



Catalog of Assessments

for use in flexible learning environments
such as
Competency-Based Education

Michigan Department of Education
with support provided by the
Michigan Assessment Consortium

Available at www.MiPAC.net

SEPTEMBER 2025

Catalog Of MiPAC Assessments

as of September 2025

English Language Art Grade 3-5

Code	Grade	Assessment Title & Overview	Parts/Time
E.3.1	3	<p>Regions of Michigan Brochure</p> <p>In this performance assessment, students will apply their knowledge and skills related to research and writing within the context of their Michigan studies work in Social Studies. Specifically, students will be asked to create an informational brochure about a region in Michigan that informs tourists about that region of Michigan. Using teacher-provided resources, students will plan out and create an informational brochure.</p> <p>This assessment would likely fall within an informational writing unit that coincided with a Social Studies unit about Michigan geography and economics. Prior to completing this assessment, students would need to learn how to write informational/explanatory pieces and would also need to learn about the various geographic regions in Michigan and how geography might influence economic decisions. Teachers will also need to teach students how to research their topic, using their Social Studies materials or other resources as directed by the teacher. Third grade students may not be familiar with what a brochure is, so instruction about how to format a brochure and what to include in it may also be necessary.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers.</p>	<p>Five</p> <p>45-minute class sessions</p>
E.3.2	3	<p>Stories of Important People</p> <p>In this performance assessment, students will draw from narrative non-fiction and informational text that they have read, listened to, and/or viewed in class and independently. They will use information collaboratively collected about an individual studied in class (e.g., Ben Franklin, Martin Luther King, Jr., George Washington) to create a narrative non-fiction text about that person. Students will demonstrate an understanding of narrative story elements from fictional texts (character, setting, problem, events, solution) to tell about a real individual's problem and success.</p> <p>This performance assessment could come at the end of a unit in which students have had opportunities to learn about different individuals from various vocations throughout history, as well as after opportunities to learn and practice narrative writing. Specifically, students should know how characters are developed by physical and personality traits, how events are created in a sequential manner to show a situation and a clear ending. These are precursors to student success on this assessment. Learning about different individuals can</p>	<p>Two</p> <p>50-minute Class sessions</p>



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		occur through instruction in other content areas as well; however, there should be a purposeful plan for reading about and charting information about these individuals. Additionally, students should have exposure to both informational text and narrative nonfiction text to understand how information about an individual can be told as a story. As students read various texts, they should be able to identify basic story elements using an organizer and/or retell the story in sequential order.	
E.3.3	3	<p>Children’s Story about School Challenges</p> <p>In this performance assessment, students will use grade-level aligned narrative writing techniques, including using a clearly identifiable theme or central message, to write a narrative children’s story about a challenge their school or students in their school are facing. After writing the children’s story, students will read their stories to students in a younger grade and talk with them about the theme or message of the story.</p> <p>Specifically, the class will be asked to brainstorm challenges the school or students in the school are facing. Then each student will choose a challenge to write about, plan and draft a narrative revolving around that challenge, and then read that narrative to a younger student.</p> <p>This unit would likely fall at the conclusion of a narrative writing unit after students have learned the elements of narrative writing and have practiced writing real or imagined narratives. Prior to using this assessment, students should have had specific instruction in determining the theme or central idea in literary texts and in the elements and process of narrative writing.</p> <p>Students can create their final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	Five 50-minute sessions
E.3.4	3	<p>How Stories Came to Be</p> <p>In this performance assessment, students will read a short article about how stories came to be. Students will read several different traditional stories and teachings of Indigenous Peoples who lived and/or continue to live in Michigan. Then, students will explain how you can use these respective stories to better understand someone’s beliefs and histories.</p> <p>This assessment incorporates the Michigan history standard: “H3.0.4 – Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.”</p>	Three 45-minute sessions



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		Students will create the final writing piece in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.	
E.3.5	3	<p>Guess My Life Cycle</p> <p>In this performance assessment, students will be able to ask and answer questions about informational text using a life cycle that they have previously learned about to present a partial life cycle to engage the audience. Students can create the final presentation in any appropriate way, including but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment should be learned after third graders learn about life cycles, but it is optional for them to use a life cycle they have previously learned about in prior grades.</p>	Five 45-minute sessions
E.3.6	3	<p>Scavenger It!</p> <p>In this performance assessment, students will recreate an article that incorporates non-fiction text features. Specifically, students will first be asked to identify text features in an article. Then, they will create their own article using text features. They will also create an interactive assignment in which other students in the class will answer each other's questions to check for comprehension.</p> <p>Students can create an article in any appropriate manner, including but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers). Final student work should be saved in their Google Classroom or Google Drive.</p> <p>This assessment might best be used after the identification of key features using informational text has been taught.</p>	Five 45-minute sessions
E.3.7	3	<p>Story Recall and Retell</p> <p>In this performance assessment, students will write and illustrate an alternate ending to a short story read in class. Students will need to have an understanding of story grammar to understand what part of the story the ending is.</p>	Three 45-minute sessions



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		<p>Students can create their final project on paper/pencil, using art supplies, or electronically using Google Slides. They will either be using computers such as Chromebooks or construction paper, colored pencils, paints, and/or crayons.</p> <p>The assessment would be most appropriate for grade 3 and can be used to measure reading comprehension, story development, prediction, or several other reading skills as well as writing development. It should be used upon the completion of a literature, short story, or writing unit.</p>	
E.3.8	3	<p>Thematic Round Robin Discussion</p> <p>In this performance assessment, students will compare how well stories represent a theme by creating an oral argument. Specifically, students will be asked to choose one short story out of a thematic unit and argue why their chosen story best represents the given theme. They will record their argument on an iPad or other recording device, and then create a response to each other's videos, which will also be recorded. The teacher will then be able to evaluate the assessment videos.</p> <p>This assessment is best used during a short story thematic unit. Students must have read at least three short stories in the unit and completed the study of what theme is and how it is represented within a work. They also should have reviewed the parts of an argument. Grade-level short story text sets can be found on CommonLit with a free teacher account.</p>	Two 50-minute sessions
E.3.9	3	<p>To Agree or Disagree!</p> <p>In this performance assessment, students will identify whether their point of view is different from that of the author of an informational text. Specifically, students will be asked to use text evidence to support whether they agree or disagree with the author of an informational text.</p> <p>Students can create their final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or using paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment might best be used after the concepts of both point of view and fact and opinion have been taught.</p>	Three 45-minute sessions
E.3.10	3	<p>Written Promptly</p> <p>In this performance assessment, students will be asked to write a response to a prompt about what they have learned. They will be</p>	Two 30-minute sessions



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		<p>evaluated based on their writing mechanics. Final student work should be saved as a PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in grade 3 after grade-specific writing mechanics have been taught.</p>	
E.3.11	3	<p>Determining Cause & Effect</p> <p>In this performance assessment, students will read an informational text (the one included or a text of the teacher's choosing) and describe the cause-and-effect connection between sentences and/or paragraphs. Students will then write a short paragraph explaining how they know these sentences and/or paragraphs are connected.</p> <p>This assessment should be used following instruction related to reading informational texts and informational text structures, specifically cause and effect.</p>	One 45-minute session
E.3.12	3	<p>Understanding Roles and Actions in Literature</p> <p>In this performance assessment, students will be asked to choose (or be assigned) a story to read. Then, students will design a character storyboard that showcases a character from the story. The storyboard should include illustrations or pictures that represent the character's physical appearance and actions, along with captions or speech bubbles that describe the character's personality traits.</p> <p>Students can create the storyboard in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in 3rd grade. Students should have had instruction on character analysis before this assessment is used.</p>	Two 45-minute sessions
E.3.13	3	<p>Where Should We Go?</p> <p>In this performance assessment, students will be asked to write an opinion piece stating which local school field trip destination they think would be the most exciting to visit.</p> <p>They should provide reasons based on what they learn about each destination, such as interesting exhibits, activities offered, or historical significance. Students can write their opinion in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	Two 45-minute sessions with optional third session.



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		This assessment can be used at any time in third grade. Students should have had instruction on opinion writing before this assessment is used.	
E.3.14	3	<p>What Would You Change? Crafting an Opinion</p> <p>In this performance assessment, students will be asked to write an opinion piece stating one thing they would change about their school and the reasons why. They should explain one change they would make, why they would make it, and how their solution might be different from their current school situation.</p> <p>Students can write their opinion piece in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Adobe Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in fourth grade, after students have had instruction on opinion writing.</p>	
E.4.1	4	<p>Redefining Vocabulary</p> <p>In this performance assessment, students will choose a myth to read. Then, they will identify unknown words throughout the story. After students have identified unknown vocabulary words, they will choose five words to define and explain their definitions using a format of their choosing. Students can create a final presentation in any appropriate way, including but not limited to PowerPoint, Google Slides, or another slideshow tool, Microsoft Word or Google Docs, paper and colored pens/pencils/markers, or other online platforms that students use or have access to.</p> <p>This assessment would fit nicely before or after a mythology unit. Prior to completing this assignment, students would need to know strategies to determine the meaning of unknown words, as well be familiar with different options for presenting their research (i.e., podcast, slide show, Ted Talk, etc.).</p>	Two 50-minute class periods
E.4.2	4	<p>What Does It Feel Like to be Grown Up?</p> <p>In this performance assessment, students will read two short fictional texts with a common underlying theme. Students will use their thinking about the texts' themes to write a claim about what it means to grow up. Students will then design a poster to hang in the school. The poster is intended to teach others about that theme, using evidence from the texts as well as visual elements. This assessment should be used after students understand what</p>	Two 50-minute sessions



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E.4.4	4	<p>Understanding Theme Can be Golden</p> <p>In this performance assessment, students will listen to the story <i>Gold</i> by David Shannon that is read aloud. Then, students will determine a theme, citing evidence from the story, as well as analyze figurative language used in the story.</p> <p>This assessment would fit nicely after a unit on theme and/or figurative language. It could also be used independently. Prior to completing this assignment, students would need to learn about theme and figurative language, as well be familiar with various options for presenting their research (i.e., podcast, slide show, Ted Talk, etc.).</p> <p>Students can create the final presentation in any appropriate way, including but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/markers, or other online platforms that students use or have access to.</p>	Three to Four 50-minute Sessions
E.4.5	4	<p>Redefining Vocabulary</p> <p>In this performance assessment, students will choose a myth to read. Then, they will identify unknown words throughout the story. After students have identified unknown vocabulary words, they will choose five words to define and explain their definitions using a format of their choosing.</p> <p>Students can create a final presentation in any appropriate way, including but not limited to PowerPoint, Google Slides, or another slideshow tool, Microsoft Word or Google Docs, paper and colored pens/pencils/markers, or other online platforms that students use or have access to.</p> <p>This assessment would fit nicely before or after a mythology unit. Prior to completing this assignment, students would need to know strategies to determine the meaning of unknown words, as well be familiar with different options for presenting their research (i.e., podcast, slide show, Ted Talk, etc.).</p>	Three 50-minute sessions
E.4.6	4	<p>Market Economy</p> <p>In this performance assessment, students will read through a variety of informational texts on the market economy. Then, students will write an informational piece on the market economy.</p> <p>Specifically, students will be asked to write an informational piece in which they share their top five tips on selling merchandise or services. Their tips can be a combination of things learned from their reading and from their experiences.</p>	Two 45-minute sessions



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		<p>Students can create the final writing piece in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment includes the Michigan history standard: 4 – E1.0.2 Describe characteristics of a market economy. This assessment should be given after students have studied the market economy. This assessment could also be used before or after students have participated in a market economy activity/experience.</p>	
E.4.7	4	<p>Culture Around the World</p> <p>In this performance assessment, students will read through a variety of texts about cultures around the world. Then, students will choose two different pieces and explain the text structure of each one. Specifically, students will compare and contrast the text structure of two different articles. For the final writing piece students will create something that a cultural center would be able to share with families, providing information about that area.</p> <p>Students can create the final writing piece in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment might best be used after students have already studied text structures.</p>	Two 45-minute sessions
E.4.8	4	<p>Comparing Primary & Secondary Sources</p> <p>In this performance assessment, students will read and look at various primary and secondary sources related to Detroit historically and in more recent times. Students will imagine that the Detroit Historical Society is working on updating their exhibits to make them more kid-friendly. They have gathered some primary and secondary sources in their collection relating to Detroit historically as well as in more recent times. With a partner, students will compare and contrast what they learned from the primary and secondary sources using the provided presentation template to help keep them organized. They will then create a presentation with their partner, using the provided template, record themselves, and then upload the recording to the platform of the teacher's choice. .</p> <p>This item aligns to the Michigan K-12 Social Studies Standards Grade 4 standard: H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.</p>	Two 50-minute sessions



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		Because of the Social Studies tie in, this assessment should be used after instruction about primary and secondary sources and instruction related to migration in Michigan have occurred.	
E.4.9	3	<p>Poetry Dissection</p> <p>In this performance assessment, students will choose a poem and explain what it means using through writing any grade level conventions taught until now. You will assess grade-level writing mechanics by having them write about a familiar topic such as the dissection of poetry. Final student work should be saved as a PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used in grade 4 after grade-specific writing mechanics are taught. Students should have had instruction on the specific grade-level mechanics you are looking for in this assessment before this assessment is given.</p>	Two 40-minute sessions
E.4.10	3	<p>Reasons and Evidence</p> <p>In this performance assessment, students will read an informational text (the one included or a text of the teacher's choosing) and determine the reasons and evidence the author uses to support the main idea of a text. Students will then write a short paragraph explaining how they know those reasons and evidence supported the main idea in the text.</p> <p>This assessment should follow instruction related to reading informational texts and determining how an author uses reasons and evidence to support a claim or main idea.</p>	One 40-minute session
E.4.11	4	<p>Character Actions, Appearance, and Traits OH MY</p> <p>In this performance assessment, students will be asked to choose (or be assigned) a story to read. Then, students will pretend to be a journalist interviewing a character from a book. They will prepare a list of questions based on the character's traits and actions, and then write out the character's responses in the form of an interview.</p> <p>Students can write their interview questions and answers in any appropriate way, including, but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in grade 4. Students should have had instruction on character analysis before this assessment is used.</p>	Two 45-minute sessions



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E.5.1	5	<p>Informative Research Project</p> <p>In this performance assessment, students will research a topic and write an informational essay. Students will use this knowledge to invent and market a new product and present it to an audience.</p> <p>Specifically, students will be asked to conduct research about a region of the United States to build their knowledge about the culture, preferences, jobs, and hobbies of the people who live in that region. They will use this information to write a formal informational essay. From the information they acquire, they will invent a product that people from that region would likely want to purchase. They will create and present an advertisement to an audience. Students will need to speak clearly and at an understandable pace to convey the information clearly.</p> <p>Students can create their final presentation in any suitable way, including, but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, Google Docs, or paper, using colored pens/pencils/markers.</p>	Four 50-minute class period
E.5.2	5	<p>Great Lakes Invasive Species</p> <p>This performance assessment is designed to assess students' ability to obtain information from print and digital resources and then create an informational writing piece that uses a problem-solution text structure. Students will design a poster to use as an aid during a brief presentation to inform their audience about the problem and potential solution(s)/awareness to solve/ameliorate the problem or keep it from occurring again in the future.</p> <p>First, students will individually engage in an introductory exploratory reading activity about native and invasive carp species (non-native) in the Great Lakes. Students will research and answer questions about one of the most invasive species in the Great Lakes - the carp. Next, students will watch a video about how scientists are handling the invasive carp population in the Great Lakes. Students will synthesize the information learned and record the information gathered on a Problem-Solution Graphic Organizer in their Student Booklets.</p> <p>Then, students will write a brief essay about the problems cause by the invasive carp. Next, they will create a poster that shows relevant information that they gathered from the informational reading and video to inform their audience about the problem and what they can do to help. Finally, students will make brief presentations of their information to the class, using their posters as aids for their presentations.</p>	Four 60-minute class periods



