



# Alternate Standards and Assessments for Students with Disabilities



Developed by the Nebraska Department of Education  
Assessment and Special Populations Teams  
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# Alternate Standards and Assessments for Students with Disabilities



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## Part I INTRODUCTION

The Nebraska Department of Education believes all students deserve assessments of the highest technical quality and those assessments should accurately and fairly measure student achievement. Assessment should not be viewed as a process for sorting students into those who “can” and those who “can’t”. Results should be used to inform instructional decisions and impact School Improvement Plans.

Nebraska educators believe all students, including students with significant cognitive disabilities, deserve to: 1) participate in the general curriculum to the best of their abilities, and 2) have the opportunity to learn.

These tenets form the foundation for The STARS Alternate Standards and Assessments for Students with Disabilities.



“You must learn, you can learn, you will learn. The fact that you have not yet learned means that I have not yet found the way to explain the subject so simply, so clearly, and so exactly that it is impossible for you not to understand. But I will find the way. I will not quit on you.” -- author unknown

## ASSESSMENT PARTICIPATION

According to federal regulations and Nebraska statute, all students are to be included in general State and district-wide assessment programs.

Nebraska State Statute §79-760 “Statewide assessment and reporting system; State Board of Education; duties.

(3) The assessment and reporting plan shall include all public schools and all public school students. The state board shall adopt criteria for the inclusion of students with disabilities, students entering the school for the first time, and students with limited English proficiency.”

Individuals with Disabilities Act (IDEA) of 2004,  
"The Individuals with Disabilities Act of 2004 (IDEA) Sec 612(a)

(16) PARTICIPATION IN ASSESSMENTS

(A) IN GENERAL.—All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under Section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs."

It is also important to remember that providing quality assessments for all students is 1) a matter of civil rights, and 2) a matter of good policy and practice (McDonnell, McLaughlin, and Morison, 1996; Hock, 1999). The civil rights mandate guarantees students with disabilities access to benefits afforded to non-disabled peers and good school policy includes all students in the assessment

## DEVELOPMENTAL PROCESS

In the spring of 2005, the Nebraska Department of Education (NDE) Special Populations Office and the State Assessment Office began a review and revision of A System of Assessment and Accountability for Students with Disabilities, published in 2003. This 18-month process included several phases.

**Phase I:** A "Connections Study" was conducted on February 3, 2005. The purpose of the study was to identify connections between the 2003 Special Education target behaviors and the Nebraska general education standards. 50 participants (refer to "Acknowledgements" section) were selected from across the state with consideration given to: 1) district representation- including size, location, and student special education enrollment, and 2) the inclusion of both general education and special education teachers and administrators from grades three through eleven.

**Phase II:** Held on two days in June 2005, these 45 participants (refer to "Acknowledgements" section), representing 35 school districts, identified and developed alternate standards for each content area (math, reading/writing, science and social science). Attention was given to three levels of standards (concept, significant knowledge, and skill based). Each identified standard is reflective of the language used in the state standards.

**Phase III:** On August 8 and 9, 2005, 30 participants (refer to "Acknowledgements" section), representing 15 Nebraska schools districts, Educational Service Units, the University of Nebraska and the Nebraska Center

for the Blind, met to accomplish two major objectives: 1) determine developmentally appropriate grade level applications for the newly created alternate standards, and 2) identify proficiency levels (Beginning, Progressing, Proficient and Advanced) for each alternate standard.

**Phase IV:** In this phase, NDE contracted with the Buros Center for Testing to organize and facilitate a rubric development activity. During the March 9, 2006 session, performance levels were defined for each established standard. All levels were designed specifically for the Nebraska Alternate Assessment, taking into consideration the unique characteristics of the assessment and the population for which it was intended.

**Phase V:** Two training dates, March 31 and April 5, 2006, were provided for teachers and administrators before field testing was initiated in April and May. Ten pilot schools received guidelines for the implementation of the alternate standards and training for an inter-rater scoring process to measure assessment reliability. In addition, a bias review was completed by the Ethnic Minority Affairs Committee (EMAC) and content was examined by the Mountain Plains Regional Resource Center during Phase V.

**Phase VI:** Throughout the summer of 2006, the standards and assessments were revised and clarified using feedback and recommendations from the pilot schools, the bias review panel, and members of the SEAC Ad Hoc Committee.

The entire process was monitored by the Nebraska Department of Education's Special Education Advisory Committee.

## **ASSESSMENT QUALITY**

Throughout the development of the Alternate Standards and Assessments for Students with Disabilities close attention was given to assessment quality. Higher order thinking skills, consistent scoring procedures and appropriate skill levels for all grades have been addressed. With the exception of Assessment Quality Criterion 2 below, the Alternate Standards and Assessments for Students with Disabilities meets all aspects of the "Assessment Quality Criteria" and the expectations for the Nebraska-led Peer Review of STARS.

1. Each assessment rubric is closely matched to the state alternate standard. Refer to Phase IV and V of the "Development Process" section.

2. Students must be provided ample opportunity to learn the content prior to assessment. **Meeting this assessment quality criterion is the responsibility of the local school district using Alternate Standards and Assessments for Students with Disabilities. Evidence must be provided during the Nebraska-led Peer Review of STARS.**
3. Assessments are free from bias. A bias review was conducted by the Ethnic Minority Affairs Committee. Recommendations were considered by members of the SEAC ad hoc committee and revisions and clarifications were made. Refer to Phase V of the "Development Process" section.
3. The assessment levels are developmentally appropriate. See Phase III of the "Developmental Process" section.
4. There is consistency in scoring. Reliability has been insured through an inter-rater reliability scoring process used throughout the field testing. Teachers were trained in this process before implementation. Refer to Phase V of the "Developmental Process" section.
5. Mastery levels are appropriate. A panel of educators examined the assessment tasks and determined the level of performance required to achieve mastery were appropriate. Refer to Phases IV and V of the "Developmental Process" section.



## PART II Alternate Standards and Assessments for Students with Disabilities

### STARS ALTERNATE STANDARDS

The STARS Alternate Standards are closely aligned to the Nebraska Leading Educational Achievement through Rigorous Nebraska Standards (L.E.A.R.N.S.) in four major content areas: reading/writing, math, science, and social science. The establishment of these alternate standards was required through The Individuals with Disabilities Education Act of 2004 (IDEA), Sec 612(a)

