p> <p>Use context clues and word analysis skills to identify some common vocabulary words, including</p> <ul style="list-style-type: none"> • frequently encountered words, and • functional words. 	<p><u>Word Recognition/Vocabulary</u></p> <p>Use context clues and word analysis skills to identify most common vocabulary words, including</p> <ul style="list-style-type: none"> • frequently encountered words, and • functional words. 	<p><u>Word Recognition/Vocabulary</u></p> <p>Use context clues and word analysis skills to identify nearly all common vocabulary words, including</p> <ul style="list-style-type: none"> • frequently encountered words, and • functional words.

Continued...

APPENDIX A

MI-ACCESS FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS ASSESSMENT PERFORMANCE LEVEL DESCRIPTORS (Cont'd)

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who are emerging toward the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who attained the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who surpassed the performance standard should typically be able to...
3-8 and 11	<p><u>Text Comprehension</u></p> <p>Demonstrate some literal understanding when accessing print from appropriately leveled narrative, informational, and functional texts. The student may identify some of the</p> <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <p><u>Expressing Ideas</u></p> <p>Attempt to respond to prompts through personal narratives and informational pieces that typically</p> <ul style="list-style-type: none"> provide little focus and development of the topic; show little or no organization; and demonstrate very limited control over vocabulary or sentence formation. <p>Errors in language and/or visual conventions may make understanding difficult or nearly impossible.</p>	<p><u>Text Comprehension</u></p> <p>Demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. The student will identify most of the</p> <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <p><u>Expressing Ideas</u></p> <p>Respond to prompts through personal narratives and informational pieces that typically</p> <ul style="list-style-type: none"> are mostly focused on the topic, are elaborated with some details and/or examples, are organized in a somewhat logical sequence, and show some attention to word choice and syntax. <p>Errors in language and/or visual conventions do not interfere with understanding.</p>	<p><u>Text Comprehension</u></p> <p>Demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. The student will identify nearly all of the</p> <ul style="list-style-type: none"> meanings of key vocabulary words, main ideas and important details from the text, simple story elements from narrative text, text types and/or patterns for informational text, and authors' purposes and use of techniques. <p><u>Expressing Ideas</u></p> <p>Respond to prompts through personal narratives and informational pieces that typically</p> <ul style="list-style-type: none"> maintain a focus on the topic, provide development of the topic with appropriate details and/or examples, are organized in a logical sequence, and show attention to precise word choice and syntax. <p>Errors in language and/or visual conventions do not interfere with understanding.</p>

MI-ACCESS FUNCTIONAL INDEPENDENCE MATHEMATICS ASSESSMENT PERFORMANCE LEVEL DESCRIPTORS

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who are emerging toward the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who attained the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who surpassed the performance standard should typically be able to...
3-4	<p>Demonstrate limited understanding of grade-appropriate numeration skills.</p> <p>Demonstrate limited knowledge of measurement concepts and instruments.</p> <p>Demonstrate limited skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a limited ability to collect, organize, and summarize data.</p>	<p>Demonstrate basic understanding of numeration skills.</p> <p>Demonstrate basic knowledge of measurement concepts and instruments.</p> <p>Demonstrate basic skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a basic ability to collect, organize, and summarize data.</p>	<p>Demonstrate consistent conceptual understanding of numeration skills.</p> <p>Demonstrate consistent knowledge of measurement concepts and instruments.</p> <p>Demonstrate consistent skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a consistent ability to collect, organize, and summarize data.</p>
5-6	<p>Demonstrate limited understanding and application of numeration skills.</p> <p>Demonstrate limited knowledge of measurement concepts and instruments.</p> <p>Demonstrate limited skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a limited ability to collect, summarize, and interpret data.</p>	<p>Demonstrate basic conceptual understanding and application of numeration skills.</p> <p>Demonstrate basic knowledge of measurement concepts and instruments.</p> <p>Demonstrate basic skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a basic ability to collect, summarize, and interpret data.</p>	<p>Demonstrate consistent conceptual understanding and application of numeration skills.</p> <p>Demonstrate consistent knowledge of measurement concepts and instruments.</p> <p>Demonstrate consistent skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.</p> <p>Demonstrate a consistent ability to collect, summarize, and interpret data.</p>

Continued...

APPENDIX B

MI-ACCESS FUNCTIONAL INDEPENDENCE MATHEMATICS ASSESSMENT PERFORMANCE LEVEL DESCRIPTORS (Cont'd)			
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	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who are emerging toward the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who attained the performance standard should typically be able to...	Based on the <i>Functional Independence Extended Grade Level Content Expectations</i> , students who surpassed the performance standard should typically be able to...
7-8	<p>Demonstrate limited conceptual understanding and application of numeration skills.</p> <p>Demonstrate limited knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate limited understanding of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a limited ability to collect, summarize, and interpret data.</p>	<p>Demonstrate basic conceptual understanding and application of numeration skills.</p> <p>Demonstrate basic knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate basic understanding of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a basic ability to collect, summarize, and interpret data.</p>	<p>Demonstrate consistent conceptual understanding and application of numeration skills.</p> <p>Demonstrate consistent knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate consistent knowledge of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a consistent ability to collect, summarize, and interpret data.</p>
11	<p>Demonstrate limited conceptual understanding and application of numeration skills.</p> <p>Demonstrate limited knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate limited understanding and use of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a limited ability to collect, summarize, and interpret data.</p> <p>Demonstrate limited understanding of basic algebraic concepts.</p>	<p>Demonstrate basic conceptual understanding and application of numeration skills.</p> <p>Demonstrate basic knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate basic understanding and use of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a basic ability to collect, summarize, and interpret data.</p> <p>Demonstrate basic understanding of basic algebraic concepts in problem solving.</p>	<p>Demonstrate consistent conceptual understanding and application of numeration skills.</p> <p>Demonstrate consistent knowledge and utilization of measurement scales, systems, and instruments.</p> <p>Demonstrate consistent knowledge and use of geometric coordinate systems, maps, grids, and the relative position of objects.</p> <p>Demonstrate a consistent ability to collect, summarize, and interpret data.</p> <p>Demonstrate consistent understanding of basic algebraic concepts in problem solving.</p>