

## MI-Access Functional Independence English Language Arts Assessment Grade 11 Performance Level Descriptors

Grade 11	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently*</b> ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
Claim 1	Use <u>narrative text</u> to: 1) Answer a question using explicit or implicit information; 2) Determine how a key event relates to theme/main idea; 3) Determine a way in which a character or setting changed or developed over the course of the text. Use <u>informational text</u> to: 1) Answer a question using explicit or implicit information; 2) Identify one detail that supports the main idea; 3) Determine one way in which an individual or event changed over the course of the text; 4) Identify author's intended meaning or point of view; 5) Identify a reason that enhances the author's argument. Understand <u>vocabulary</u> : 1) Use context as a clue to choose a word to complete a sentence; 2) Identify meaning of literal words/phrases, including multiple-meaning words presented in context.	Use <u>narrative text</u> to: 1) Answer a question using explicit or implicit information; 2) Determine how a key event relates to theme/main idea; 3) Determine a way in which a character, setting, and/or event changed or developed over the course of the text. Use <u>informational text</u> to: 1) Answer a question using explicit or implicit information; 2) Identify the main idea and one detail to support it; 3) Determine one way in which an individual, idea or event changed over the course of the text; 4) Identify or describe author's intended meaning or point of view; 5) Identify a claim or reason that enhances the author's argument. Understand <u>vocabulary</u> : 1) Use context as a clue to choose a word to complete a sentence; 2) Identify meaning of literal or non-literal/figurative words/phrases, including multiple-meaning words or common figures of speech presented in context.	Use <u>narrative text</u> to: 1) Answer questions using explicit and/or implicit information; 2) Determine how key events relate to theme/main idea; 3) Determine ways in which a character, setting, and/or event changed or developed over the course of the text. Use <u>informational text</u> to: 1) Answer questions using explicit and implicit information; 2) Identify the main idea and one or more details to support it; 3) Determine one or more ways in which an individual, idea or event changed over the course of the text; 4) Identify/describe author's intended meaning/point of view; 5) Identify a claim or reason that enhances the author's argument. Understand <u>vocabulary</u> : 1) Use context as a clue to choose words to complete a sentence; 2) Identify meaning of literal and non-literal/ figurative words/phrases, including multiple-meaning words and common figures of speech presented in context.
Claim 2	Write/dictate or draw about a real-life problem, situation, or observation that includes supporting details or sequenced events; Identify a grammatically correct sentence that uses correct capitalization and ending punctuation.	Write/dictate or draw about a real-life problem, situation, or observation that includes supporting details and sequenced events; Identify a grammatically correct sentence that uses correct capitalization, very basic internal punctuation, and/or ending punctuation.	Write/dictate or draw about real-life problems, situations, or observations that include well-developed supporting details and sequenced events; Identify grammatically correct sentences that use correct capitalization, internal punctuation, and ending punctuation.
Claim 3	Identify a claim that enhances a speaker's argument on a topic; Identify correct use of complex language to communicate effectively with peers and adults.	Identify a claim/reasoning that enhances a speaker's argument on a topic; Identify/Use correct use of complex language including compound sentences to communicate effectively with peers and adults.	Identify claims/reasonings that enhance a speaker's argument on a topic; Use appropriate and complex language including compound sentences to communicate effectively with peers and adults.
Claim 4	Identify a fact or detail to support a topic; Pair descriptive words with a picture while preparing to write/communicate about an experience or event that the picture depicts.	Identify/list/organize facts, details, or quotes to support a topic; Identify/use descriptive words to create a vivid picture while preparing to write/communicate about an experience or event.	Identify/list/organize facts, details, and/or quotes to support a topic; Identify/use descriptive words to create a vivid picture while preparing to write/communicate about experiences or events.
<p><b>*May include students using standard accommodations as determined by their Individualized Education Program</b>  <b>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</b></p>			