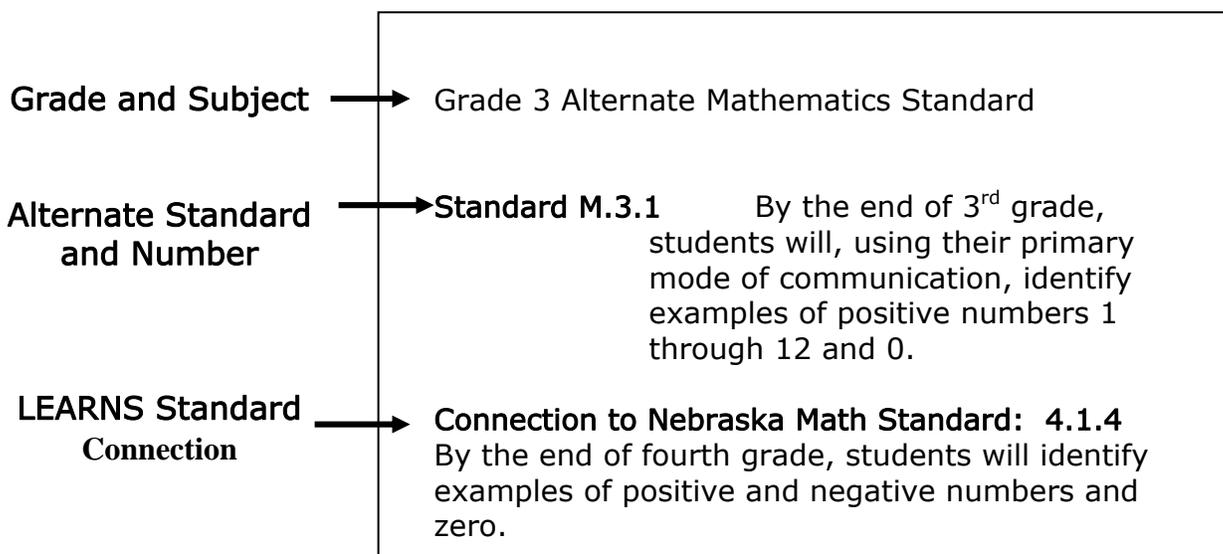
“(15) PERFORMANCE GOALS AND INDICATORS.—The State—  
(A) has established goals for the performance of children with disabilities in the State that—

(ii) are the same as the State’s definition of adequate yearly progress, including the State’s objectives for progress by children with disabilities, under section 1111(b)(2)(C) of the Elementary and Secondary Education Act of 1965;

(iv) are consistent, to the extent appropriate, with any other goals and standards for children established by the state.”

Nebraska Rule 51 007.07B1c also requires districts to provide alternate assessments that are aligned to alternate achievement standards.

Illustration 1



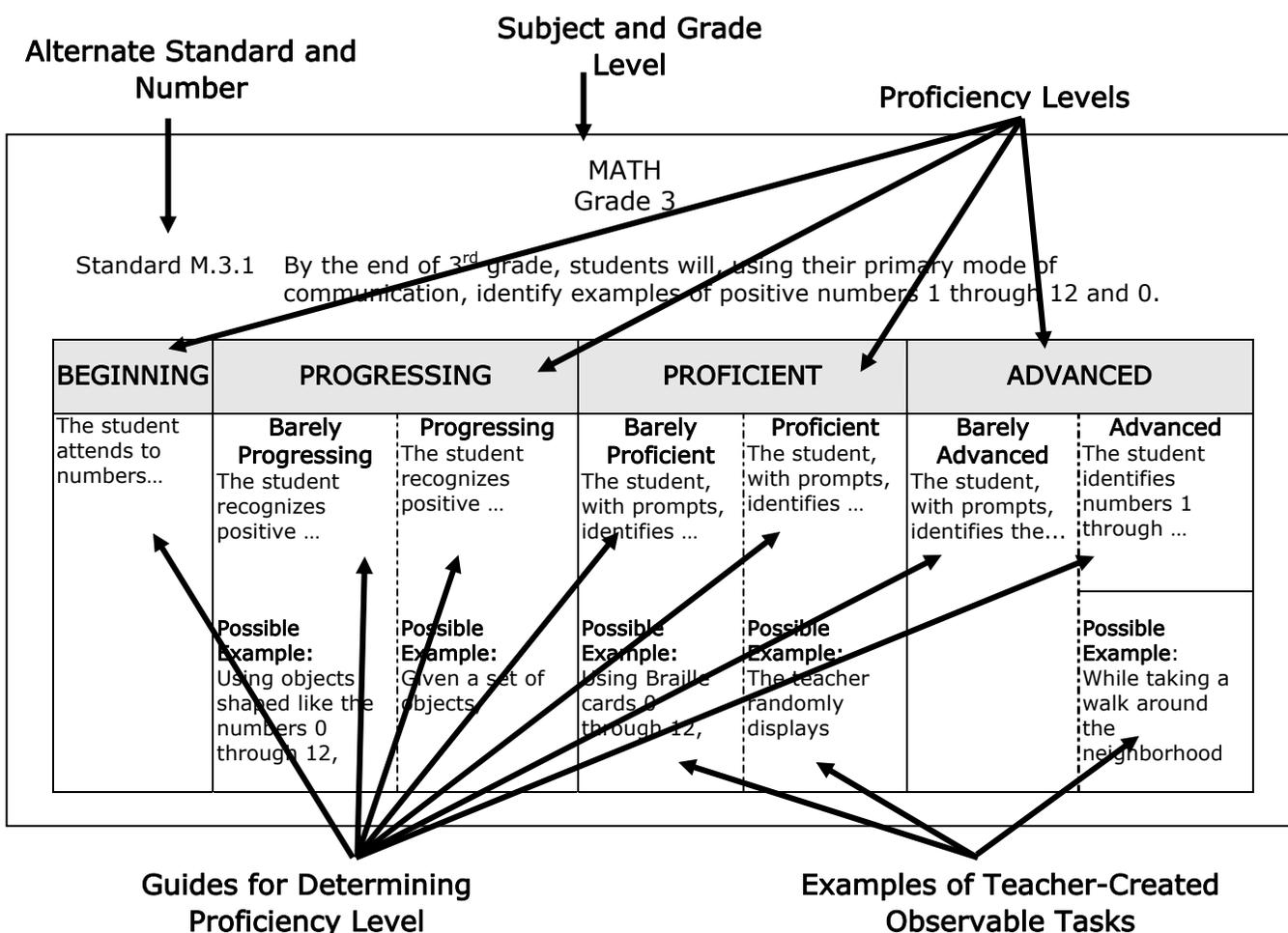
## STARS ALTERNATE ASSESSMENT RUBRICS

While the STARS Alternate Standards and the STARS Alternate Assessment rubrics are established, the assessment performance tasks are determined by the student's teacher(s) and aligned with individual IEP goals and objectives.

Sufficiency, (ensuring the assessment is comprehensive enough) is left to the assessor's professional judgment. However, students should have ample opportunity frequently to demonstrate their proficiency with a variety of tasks. Giving the same task over and over is not good practice. Student results may be based upon task familiarity, not on actual learning. When making a performance decision, it is inappropriate and detrimental to learning to assess the same standard multiple times without providing appropriate instruction and ample time and opportunity for increased learning between assessment tasks.

The parts of a STARS Alternate Assessment rubric are depicted in

Illustration 2



## DETERMINING STUDENT PARTICIPATION

There are five levels of assessment practices for students with disabilities to ensure their inclusion in Nebraska's assessment system.

1) Many students with disabilities (those with mild learning disabilities or speech/language difficulties) participate in the general curriculum and take the general, district-wide assessments in the same manner as their non-disabled peers. The majority of their daily instruction occurs in the general classroom.

2) A second group of students take general district-wide assessments using accommodations individually determined by the IEP team. These accommodations (used throughout the school year in both instruction and assessment) enable students to successfully participate in the general curriculum without changing or lowering content standards or expectations.

Additional details on accommodations for instruction and assessment may be found in the Nebraska Accommodations Guidelines, published in 2005.

[www.nde.state.ne.us/stars/document/AccommodationsGuidelines.pdf](http://www.nde.state.ne.us/stars/document/AccommodationsGuidelines.pdf)

3) The third assessment level is for students with disabilities who take state and district-wide assessments using specific modifications determined by the IEP team and written in the students' current IEPs. Modifications do change content standards and expectations. They generally limit the depth and breadth of the curriculum. A student participating in a modified curriculum during the year must be assessed with modifications as well.