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		<p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers.</p> <p>This assessment will be best used in the spring after your students are comfortable with the writing of a five-paragraph essay or following the unit of study that best fits with writing a five- paragraph essay. Students should also have multiple experiences with speaking in front of their peers about a topic and be comfortable with being video recorded.</p>	
E.5.3	5	<p>Michigan Resources</p> <p>In this performance assessment, students apply their knowledge and skills related to research and writing within the context of Michigan Resources.</p> <p>Using selected articles from Michigan History for Kids, students will be asked to research different Michigan resources, choosing the resource they feel is Michigan’s greatest asset. Students will then write an essay including their claim (thesis statement) and supporting evidence and reasons. This essay will serve as the springboard for a presentation created in the platform of their choice. This assessment might be used as a culminating activity for a research unit of study and/or might coincide with an opinion writing unit of study.</p> <p>Prior to completing this assignment, students would need to know what the word “resources” (e.g., human resources, capital resources, and natural resources) means, plus know how to: (1) write a claim, (2) organize a five-paragraph essay, use evidence from texts to support their claim, and (3) be familiar with various options for presenting their research (i.e., podcast, slide show, Ted Talk, etc.).</p> <p>Students can create the final presentation in any appropriate way, including but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, Google Docs, paper and colored pens/pencils/markers, or other online platforms that students have been exposed to and/or have access to.</p>	Three 50- to 60- minute class sessions
E.5.4	5	<p>Character Traits</p> <p>In this performance assessment, students will interact with a variety of narrative text focused on a central theme. Students will be asked to determine the theme of each text and use details from the text that provide evidence to support how each character exhibited traits that relate to the central theme of the text.</p> <p>Specifically, students will first be asked to work in small groups to brainstorm possible themes in narrative text, possibly relating the conversation to literature that they have studied prior to this</p>	Three 60-minute sessions



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		<p>performance assessment. After the small group discussion, students will listen to 2 narrative texts that share a related central theme. Students will take notes on both texts to gather evidence as to how the character(s) in each text demonstrated the character trait. This evidence will be used by the student to determine the central theme of both texts. Students will then write a brief essay outlining the central theme of both texts, providing evidence as to how the character(s) helped determine the theme of the texts.</p> <p>Next, students will create a “Friend-Wanted Poster” based on a character from one of the texts. Students will create a poster from the point of view of that character and what traits the character is looking for in a friend.</p> <p>This assessment would be best suited for spring after students have completed the narrative text unit in grade 4 or 5. Students should have had ample prior instruction in determining the theme of a narrative text as well as exposure to multiple different possible themes. Students should have instruction in creating short essays that state the central theme with supporting evidence from text.</p>	
E.5.5	5	<p>Trends – Past, Present, and Future</p> <p>For this item, students will read two texts about trends that were once very popular but have since fallen out of favor. As they read these two informational texts, students will take notes in a graphic organizer to help organize their thinking about the different trends and add in their own thinking about trends that exist today.</p> <p>After reading and taking notes, students will write an article as if the year is 2100, and they are writing about a trend that then (in 2100) is no longer as popular as it once was today. While their article will be primarily about a trend that no longer exists in the year 2100, they should include quoted materials from both texts to give their readers background information on trends that have existed in the past.</p> <p>Ideally, this assessment would follow instruction related to reading informational texts and writing informational texts, including how to accurately quote from a text.</p>	Three 50-minute sessions
E.5.6	5	<p>Who Gets the Right to Vote</p> <p>For this item, students will read the free, cited informational text about black suffragists and watch the video that explains the timeline of voting rights amendments throughout U.S. history. While reading and watching, students will complete a graphic organizer that helps them organize their thinking and prepare them to participate in a Socratic Seminar.</p>	Two 50-minute sessions



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		<p>After reading and watching, students will participate in a Socratic Seminar where they compare and contrast the ideas, information, and concepts in the text and video(?).</p> <p>This assessment item would best come after students have learned about informational texts and would pair nicely with lessons about voting and/or voting history in Social Studies. You will also want to provide students with instruction about how to participate in a Socratic Seminar.</p> <p>For more information on how to run a Socratic Seminar, see the guide from Facing History & Ourselves.</p>	
E.5.7	5	<p>Life in the West</p> <p>In this performance assessment, students will read through a variety of informational text on Westward Expansion. Then, students will write an informational piece on westward expansion. Specifically, students will be asked to write an informational piece on how westward expansion changed the geographic, social, political, economic, and/or cultural landscape of the United States.</p> <p>Students can create the final writing piece in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	Two 45-minute sessions
E.5.8	5	<p>Breaking News in Colonial America</p> <p>In this performance assessment, students will summarize a written text read aloud or information presented in various media and formats. Students will be asked to write letters from a perspective to the classroom that summarizes information they read in a variety of ways in the form of news reporter.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment would be best used following instruction on this social studies standard: Describe colonial life in America from the perspectives of at least three different groups of people or Unit 4: Life in Colonial America, as well as after learning skills such as compare and contrast, as well as summarizing information.</p> <p>Extension:</p> <p>In the extended part of this performance assessment, students will review the information they used to write their two letters, analyze</p>	<p>Three 45-minute sessions</p> <p>Extension Two 45-minute additional sessions</p>



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		<p>the information contained in those reference materials, and describe whether they agree or disagree with the information, backing up their claims with evidence from the source materials.</p> <p>The students can choose how they would like to present their news story, such as by reading them aloud or acting them out. Then they will tell the audience whether they agree or disagree with the information they read and include text evidence to support their claims.</p>	
E.5.9	4	<p>Paraphrase It</p> <p>In this performance assessment, students will be asked to take a reading passage and re-state it in their own words. The students will be assessed on their writing mechanics that have been taught. Final student work should be saved as a PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in grade 5 after grade specific writing mechanics and paraphrasing has been taught. Students should have had instruction on any specific grade-level mechanics you are looking for before this assessment is used.</p>	Two 30-minute sessions
E.5.10	5	<p>Junior Debate Coach</p> <p>In this performance assessment, students will act as a junior debate coach for the younger students in their school. Part of their role as junior debate coach is to help prepare the younger students to participate in a debate by helping them identify the claim, evidence, and reasons in the research they have found to support their argument about whether to keep daylight savings time permanently.</p> <p>Students will read an opinion piece about daylight savings time and identify the claim, evidence, and reasons in an argumentative piece through annotation, then provide a rationale for why they think the evidence and reasons support the claim in the piece.</p> <p>This assessment will best follow instruction about how to identify an author's claim and supporting reasons and evidence in a text.</p>	One 45-minute session
E.5.11	5	<p>Comparing Characters' Traits</p> <p>In this performance assessment, students will be asked to choose (or be assigned) a story to read. Then, students will create trading cards for each character from different stories they have read. Each card should include details such as the character's name, key traits, actions, motivations, and a brief comparison with another character. Students can write their trading cards in an appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/</p>	Two 45-minute sessions with optional third session



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		<p>markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in grade 5. Students should have had instruction on character analysis before this assessment is used.</p>	
E.5.12	5	<p>Opinion Writing—What Makes a Friend?</p> <p>In this performance assessment, students will be asked to write an opinion piece stating the important qualities and traits of being a good friend. They should identify three qualities or traits that they believe are important to being a good friend, and then explain why those qualities are important.</p> <p>Students can write their opinion in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in fifth grade after students have had instruction on opinion writing.</p>	Two 45-minute sessions with optional third session
e.5.13	5	Pending-Coming in 2026	
E.5.14	5	<p>Summarization Skills and Theme in Fiction Story</p> <p>In this performance assessment, students will determine the theme, identify how characters demonstrate the theme, and write a narrative that includes sequenced events as well as a closing. Specifically, students will be asked to create and share with the class a visual arts project that demonstrates their understanding of theme and sequencing based on an assigned novel or short story.</p> <p>This assessment might be best be used after a novel or short story unit in ELA for grade 4. Student should have had instruction on the book or short story that the project will be about, as well as topics such as characterization, thematic development, and sequencing. This should all take place before the assessment is used.</p> <p>Students can create their final presentations in any appropriate way, including but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	Six or more 50-minute sessions



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English Language Art Grade 6-8

Code	Grade	Assessment Title & Overview	Parts/Time
E.6.1	6	<p>Extreme Weather</p> <p>This assessment is designed to assess students’ informational writing and research and inquiry skills, using knowledge gained from an experience completed in a science class. This assessment might best be used after students have been provided with adequate instruction on how to write an informational piece. Students will also need background knowledge on what causes extreme weather in the form of droughts, floods, and rising temperatures.</p> <p>Teams of students will choose a specific type of weather hazard and analyze and interpret historical data to look for patterns in past weather events. Using these patterns, students will propose an investigable research question about their own region, decide what data they will need, devise a data collection plan, and use online data explorers to collect the data.</p> <p>They will then analyze and interpret the data, construct data displays, and solicit feedback from another team to strengthen their interpretations of the data. After revising their data displays and explanations, each student will individually use their data to help them outline a problem that researchers need to solve to help minimize the impact of extreme weather and write an informative piece to guide scientists and engineers as they consider future impacts and solutions.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers.</p>	<p>This assessment has 6 parts.</p> <p>It will take seven 50-minute class periods to complete, as shown below.</p> <p>Part 1 – 3 (Days 1-4) should be carried out in a science class, using directions in the links.</p> <p>Parts 4-6 (Days 5-7) are to be done in ELA class (or the science class, if the science teacher is comfortable doing so).</p>
E.6.2	6	<p>Advocating for Your Community</p> <p>In this performance assessment, students will draw from informational text read/listened to/viewed in class and independently. They will analyze information about the pros and cons of a decision regarding a community issue (e.g., increasing the development of oil refineries, access to clean drinking water, environmental issues, funding for schools or services, health disparities, and inequities for different groups) including the impact on economics, environment, and health. The students will demonstrate the expectations of comprehension of text, research, writing an argumentative speech, and the presentation of an argument in an oral manner.</p> <p>Based on their analysis of sources, students will identify whether the decision about a community issue is acceptable, whether specific expectations should be mandated before the decision goes into effect, or if the decision is unacceptable in any form. The students will</p>	<p>Six 5-minute periods</p>



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		<p>demonstrate expectations of comprehension of informational text and writing an argumentative speech to the city council. Students will create a presentation and present their argumentative speech.</p> <p>This performance assessment would come at the end of a unit in which students have had opportunities to learn and practice argumentation and persuasive techniques, including those that constitute an effective argument (claim, evidence, reasoning), and persuasive rhetorical techniques grounded in ethos, pathos, and logos.</p>	
E.6.3	6	<p>How Do Humans Change the Earth</p> <p>In this performance assessment, students will read two texts connected to the topic of how humans change the earth. As they read each text, students will determine the key idea that each author is trying to convey to the reader. Students will then create a PSA-style (public service announcement) video in which they teach other students in their school how humans have changed the earth and what might be done to prevent future negative changes.</p> <p>This assessment should occur after students have learned about informational texts, determining key ideas in an informational text, and using evidence to support their thinking about a claim.</p>	<p>Four 50-minute sessions</p>
E.6.4	6	<p>Do You Hear What I Hear?</p> <p>In this performance assessment, students will compare how the audio version of a text impacts the reader's/listener's interpretation of the text. Prior to starting this assessment, students will need to have read the text version of the audio. Specifically, students will be asked to choose three components of an audio narration of a text to compare to the written version of the text. Students will explain how the audio components impact the reader's understanding and/or interpretation of the text and display their work in an appropriate way such as a set of organized, visually pleasing slides.</p> <p>This assessment is best used for grade 6 and can be implemented at any point during the year. It is recommended that this assessment be given after the class has finished reading a short text such as a short story, poem, or article; or you can allow for extra time so that students may read and annotate the text prior to listening to the audio and completing this assessment.</p> <p>Students should have had instruction on narrative elements such as plot, characters, point of view, setting, theme, conflict, and style. Students should have had instruction on audio narration elements such as rhythm, intonation, inflection, tone, pitch, accents, and so forth.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper, and colored</p>	<p>Two 50-minute sessions</p>



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		pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.	
E.6.5	6	<p>Imitate to Create</p> <p>In this performance assessment, students will identify creative choices, or “craft moves,” that an author made, and then analyze the impact those “craft moves” had on the meaning and tone of a novel that students have read on a previous occasion (e.g., independent reading, whole class, book club/lit circle, or class read-aloud novel). Students will then imitate these “craft moves” as they write their own fan fiction scene to accompany the novel they’ve read.</p> <p>Note: Students should have their choice of a novel in this performance assessment. Specifically, students will be asked to use the Craft Moves Chart and the Craft Moves Selection and Analysis graphic organizer to identify chosen examples of author’s craft writing moves and explain what makes the selected novel an exemplar of that craft move. Students will then imitate these examples in their production of a fan fiction scene for their chosen text. Students can create their fan fiction scene digitally or they may hand write in the Student Booklet.</p> <p>This assessment can be given after a novel has been completed by the students (e.g., independent reading, whole class, book club/lit circle, read aloud novel). It would be imperative that students have a solid knowledge of craft moves (how to identify and analyze their use in a text) and the ability to use the craft moves listed in the assessment as well. Additionally, students should have a strong working knowledge of the story map structure (exposition, rising action, climax, falling action, and resolution).</p>	<p>Six</p> <p>45-minute sessions</p>
E.6.6	6	<p>Hope is the Thing</p> <p>Students will be asked to read “Hope is the Thing with Feathers” by Emily Dickinson. Students will write a paragraph or two, including a topic sentence, describing the meaning and tone of the poem, as well as an analysis of Dickinson’s use of word choice, structure, and other literary elements that develop meaning and tone.</p> <p>Students will cite specific examples from the poem along with explanations. This can be completed in the paper version of the Student Booklet or an electronic version of the Student Booklet.</p> <p>This assessment can be used in this grade after the elements of poetry have been taught and students are at least partially familiar with literary elements such as word choice, structure, and so forth. Specifically, students will be focusing on meaning and tone for this assessment.</p>	<p>Three</p> <p>45-minute sessions</p>