4) Out-of-Level Assessments (e.g., an 8<sup>th</sup> grader given a 3<sup>rd</sup> grade level assessment) are options for students working at a significantly lower grade level. In those situations, accommodations and modifications may not be sufficient for grade level participation. The IEP team must remember that for STARS, student proficiency must be reported at the "beginning" level. For AYP purposes the student is considered a "non-participant".



5) **The STARS Alternate Assessment**, the fifth level, includes students with significant cognitive disabilities. Most commonly, students participating in a functional curriculum and/or identified with a

- mental handicap (moderate and severe/profound), and/or
- multiple disabilities, and/or
- deaf/blind, and/or
- autism

may require the administration of an alternate assessment. It is important to remember the final determination must be made by the IEP team.



### **Determination Guidelines for IEP Teams**

An alternate assessment is appropriate for students whose IEP team has determined and documented the following information on the student's IEP:

- (1) The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- (2) The student's curriculum is based on the STARS Alternate Standards which are generally embedded in a life-skills or functional curriculum.
- (3) The student requires intensive, frequent and individualized instruction in order to acquire, maintain, and demonstrate performance of those skills.

## PART III REPORTING ASSESSMENT RESULTS

IDEA 2004 and Rule 51 require “that the State shall make available and report to the public student performance with the same frequency and in the same detail as it reports on the assessment of non-disabled children.” The reporting data must include the number and performance levels of children with disabilities participating in the regular assessment (with and without accommodations and modifications), the number and performance levels of students participating in the alternate assessment, and the number of non-participating students with a rationale for that decision.

### Key Points:

- Alternate Assessment results must be reported for all participating students who have been enrolled at any time during the school year. This would include:
  - any results from students whether they are enrolled at the end of the year or not.
  - any results on one or more standards.
- In 2006-2007 – All Nebraska Public School Districts will submit data, including STARS Alternate Assessment data, using two systems:
  1. The current reporting process (standards input site). Alternate standards are reported on a separate page, not on the same page as other SPED results.
  2. The Nebraska Student and Staff Record System (NSSRS)
- Writing standards are included in the Reading/Writing Alternate Standards. It is not necessary to give this assessment at the same time as the regular Writing Assessment.
- The assessment and reporting of alternate standards follows the same timeline (with the exception of writing) as regular assessments. For details consult the *Nebraska Department of Education Update*, published three times each year and mailed to every district.

<http://www.nde.state.ne.us/stars/index.html>

- Student assessment data may be submitted throughout the year beginning in January; but data CANNOT be accepted after June 30<sup>th</sup>.

## Recommendations for Best Practice in Assessment

BEST PRACTICE	POOR PRACTICE
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### ASSESSMENT ADMINISTRATION

Students have multiple opportunities to be assessed with multiple assessments.	Students take the same test over and over again multiple times. (Even if all assessment items are reconfigured, it is the same assessment.)
Assessment is integrated in the classroom as a natural "fit" in the teaching and learning process.	Assessment is separate from instruction so teachers "stop teaching to give a test."
Students who move into the district are assessed on the standards that are instructed while they are enrolled.	Districts "go backwards" and "try to catch up" on standards for students who move in.
Standards are integrated into the whole curriculum across classrooms and become part of "business as usual" for all students.	Instruction and assessment of standards are limited to only certain students who take certain courses.

### ASSESSMENT AND PROFESSIONAL DEVELOPMENT

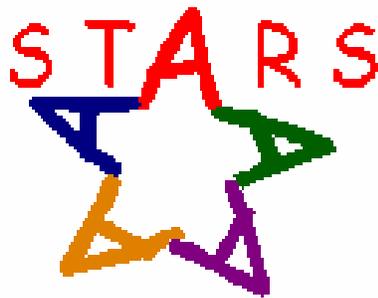
All staff members participate in assessment literacy professional development.	Only staff members in certain grades or subjects have received assessment literacy opportunities.
All staff members participate in data analysis and use data to inform instructions.	Only selected staff members have seen or used assessment data.
All staff members participate in learning instructional strategies related to assessment data.	Only select staff members have participated in sessions on instructional strategies.
All staff members participate in collaborative conversations about the student learning goals.	Only a few staff members participate in conversations about the student learning goals.
All staff members are kept informed of the assessment direction of the district and updated on changes and modifications.	Only select staff members are included in this information.

### ASSESSMENT ETHICS

All students are included in the assessment process.	Certain students are excluded or not provided assessment opportunities.
12. Appropriate and timely communication about assessment results is provided to all stakeholders.	Assessment results are not clearly communicated to stakeholders in a timely manner. Assessment is a mystery.

Adapted from STARS Update #21, August, 2006

# PART IV



## ALTERNATE STANDARDS

GRADES 3-11

Reading/Writing

Math

Science

Social Science

STARS Alternate Reading/Writing Standards

### **Grade 3 Alternate Reading/Writing Standard**

**Standard R.3.1** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify information gained and follow directions.

**Connection to Nebraska Reading Standard: 4.4.1**

By the end of fourth grade, students will identify information gained and complete tasks through listening.

### **Grade 4 Alternate Reading/Writing Standards**

**Standard R.4.1** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate the use of multiple strategies in reading familiar and unfamiliar symbols, objects or words.

**Connection to Nebraska Reading Standard: 4.4.1**

By the end of fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.

**Standard R.4.2** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, clearly express an idea.

**Connection to Nebraska Reading Standard: 4.3.2**

By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

**Standard R.4.3** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) capitalization.

**Connection to Nebraska Reading Standard: 4.2.1**

By the end of fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, and spelling.

### **Grade 5 Alternate Reading/Writing Standard**

**Standard R.5.1** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

**Connection to Nebraska Reading Standard: 8.3.1**

By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.

### **Grade 6 Alternate Reading/Writing Standard**

**Standard R.6.1** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

**Connection to Nebraska Reading Standard: 8.2.2**

By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

### **Grade 7 Alternate Reading/Writing Standard**

**Standard R.7.1** By the end of 7<sup>th</sup> grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

**Connection to Nebraska Reading Standard: 8.2.2**

By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

### **Grade 8 Alternate Reading/Writing Standards**

**Standard R.8.1** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, identify and apply knowledge of informational text.

**Connection to Nebraska Reading Standard: 8.1.5**

By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard R.8.2** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

**Connection to Nebraska Reading Standard: 8.3.1**

By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.

**Standard R.8.3** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

**Connection to Nebraska Reading Standard: 8.2.1**

By the end of fourth grade, students will write using standard English (conventions) or sentence structure, usage, punctuation, and spelling.

## Grade 11 Alternate Reading/Writing Standards

**Standard R.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, locate and read information in primary resources provided.

**Connection to Nebraska Reading Standard: 11.1.2**

By the end of the twelfth grade, students will locate and read information use primary and secondary resources for research.

**Standard R.11.2** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, apply knowledge of informational text.

**Connection to Nebraska Reading Standard: 11.1.6**

By the end of twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

**Standard R.11.3** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

**Connection to Nebraska Reading Standard: 11.2.1**

By the end of fourth grade, students will write using standard English (conventions) or sentence structure, usage, punctuation, and spelling.

# STARS Alternate Math Standards

## Grade 3 Alternate Math Standard

**Standard M.3.1** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0.

**Connection to Nebraska Math Standard: 4.1.4**

By the end of fourth grade, students will identify examples of positive and negative numbers and zero.

## Grade 4 Alternate Math Standard

**Standard M.4.1** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0 and demonstrate a one-to-one correspondence.

**Connection to Nebraska Math Standard: 4.1.4**

By the end of fourth grade, students will identify examples of positive and negative numbers and zero.

## Grade 5 Alternate Math Standard

**Standard M.5.1** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, collect, organize, record and interpret data.

**Connection to Nebraska Math Standard: 4.5.1**

By the end of fourth grade, students will collect, organize, record, and interpret data and describe the findings.

## Grade 6 Alternate Math Standard

**Standard M.6.1** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, select measurement tools and measure quantities for volume.

**Connection to Nebraska Math Standard: 8.3.1**

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity and weight/mass in standard and metric units at the designated level of precision.

### Grade 7 Alternate Math Standard

**Standard M.7.1** By the end of 7<sup>th</sup> grade, students will, using their primary mode of communication, select measurement tools and measure quantities for time.

**Connection to Nebraska Math Standard: 8.3.1**

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity and weight/mass in standard and metric units at the designated level of precision.

### Grade 8 Alternate Math Standard

**Standard M.8.1** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, measure quantities of money.

**Connection to Nebraska Math Standard: 8.3.1**

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, **money**, distance, angles, area, perimeter, volume capacity and weight/mass in standard and metric units at the designated level of precision.

### Grade 11 Alternate Math Standard

**Standard M.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, perform computations.

**Connection to Nebraska Math Standard: 12.2.3**

By the end of the twelfth grade, students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.

# STARS Alternate Science Standards

## Grade 3 Alternate Science Standard

**Standard S.3.1** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of personal health.

**Science Standard: 4.7.1**

By the end of fourth grade, students will develop an understanding of personal health.

## Grade 4 Alternate Science Standard

**Standard S.4.1** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, sort objects by attributes.

**Science Standard: 4.3.1**

By the end of the fourth grade, students will develop an understanding of the characteristics of objects and materials.

## Grade 5 Alternate Science Standard

**Standard S.5.1** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of earth in the solar system.

**Science Standard: 8.5.3**

By the end of eighth grade, students will develop an understanding of the earth in the solar system.

## Grade 6 Alternate Science Standard

**Standard S6.1** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of the change of temperature in matter.

**Science Standard: 8.3.1**

By the end of eighth grade, students will develop an understanding of properties and changes of properties in matter.

## Grade 7 Alternate Science Standard

**Standard S.7.1** By the end of 7<sup>th</sup> grade, students will, using their primary mode of communication, identify and apply knowledge of natural hazards.

**Science Standard: 8.7.3**

By the end of eighth grade, students will develop an understanding of natural hazards.

### Grade 8 Alternate Science Standard

**Standard S.8.1** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of seasons.

**Science Standard: 8.5.3**

By the end of eighth grade, students will develop an understanding of the earth in the solar system.

### Grade 11 Alternate Science Standard

**Standard S.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of personal and community health.

**Science Standard: 12.7.1**

By the end of twelfth grade, students will develop an understanding of personal and community health.

# STARS Alternate Social Science Standards

## Grade 3 Alternate Social Science Standard

**Standard SS.3.1** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify the demographics and features of their community.

**Social Science Standard: 4.1.1**

By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

## Grade 4 Alternate Social Science Standard

**Standard SS.4.1** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, recognize themselves as consumers and identify suppliers that meet those needs.

**Social Science Standard: 4.1.8**

By the end of the fourth grade, students will describe characteristics of a market economic system and the interactions of consumers and producers.

## Grade 5 Alternate Social Science Standard

**Standard SS.5.1** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, recognize their rights and responsibilities as classroom citizens.

**Social Science Standard: 8.3.7**

By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens.

## Grade 6 Alternate Social Science Standard

**Standard SS.6.1** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, identify the rights and responsibilities of citizens in their community.

**Social Science Standard: 8.3.7**

By the end of eighth grade, students will summarize the rights and responsibilities of United States citizens.

### Grade 7 Alternate Social Science Standard

**Standard SS.7.1** By the end of 7<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate skills in historical research.

**Social Science Standard: 8.3.2**

By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

### Grade 8 Alternate Social Science Standard

**Standard SS.8.1** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, identify key people from colonial America.

**Social Science Standard: 8.1.3**

By the end of eighth grade, students will describe key people, events, and ideas from colonial America.

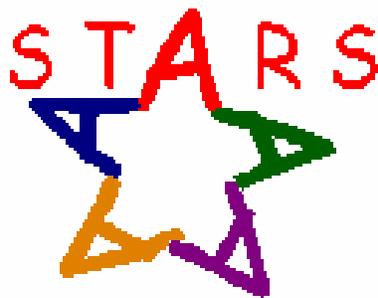
### Grade 11 Alternate Social Science Standard

**Standard SS.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, use a map.

**Social Science Standard: 12.4.1**

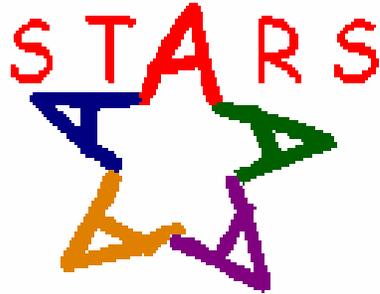
By the end of twelfth grade, students will demonstrate geographical skills.

**PART V**



**ALTERNATE STANDARDS  
AND  
ASSESSMENT RUBRICS**  
Reading/Writing  
Math  
Science  
Social Science

**GRADE LEVEL ASSESSMENT PACKETS**



**ALTERNATE STANDARDS  
AND  
ASSESSMENT RUBRICS**  
Reading/Writing  
Math  
Science  
Social Science



# **Grade 3**

## READING/WRITING Grade 3

**Standard R.3.1.** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify information gained and follow directions.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student displays minimal or no response to information or directions.</p>	<p><b>Barely Progressing</b> The student follows simple (one-step) directions given with prompts.</p>	<p><b>Progressing</b> The student follows simple (one-step) directions.</p>	<p><b>Barely Proficient</b> The student gains information and follows multiple step, (two or more) directions when given one step at a time with prompts. <i>(Completion of a task is not required in this standard)</i></p>	<p><b>Proficient</b> The student gains information and follows multiple step (two or more) directions when given one step at a time. <i>(Completion of a task is not required in this standard)</i></p>	<p><b>Barely Advanced</b> The student, with prompts, gains information and follows multiple step directions (two or more) when given all at one time. <i>(Completion of a task is not required in this standard)</i></p>	<p><b>Advanced</b> The student gains information and follows multiple step directions (two or more) when given all at one time. <i>(Completion of a task is not required in this standard)</i></p>
	<p><b>Possible Example:</b> Teacher asks student to hang up their coat. The student does not respond. The teacher repeats the request and takes child by the hand to hang up the coat.</p>		<p><b>Possible Example:</b> The teacher asks Mary to look at her and put her fingers on the teacher’s lips. Mary looks at her teacher. The teacher takes Mary’s fingers to her lips, says, “Mary”, and points to Mary. Mary attempts to repeat her name.</p>		<p><b>Possible Example:</b> The student watches others using napkins at the table. The lunchroom supervisor tells the student to “Take a napkin and put it on your lap.” The student takes a napkin and with help, places it on his lap.</p>	<p><b>Possible Example:</b> The art teacher displays an example of a collage and gives three directions (1) get a magazine, (2) tear out pictures, and (3) paste the pictures on a sheet of paper. The student follows the directions.</p>