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Code	Grade	Assessment Title & Overview	Parts/Time
E.6.7	6	<p>What's Up with Screen Time?</p> <p>In this performance assessment, students will analyze the different parts of an author's essay by identifying the main idea, body paragraphs, and conclusion. They will explain how the author expresses his or her main idea in each part of the essay.</p> <p>Specifically, students will be asked to fill out a graphic organizer illustrating the introduction, body, and conclusion. Then, they will write their own Schaffer model paragraph, a paragraph that uses a specific structure, to explain the following: "How does the author express his or her main idea? Use textual evidence to support your claims."</p> <p>Students can create the final response in Microsoft Word, Google Docs, or in the Student Booklet.</p> <p>This assessment can be used at any time in grade 6 after students have been introduced to informational text and the structure of an essay. Students should also have had some practice with highlighting text. In addition, students should have experience with writing Schaffer model paragraphs.</p> <p>*More information on Schaffer model paragraphs: https://ourenglishclass.net/class-notes/writing/schaffer-model/</p>	Three 45-minute sessions
E.6.8	6	<p>From Beginning to End</p> <p>In this performance assessment, students will read and analyze a short story. Then they will create their own narrative using the short story as a model. Specifically, students will be asked to use descriptive language, vary their sentence structure, and write a story that has a clear beginning, middle, and end. It can be in paragraph format, movie script format, comic strip format, or other appropriate format for a narrative.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs. It needs to be in a format that can be shared digitally.</p> <p>This assessment might best be used after students have been taught the elements of narratives: theme, character, conflict, setting, and plot. They should have been introduced to how to use commas and semi-colons. In addition, students should understand author techniques. Specifically, this assessment focuses on using descriptive language. They should have some experience using a thesaurus as well.</p>	Five 50-minute sessions
E.6.9	6	<p>A New People</p> <p>In this performance assessment, students will explore multi-media informational pieces about westward expansion in America. They will take notes and analyze how the pioneers changed the landscape and culture of the American West with the development of the</p>	Three 50-minute sessions



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		<p>transcontinental railroad. Students will explore the topic of prejudice and discrimination Chinese immigrant workers, examine the effects on the Native populations, and explain how this influenced and/or changed America.</p> <p>Specifically, students will be asked to develop an informal informational presentation including pictures, quotes, and descriptions based on the literature and media provided that describe how Westward expansion influenced the pioneers, Chinese workers, and Native populations; and how it changed the culture of the American West.</p> <p>Students can create their final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, poster or trifold using colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment should take place after students have a strong understanding of culture and the history of westward expansion.</p>	
E.6.10	6	<p>Diverse Thoughts About a Diverse World</p> <p>In this performance assessment, students will read an informational text and record their own main ideas and thoughts about the text on sticky notes, which they will paste on an anchor chart. Then, in small groups, students will rearrange the sticky notes into categories, writing a header on the paper above each grouping of sticky notes. All students will then participate in a gallery walk in which they can share their groupings and other students can ask questions about their choices. Finally, students will individually write a reflection about their learning from this activity.</p> <p>Specifically, students will be asked to prepare for and participate in a discussion about a topic, asking and responding to questions about the group affinity maps, and finally provide a reflection on their learning. Pictures of group maps and student-written reflections from that group should be uploaded together into a folder and then reflections scored individually.</p> <p>This assessment can be completed at any point in the school year. While it would be helpful for students to have experience with affinity mapping, it is not necessary for this performance assessment. For engagement and connected learning purposes, you may choose an ELA, science, or social studies unit with which to connect this performance assessment. This assessment is intended to assess students' ability to prepare for, participate in, and reflect on a discussion activity rather than their knowledge of the content.</p>	<p>Three 45-minute sessions</p>



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E.7.1	7	<p>Analyzing Impact – Informational Writing Choice Board</p> <p>In this performance assessment students will apply their knowledge of how individuals, ideas, and events influence society by researching and writing about their findings. Students will be asked to use a project choice board to select a topic and the format for a product.</p> <p>Specifically, they will choose from researching a historical/ current person or a historical/current event and then create a brochure, commercial script, newspaper article, or essay detailing the impact that the person/event has had on society.</p> <p>Through their research, students will analyze and make connections about the impact of the historical/current event or person. Then, they will use their writing skills to demonstrate their new thinking and learning. Students can create the final writing product in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers.</p>	Four 50-minute class periods
E.7.2	7	<p>Seventh Grade Story</p> <p>In this performance assessment, students will demonstrate text analysis skills, specifically finding evidence and elaborating on the connection between evidence and theme. Students will be asked to read a short piece of literature, find evidence in the text that supports a provided theme, and provide an explanation for how each piece of evidence demonstrates the theme.</p> <p>Students will be able to independently read the story, provide three pieces of evidence such as quotes or paraphrases from the passage, write a brief, one- to two- sentence elaboration/explanation for at least two pieces of evidence, and comment on how evidence connects to a given theme.</p> <p>This assessment should be given in the second semester, following instruction on identifying theme, finding evidence, and elaborating on evidence. This assessment is best carried out in the second semester after the teacher has introduced recognizing theme, finding evidence, and students elaborating or explaining their thinking.</p>	Three 45-minute sessions
E.7.3	7	<p>And the Theme Is...</p> <p>This assessment should be used as a final book project. However, it should be introduced before beginning to read so students know that they are looking for significant events, characters, places, etc. that can be represented as “items” they can use and pages they can cite for textual evidence. In addition, the student may want to plan to acquire their items before beginning to work on the actual project. In this</p>	



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		<p>performance assessment, students will create a diorama that includes items representing significant details from a short story or novel that contribute to the development of the theme.</p> <p>Specifically, students will be asked to use a shoebox to create a scene from a short story or novel representing an important setting. Students will go back through the story and take notes on significant events, characters, places, etc. that work to develop the theme. The student will choose nine miniature items to place into the diorama that will symbolize these details from the story and illustrate the theme. These can be physical items, pictures of items taken from magazines or from online, or even illustrations the student has created. Then, the student will write a total of eleven notecards.</p> <p>The first notecard will list the title of the novel or short story, the author, and the theme the student claims was developed throughout the story. The next notecard will include a description of the scene in the shoebox and why that setting was significant. It will include a quote and a page number illustrating the significance. Each of the following notecards will describe one of the items the student has included along with a quote and page number that the quote is found on to be used as evidence supporting the claim that the item contributed to the development of the theme.</p> <p>Student work will be displayed around the classroom and students will be able to participate in a gallery walk, observing other student's work and providing feedback to one another.</p> <p>Students can best complete this performance assessment after mastering an understanding of the story elements, specifically "theme," and having practiced finding textual evidence of it. In addition, students should have been introduced to the concept of symbolism and this should have been reinforced during the reading of the novel/story.</p>	
E.7.4	7	<p>From Page to Stage</p> <p>In this performance assessment, students will study and analyze, using appropriate poetic and performance terms for each medium, both the written text, as well as the performance of a poem. Students will analyze each version of the poem. Finally, students will identify the meaning of the poem and evaluate its effectiveness, using evidence from their analysis in their response.</p> <p>Specifically, students should be able to identify the meaning or purpose of the poem and use appropriate language to describe the poet's moves (author's craft) in both written and performance poetry to evaluate the effectiveness of the poem.</p> <p>This performance assessment can be completed at any time during the school year. It should follow instruction in poetry analysis, specifically</p>	Three 45-minute sessions



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		spoken word poetry utilizing audio and visual components of the genre. It will be important for students to understand how to close read, not just a written poem, but also a spoken word poem in video form. Students should have a strong working knowledge of the poetic devices of a written poem and the performance terms utilized in spoken word poetry.	
E.7.5	7	<p>Campfire Chats</p> <p>In this performance assessment, students will demonstrate their presentation and discussion skills by presenting a current event article to the class and facilitating a brief class discussion.</p> <p>Specifically, students will be asked to find a current event article of interest, organize their ideas using slideshow software present their ideas to the class, and facilitate a discussion with their peers.</p> <p>Students can create their presentation using Google Slides, Canva, PowerPoint, or another presentation software, as determined by the classroom teacher. Templates could be provided for students who have technology-assistance-based IEPs or need assistance organizing their ideas. Articles could be selected based on individual interest as well as student reading skills. For students who have accommodations which limit the number of options that they have, a teacher could provide a few articles to choose from. This assessment could also be adjusted/modified to allow for news-based video clips. However, it is not recommended if students do not have experience finding credible, news-based video clips off of YouTube or other video-based websites (video options could be limited by the teacher).</p> <p>This assessment should be given after students have had an exposure to finding credible/non-biased articles, summary skills, creating visual aids, presenting in front of their peers, and discussing. The first step of this assessment requires students to find a current event article to present to their peers. It is important that students find a current event article, which is a news-based article (and is not informative in nature). It is also important that the article is from a trustworthy news site and avoids bias on the topic (as much as possible).</p> <p>Students will need to select main ideas from the article to present in their own words. This will require them to pick out 3-5 major points and write those points in bullet point format (without complete sentences).</p> <p>They also will need to create a visual aid that is clear and easy to read. It is suggested that students have had experience creating visual aids for other presentations or projects which require them to write the information in bullet point form (without complete sentences).</p>	Three 50-minute sessions



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		It is also suggested that they have had experience both presenting and getting feedback for presenting in front of their peers. They also should have had practice with participating in discussions that were facilitated by the instructor. This will help to model strong discussion questions that they could format their discussion based off and set norms for their behavior during discussion of peers' responses.	
E.7.6	7	<p>Sensory Overload</p> <p>In this performance assessment, students will read a short narrative and analyze the author's use of sensory details. Then, they will create their own short personal narrative using sensory details. This performance assessment is designed to assess the students' mastery over using descriptive details in to engage readers.</p> <p>Specifically, students will be asked to read Sandra Cisneros's narrative "Eleven," from <i>House on Mango Street</i>. Students will fill out a graphic organizer analyzing the sensory details from her narrative. Students will conduct a brainstorming activity about an event in their own lives in which they experienced a strong emotion that focuses on sensory details. Students will write a narrative about this event from their lives. Students can create the final presentation in any appropriate way, including, but not limited to, Microsoft Word, Google Docs, or hand-written on paper in proper format with blue or black ink.</p> <p>This assessment can be used at any time in grade 7 after students have had instruction on author techniques such as using details in descriptive writing to engage readers, and structure of a narrative. For example, students should know that a narrative has a beginning, middle, end that includes a sequence of events. Narratives have characters who work through a conflict and a general idea of theme. This assessment is specifically designed to assess the students' mastery with using details in descriptive writing as an author craft, not structure. However, the students are also assessed on the basic structure of a narrative.</p>	Five 45-minute sessions
E.7.7	7	<p>What's the Hangup?</p> <p>In this performance assessment, students will read about cell phone bans in school, prepare questions for, participate in, and observe a Socratic Seminar around this topic.</p> <p>Specifically, students will be asked to learn about cell phone bans in school and craft two questions about this topic, which they will discuss in a Socratic Seminar. Students will then reflect on what they learned and how the readings and the discussion may have modified their views.</p> <p>This assessment includes documents for students observing each other during the Socratic Seminar, a participant record to write their</p>	Five 50-minute sessions



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		<p>discussion questions and reflect on the feedback from their observer, and a set of reflection questions for students to respond to the Socratic Seminar as a whole (both participant and observer) post-Seminar.</p> <p>Before participating in this performance assessment, it would be important for students to have experience with reading and/or viewing and annotating or responding to a variety of texts. Additionally, an established classroom community in which formal discussions are a normal aspect of class is highly recommended. If this is the first whole class discussion held during the school year, a Socratic Seminar will feel overwhelming for many students. It would be useful but not necessary for students to have completed a Socratic Seminar specifically so that they are familiar with the structure of the discussion. This performance assessment works well with topics and texts students are already familiar with or topics that would easily engage discussion with your particular students.</p>	
E.8.1	8	<p>Children’s Story</p> <p>In this performance assessment, students will research a global/societal topic of their choosing to compose a children’s book story. Specifically, students will create their own original children’s story, aimed at elementary students in grades 1-3, that explains the importance of the global/societal issue they researched. The children’s story is expected to contain appropriate plot structure, characters, details, and dialogue. Students will create their final children’s story as an actual book using either a computer or paper-colored pens/pencils/markers.</p> <p>This assessment is best used after students have studied and can identify narrative elements within short stories. Students should also know how to conduct effective research and how to generate quality research questions.</p>	Five 50-minute class periods
E.8.2	8	<p>Pre-Trial Hearing</p> <p>In this performance assessment, students will take a stance on a particular issue, develop an argument using evidence, and present their argument to an audience. Specifically, students will be asked to gather evidence and present an argument at a “pre-trial hearing” before a judge (the teacher) and panel (students in the class).</p> <p>Students will create a claim, gather evidence, and build a case in favor of or against an accused character from literature. The case will be presented before the judge and panel.</p> <p>Students can supplement their presentation with visuals created in PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or with paper and colored pens/pencils/markers.</p>	Four to five 50- minute class periods



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		<p>This assessment would be best suited at the end of a unit or end of the year and after the following have been covered:</p> <ul style="list-style-type: none"> • Whole-group text in which a side can be taken for or against a particular character. • Argumentative/persuasive writing techniques have been taught. • MLA format (or another standardized written format) has been taught. 	
E.8.3	8	<p>Balance of Power</p> <p>In this performance assessment, students will draw from texts read in class and informational text read independently, as well as from research about how a specific group gained and lost power throughout history. Specifically, students will be asked to create a text mirroring a mentor text that emphasizes various argumentative techniques to illustrate how a specific group/community experienced an imbalance of power throughout history.</p> <p>Students will synthesize the information to be included in their text to indicate various parts of the group's identity, how privilege played out in society, and how we got to this moment in time, helping to answer the larger question: <i>How has a historical imbalance of power impacted modern society?</i> The students will demonstrate the expectations of comprehension of text and writing an argumentative essay.</p> <p>This performance assessment might come at the end of an instructional unit focusing on reading a variety of texts that focused on answering the larger question (<i>How has a historical imbalance of power impacted modern society?</i>) Students should engage in reading texts such as <i>Stamped: Racism, Antiracism, and You</i> by Jason Reynolds and Ibram X. Kendi, among other teacher- and student-selected texts.</p> <p>Additionally, students should explore this theme, develop close reading skills using nonfiction text, understand how to critically examine texts and not take them at face value, and work on cultivating research skills.</p>	Four 50-minute periods
E.8.4	8	<p>Meaning and Tone One-Pager</p> <p>In this performance assessment, students will be assessed on their ability to identify the author's creative choices in a text and analyze how the creative choices impact meaning and tone. Specifically, students will be asked to create a one- pager visual to demonstrate how an author's creative choices impact the meaning and tone of the text.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify a minimum of one way an author uses word choice, structure, figurative/connotative meanings, or a literary element to impact meaning, 	Three 60-minute sessions