## MATH Grade 3

**Standard M.3.1** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student attends to numbers but demonstrates little or no recognition.</p>	<p><b>Barely Progressing</b> The student recognizes positive numbers 1 through 12 and 0 as being numbers with prompts.</p> <p><b>Possible Example:</b> Using objects shaped like the numbers 0 through 12, the student picks up one and the teacher states that it is a number and names it.</p>	<p><b>Progressing</b> The student recognizes positive numbers 1 through 12 and 0 as being numbers.</p> <p><b>Possible Example:</b> Given a set of objects, the student picks out the ones that are numbers.</p>	<p><b>Barely Proficient</b> The student, with prompts, identifies numbers 1 through 12 and 0.</p> <p><b>Possible Example:</b> Using Braille cards 0 through 12, the student feels and identifies each one with the assistance and prompts of the para-educator.</p>	<p><b>Proficient</b> The student, with prompts, identifies numbers 1 through 12 and 0.</p> <p><b>Possible Example:</b> The teacher randomly displays number cards 0-12 and hides a button under one card. The student identifies each number until the button is found. The process is repeated several times.</p>	<p><b>Barely Advanced</b> The student, with prompts, identifies the numbers 1-12 and 0 in everyday situations.</p>	<p><b>Advanced</b> The student identifies numbers 1 through 12 and 0 in everyday situations.</p> <p><b>Possible Example:</b> While taking a walk around the neighborhood with the para-educator, the student identifies numbers seen on street signs, scoreboards, addresses, license plates, etc.</p>

## SCIENCE Grade 3

**Standard S.3.1.** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of personal health.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student demonstrates little or no understanding of personal health.</p>	<p><b>Barely Progressing</b> The student, when given choices, demonstrates an understanding of personal health with prompts.</p> <p><b>Possible Example:</b> After talking about tooth care, the teacher gives the student the choice of using a bar of soap or a toothbrush. With hand-under-hand help, the student reaches for the toothbrush.</p>	<p><b>Progressing</b> The student, when given choices, demonstrates an understanding of personal health.</p> <p><b>Possible Example:</b> When shown two pictures, a child crossing the street at the corner and a child crossing in mid-block, the student indicates the one that is safe.</p>	<p><b>Barely Proficient</b> The student demonstrates an understanding of personal health with prompts.</p> <p><b>Possible Example:</b> When given a variety of pictures of children exercising (i.e. riding a bike, running, swimming, jumping rope, etc.) the student will select his preferred exercise activity with prompts</p>	<p><b>Proficient</b> The student demonstrates an understanding of personal health.</p> <p><b>Possible Example:</b> The student chews food an adequate number of times before swallowing.</p>	<p><b>Barely Advanced</b> The student demonstrates an understanding of personal health outside the classroom setting with prompts.</p> <p><b>Possible Example:</b> When transferring from one chair to another, the student observes the safety measures that have been taught with teacher prompts.</p>	<p><b>Advanced</b> The student demonstrates an understanding of personal health outside the classroom setting.</p> <p><b>Possible Example:</b> When given a picture menu from an imaginary restaurant, the student selects healthy food items.</p>

## SOCIAL SCIENCE Grade 3

**Standard SS.3.1.** By the end of 3<sup>rd</sup> grade, students will, using their primary mode of communication, identify the demographics and features of their community.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student is unaware of their community.</p>	<p><b>Barely Progressing</b> The student, when given at least two choices, will identify the demographics and features of their school community with prompts.</p> <p><b>Possible Example:</b> When shown two pictures, the student will identify a picture of their school with prompts.</p>	<p><b>Progressing</b> The student, when given at least two choices, will identify the demographics and features of their school community.</p> <p><b>Possible Example:</b> The student, when accompanied by the teacher, travels to the school cafeteria and library. Pictures are taken and the student, with the help of a scribe, labels each picture.</p>	<p><b>Barely Proficient</b> The student identifies the demographics and features of their community with prompts.</p> <p><b>Possible Example:</b> When shown illustrations of at least two communities (Ex. rural area, small town and city), the student will identify, with prompts, the one that most closely resembles their community.</p>	<p><b>Proficient</b> The student identifies the demographics and features of their community.</p> <p><b>Possible Example:</b> From a list of community sites, the student will select those that are found in his community. Examples might include: library, school, park, courthouse, etc.</p>	<p><b>Barely Advanced</b> The student describes the demographics and features of their community with prompts.</p>	<p><b>Advanced</b> The student describes the demographics and features of their community.</p> <p><b>Possible Example:</b> During a class discussion, the student describes the park equipment and community flower garden.</p>



**ALTERNATE STANDARDS  
AND  
ASSESSMENT RUBRICS**  
Reading/Writing  
Math  
Science  
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**Grade 4**

## READING/WRITING Grade 4

**Standard R.4.1.** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate the use of multiple strategies in reading familiar and unfamiliar symbols, objects or words.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student displays limited or no recognition of a symbol, object, or word that is presented and identified for them.</p>	<p><b>Barely Progressing</b> The student correctly reads familiar symbols, objects or words with prompts.</p> <p><b>Possible Example:</b> The student is given two familiar pieces of fruit (an apple and a banana). The student feels each one and signs its name with assistance.</p>	<p><b>Progressing</b> The student correctly reads familiar symbols, objects or words.</p> <p><b>Possible Example:</b> On a walk, the student will read each posted safety symbol. Examples might include: poison-skull and crossbones, no bikes – bike with a slash through it, no crossing – person walking with a slashing, tornado shelter – picture of a tornado.</p>	<p><b>Barely Proficient</b> The student correctly reads familiar and unfamiliar symbols, objects or words with prompts.</p> <p><b>Possible Example:</b> When learning the new word “chair”, the teacher asks, “Whose chair is this?” and touches a chair with the words “Mary’s chair” taped to it. Mary does not respond. The teacher prompts again by saying, “I see Mary’s name on this chair. Who should sit here?” Mary recognizes her name, repeats the words “Mary’s chair” and sits down.</p>	<p><b>Proficient</b> The student correctly reads familiar and unfamiliar symbols, objects or words.</p> <p><b>Possible Example:</b> While walking down the school hallway, the student reads the word “Walk” next to an illustration of a running child with a slash through it. The student slows down and walks.</p>	<p><b>Barely Advanced</b> The student reads familiar and unfamiliar symbols, objects or words in everyday situations with prompting from the teacher.</p> <p><b>Possible Example:</b> The student tries to pull open a door, but it won’t open. The teacher says, “Maybe you should push instead,” and points to the word “push”. The student pushes the door open.</p>	<p><b>Advanced</b> The student reads familiar and unfamiliar symbols, objects or words in everyday situations.</p>

## READING/WRITING Grade 4

**Standard R.4.2.** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, clearly express an idea.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student indicates an idea but cannot be understood.</p> <p><b>Possible Example:</b> The student whines and flails an arm in the direction of the door but it cannot be determined what the student means.</p>	<p><b>Barely Progressing</b> When given appropriate choices, the student clearly expresses an idea with prompts.</p> <p><b>Possible Example:</b> The student points to a glass of juice when the teacher asks, “Are you thirsty?” and holds out a glass of water and a glass of juice.</p>	<p><b>Progressing</b> When given appropriate choices, the student clearly expresses an idea.</p> <p><b>Possible Example:</b> When getting ready for recess, the teacher gives the student two choices and signs, “Do you want to play with the basketball or the jump rope?” The student signs the word “ball”.</p>	<p><b>Barely Proficient</b> The student clearly expresses an idea with prompts in classroom situations.</p> <p><b>Possible Example:</b> The student brings a baby picture to class and tugs at the teacher’s sleeve to show him the picture. The teacher asks, “Do you have a new baby at your house?” and emphasizes the words new baby. The student repeats “new baby” and displays the picture again.</p>	<p><b>Proficient</b> The student clearly expresses an idea in classroom situations.</p>	<p><b>Barely Advanced</b> The student expresses a need or want in a variety of situations (cafeteria, playground, gym, etc.) with prompting.</p> <p><b>Possible Example:</b> When going through the cafeteria lunch line, the student points to an apple. The teacher asks, “What do you want?” The student again points to the apple. The teacher then says, “This is an apple. Tell me what you want.” The student repeats the word “apple”</p>	<p><b>Advanced</b> The student expresses a need or want in a variety of situations (cafeteria, playground, gym, etc.).</p>

## READING/WRITING Grade 4

**Standard R.4.3.** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) capitalization.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student discriminates between a capital and lower case letter with complete assistance.</p> <p><b>Possible Example:</b> The teacher displays the first letter of the student's name in both its capital and lower case form and the student designates the capital letter with hand-under-hand assistance.</p>	<p><b>Barely Progressing</b> The student matches capital letters with their lower case letters with prompts.</p>	<p><b>Progressing</b> The student matches capital letters with their lower case letters.</p> <p><b>Possible Example:</b> When given familiar letters, the student matches the capital with its lower case.</p>	<p><b>Barely Proficient</b> The student writes using capitalization of proper nouns with prompts.</p> <p><b>Possible Example:</b> The teacher lays out letter cards that spell the student's first name. The student, with prompts, replaces the first letter (in lower case) of their name with the correct capital letter.</p>	<p><b>Proficient</b> The student writes using capitalization of proper nouns.</p> <p><b>Possible Example:</b> The student places capital letters at the beginning of familiar proper names. Examples might include: student's first name, town's name, teacher's name, sibling's name, etc.</p>	<p><b>Barely Advanced</b> The student uses capitalization at the beginning of sentences with prompts.</p> <p><b>Possible Example:</b> Using no capital letters, the teacher writes several simple sentences on chart paper. The student indicates, with prompts, where a capital letter should be placed.</p>	<p><b>Advanced</b> The student uses capitalization at the beginning of sentences.</p> <p><b>Possible Example:</b> The student dictates a simple sentence (minimum of two words, but not necessarily a complete sentence) to a scribe and indicates where the capital letter should be.</p>

## MATH Grade 4

**Standard M.4.1** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0 and demonstrate one-to-one correspondence.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student manipulates objects and attempts to count them with little or no accuracy.</p> <p><b>Possible Example:</b> The student and teacher together count a set of objects. With hand-under-hand assistance, the student picks out the corresponding number.</p>	<p><b>Barely Progressing</b> The student, with prompts, identifies a number to match a corresponding set of objects.</p>	<p><b>Progressing</b> The student identifies a number to match a corresponding set number of objects.</p>	<p><b>Barely Proficient</b> The student, with prompts, uses one-to-one correspondence to count objects.</p> <p><b>Possible Example:</b> The art teacher gives the direction that students may use only three colors for a project. She helps the student count and pull the correct number of colors from his box.</p>	<p><b>Proficient</b> The student uses one-to-one correspondence to count objects.</p> <p><b>Possible Example:</b> The student completes a worksheet with numbers on the left side that match illustrations on the right. The student draws a line from the number to its matching illustration.</p>	<p><b>Barely Advanced</b> The student identifies numbers and applies one-to-one correspondence in everyday classroom situations with prompts.</p> <p><b>Possible Example:</b> When doing a simple cooking project, the student points to the illustration of 2 eggs in the recipe and, with teacher help, takes two from the carton.</p>	<p><b>Advanced</b> The student identifies numbers and applies one-to-one correspondence in everyday classroom situations.</p> <p><b>Possible Example:</b> When told that seven people are going to eat dinner, the student takes seven plates from a stack and places them around the table.</p>

## SCIENCE Grade 4

**Standard S.4.1.** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, sort objects by characteristics.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student is unable to sort objects.</p>	<p><b>Barely Progressing</b> The student sorts objects by one characteristic with prompts.</p> <p><b>Possible Example:</b> The teacher puts different objects next to the child's cheek and describes it as being smooth or rough. The student, with prompts, puts all the smooth things into a basket.</p>	<p><b>Progressing</b> The student sorts objects by one characteristic.</p> <p><b>Possible Example:</b> When given a container of objects, the student will pull out the soft ones.</p>	<p><b>Barely Proficient</b> The student sorts objects by at least two or more characteristics with prompts.</p> <p><b>Possible Example:</b> After collecting leaves, the student will sort by color and size with prompts.</p>	<p><b>Proficient</b> The student sorts objects by at least two or more characteristics.</p>	<p><b>Barely Advanced</b> The student sorts objects by at least two or more characteristics in a variety of settings (cafeteria, playground, gym, general education classroom, etc.) with prompts.</p> <p><b>Possible Example:</b> The student, with peer model's help, sorts the jump ropes by length and color when gym class is over.</p>	<p><b>Advanced</b> The student sorts objects by at least two or more characteristics in a variety of settings (cafeteria, playground, gym, general education classroom, etc.).</p> <p><b>Possible Example:</b> The student helps the cafeteria worker sort trays by size and color.</p>

## SOCIAL SCIENCE Grade 4

**Standard SS.4.1.** By the end of 4<sup>th</sup> grade, students will, using their primary mode of communication, recognize themselves as consumers and identify suppliers that provide for those needs.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student indicates a want or need.</p> <p><b>Possible Example:</b> The student whines and grabs when another child has something the student wants.</p>	<p><b>Barely Progressing</b> The student, with prompts, displays a want or need and indicates a resource that can provide for that need.</p> <p><b>Possible Example:</b> The student sneezes and wipes his nose on a sleeve. The teacher says he needs to use a tissue and points to the box.</p>	<p><b>Progressing</b> The student displays a want or need and indicates a resource that can provide for that want or need.</p> <p><b>Possible Example:</b> The student is hungry. She signs the need for a snack to the teacher and indicates the cupboard in which classroom snacks are stored.</p>	<p><b>Barely Proficient</b> The student, with prompts, recognizes him/herself as a consumer and identifies the suppliers that provide for those needs.</p> <p><b>Possible Example:</b> The teacher plays a game with the student. Giving the student examples of people who helps them, the student identifies the supplier. Examples might include: Q - Who give you a ride to school? A - School bus driver Q - Who helps you cross the street? A - Crossing guard Q - Who makes your bed? A - Mom</p>	<p><b>Proficient</b> The student recognizes him/herself as a consumer and identifies the suppliers that provide for those needs.</p> <p><b>Possible Example:</b> When given pictures of objects the student owns or uses, (milk carton, tennis shoes, book), the student matches the pictures with specific pictures of the supplier (grocery store, shoe store, library).</p>	<p><b>Barely Advanced</b> The student identifies, with prompts, community consumers and the suppliers that provide for the wants and needs of the community.</p>	<p><b>Advanced</b> The student identifies community consumers and the suppliers that provide for the wants and needs of the community.</p> <p><b>Possible Example:</b> From a set objects representing community workers (police car, fireman's hat, carpenter belt/tools), the student will identify the worker and express what that worker provides to the community.</p>