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		<ul style="list-style-type: none"> Identify a minimum of one way an author uses word choice, structure, figurative/connotative meanings, or a literary element to impact tone. Cite two pieces of evidence in a standard format (such as MLA) to support analysis of each creative choice (four total). Analyze how the author uses the creative choice to impact meaning. Analyze how the author uses the creative choice to impact tone. <p>This assessment is best administered after completing a unit text. Students should have instruction on tone, meaning, literary elements, word choice, structure, and figurative/connotative meaning prior to this assessment.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	
E.8.5	8	<p>Evaluating Video Productions</p> <p>In this performance assessment, students will analyze and evaluate decisions a director makes when bringing a text to life. Specifically, students will be asked to critique a director's version of a text, including specific analysis of how characters are portrayed, lines delivered (including both what is and is not included from the original text), and mood created using lighting, costuming, scenery, etc. Students will make a claim regarding the quality of the director's interpretation, provide clear and logical reasoning to support their claim, and provide relevant evidence.</p> <p>This assessment can be used at any time in the year. Students should have had instruction on analyzing text evidence and using text evidence in writing before this assessment.</p>	Three 50-minute sessions
E.8.6	8	<p>Memo to the School Board</p> <p>In this performance assessment, students will use research and inquiry skills to write a memo to their School Board. Specifically, students will be asked to read a school-related article, synthesize the article, and state the author's purpose. Students will find a direct quote or paraphrase a piece from the article as evidence. Students will then create a memo to the school board. The memo will contain a short synopsis of the article, state the author's purpose supported by evidence from the text, document a question or wonder for the author, and properly cite the article using a standard format.</p> <p>This assessment is best used after direct instruction around plagiarism and properly using a standard format for citation is taught. The memo</p>	Two 50-minute class periods



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		<p>will display students' ability to quote or paraphrase relevant data and conclusions of others. The assessment will take two class periods. Example articles have been linked in the required materials section. Please feel free to incorporate articles that you have access to that are relevant and interesting to your students.</p> <p>For part 1, students will read the article, this can be done in small groups, and/or independently. Following the reading, allow students time to turn and talk to discuss the article(s). Following the brief discussion, students will begin working on synthesizing what they read to form an opinion for the school board supported by evidence from the text. During Part 2, students will independently complete the memo and properly cite the text using a standard format.</p> <p>The memo will serve as a recommendation or informative update for the school board. Students can create the memo in the form of an email, hand-written note, Word document, Google doc, etc. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	
E.8.7	8	<p>Visualizing Primary Documents</p> <p>In this performance assessment, students will be assessed on their understanding of the importance of sections of a primary source by creating and explaining either a digital or a paper-based storyboard. Specifically, students will be asked to annotate a primary document using a color-coding system, organize their ideas using a graphic organizer, discuss their findings with a small group, create a storyboard, and write an explanation of each panel of the storyboard.</p> <p>Student's final product can either be paper-based, using art supplies, or digital-based using software such as Canva. Either way, they can hand-write their written responses, explaining their thinking, or can type their explanations digitally using an electronic version of their Student Booklet. Canva-based projects should be submitted via the Canva-based link (directions provided for students on how to update access) to ensure students can use all content offered from the site without needing a premium account.</p> <p>This assessment should be used after students have had experience with annotating texts, reading primary sources, and paraphrasing/quoting information. It is highly recommended that teachers select an early US history-based primary source document since students should already have useful background knowledge about it from social studies class. It is highly recommended that the original primary source be between one and two pages long.</p>	



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E.8.8	8	<p>History – An Introductory Approach</p> <p>In this performance assessment, students will be assessed on their understanding of the importance of sections of a primary source by creating and explaining either a digital or a paper-based storyboard. Specifically, students will be asked to annotate a primary document using a color-coding system, organize their ideas using a graphic organizer, discuss their findings with a small group, create a storyboard, and write an explanation of each panel of the storyboard.</p> <p>Student’s final product can either be paper-based, using art supplies, or digital-based using software such as Canva. Either way, they can hand-write their written responses, explaining their thinking, or can type their explanations digitally using an electronic version of their Student Booklet. Canva-based projects should be submitted via the Canva-based link (directions provided for students on how to update access) to ensure students can use all content offered from the site without needing a premium account.</p> <p>This assessment should be used after students have had experience with annotating texts, reading primary sources, and paraphrasing/quoting information. It is highly recommended that teachers select an early US history-based primary source document since students should already have useful background knowledge about it from social studies class. It is highly recommended that the original primary source be between one and two pages long.</p>	
E.8.9	8	<p>It’s Not What You Say, But How You Say It</p> <p>In this performance assessment, students will create a 500- to 750-word product demonstrating a consistent style and tone appropriate to their purpose. Specifically, students will be asked to choose a purpose, style, and tone for their product. The final product can be written, typed, or verbal. Example products may include a poem, short story, letter, recorded speech, essay, etc.]</p> <p>For more guidance to students, it is recommended you give students a general prompt from which to base their product. Example prompts:</p> <ul style="list-style-type: none"> • Choose an issue in the community that you feel needs to be addressed. Choose a writing style that will inspire others or call them to action. • Choose an aspect of the school that you believe makes it a great place for students. Choose a writing style that will highlight this aspect for the community. <p>Students may create the final presentation in any appropriate way, including but not limited to PowerPoint or Google Slides (or another slideshow tool), Microsoft Word, or Google Docs, paper, or present/record their product verbally. Final student work should be</p>	



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		<p>scanned or saved as an Acrobat PDF for uploading to the virtual scoring software or, if presented verbally, saved as an MP4.</p> <p>Students should have had prior instruction on the different writing purposes, styles, and tones prior to being given this assessment. Students should have also had prior instruction on communication targets if the option of recording a speech as their product is offered.</p>	
E.8.10	8	<p>Thread Talk – Discussion in Digital Dialogue</p> <p>In this performance assessment, students will participate in an online discussion board. Specifically, students will be asked to take a stance, support their stance with evidence, and reflect on how their views changed or were confirmed based on evidence presented by others.</p> <p>Students may respond in a digital thread such as a Google Classroom response to a question, via a Google Doc discussion template, or another format as determined by the teacher. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment can be used at any time in grade 8. Students should have had instruction on how to appropriately respond to others, and/or the class should have developed a set of discussion norms appropriate to their topic and class. Students should also have had instruction on claims, evidence, and reasoning. Students will be asked to directly quote evidence from a text, so they will need to know how to cite in a standard format.</p> <p>It is recommended that students base their posts and responses off a text that has just been read and discussed as a class. Here are a few example texts, along with a discussion question that can be asked:</p> <ul style="list-style-type: none"> • Anne Frank’s <i>The Diary of a Young Girl</i> – In what ways did the media play a role in the public’s view of events happening during WWII? Does media play a similar role in our society today? Why or why not? • George Orwell’s <i>Animal Farm</i> – What is the relationship between society and the individual in <i>Animal Farm</i>? Considering our world today, what role should an individual play in their society? • Sherman Alexie’s <i>The Absolutely True Diary of a Part-Time Indian</i> – How does Junior balance personal identity with the expectations of his society? Similarly, how do our own internal and external expectations impact our lives and the decisions we make? 	
E.8.11	8	<p>Conflicting Viewpoints</p> <p>In this performance assessment, students will be assessed on their capability to describe an argument, as well as analyze how an author responds to conflicting viewpoints. Specifically, students will be asked to create an article for the school newspaper based on one of the</p>	Two 50-minute sessions



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Code	Grade	Assessment Title & Overview	Parts/Time
		<p>articles read to demonstrate understanding of informational writing while maintaining a consistent style and tone that fits the purpose. Students will:</p> <p>Analyze how an author responds to conflicting viewpoints.</p> <p>Develop an article maintaining a consistent style and tone.</p> <p>Apply grade-appropriate conventions in their writing.</p> <p>Students can create the final article in any appropriate way, including, but not limited to, Microsoft Word or Google Docs, paper and pen. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p> <p>This assessment is best used after completing an argumentative reading and writing unit. Students should also have had instruction on maintaining style and tone prior to this assessment.</p>	



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English Language Art Grade 9-10

Code	Grade	Assessment Title & Overview	Parts/Time
E.9.1	9	<p>Social Justice Speech</p> <p>In this performance assessment, students will draw from literature read in class and informational text read independently. They will synthesize the information about a social justice/inequity issue in order to write and present a speech advocating for social equality within their community on the topic of their choosing (racial equity, freedom of religion, identity, gender equality, etc.). The students will demonstrate the expectations of comprehension of text, research, writing an argumentative speech, and the presentation of an argument in an oral manner. Specifically, students will be asked to compose a speech advocating for their audience to take action regarding their selected topic.</p> <p>While this assessment can be used at any time of the school year, this assessment works best in connection with a literature or nonfiction unit that focuses on the theme of social justice. Students should also have a background and understanding of argumentative writing and what constitutes appropriate presentation skills (eye contact, pacing, volume...).</p>	Five 50-minute periods
E.10.1	10	<p>A Dystopian World</p> <p>In this performance assessment, students will identify an issue revealed in the dystopian literature read in class and draw parallels between this issue and how it exists in the world today. Students will research the extent to which the problem exists, including the causes, effects, and future outlook of the issue. Using evidence from the literature and research, students will demonstrate the expectations of comprehension of text, research, and synthesizing the information to create an argumentative/persuasive text.</p> <p>This performance assessment would come at the end of a unit focusing on dystopian literature. Prior to the administration of this performance assessment students should have opportunities to learn and practice argumentation and persuasive techniques, including those that constitute an effective argument (claim, evidence, reasoning), and persuasive rhetorical techniques grounded in ethos, pathos, and logos. Additionally, instruction should have been previously provided on the inquiry process for research, and selecting reliable and credible sources.</p> <p>Throughout the unit, students should engage in reading dystopian literature such as <i>Fahrenheit 451</i> by Ray Bradbury, <i>1984</i> by George Orwell, or <i>Lord of the Flies</i> by William Golding and/or dystopian short stories such as <i>The Pedestrian</i> by Ray Bradbury, <i>Minority Report</i> by Phillip K. Dick, or <i>The Lottery</i> by Shirley Jackson. Specific issues</p>	Four 50-minute periods



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Code	Grade	Assessment Title & Overview	Parts/Time
		identified in the literature should be discussed such as censorship, totalitarian government, population control, anarchy, or class struggles. Inquiry questions related to these themes/issues can be generated throughout the unit. For example: <i>Are there sufficient safeguards in place to prevent the government from maintaining total control over society, including all aspects of the public and private lives of its citizens?</i>	
E.910.2	9/10	<p>Your Turn</p> <p>Prior to using this assessment students will need to have had instruction evaluating sources with lateral reading focusing on author, reliability, and target audience.</p> <p>In this performance assessment, students are asked to choose from a list of potential topics of interest to inform an audience, they may also choose a topic of their own, to research in order to create an informative or explanatory piece to inform or explain their findings/learnings regarding their chosen topic to an audience. They will identify reliable sources to support their findings or learnings, citing those sources appropriately. They will be given time to edit/revise prior their product before submission.</p> <p>Students can create their final informative or explanatory piece in any appropriate style, including, but not limited to an essay, infographic, news article, or video presentation, using Microsoft Word or Google Docs, Canva, or paper and colored pens/pencils/ markers. For the video presentation, students will need to record and upload their video from their device to google drive to create an mp4. Students using digital options will need to ensure they have changed their permissions so anyone with the link can access. Final student work should be saved as an Acrobat PDF or mp4 for uploading to the virtual scoring software.</p> <p>This assessment would be best used after teaching students a complete research unit including how to:</p> <ul style="list-style-type: none"> • choose a topic/create a claim, • assess for reliable sources (See Crash Course: Lateral Reading and Teacher Notes- How to Flex Your Fact Checking Muscles: Read Laterally) • collect evidence and analyze, and • create styles of informative/explanatory writing such as: infographics, formal essays, how to/why to speeches, friendly letters; and • cite sources based on writing styles. 	Four 50-minute sessions
E.910.3	9/10	<p>The Refugee Experience</p> <p>In this performance assessment, students will be asked to view and analyze a group of multimedia resources that showcase different</p>	Three



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Code	Grade	Assessment Title & Overview	Parts/Time
		<p>perspectives or arguments regarding the same topic. The student will create a notes page that identifies the claim and evidence for at least three of the provided sources of information.</p> <p>Specifically, students will use their identified sources to formulate their own argument regarding the selected topic and then draft an argumentative piece that includes relevant evidence and details to showcase the complexity of the issue selected. The final student piece can be a traditional essay, a draft for a potential law or legislative action, a speech, or series of public service announcements that address the argumentative piece.</p> <p>This performance assessment should be used in conjunction with a unit on argumentative writing and/or during the reading of a novel that has arguable points of information (i.e., refugee status, poverty, education, etc.).</p>	60-minute sessions
E.910.4	9/10	<p>The Power of Education</p> <p>In this performance assessment, students will be asked to view and analyze a group of multimedia resources that showcase different perspectives or arguments regarding the same topic. The student will create a notes page that identifies the claim and evidence for at least three of the provided sources of information.</p> <p>Specifically, students will use their identified sources to formulate their own argument regarding the selected topic and then draft an argumentative piece that includes relevant evidence and details to showcase the complexity of the issue selected. The final student piece can be a traditional essay, a draft for a potential law or legislative action, a speech, or series of public service announcements that address the argumentative piece.</p> <p>This performance assessment should be used in conjunction with a unit on argumentative writing and/or during the reading of a novel that has arguable points of information (i.e., refugee status, poverty, education, etc.).</p>	Three 60-minute sessions
E.910.5	9/10	<p>I Did Learn It in School</p> <p>Prior to using this assessment students will need to have had instruction and practice with evaluating source reliability: lateral reading- checking author, reliability, and target audience of sources; peer review practice; and understanding of citation expectations of infographics, manuals, posters, and videos.</p> <p>In this performance assessment, students will research a beneficial life skill and then create a product to inform/explain to other high school students how they can also benefit from this life skill.</p>	Four 50-minute sessions



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		<p>They will identify reliable sources to support their findings/learnings, making sure to cite those sources appropriately. They will have time to edit and revise their product prior to submission.</p> <p>Students can create the final informative/explanatory piece in any appropriate style, including, but not limited to: Infographic, manual, how-to video, or poster, using Microsoft Word or Google Docs, Canva, or paper and colored pens/pencils/ markers. For creating the how-to video students will need to upload their video from their device to google drive to create an mp4. Final student work should be saved as an Acrobat PDF or mp4 for uploading to the virtual scoring software.</p> <p>This assessment would be best used after teaching students a complete research unit including how to choose a topic/create a claim, how to assess for the most relevant information, how to collect evidence and analyze, and how to create styles of informative/explanatory writing such as: infographics, how to videos, manuals, as well as how to cite sources based on writing styles.</p>	
E.910.6	9/10	<p>Ghost Writer</p> <p>For this assessment, students will take on the role of a ghost writer by writing a speech from a historical figure’s point of view. More specifically, students will be asked to select a historical figure to learn more about, research their selection using a provided graphic organizer, narrow their topic to a specific event that the selected historical figure had an opinion or role in, and write a speech from the perspective of the historical figure. It may be helpful to specify a specific historical event/figure to focus on in coordination with the social studies teacher on a topic/person that students would have some prior knowledge on.</p> <p>Students will produce either a hand-written speech or a typed speech using Google Docs (or similar software). Final products must be scanned in or converted to a PDF for scoring purposes.</p>	Three 60-minute sessions
E.910.7	9/10	<p>Tough Critic</p> <p>For this assessment, students will take on the role of a critic to analyze an author’s choices within an informational text in a choice-based format. More specifically, students will be asked to analyze a provided piece of primary text (selected by the classroom teacher), analyze it based on author’s choice, use a provided graphic organizer, and create a critique by either recording a podcast (audio file), writing a newspaper review, or recording a mock social media post (video file).</p> <p>Students will produce either an audio file (which must be converted to mp3), written document (either typed or handwritten), or video file (must be converted to mp4). Final written products must be scanned in or converted to a PDF for scoring purposes.</p>	



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Code	Grade	Assessment Title & Overview	Parts/Time
E.910.8	9/10	<p>Teacher for a Day</p> <p>For this assessment, students will take on the role of being a teacher for a day (or rather, for two minutes). More specifically, students will be asked to select a school-appropriate argumentative topic that they feel passionate about and prepare to teach the class more about it. To do so, they will choose a topic approved by the teacher, organize their ideas, using a provided graphic organizer, create a handout, and determine an appropriate means of presenting the information (such as in-person presentation, via a video, or other means).</p> <p>Students will produce a handout and a verbal-based presentation (either in-person or via a recording device) for use in their presentation. Final written products of the handouts must be scanned in or converted to a PDF for scoring purposes. Final products of the presentations must either be recorded when presented live or pre-recorded, and then submitted via MP4 file for scoring purposes.</p>	
E.910.9	9/10	<p>This I Believe</p> <p>In this performance assessment, students will apply their knowledge of researching, argumentative writing, and persuasive techniques by writing a “This I Believe” essay, like essays found at: thisibelieve.org.</p> <p>Students will choose the issue of their choice (e.g., voting age, teen social media use, cell phone use in school, paying college athletes), research it, and write an argumentative essay defending their stance on that issue.</p> <p>This assessment can be completed using Google Docs or Microsoft Word. The final product may be emailed to the teacher directly or shared through a school’s learning management system.</p> <p>This assessment can be used any time during the school year when students are studying argumentative and persuasive writing techniques. Students should have knowledge of argumentative vocabulary and rhetoric before writing this essay. They should also know how to structure an argument (claim, evidence, counterclaim, and conclusion).</p>	



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English Language Arts Grades 11-12

Code	Grade	Assessment Title and Overview	Parts/Time
E.1112.1	11/12	<p>Theme Line Graph</p> <p>In this performance assessment, students will apply their knowledge of themes in a novel or play by creating a line graph showing how two specific themes develop over the course of the story.</p> <p>Students will choose two themes to graph using five pieces of text evidence for each theme (ten pieces of text evidence total). They will mark each piece of text evidence on a line graph to correlate with number one to ten.</p> <p>Students will then write a brief explanation for each piece of text evidence stating why they marked that piece of evidence in a certain place on the graph.</p> <p>This assessment can be completed in either Google Docs or on the blank line graph worksheet provided. The Google Doc portion of the assignment can be shared through email or by downloading it into a PDF and uploading it to a learning management system. The line graph can be turned in by hand.</p> <p>Students will need experience tracking a theme throughout the course of a text before completing this assignment.</p>	Three 75-minute sessions
E.1112.2	11/12	<p>Persuasive Proposal</p> <p>In this performance assessment, students will be asked to create a presentation to local government officials persuading them to approve the building of a new recreational element for your city (water park, skate park, rec center, community pool, community garden, etc.).</p> <p>Students can create the final presentation, including a slideshow (using technology such as PowerPoint or Google Slides or another slideshow tool), in conjunction with Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be recorded and uploaded to your school's learning management system. Suggested video formats include MP4, image format suggestion jpg; document file format suggested PDF. However, adjust as needed based on your technology capabilities.</p> <p>This assessment may be used at any time during 11th or 12th grade year, after instruction on persuasive rhetoric and organizing persuasive writing. Student understanding of how to evaluate source credibility and identify bias is also useful.</p>	Four 60-minute sessions



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Code	Grade	Assessment Title and Overview	Parts/Time
E.1112.3	11/12	<p>Simplifying Complex Processes</p> <p>In this performance assessment, students will select a complex process (for example: energy conversion in solar panels, muscles in motion, how electric vehicles work, neuron behavior in the brains, safety check of a farm combine, the weather cycle, and so forth) and provide a written explanation of the steps of the process, as well as elements or parts required to complete the process. The target audience for this explanation and instruction is elementary students, which will require students to simplify their explanation, and clarify key terms and vocabulary.</p> <p>Students can create the final presentation in any appropriate way, including but not limited to:</p> <ul style="list-style-type: none"> • Infographic or flow chart • Scripted scene • Illustrated book • Slide presentation w/script • Informative speech w/props • Original Song/poem • Instructional video (with script) <p>This assessment can be used at any time during the school year after students have an understanding of research using reliable sources, as well as instruction in basic organization of writing.</p>	Three 60-minute sessions
E.1112.4	11/12	<p>Truth Sleuths – Evaluating Credible Sources</p> <p>In this performance assessment, students will be presenting information on how to evaluate the credibility of sources. Ideally, students will present their information to a live audience of younger students, but presenting to their classmates or teacher is another good alternative.</p> <p>Specifically, students will be divided into groups of 4 and will create and present on how to effectively evaluate the credibility of sources by examining bias, fact, opinion, and perspective.</p> <p>Students can create a presentation in any appropriate way, including, but not limited to:</p> <ul style="list-style-type: none"> • Slides presentation using PowerPoint or Google Slides (or another presentation tool), • Poster(s) • Infographic <p>This assessment would best be used after students have had instruction on how to properly evaluate sources for credibility, such as</p>	Two 60-minute sessions



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		after completing a research unit or after instruction has been given but before starting a research paper.	
E.1112.5	11/12	<p>Designing Your Own Deity</p> <p>In this performance assessment, students will write a narrative that has a plot, characters, setting, conflict, theme, tone, and point of view. Specifically, students will be asked to create their own Greek god and then write a narrative reflecting their god's story. Students will have the option to choose the type of narrative they would like to write such as: short story, news article, screenplay, or autobiography.</p> <p>This assessment would be best used after students have had exposure to various Greek myths. Students should have had instruction on Greek mythology, Greek myths, and narrative writing prior to this assessment. This assessment could work well for an end-of-unit assessment.</p>	Four 60-minute sessions
E.1112.6	11/12	<p>Satirical Brochure</p> <p>In this performance assessment, students will create a satirical brochure based around a problem facing our world. The problem, a satirical solution, and realistic solution must be included in the brochure.</p> <p>Students can create this brochure by hand OR on any school-approved online platform that allows them to create the brochure, as long as it can be downloaded into a PDF for submission by email or a school learning management system.</p> <p>This assessment should be used after students have a thorough understanding of satirical techniques, including but not limited to sarcasm, hyperboles, litotes, parody, and caricatures. They should also be familiar with four essential questions when studying satire:</p> <ol style="list-style-type: none"> 1. Who is the TARGET of the piece (who is the author criticizing/accusing)? 2. What PROBLEM is the author identifying? 3. What SOLUTION does the author propose? 4. What does the author want the reader to CONSIDER (what is the message of the book)? 	Three 75-minute sessions



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Mathematics Grades 3-5

Code	Grade	Assessment Title & Overview	Parts/Time
MA.2.1	2	<p>Every Vote Counts</p> <p>In this performance assessment, students will be asked to use what they know about place value, reading tables, numbers written in various forms, addition within 100, and mathematical reasoning. They will be asked draw conclusions and recognize patterns based on their solutions.</p> <p>Specifically, students will be asked to use survey data about their own class's food preferences and add it to pre-existing data from the rest of the second grade. They will make comparisons about the data and ultimately recommend a food for the cafeteria to serve for a special occasion.</p> <p>The performance task is best administered after a unit of addition that includes:</p> <ul style="list-style-type: none"> • Reading numbers in mixed forms • Solving problems by adding and subtracting within 100 <p>Students should have been exposed to reading a table including numbers in various forms through teacher modeling. They should have been explicitly taught and given feedback on using mathematical reasoning skills to recommend and justify a solution to a problem.</p> <p>This assessment will begin with the whole group together to collect data about your class's favorite lunch option. After this part, students will work with a partner to ensure they understand the task and then complete the task independently.</p> <p>This assessment could be altered to contain real data from your grade-level (assuming there are less than 100 students in the data set) or building. Students could take a more active role in developing the survey question and up to four choices for students from other classes to vote on.</p> <p>The student instructions including student-friendly rubric should be reviewed with students and clarifying questions answered to ensure the students understand what they are being asked to do and understand all vocabulary and concepts used before they begin the performance task. Teachers should take the task themselves prior to administering it to students.</p>	One 45- to 60-minute class period
MA.3.1	3	<p>Design an Event Poster</p> <p>In this performance assessment, students will become graphic designers as they create an Event Poster to hang in their school's hallway. Specifically, students will be asked to create a</p>	Two 45-minute class periods



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Code	Grade	Assessment Title & Overview	Parts/Time
		<p>school-event poster where the Informational portion of the poster will make up one-half of the area of the poster (or two-thirds for a more challenging task), details will make up one-fourth (or one-sixth) of the area of the poster, and graphics will make up one-fourth (or one-sixth) of the poster. Various sizes of paper will be provided to students, all of which will be sized so that the appropriate proportions can easily be found in inches.</p> <p>Students will demonstrate their capacity to find the area of various rectangles as they plan the parameters of their poster. They will use a recording sheet to record their calculations before they create their poster to ensure they are within the guidelines of the task. This performance assessment would be best administered shortly after students have learned how to find the area of a rectangle. In addition, students should be adept at using a ruler to measure accurately in inches</p>	
MA.3.2	3	<p>Geomonster</p> <p>In this performance assessment, students will demonstrate their understanding of what a quadrilateral is by drawing quadrilaterals and non-quadrilaterals. Specifically, students will be asked to follow specific directions about where to draw or trace quadrilateral and non-quadrilateral shapes.</p> <p>Students will follow directions to draw (or trace) quadrilaterals and non-quadrilaterals to create a monster picture. All parts of the monster must be drawn using only quadrilaterals. The monster must include at least 1 square, 1 rectangle, 1 rhombus, and 1 quadrilateral that is not a square, rectangle, or rhombus. The picture must also contain 2 additional objects or designs (e.g. tree, building, plant, animal, background design, etc.) These two objects or designs must be drawn entirely from non-quadrilateral shapes. The student will draw the picture with a pen, pencil, or black marker and will use specific colors for each of four quadrilateral shapes.</p> <p>This assessment may be used any time of the school year. It may be fun to do during Halloween time, after an art unit about artists who use geometric shapes in their designs, or tied to a social emotional learning unit on feelings. Students should have knowledge of the terms and defining characteristics of quadrilateral, square, rectangle, and rhombus. They should have experienced visual and/or physical examples and non-examples of theses shapes, especially for students with a visual impairment.</p>	One 60-minute session
MA.3.3	3	<p>Using Coupons to Save Money</p> <p>Students will pretend that they are shopping at the neighborhood SUPER Mart to buy a list of items to take to an annual neighborhood</p>	One 50-minute session



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		<p>charitable gathering and find the total before and after applying the appropriate coupons.</p> <p>Specifically, students will use the given price for items on a list to find the total. Then, students will subtract the amount of each coupon to find the new total. Students will demonstrate their thinking and mathematical skills through showing their work and writing an equation.</p> <p>This assessment can be used any time, during the school year after students have been taught and practiced the order of operations using addition and subtraction and how to write simple equations from word problems.</p> <p>Students should show their mathematical work in their Student Booklet and explain the process(es) they used to solve the real-world problems posed on this assessment.</p>	
MA.3.4	3	<p>Modeling Multiplication & Division Story Problems</p> <p>In this performance assessment, students will become problem solvers and demonstrate their understanding of multiplication and division by making a poster with an equal group drawing, array, and an equation. Specifically, students will be asked to create a poster with an array, an equal group drawing, and an equation to demonstrate their understanding of a multiplication or division story problem, as described below.</p> <ul style="list-style-type: none"> • An array – a pictorial model with columns and rows equal to the multiplication factors (example: 3 x 4 would be 3 rows and 4 columns) • An equal group drawing – a pictorial model with equal groups (example: 3 x 4 would be 3 groups of 4 things) <p>This assessment should be used when teachers are assessing whether their students understand basic multiplication and division. Students should be familiar with multiplication, division, equal group drawings, and arrays.</p>	One 60-minute session
MA.3.5	3	<p>Using Gas Card to Buy Gas</p> <p>In this performance assessment, students will read a real-life problem and solve it, using three different operations, with each solution represented by an equation. Then, students will choose the equation that is most efficient for solving the problem and explain why it is most efficient.</p> <p>Specifically, students will use addition, subtraction, and multiplication to solve a real-world problem to determine how many gallons of gas are pumped into a car. Students will represent their solutions using addition, subtraction, and multiplication equations. Finally, students</p>	One 50-minute session



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		<p>will choose the equation they believe to be most efficient for solving the problem and justify their thinking.</p> <p>This assessment can be used at any time during the school year, after students have been taught and have practiced the order of operations (addition, multiplication, division) and how to write simple equations from word problems. Students will show their mathematical work in their Student Booklet and explain the process(es) they used to solve the real-world problem posed on this assessment.</p>	
MA.3.6	3	<p>Selecting Activities with Class Points</p> <p>In this performance assessment, students will apply appropriate addition and subtraction strategies and/or algorithms to help a classroom determine possible options for a classroom activity based on points generated over a five-week period.</p> <p>Specifically, students will first be asked to total the five weekly class points found in the assessment story problem, using a strategy or algorithm and show their work in the Student Booklet or on a piece of paper. Second, once the points are totaled, the student will need to write their recommendation(s) for how to best use the accumulated classroom points, referencing the assessment story problem chart, while responding in writing as to why they selected those recommendation(s).</p> <p>This performance assessment might best used after students have been taught the knowledge, vocabulary and skills of core addition and subtraction strategies, and/or algorithms. Once taught, supportive classroom practice opportunities will need to be provided prior to the administration of this assessment.</p>	One 50-minute session
MA.3.7	3	<p>Rounding to 10s and 100s</p> <p>In this performance assessment, students will use their understanding of rounding and place value to solve problems. Students will solve math problems based on rounding and answer a real-life problem based on their understanding of place value and rounding.</p> <p>This assessment might best be used after students have learned about rounding to the nearest 10s or 100s place.</p>	One 60-minute session
MA.3.8	3	<p>Comparing Fractions</p> <p>Note: Before this assessment is used, students will need to collect data from their classmates. They will need to poll 11 students on whether they like cats or like dogs.</p> <p>In this performance assessment, students will be asked to compare fractions and justify their conclusions using a model. This assessment can be used at any time in grade 3 after students have demonstrated</p>	One 30-minute session



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		proficiency with comparing two fractions with the same numerator or denominator and justifying their conclusions.	
MA.3.9	3	<p>Writing Stories from Equations</p> <p>In this performance assessment, students will determine a missing number from an equation to make it true. There are four basic mathematical problems covering four operations. Students will follow up by selecting two of the problems and writing a short story for each that adds meaning to the two selected equations.</p> <p>This assessment might best be administered after students have demonstrated solving simple equations for all four of the operations (+, -, x, ÷). In addition, students should also have classroom experience on writing short stories for simple Mathematical equations and having their work scored with a rubric.</p>	One 50-minute session
MA.3.10	4	<p>Distributive Multiplication Gardening</p> <p>In this performance assessment, students will be asked to use the distributive property to find the area of different rectangles.</p>	One 60-minute session
MA.4.1	4	<p>Building Angles</p> <p>In this performance assessment, students will identify acute, obtuse, and right angles; create right angles by adding or subtracting degrees to a given angle; hypothesize the importance of having right angles in a building; create a building with right angles from a building without right angles; and, create a building that is square, level, and plumb, given a building that isn't yet any of these. These terms are defined as follows: level – horizontal; square – with right angles; and, plumb – vertical at 90 degrees to the horizontal.</p> <p>Specifically, students will be asked to measure and classify the interior angles of a house that doesn't have right angles for its base; determine how many degrees need to be added or subtracted from the interior angles to make them right angles; and explain whether or not it's vital to build buildings with right angles and explain why.</p> <p>Buildings that are level, square, and plumb tend to be easier to construct and are sturdier than those that are not level, square, and/or plumb. Buildings that don't have right angles add challenges that have to be overcome through extra engineering (e.g., cantilevers, support beams, and the like).</p> <p>Students should be able to identify and measure acute, obtuse, and right angles within three degrees of accuracy; calculate how many degrees to add/subtract to an angle in order to create right angle; and justify whether it's important for buildings to be built mostly with right angles.</p>	Two 45-minute class periods