**ALTERNATE STANDARDS  
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# **Grade 5**

## READING/WRITING Grade 5

**Standard R.5.1.** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not acknowledge communication directed to them or going on around them.</p>	<p><b>Barely Progressing</b> The student acknowledges communication directed to them and attempts to respond with prompts.</p> <p><b>Possible Example:</b> Before speaking to a student, the teacher touches their shoulder to gain their attention. Then the teacher comments on the student's good work and helps the student sign "good work".</p>	<p><b>Progressing</b> The student acknowledges communication directed to them and attempts to respond.</p> <p><b>Possible Example:</b> When entering the lunchroom, the teacher signs "Smells good" and signs it to the student. The student attempts to copy the sign in agreement.</p>	<p><b>Barely Proficient</b> The student, with prompts, participates in structured group (two or more people) discussions.</p> <p><b>Possible Example:</b> During a class discussion of grooming, the para-educator turns to a student and directly asks if they combed their hair that morning. The student nods yes. The teacher prompts the student to raise his hand and tell the rest of the class.</p>	<p><b>Proficient</b> The student participates in structured group (two or more people) discussions.</p> <p><b>Possible Example:</b> The student listens to other students in a small group and adds a comment.</p>	<p><b>Barely Advanced</b> The student, with prompts, participates in discussions during everyday activities.</p>	<p><b>Advanced</b> The student participates in discussions during everyday activities.</p> <p><b>Possible Example:</b> Student uses augmentation communication device and talks to a peer in the hallway.</p>

## MATH Grade 5

### Standard M.5.1

By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, collect, organize, record and interpret data.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student, with teacher prompting, collects data.</p> <p><b>Possible Example:</b> With total assistance of the teacher, the student will examine several classmates' eyes and select a pre-cut strip of paper the same color as each child's eyes.</p>	<p><b>Barely Progressing</b> The student collects and organizes data with prompts.</p> <p><b>Possible Example:</b> As part of the regular morning routine, the student holds the containers marked "HOT LUNCH" and "COLD LUNCH". Students place craft sticks (with names on them) in the appropriate container. The student removes the sticks from the "HOT LUNCH" container. With prompts, the student counts them, and reports the number to the teacher.</p>	<p><b>Progressing</b> The student collects and organizes data.</p> <p><b>Possible Example:</b> At the end of the month, the teacher directs the student to collect the weather symbols displayed on the class calendar. The student sorts the symbols and counts each group.</p>	<p><b>Barely Proficient</b> The student collects, organizes, records, and interprets data with prompts.</p> <p><b>Possible Example:</b> During a class survey project, students put tally marks under one of the following titles: "Has a Brother", "Has a Sister", "Has a Brother and Sister". The student counts the tally marks, records the number at the bottom of each column and, with teacher help, determines which group is largest.</p>	<p><b>Proficient</b> The student collects, organizes, records and interprets data.</p>	<p><b>Barely Advanced</b> The student collects, organizes, records, and interprets data with prompts in everyday school situations.</p> <p><b>Possible Example:</b> When helping the custodian set up chairs for a class program, the student, with prompts, 1) counts the number of people in his classroom and records the number, 2) counts the number of chairs and records that number, compares the two numbers and determines if there are enough chairs in place.</p>	<p><b>Advanced</b> The student collects, organizes, records, and interprets data in everyday situations.</p>

## SCIENCE Grade 5

**Standard S.5.1.** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of the earth in the solar system.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student has no understanding of the earth and the solar system.</p>	<p><b>Barely Progressing</b> The student recognizes the sun and the moon with prompts.</p> <p><b>Possible Example:</b> When displaying a picture of the sun and the moon, the student points to the designated picture with prompts</p>	<p><b>Progressing</b> The student recognizes the sun and the moon.</p> <p><b>Possible Example:</b> During a day when both the sun and moon are visible in the sky, the student points out each one.</p>	<p><b>Barely Proficient</b> The student demonstrates an understanding of the earth in the solar system with prompts.</p> <p><b>Possible Example:</b> When given the name of a season and shown a picture, the student describes something that could be seen or heard during that time of year.</p>	<p><b>Proficient</b> The student demonstrates an understanding of the earth in the solar system.</p> <p><b>Possible Example:</b> During a classroom demonstration, the teacher holds a picture of the sun as a student, holding a picture of the earth, walks in a circle (orbit) around the teacher.</p>	<p><b>Barely Advanced</b> The student relates an understanding of the earth in the solar system to personal events with prompts.</p> <p><b>Possible Example:</b> As student and teacher track the path the sun takes across the sky, the student will, with prompts, demonstrate an understanding of day and night.</p>	<p><b>Advanced</b> The student relates an understanding of the earth in the solar system to personal events.</p> <p><b>Possible Example:</b> When discussing the earth's orbit, the student identifies different seasons and temperatures.</p>

## SOCIAL SCIENCE Grade 5

**Standard SS.5.1.** By the end of 5<sup>th</sup> grade, students will, using their primary mode of communication, recognize the rights and responsibilities of classroom citizens.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student demonstrates no understanding of rights and responsibilities.</p>	<p><b>Barely Progressing</b> The student recognizes at least one right each member of the classroom has, with prompts.</p> <p><b>Possible Example:</b> With prompting, the student raises their hand before talking.</p>	<p><b>Progressing</b> The student recognizes at least one right each member of the classroom has.</p> <p><b>Possible Example:</b> When role playing the rules for snack time, the student passes the plate to the next student.</p>	<p><b>Barely Proficient</b> The student, with prompts, recognizes the rights and responsibilities of classroom citizens.</p> <p><b>Possible Example:</b> After reading a story about a class bully to the student, she describes, with prompts, the bullying actions in the story.</p>	<p><b>Proficient</b> The student recognizes the rights and responsibilities of classroom citizens.</p> <p><b>Possible Example:</b> As the teacher shares a classroom right and/or responsibility, the student describes what the teacher will “see” or “hear” the student doing when he observes each. Examples may include: listening/being listened to, being kind/treating others kindly, waiting for a turn/ being given a turn, etc.)</p>	<p><b>Barely Advanced</b> The student, with prompts, recognizes and consistently applies the rights and responsibilities of classroom citizens.</p> <p><b>Possible Example:</b> When coming in from recess, the teacher reminds the student that everyone will be able to get a drink from the fountain. Then the teacher stands with the student while he gives others their turns and waits for his own.</p>	<p><b>Advanced</b> The student recognizes and consistently applies the rights and responsibilities of classroom citizens.</p> <p><b>Possible Example:</b> The student earns a Good Character Award for the week.</p>