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MA.4.2	4	<p>MS Post's Classroom Makeover</p> <p>In this performance assessment, students will apply their knowledge and skills related to area, perimeter, and measurement conversion (feet to inches) to design a classroom space.</p> <p>Specifically, students will be asked to create a model of a classroom that meets specific criteria. Students will be given a few parameters such as the classroom dimensions (length and width), the number of students and the workspace each must have, the size of the teacher's desk, and the space needed between each piece or collection of furniture. Dimensions for some furniture are provided in feet but must be converted to inches.</p> <p>Students will create a model/drawing of the complete classroom design, and then respond to questions that elicit their understanding of area and perimeter using mathematical reasoning and evidence. Students may use the structure of repeated addition (or a more sophisticated technique) to calculate the total area.</p> <p>This performance assessment would be ideal for completing after a unit on measurement, as students must demonstrate the skills of finding both area and perimeter. Students should have been exposed to representing objects using a mathematical model/drawing and labeling measurements of objects in a model/drawing in feet. Students should be able to convert feet to inches (whole numbers between 1 and 4 feet).</p> <p>Teachers should provide an explanation of the term "mathematical reasoning." This term refers to the use of mathematical strategies (formulas or visuals) to explain or defend reasoning. Teachers can use an example to pre-teach how to create a mathematical model/drawing and what mathematical reasoning looks like if necessary.</p>	Two 45-60 minute periods
MA.4.3	4	<p>Escape Room</p> <p>In this performance assessment, students will demonstrate their understanding of the meaning of, as well as how and when to use the four operations to write and solve multi-step story problems by creating two escape-room, multi-step story problem puzzles.</p> <p>Specifically, students will be asked to write and solve two multi-step story problems with 4-digit, whole number answers using any of the four operations. Each story problem will have at least two parts. Students will choose (or be assigned) a theme for their escape room problems.</p> <p>This type of problem is a great way to incorporate science, social studies, and/or language arts topics into your mathematics curriculum. Allow students to come up with or choose a topic related to something you're studying (or have previously studied) in science or social studies.</p>	One 60-minute session



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		<p>Alternatively, students could choose to research a topic of their own interest. If this is not appropriate for the time you have or for your classroom set up, you can also allow students to make up the data/numbers they are using for their story problems.</p> <p>This assessment can be used at any time during the year so long as the necessary mathematics skills have been learned (whole number operations). Additionally, it would make sense to pair this task up with a curricular topic students could research to find data to use for the problems they write.</p> <p>Students should have demonstrated proficiency with adding and subtracting two numbers with a sum or difference to the thousands place. Students should also have demonstrated proficiency with 1-digit by 4-digit multiplication and/or 2-digit by 2-digit multiplication and 4-digit by 1-digit division. Students should have had multiple opportunities to solve- multi-step problems.</p>	
MA.4.4	4	<p>Amusement Park Visit</p> <p>In this performance assessment, students will take on the role of an amusement park visitor. Students will use charts with various food and entertainment costs, as well as schedules for events that will be occurring throughout the day. Each student will determine how to best spend their day within their personal budget of \$200. They will use addition, subtraction, multiplication, and division (as needed) to track their spending.</p> <p>This assessment should be given after students have experience with the four operations: addition, subtraction, multiplication, and division. Students should have experience with schedules, menus, and cost lists.</p>	One 50-minute session
MA.4.5	4	<p>Happy Campers</p> <p>In this performance assessment, students will compare multi-digit whole numbers in relation to specific characteristics of two different camp sites. Specifically, students will be asked to compare the physical characteristics of two plots of land to make an argument for which piece of land to purchase to develop a new camp.</p> <p>Students will compare numerical characteristics of the two pieces of land. They will use this information, in conjunction with their own ideas about how to use the land, to support an argument for which piece of land to purchase and develop into a camp.</p> <p>This assessment is best used once students can read and write numbers to 1,000,000 in both standard and expanded (unit) form, have a general understanding of units² (for the purpose of it being a unit label) and can compare numbers using < > = symbols and words.</p>	One 60-minute session



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Code	Grade	Assessment Title & Overview	Parts/Time
MA.4.6	4	<p>Traffic Statistics and the Economy</p> <p>In this performance assessment, students will apply standard addition and subtraction algorithms to answer questions, using data from a chart. Then they will use the data to highlight seasonal economic situation(s) that may impact the area.</p> <p>Specifically, students will first be asked to use an addition and subtraction algorithm to respond to two real-life scenarios referencing the Mackinaw Bridge Authority Monthly Traffic Statistics chart. The two responses and the resulting student work will be written on the Student Worksheet page of the Student Booklet. Second, students will make comparisons between traffic in the winter months and traffic during the summer months. Students will respond to the data patterns between the two seasons and the economic impact that bridge traffic has on the Mackinaw Bridge area.</p> <p>This assessment can be used at any time in grade four after a unit on place value that includes addition and subtraction with millions along with several appropriate targeted economic lessons. It would also be beneficial to students if they were to receive a review of the vocabulary, strategies, and algorithms that will be required to be used as they prepare to respond to this performance assessment.</p>	One 50-minute session
MA.4.7	4	<p>Multiplication Knowledge</p> <p>In this performance assessment, students will use their knowledge of multiplying multi-digit numbers and apply it to a performance task. Specifically, students will be asked to multiply four-digit by one-digit numbers and two two-digit numbers. Also, students will be asked to use an area model to help explain how place value helps them to solve the problems.</p> <p>Students will use the problem sheet to give their answers to the questions in the assessment.</p>	One 45-minute session
MA.4.8	4	<p>TRAIL MIXed Numbers</p> <p>In this performance assessment, students will demonstrate that they can add and subtract mixed numbers in a real-world situation. Specifically, students will be asked to create recipes for trail mix, given specific ingredients, amounts of those ingredients, and other requirements for each recipe. They will also be asked to justify their reasoning in how they formulated their recipes.</p> <p>Students will submit their final work in their Student Booklet or may also choose to create a recipe card or other document showing their work.</p>	Two 45-minute sessions



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		This assessment might best be used after completing a unit on fractions. Students should have had instruction on equivalent fractions, as well as adding and subtracting fractions, and mixed numbers.	
MA.4.9	4	Symmetry In this performance assessment, students will identify line-symmetric figures and draw lines of symmetry. Specifically, students will be asked to create a symmetrical figure (an ornament) and identify on the back of the ornament where the lines of symmetry are. Students should have prior knowledge of identifying line-symmetric figures before this assessment is used.	Two 50-minute sessions
MA.4.10	4	Rounding Multi-Digit Numbers In this performance assessment, students will use their understanding of rounding and place value with multi-digit numbers to solve problems. Students will solve math problems based on rounding and answer a real-life problem based on their understanding of place value and rounding. This assessment might best be used after students have learned place value to 1 million and rounding multi-digit whole numbers to the any place-value.	One 60-minute session
MA.4.11	4	Fudgy Fractions In this performance assessment, students will use their understanding of fractions to compare different fudge recipes. Students will answer fudge recipe questions based on their preferences of ingredients and then will be asked to create their own recipe that has more or less of an ingredient of their choice. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software. This assessment would best be used after students have demonstrated proficiency with comparing fractions with different numerators and different denominators.	Two 50-minute sessions
MA.4.12	4	Decimal Dash In this performance assessment, students will use their understanding of decimals to compare how fast different students completed a maze. The students will have to use decimal knowledge to fill in 2 blank times to make sure they fit with how fast the students completed the maze. This assessment might best be used after students have learned how to compare two decimals to hundredths.	One 50-minute session



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MA.4.13	4	<p>Designing Using Decimals</p> <p>In this performance assessment, students will be asked to use their knowledge of decimal fractions and decimals to create a design and then answer some questions about it.</p> <p>This assessment can be used at any time in grade 4 after students have demonstrated proficiency with using decimal notation to write fractions with denominators of 10 and 100.</p>	One 30-minute session
MA.4.14	4	<p>Split the Bill</p> <p>In this performance assessment, students will use what they've learned about multiplying a fraction and a whole number to find products and justify their solutions (by showing their work), using different methods/strategies.</p> <p>Specifically, students will be asked to multiply fractions and a whole number and use models, equations, and or explanations to justify their solutions.</p> <p>Students will explain their thinking (i.e., show their work) in the Student Booklet. For students who need to use technology or use a scribe to get their justifications in print form, they may have access to these accommodations per regular classroom rules for technology and/or scribing protocols. For students who need to use physical manipulatives (e.g., fraction tiles, number lines that are pre-created, etc.), pictures can be taken, and explanations can be scribed. Other accommodations that are necessary for the student to demonstrate learning and that do not jeopardize the integrity of the task are also allowable.</p> <p>This assessment is best used after students have had practice multiplying fractions by a whole number, using multiple models and/or equations.</p>	One 45- to 60- minute session
MA.4.15	4	<p>Which One Doesn't Belong?</p> <p>In this performance assessment, students will be asked to classify two-dimensional figures based on their geometric characteristics. Specifically, students will be asked to create a "Which One Doesn't Belong" task, using two-dimensional figures and explain how each of the items "doesn't belong," but the other three do belong.</p> <p>Students can create the final presentation in any appropriate way, including, but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, paper and colored pens/pencils/markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software. This task works well as a paper/pencil task, but technology could be used.</p> <p>This assessment is best used after a geometry unit in which students have learned appropriate vocabulary to describe geometric attributes</p>	One 50- to 60- minute session



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		of two-dimensional figures, such as number of lines or angles, line relationships, and sizes of angles, but attributes need not be limited to these categories.	
MA.4.16	4	<p>Smooth Symmetry</p> <p>In this performance assessment, students will have to critique other students' answers about lines of symmetry. Then, they will have to create their own shapes with certain given number of lines of symmetry. They will be drawing their own shapes in the student booklet.</p> <p>Students should have to have learned what are lines of symmetry before this assessment is used.</p>	One 50-minute session
MA.4.17	4	<p>Pizza Portions</p> <p>In this performance assessment, students will multiply whole numbers by fractions to find how much pizza different pizza parlors sold.</p> <p>Specifically, students will be asked to draw models and write equations to represent models to show their understanding of how to multiply fractions by whole numbers.</p> <p>Students will also have to write their own story about an imaginary pizza parlor that sold slices of pizza to a group of people. Then, the students will write an equation and draw a model to represent their story.</p> <p>Additional guidelines: This assessment might best be used after students have learned the standard of multiplying fractions by whole numbers and how to draw them using a model.</p>	Two 50-minute sessions
MA.4.18	4	<p>Classroom Garden Perimeter and Area</p> <p>In this performance assessment, students will be asked to create a classroom garden using certain requirements. This assessment can be used at any time in grade 4 after students have learned about perimeter and area.</p>	One 50-minute session
MA.5.1	5	<p>Designing a Catio</p> <p>This item was deleted from the MiPAC assessment catalog.</p>	
MA.5.2	5	<p>Cut the Rope</p> <p>In this performance assessment, students will expand and explain their understanding of how the meaning of division applies to dividing a whole number by a fraction.</p> <p>Specifically, students will be asked to describe how their understanding of division expands to include division of a whole number by a fraction as a result of modeling division using concrete and representational materials.</p>	One 60-minute session



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		<p>Students will draw models of division to represent their concrete mathematical models and explain how their understanding of division has expanded to include the meaning of a quotient when a whole number is divided by a unit fraction.</p> <p>This assessment may best be used as an introduction to division with fractions. This assessment should be used as an introduction to division of a whole number by a fraction, before any formal instruction takes place but after students have been taught the meaning of division (initially in third grade and expanded upon in fourth grade).</p>	
MA.5.3	5	<p>Population Changes in U.S. States</p> <p>In this performance assessment, students will represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p>Students will work independently to represent data within the first quadrant of the coordinate plane, partner to add a second set of data on the same and then work independently again to interpret the changes the data represents.</p> <p>First, each student will choose a state. Students will then use US census data of that state's population for each decade from 1950 to 2020 and represent it on the first quadrant of a coordinate plane. The graph should have a title, labels for the x- and y-axes, and points plotted to represent the population for each year.</p> <p>Students will be asked to collect data from a website, manipulate the year to determine the population of the state. They will record the data in one column of a table and round that same data to the millions place value in a second column.</p> <p>Students will be asked to plot points on the pre-labeled first quadrant of a coordinate plane. The labels will include a line where state names need to be written by students. It will also have two areas for students to color in using two colored pencils or pens to color the legend to represent the line graphs of the two selected states, as well as write in the state names. The x-axis and y-axis will be prelabeled with year and population in millions, as well as the values written in along the x-axis and y-axis.</p> <p>Students will interpret the coordinate values of points and use these values to answer questions about the changes in population of the state of their choice.</p> <p>Each student will then pair with a different partner to compare their two states' populations over time by using the data they have graphed in the first quadrant of their coordinate planes.</p>	



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		This assessment could be used at any time of the school year, at the end of a unit or group of lessons focusing on rounding numbers, creating tables, using information on a table to plot data points, creating a line graph, and finally interpreting the data represented. It is assumed that students have some experience with line graphs and an understanding of what is represented within the x-axis and y-axis, as well as data points.	
MA.5.4	5	<p>The Uncommon Fraction</p> <p>In this performance assessment, students will create a story problem requiring the addition of fractions with uncommon denominators. Students will demonstrate their competency at adding fractions with unlike denominators by choosing which of three problems to solve. Each problem has a different level of difficulty.</p> <p>Regardless of the difficulty level chosen, students will be given two different fractions and asked to create a story problem that requires the fractions to be added. Then, they will solve their story problem by adding the fractions together by creating common denominators. Finally, they will write an equation to represent their problem. Students will demonstrate their thinking through showing their work and answering three reflection questions.</p> <p>This assessment should be used after instruction in adding fractions with unlike denominators.</p> <p>Students should create the final presentation by using paper and pencil and/or colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	One 45-minute session
MA.5.5	5	<p>Are We There Yet?</p> <p>In this performance assessment, students will analyze three different methods of travel to determine which method of travel should be recommended for an upcoming trip.</p> <p>Specifically, students will be asked to use 4-digit dividends and 2-digit divisors to find different quotients as the first step in solving a complex problem. Students will use their knowledge of travel and numbers to generate additional questions that would help them better be able to recommend a solution to this complex problem. Students will respond in their Student Booklet using a pencil. Students who are unable to write may use a scribe or assistive technology such as text to speech on a computer.</p> <p>Prior to this assessment, students should have had instruction on dividing 4-digit dividends by 2-digit divisors. They should also have had practice at generating mathematical questions.</p>	One 60-minute session



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MA.5.6	5	<p>Racing to Compare Values</p> <p>Students will compare two decimals to the thousandth place and justify their conclusions based on the value of the digits in each place. Students will first work with a partner to perform an experiment and collect data. Before each trial of the experiment, the student will generate a hypothesis or prediction. For the three trials, the partners will roll a marker down ramps of different heights and use a stopwatch to time how long the marker rolls each time.</p> <p>Students will then independently compare the times (to the thousandths of a second) for each of the 3 trials.</p> <p>This assessment should be used after students have experience with comparing values to the thousandths place value and the use of a stopwatch.</p>	One 70-minute session
MA.5.7	5	<p>Reading Contest</p> <p>In this performance assessment students will use their knowledge of multi-digit multiplication to devise a reasonable reward system for a school reading contest. Specifically, students will demonstrate their ability to multiply a four-digit number by a two-digit number. Students will create a proposed rewards program for the student to be able to win prizes. This assessment might best be used after students have demonstrated they can multiply multi-digit whole numbers using the standard algorithm.</p>	One 60-minute class period
MA.5.8	5	<p>Decimal Mastery</p> <p>In this performance assessment, students will be asked to match decimals with their base-ten numerals, their number name, and the expanded form of the number.</p> <p>This assessment can be used at any time in grade 5 after students have demonstrated proficiency reading and writing decimals using base-ten numerals, number names, and expanded form.</p>	One 40-minute session
MA.5.9	5	<p>Dividing Fractions</p> <p>In this performance assessment, students will get three examples of dividing a unit fraction by a whole number or a whole number by a unit fraction. Students then must decide if the student did the math correctly, and then explain why they did or didn't do it correctly.</p>	One 35-minute session
MA.5.10	5	<p>Evaluating Expressions Using Symbols</p> <p>In this performance assessment, students will be asked to select a correct response, from two choices, for four evaluate-the-expression problems. Students will then explain, in writing, why it is important to use the order of operations to solve numerical expressions.</p>	One 50-minute session



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		<p>Specifically, students will be asked to evaluate four numerical-expressions and show their work. Once they have identified the correct solution, they will write an explanation about why following the order of operations is uniquely important to the identified profession.</p> <p>This assessment might best be administered after students have been taught the mathematical concepts, skills and strategies necessary to successfully evaluate expression using the order of operations. It will be important for students to have multiple experiences. Additionally, students should also have classroom opportunities for explaining their work and having it scored with a rubric for feedback purposes.</p>	
MA.5.11	5	<p>Baking Fractions</p> <p>In this performance assessment, students will answer story problems by multiplying fractions and mixed numbers. Specifically, students will be asked to use models and write equations to show how to multiply fractions and mixed numbers.</p> <p>Students will write their own recipe and then tell how many batches were used to make something for a party. This assessment might best be used after students have learned the standard of multiplying fractions by whole numbers and how to draw them using a model.</p>	One 50-minute session
MA.5.12	5	<p>Multiplying in the Real World</p> <p>In this performance assessment, students will be asked to apply and extend their previous understanding of multiplication by multiplying a fraction or whole number by a fraction. This assessment can be used at any time in grade 5 after students have had instruction on multiplying fractions or whole numbers by fractions.</p>	One 50-minute session



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Mathematics Grades 6-8

Code	Grade	Assessment Title & Overview	Parts/Time
MA.6.1	6	<p>Installing Safety Fencing for a Backyard Kennel</p> <p>Most sixth-grade classrooms experience teacher Geometry instruction sometime towards the end of their school year. If a classroom did not have an opportunity to provide sixth grade</p> <p>Geometry lessons prior to the administration of this performance assessment it may be prudent to cover the following topics beforehand: quadrant Geometry, quadrant planes, shapes (rectangle, right triangle), plotting points, calculating distance between points, distance formula and knowledge of an incomplete graph.</p> <p>For the assessment prompts, students will show their work on a sheet of coordinate plane paper found in their Student Booklet. Their work should resemble a backyard rectangular fence given two letter point coordinates. Once the four coordinates have been plotted, lines will be drawn to find the length of each of the sides. After the task is completed, each student will explain, in writing, their thought processes for completing the performance assessment.</p>	One 45-50-minute class period
MA.6.2	6	<p>What's the Distance?</p> <p>In this performance assessment, students will apply their knowledge and skills related to finding the distance between points on a coordinate grid.</p> <p>Specifically, students will be asked to look at 3 coordinate grids with four points plotted on each grid. Students will be asked to find the length between two points. The segments will be horizontal or vertical. The first coordinate grid will have all 4 points contained in Quadrant I. The second coordinate grid shows points spread across Quadrant I and Quadrant II. The third coordinate grid shows 4 points spread across all the quadrants of the grid.</p> <p>Students will find the length of each requested vertical or horizontal segment using their understanding of the coordinate grid. Students will explain their methodology/process for finding the lengths</p>	One 45-50-minute class period
MA.6.3	6	<p>Percent Problems? I've Got Some</p> <p>In this performance assessment, students will apply their knowledge and skills related to finding the whole, the part and/or the percent. Specifically, students will be asked to find the percent (given the whole and a part), find the part (given the percent and the whole), find the whole (given a part and the percent), and solve a multi-step problem using the whole, a part, and the percent. Students will use their understanding of ratios and proportional relationships to solve these</p>	One 50-minute session



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		<p>problems and explain their methodology/process for finding their solutions.</p> <p>This assessment should be used during the unit on Ratios and Proportional Relationships in Grade 6 or as a review in Grade 7.</p> <p>Students should have had instruction on the relationships between the whole, the part, and the percent before the assessment is used.</p>	
MA.6.4	6	<p>Mastering Measurement</p> <p>In this performance assessment, students will apply their knowledge and skills related to ratio reasoning in order to convert measurement units. Specifically, students will be asked to convert metric and U.S. customary measures of length, time, and capacity and volume.</p> <p>Students will use their understanding of ratios and proportional relationships to solve these problems and explain their methodology/process for finding their solutions.</p> <p>Additional guidelines: This assessment should be used during the unit on ratios and proportional relationships in Grade 6 or as a review in Grade 7. Students should have had instruction on the converting measurement units.</p>	One 50-minute session
MA.6.5	6	<p>Finances in the Real World</p> <p>In this performance assessment, students will use a checkbook ledger to calculate their balances using positive (deposits) and negative (withdraws) numbers to balance their checkbook.</p> <p>Specifically, students will be asked to record the transactions that are used on the account and asked to determine what transactions are considered positive numbers and what transactions are considered negative numbers. Students will use the worksheets that are provided to determine the running balance in the checking account.</p> <p>This assessment can be used any time during grade 6 after students have been taught about negative numbers. Students should know the difference between positive and negative numbers. They should be able to add and subtract numbers up to 4 digits and two decimal places.</p>	One 50-minute session
MA.6.6	6	<p>Building Breakfast Boxes</p> <p>In the first part of this performance assessment, students will use the context of cereal boxes to apply their knowledge and skills related to operations and algebraic thinking to solve problems. Specifically, students will be asked to apply volume formulas to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	Two 60-minute session



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		<p>Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. This assessment should be used after instruction on the following competencies in grade 6:</p> <ul style="list-style-type: none"> Students can apply volume formulas to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Students can solve real-world and mathematical problems using the nets to find the surface area of three-dimensional figures. Students can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <p>This assessment can also be used as a review of these topics in Grade 7.</p>	
MA.6.7	6	<p>Order! Order!</p> <p>In this performance assessment, students will be using four operations and grouping symbols to simplify numeric expressions. Specifically, students will be asked to identify errors in the way an expression may have been simplified. Next, they will add parentheses in the expressions that were incorrect to make them equivalent.</p> <p>This assessment should be given after students have learned order of operations. (Students do not need to understand how to simplify exponents.)</p>	One 50-minute session
MA.6.8	6	<p>Expert in Expressions</p> <p>In this performance assessment, students will evaluate expressions given specific values for the variables including expressions that arise from formulas used in real-world problems and those involving whole number exponents. Specifically, students will be asked to solve three problems given the formula and the values for the variables in the formula. The problems will include a variety of rational numbers and the exponents will be whole numbers.</p> <p>This assessment would best be used after instruction on rational numbers, whole number exponents and evaluating expressions.</p>	One 45-minute session
MA.6.9	6	<p>Favorite Class Period</p> <p>In this performance assessment, students will write and solve one-step equations using inverse operations involving positive, rational numbers. Specifically, students will create and solve five equations. This assessment provides students with seven different scenarios to demonstrate their understanding of creating and solving single-step equations. Finally, students will</p>	One 45-minute session



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		<p>create their own scenario, write an equation, and then solve their equation. Lunchroom and recess themes are utilized to engage students. Then, students will reflect on how they solved the problems.</p> <p>Students should have had instruction on solving single-step equations and translating verbal descriptions into equations before this assessment is used.</p>	
MA.6.10	6	<p>In a Bind for Boxes</p> <p>In this performance assessment, students will apply their knowledge of three-dimensional nets and surface area to create shipping boxes for a company. Students will be asked to draw a net for a rectangular prism, given the measurements for its contents, and to solve for the surface area. Students will be asked to analyze a real-world situation that contains nets and surface area.</p> <p>Specifically, students will be asked to design a box used to ship binders for a company. They will be given the dimensions of a rectangular prism, and the students will have to draw a net for the template of the box. Students will also need to figure out the surface area to know how much cardboard is needed for each box. Students will need to justify their answers with reasoning and labeled drawings. Students will be asked higher order thinking questions that will question them on if nets can look differently and if two binders can fit in the box.</p> <p>This assessment might be best used after a unit about three dimensional nets and finding surface area has been taught.</p>	One 45-minute session
MA.6.11	6	<p>Division of Fractions</p> <p>In this performance assessment, students will use the context of recycling and repurposing wood pieces to apply their knowledge and skills related to operations and algebraic thinking to solve problems. Specifically, students will be asked to represent and solve word problems involving division of fractions using models and equations.</p> <p>Students will use their understanding of representing and solving word problems involving division of fractions using models and equations and explain their methods or processes for finding their solutions. This assessment should be used after instruction on the following competency in Grade 6. This item could also be used as a review in Grade 7.</p>	One 50-minute session
MA.6.12	6	<p>Unit Quest</p> <p>In this performance assessment, students will be asked to solve three-unit rate problems using ratio of whole numbers.</p>	One 45-minute session



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		This assessment might best be used after instruction on ratios and proportional relationships, specifically unit rate problems.	
MA.6.13	6	Data Displays In this performance assessment, students will be asked to choose ten words and calculate how many letters are in each word. They will share their findings (data) in a dot plot, histogram, and a box plot. This assessment might best be used after instruction on displaying data in dot plots, histograms, and box plots.	One 45-minute session
MA.6.14	6	Nets to Surface In this performance assessment, students will be asked to use nets to find the surface area of three-dimensional figures. This assessment might best be used after instruction on surface area.	One 45-minute session
MA.6.15	6	Measures of Screen Time In this performance assessment, students will be asked to collect data on total screen time for two weeks prior to taking this assessment . Specifically, students will be asked to calculate and use quantitative measures of center and variability based on the data that they collect. They will then be asked to compare two box plots for variability in the data sets. This assessment can be used at any time in grade 7 or following instruction on centers of measures in grade 6.	One 55-minute session, following data collection of two weeks
MA.6.16	6	That Equals What? In this performance assessment, students will solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. Specifically, students will be asked to solve three problems by translating a real-world problem into a mathematical problem and finding the solution for a variable, given a variety of nonnegative rational numbers. This assessment would best be used after instruction on rational numbers, order of operations, and evaluating expressions.	One 50-minute session
MA.6.17	6	Conquering Expressions In this performance assessment, students will evaluate expressions at specific values of their variables including expressions that arise from formulas used in real-world problems and those involving whole number exponents. Specifically, students will be asked to solve three problems given the formula and the values for the variables in the formula. The problems will include a variety of rational numbers and the exponents will be whole numbers.	One 50-minute session



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		This assessment would best be used after instruction on rational numbers, whole number exponents and evaluating expressions.	
MA.6.18	6	<p>Field Test Frenzy</p> <p>In this performance assessment, students will apply their understanding of fluently dividing multi-digit numbers using the standard algorithm. Specifically, students will be asked to figure out how many chaperones are needed for a school's end-of-the-year field day. They are given the total number of students and the number needed per group. Once they have found this information, they will need to determine if they have been given enough time to complete the Sign-Up Genius for the number of chaperones needed. Lastly, they will be asked to create the answer key for a field day event that will take place.</p> <p>Students will need to show all work in the booklet for scoring purposes, so computers are not an option. This assessment should be given after the algorithm for long division has been taught in grade 6.</p>	One 45-minute session
MA.6.19	6	<p>Carnival Comparison</p> <p>In this performance assessment, students will use the context of a carnival to apply their knowledge and skills related to operations and algebraic thinking to solve problems. Specifically, students will be asked to use a chart to determine the admission cost and cost per ride for a given carnival. Then, for a second carnival, students will use a graph and equation to determine the admission cost and cost per ride. Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. Additional guidelines: This assessment should be used after instruction on the following competencies in grade 6:</p> <ul style="list-style-type: none"> • Students can analyze the quantitative relationship between dependent and independent variables using graphs, tables, and equations. • Students can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <p>This assessment can also be used as a review in Grade 7.</p>	One 60-minute session
MA.6.20	6	<p>Mix It Up Munchies</p> <p>In this performance assessment, students will be asked to use addition, subtraction, multiplication, and division with multi-digit numbers that contain decimals. Specifically, students will be asked to total a shopping cart full of snacks for a slumber party. They will then need to use subtraction to figure out how much they have left to spend. When they notice a bin of bulk candy, they decide they should</p>	One 45-minute session



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		<p>also buy some of that. They need to multiply to find the total cost of their bulk purchase. After leaving, they decide to take their friends shopping the night of the party, dividing equally an amount of money provided by one parent. They will need to divide to figure out how much money each person will get.</p> <p>Students will need to show the processes they use to solve each problem, so the assessment needs to be administered using a printed copy of the Student Booklet.</p> <p>This assessment would best be used after instruction on all four arithmetic algorithms to solve multi-digit decimal problems.</p>	
MA.7.1		<p>Kindergarten Celebration</p> <p>In this performance assessment, students will apply their knowledge and skills related to ratios and proportional relationships, calculating with fractions and decimal fractions, and interpreting remainders to make an economical recommendation to the PTO for the number of batches of cookies to make for the district's end-of-year kindergarten celebration.</p> <p>Specifically, students will be asked to use information about the cost and amount of different ingredients to determine how much of each ingredient to buy and how much will be left over. They will use this information to make and justify a recommendation for how many batches of cookies to make for the celebration. Students will use provided criteria to solve a problem with multiple possible solutions. They will propose and justify their recommendation for the solution.</p> <p>This assessment might best be used after students have had practice using proportional reasoning to solve real-world problems. Students will need some foundational knowledge about ratios and proportions, including work with unit rates from their work in sixth grade. They will also need to know how to fill in a table. The ingredient price list needs to be explained to students ahead of time as it provides the cost for a 5 lb. bag of flour, for example, and also the number of cups of flour in a 5-pound bag. The teacher should clarify that the bakers may have leftover ingredients--just like in real life, but that the bakers cannot purchase just a portion of a product. Students will need experience calculating with fractions and decimal fractions using a calculator and interpreting a remainder. They will also need experience using criteria to make a recommendation/decision and justifying their decision.</p>	Two 50-minute periods
MA.7.2	7	<p>Sketching Populations</p> <p>In this performance assessment, students apply their knowledge and skills related to random sampling, population inferences, and comparative inferences within the context of a school ordering new graduation caps and gowns. Students critique a provided sampling</p>	One 55-minute period



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		<p>approach and explain how they would revise the approach so that they could draw inferences about the population's desired cap and gown colors. Additionally, students are provided data on the height of male and female students and asked to examine whether there are meaningful height differences between the two groups that should be considered when ordering new gowns. Students will explain their mathematical reasoning, create, interpret, and use data from a graph, and use what they know about random sampling to generalize.</p> <p>Specifically, students will be asked to engage in two activities. The first has the students responded to a classmate who designs a sampling approach to gather data regarding cap and gown future graduation color preferences for grades 7-12 students in the district. Students taking the assessment will explain if the sampling approach leads to accurate inferences and what, if any, might lead to its improvement. In addition, students will have to create a mathematical model to sue to display the cap and gown data and explain it to the principal. The second activity has male and female student height randomly collected data to determine the most appropriate sizes of the new cap and gowns. Several questions are raised from the data collected.</p> <p>Students will respond to a total of six questions from the two parts of this performance assessment. The questions include sampling, inferencing, mathematical model from the data, random sampling, and analyzing graphs.</p> <p>This performance assessment would be ideal for completing after instruction on statistics and probability--specifically, content related to using random sampling to make inferences about a population and drawing informal comparative inferences about two populations using measures of central tendency and variability.</p> <p>Students should be able to recognize and explain the differences between random and non-random sampling approaches and the implications of the sampling approach for making inferences about a population. Students should also be able to create a mathematical model for survey data, read a simple line plot/histogram, interpret mean and mean absolute deviation (MAD), which is one measure of variability. Students do not need to compute any formal comparative inferences (e.g., t-tests) using the mean and SD, or interpret p-values. Actual computations related to mean and MAD are beyond the expectations for this assessment. Students are expected to apply informal comparative inferences gleaned from interpreting the visual distributions and provided means and measures of variability. The task also includes two questions involving proportional relationships.</p>	



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MA.7.3	7	<p>Going the Distance</p> <p>In this performance assessment, students will choose a project to display their understanding of distance and how absolute value is used to find the distance between two numbers.</p> <p>Specifically, students will be asked to create three absolute value questions in the context of creating a book, picture, game, act, play, interview, song, or a quiz.</p> <p>Students will choose a project type, create three questions that fit into the type of project they picked, and create an original project incorporating their three absolute value questions.</p> <p>Students will turn in a brainstorming sheet, a project, three questions with work showing how solutions were calculated, and a short reflection.</p> <p>Students can create the final project in any appropriate way, including but not limited to, PowerPoint or Google Slides (or another slideshow tool), Microsoft Word or Google Docs, or paper and colored pens/pencils/ markers. Final student work should be saved as an Acrobat PDF for uploading to the virtual scoring software.</p>	Three 50-minute sessions
MA.7.4	7	<p>Easy as Pi!</p> <p>In this performance assessment, students will be given two tasks where they will solve real-world problems involving circumference and area of circles. The tasks will require students to work fluently with formulas, which are not provided to them in this assessment.</p> <p>This assessment should be used once students have solved problems involving circumference and area of circles.</p>	One 50-minute session
MA.7.5	7	<p>Really Rational</p> <p>In this performance assessment, students will solve real-world and mathematical problems with rational numbers, using tools strategically. Specifically, students will be asked to solve real-world and mathematical problems using rational numbers. The problems will include a variety of the four operations (addition, subtraction, multiplication, and division).</p> <p>This assessment would best be used after instruction on rational numbers, whole number exponents and evaluating expressions.</p>	One 45-minute session



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MA.7.6	7	<p>Moving Mystery</p> <p>In this performance assessment, students will be asked to use volume to solve real world problems. Specifically, students will be asked to find the best-sized moving truck for their family. They will be given the dimensions of each truck, and all the boxes that will be used. Students will have to calculate the volume of each truck and then the volume of each size box.</p> <p>Then, they will need to take into consideration how many boxes of each size will be used. They will need to decide which truck to order based on the volume of the boxes. Students will need to justify their answers with reasoning and calculations.</p> <p>This assessment might be best used after a unit on finding the volume of rectangular prisms.</p>	One 50-minute session
MA.7.7	7	<p>Make It or Fake It</p> <p>In this performance assessment, students will construct triangles using only a pencil, ruler and protractor (or angle ruler), if possible, based on conditions and decide if there are multiple triangles that can be constructed. This assessment is best used once students have had instruction and practice with constructing triangles using properties of triangles.</p>	One 50-minute session
MA.7.8	7	<p>Smooth Operators</p> <p>In this performance assessment, students will use operations, factoring and distributive property to identify equivalent expressions. This assessment is best used once students have had instruction on rewriting algebraic expressions, including factoring and distributing.</p>	One 50-minute session
MA.7.9	7	<p>Rational Reveal</p> <p>In this performance assessment, students will be asked to convert rational numbers to decimals and decimals to rational numbers. Specifically, students will have three rational numbers that they will convert to decimals and three decimal values that they will convert to rational numbers. They will also be given a data set where they will need to express the results as decimals, fractions, and percents.</p> <p>This assessment might best be used after instruction on rational numbers and conversions between fractions, decimals, and percents.</p>	One 45-minute session
MA.7.10	7	<p>Can You Beat the Odds?</p> <p>In this performance assessment, students will be asked to create a spinner to represent a situation presented in a frequency table and a bar chart. They will then be asked to design a game for a school carnival in which the results are not uniform. Students must design a</p>	One 70-minute session



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		<p>game that has the school win more than the player. As an extension, the teacher could have the students create and play these games.</p> <p>This assessment can be used at any time in grade 8 or following a unit on probability in seventh grade.</p>	
MA.7.11	7	<p>Inequality Insights</p> <p>In this performance assessment, students will graph and interpret inequalities in one variable. Specifically, students will be presented with four questions that require students to graph solutions of inequalities, match solutions with graphs, and to interpret contextual solutions. Student should have had instruction on solving and graphing inequalities before this assessment is used.</p>	One 50-minute session
MA.7.12	7	<p>Posting Profits</p> <p>In this performance assessment, students will be asked to describe methods used to set up and solve inequalities with integer values. Specifically, students will be asked to describe inequalities that have been set up from student samples and to identify possible errors in the way the inequalities have been solved.</p> <p>This assessment might best be used after students have learned about two-step solving involving inequalities with addition, subtraction, multiplication and division with rational numbers.</p>	One 50-minute session
MA.7.13	7	<p>Playing with Probability</p> <p>In this performance assessment, students will use the context of determining the probability of different carnival games to apply their knowledge and skills related to measurement and data analysis to solve problems. Specifically, students will be asked to calculate compound probabilities involving cards, dice rolling, and coin flipping.</p> <p>Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. Additional guidelines: This assessment should be used after instruction on the following competencies in grade 6 and 7:</p> <ul style="list-style-type: none"> • Students can find probabilities of compound events using organized lists, tables, tree diagrams, and simulations. • Students can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <p>This assessment can also be used as a review activity in Grade 8.</p>	One 60-minute session
MA.7.14	7	<p>Tourism Time</p> <p>In this performance assessment, students will use the context of creating rectangular tourism signs to apply their knowledge and skills</p>	One



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		<p>related to operations and algebraic thinking to solve problems. Specifically, students will be asked to use different scale factors to determine the dimensions of new signs, based on an original.</p> <p>Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. Additional guidelines: This assessment should be used after instruction on the following competencies in grade 6 and 7:</p> <ul style="list-style-type: none"> Students can solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale using technology. Students can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <p>This assessment can also be used as a review in Grade 8.</p>	60-minute session
MA.7.15	7	<p>Angles in Action</p> <p>In this performance assessment, students will be asked to analyze a map to identify angle relationships. Using these relationships, students will be asked to find angle measures and set up equations to solve for missing values. Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions.</p> <p>This assessment should be used after instruction on the following competencies in grades 6 and 7:</p> <ul style="list-style-type: none"> Students use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. Students can solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. <p>This assessment can also be used as a review activity in Grade 8.</p>	One 60-minute session
MA.8.1	8	<p>Right in the Real World</p> <p>In this performance assessment, students will apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world problems. Specifically, students will be asked to find the length of a side of a right triangle that is seen in the real world. Students will explain their process in finding the different lengths.</p>	One 50-minute class period



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MA.8.2	8	<p>Finding Distance with Pythagoras</p> <p>In this performance assessment, students will apply their knowledge of the Pythagorean theorem when working on a coordinate plane. Specifically, students will be asked to solve for unknown distances when provided with points plotted on a coordinate grid, right triangles drawn on a coordinate grid, and right triangles drawn on a coordinate plane in which leg length must be calculated using the Pythagorean theorem.</p> <p>Students will explain their reasoning and mathematical processes for multistep questions. Students will also identify their level of mathematical confidence and greatest challenges</p>	One 50-minute class period
MA.8.3	8	<p>Table Talk</p> <p>In this performance assessment, students will be using two- way tables to draw conclusions. Specifically, students will be asked to create a two-way table from statements about a survey that was conducted. Next, they will answer questions using marginal and relative frequencies about a two-way table.</p> <p>Students will justify their claims with mathematical calculations and support. This assessment should be used after students have had instruction in creating and analyzing two- way tables.</p>	One 50-minute session
MA.8.4	8	<p>Rational or Irrational? That is the Question</p> <p>In this performance assessment, students will use their knowledge of rational numbers to approximate values of irrational number. Specifically, students will be asked to categorize a set of numbers as rational or irrational, then to locate their positions on a number line. Students will use the same data set to approximate, locate, and compare numbers.</p> <p>This assessment can be used at any time in the school year. Students should have had instruction on perfect squares and perfect cubes before this assessment is used. Also, students should have learned how to place points on a number line and label them. Students should also be familiar with comparison symbols: $<$ $>$ and $=$ signs.</p>	
MA.8.5	8	<p>Smart Spender</p> <p>In this performance assessment, students will graph a proportional relationship when given a simple whole number slope, an equation, and one ordered pair. Students will graph proportional relationships, describe slope as the unit rate, and compare two different graphs. Students will give details when comparing two different proportional relationships in terms of best prices.</p>	One 45-minute class session.



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		<p>First, students will be asked to graph a proportional relationship when given a simple whole number slope in context. Second, students will graph a line representing a proportional relationship when given an equation and context. Third, students will be provided two scenarios, and they will decide which one has the better deal. Students will graph each scenario on the same coordinate plane and answer questions about each scenario's unit rate along with how the unit rate compares with the slope.</p> <p>This assessment might best be used after a unit on graphing linear equations or lesson on proportional relations. Student should have had instruction on proportional relationships before this assessment is used.</p>	
MA.8.6	8	<p>The Science of Math</p> <p>In this performance assessment, students will perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Specifically, students will be asked to solve problems that include numbers expressed in scientific notation.</p> <p>This assessment would best be used after instruction on scientific notation.</p>	One 45-minute session
MA.8.7	8	<p>Fill 'er Up</p> <p>In this performance assessment, students will be using formulas for spheres, cylinders, and cones to solve real-world problems involving volume. Before using this assessment, students should have had practice solving volume problems where they may have to solve for any variable in the formula.</p>	One 40-minute session
MA.8.8	8	<p>Living Linear</p> <p>In this performance assessment, students will demonstrate their understanding of linear equations in middle school situations. Specifically, students will be asked to calculate answers to questions when provided three different question sets. Each question set contains school-related linear scenarios. Students will describe the contextual meaning of slope, y-intercept, x-values, and y-values when given equations. Students will also use equations to solve for unknown values in context. There is a short reflection at the end of the assessment.</p> <p>Students can respond in their Student Booklets, or the questions can be adapted to an online question/answer platform if preferred.</p> <p>This assessment might best be used after a unit on linear equations involving bivariate data with a focus on meaning of slope and y-intercept in context.</p>	One 45-minute session



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MA.8.9	8	<p>Funds for Fun</p> <p>In this performance assessment, students will be asked to create a function to model a linear relationship between two quantities. Specifically, students will be asked to create equations, define variables, interpret parts of their equation such as the slope and y-intercept, and use their equations to evaluate effectiveness of different fundraising companies for their school.</p> <p>This assessment might best be used after students have learned about creating functions to model scenarios, how to interpret slope in context, and how to interpret y-intercept in context.</p>	One 50-minute session
MA.8.10	8	<p>Triangular Treasure Hunt</p> <p>In this performance assessment, students will use the context of a treasure hunt to apply their knowledge and skills related to geometric reasoning to solve problems. Specifically, students will be asked to use a series of geometric transformations that result in a specific location. Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. Additional guidelines: This assessment should be used after instruction on the following competencies in grade 8:</p> <ul style="list-style-type: none"> • Students can describe a sequence of rotations, reflections, and translations that exhibits the congruence between two congruent figures. • This assessment can also be used as a review in high school geometry. 	One 60-minute session
MA.8.11	8	<p>Equations for Entertainment</p> <p>In this performance assessment, students will use the context of an amusement park to apply their knowledge and skills related to operations and algebraic thinking in order to solve problems. Specifically, students will be asked to create and solve equations related to costs and rides at the park.</p> <p>Students will use their understanding of each of these competencies to solve these problems and explain their methodology/process for finding their solutions. This assessment should be used after instruction on this competency in grade 8:</p> <ul style="list-style-type: none"> • Students can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. <p>This assessment can also be used as a review activity in Grade 9.</p>	One 60-minute session



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MA.8.12	8	<p>Rates</p> <p>In this performance assessment, students will be asked to interpret the rate of change (slope) and initial value (y-intercept) of a linear function in terms of the situation it models. Specifically, students will be asked to describe the slope and y-intercept when given a description, a description supported with a table, and a description supported with a graph.</p> <p>This assessment might best be used after teaching rates of change (slope) and initial value (y-intercept) when presented with multiple representations (in words, tables, and graphs).</p>	One 50-minute session
MA.8.13	8	<p>Keep on Truckin’</p> <p>In this performance assessment, students will construct and solve systems of linear equations to answer questions about food trucks.</p> <p>This assessment is best used once students have had instruction and practice writing and solving systems of equations application problems.</p> <p><i>NOTE: Item code changed to avoid duplicating – was MA.8.7</i></p>	One 50-minute session
MA.8.14	8	<p>Power Up!</p> <p>In this performance assessment, students will construct equations applying rules of exponent. This assessment is best used once students have had instruction and practice with properties of exponents, including negative exponents, and operations with scientific notation.</p> <p><i>NOTE: Item code changed to avoid duplicating – was MA.8.8</i></p>	One 50-minute session