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# Grade 6

## READING/WRITING Grade 6

**Standard R.6.1.** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student identifies the main idea with prompts.</p> <p><b>Possible Example:</b> The teacher reads a simple story to the student and displays three pictures. The student, with prompts, selects the picture that best illustrates the story's main idea.</p>	<p><b>Barely Progressing</b> The student identifies the main idea with prompts.</p> <p><b>Possible Example:</b> The student's picture is displayed at the top of a paper. Under the picture are illustrations of things children do (sleep, play football, use a wheelchair, sing, etc.). The student points to things that are about themselves with prompts from the teacher</p>	<p><b>Progressing</b> The student identifies the main idea.</p>	<p><b>Barely Proficient</b> The student identifies the main idea and at least one supporting detail with prompts.</p> <p><b>Possible Example:</b> The student reads the names of the day at the top of his schedule and, as the day progresses, points to each activity and names it with teacher prompts.</p>	<p><b>Proficient</b> The student identifies the main idea and at least one supporting detail.</p>	<p><b>Barely Advanced</b> The student, with prompts, identifies the main idea and several supporting details.</p> <p><b>Possible Example:</b> The student looks at a chart with a wheelchair at the top. Together the student and teacher read the steps describing how to lock and unlock the wheelchair brakes.</p>	<p><b>Advanced</b> The student identifies the main idea and several supporting details.</p> <p><b>Possible Example:</b> The student looks at a chart with a wheelchair at the top. Together the student and teacher read the steps describing how to lock and unlock the wheelchair brakes.</p>

## MATH Grade 6

**Standard M.6.1** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, select measurement tools and measure quantities for volume.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student uses various containers to explore volume.</p> <p><b>Possible Example:</b> Given a tub containing foam packing peanuts, the student fills and empties various containers with no purpose in mind.</p>	<p><b>Barely Progressing</b> The student uses a designated measuring tool with prompts.</p> <p><b>Possible Example:</b> The teacher gives the student a one-cup measuring tool and identifies it for the student. The teacher helps the student fill and transfer it to another container.</p>	<p><b>Progressing</b> The student uses a designated measuring tool.</p> <p><b>Possible Example:</b> When making popcorn, the student is given the ½ cup measurement tool and directed to put that amount of uncooked corn in the air popper, which they do.</p>	<p><b>Barely Proficient</b> The student, with prompts, selects and uses the correct measuring tool.</p>	<p><b>Proficient</b> The student selects and uses the correct measuring tool.</p> <p><b>Possible Example:</b> Teacher gives the student a tablespoon and a teaspoon measuring tool. The student feels each one and lays them on the table. The teacher and student role play the safety procedures for taking medicine and the student selects the correct tool for each dosage the teacher indicates.</p>	<p><b>Barely Advanced</b> The student selects and uses, with prompts, the correct measuring tool in everyday classroom situations.</p> <p><b>Possible Example:</b> While on a class grocery shopping trip, the student, with prompts, selects a pint of milk from the display case.</p>	<p><b>Advanced</b> The student selects and uses the correct measuring tool in everyday classroom situations.</p> <p><b>Possible Example:</b> From a drawer full of measuring tools, the student selects the correct one and uses it for measuring items in a recipe. (The teacher may read the recipe to the student)</p>

## SCIENCE Grade 6

**Standard S.6.1.** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of the change in matter.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student demonstrates no understanding of matter.</p>	<p><b>Barely Progressing</b> The student, when given choices, demonstrates an understanding of the change in matter with prompts.</p> <p><b>Possible Example:</b> Several wet cloths (some from the refrigerator, others warmed with hot water) are placed one at a time in the student's hand. The teacher signs "hot" or "cold" and the student repeats the sign. with prompting.</p>	<p><b>Progressing</b> The student, when given choices, demonstrates an understanding of the change in matter.</p> <p><b>Possible Example:</b> When given items, the student is able to identify and/or grasp the solid one. Ex. water and ice cube water and vaporizer steam, liquid soap and a bar of soap, liquid jello and solid jello etc.</p>	<p><b>Barely Proficient</b> The student demonstrates an understanding of the change in matter with prompts.</p> <p><b>Possible Example:</b> The student and teacher exhale on a cool mirror and watch the water vapor appear.</p>	<p><b>Proficient</b> The student demonstrates an understanding of the change in matter.</p> <p><b>Possible Example:</b> After mixing Jello with the teacher, the student carries the bowl to the refrigerator and places it inside.</p>	<p><b>Barely Advanced</b> The student demonstrates, with prompts, an understanding of the change in matter in personal experiences.</p> <p><b>Possible Example:</b> The student and teacher go outside and play in a puddle after it rains. They revisit the puddle during the day and watch the water evaporate.</p>	<p><b>Advanced</b> The student demonstrates an understanding of the change of in matter in personal experiences.</p> <p><b>Possible Example:</b> The student blows on hot food to cool it.</p>

## SOCIAL SCIENCE Grade 6

**Standard SS.6.1.** By the end of 6<sup>th</sup> grade, students will, using their primary mode of communication, identify their rights and responsibilities of citizens in their community.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student demonstrates no understanding of rights and responsibilities.</p>	<p><b>Barely Progressing</b> The student copies the actions of others demonstrating acts of good citizenship, with prompts.</p> <p><b>Possible Example:</b> The teacher helps the student stand and place her right hand on her heart during the Pledge of Allegiance.</p>	<p><b>Progressing</b> The student copies the actions of others demonstrating acts of good citizenship</p> <p><b>Possible Example:</b> At a school program, the student stands and tries to sign the words to the National Anthem while his classmates sing.</p>	<p><b>Barely Proficient</b> The student, with prompts, identifies their rights and responsibilities as citizens in their community.</p> <p><b>Possible Example:</b> The student, with prompts, participates in a school/community recycling program.</p>	<p><b>Proficient</b> The student identifies their rights and responsibilities as citizens in their community.</p>	<p><b>Barely Advanced</b> The student, with prompts, identifies and demonstrates their rights and responsibilities as citizens in their community</p> <p><b>Possible Example:</b> During a school election, the teacher hand-over-hand, helps the student mark the ballot.</p>	<p><b>Advanced</b> The student identifies and demonstrates their rights and responsibilities as citizens in their community.</p> <p><b>Possible Example:</b> While walking down the hallway, the student picks up a gum wrapper and places it in the trash can.</p>



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# **Grade 7**

## READING/WRITING Grade 7

**Standard R.7.1.** By the end of the 7<sup>th</sup> grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

BEGINNING	PROGRESING		PROFICIENT		ADVANCED	
<p>When given a written/picture/object schedule (two-three activities), the student will indicate the next activity on the schedule (hand over hand).</p> <p><b>Possible Example:</b> On a table is placed a book and a game. Taking the student's hand, the teacher explains that they are going to read a book (lays child's hand on the book) and then play a game (helps child touch the game).</p>	<p><b>Barely Progressing</b> The student identifies the main idea with prompts.</p> <p><b>Possible Example:</b> The student reads the name of the day at the top of his schedule and with hand-under-hand assistance, points to each illustrated event and reads them with the teacher.</p>	<p><b>Progressing</b> The student identifies the main idea.</p> <p><b>Possible Example:</b> The student looks at a poster with cars and reads the word "Cars" printed at the top.</p>	<p><b>Barely Proficient</b> The student, in a classroom situation, identifies the main idea and supporting details with prompts.</p>	<p><b>Proficient</b> The student, in a classroom situation, identifies the main idea and supporting details.</p> <p><b>Possible Example:</b> The student reads or looks at a book about community workers. Using a scribe, the student records workers found in the book.</p>	<p><b>Barely Advanced</b> The student identifies the main idea and supporting details in everyday situations with prompts.</p> <p><b>Possible Example:</b> Looking at the football schedule for the local high school team, the student, with prompts, determines which games will be played at home and which will be played away.</p>	<p><b>Advanced</b> The student identifies the main idea and supporting details in everyday situations.</p>

## MATH Grade 7

**Standard M.7.1** By the end of 7<sup>th</sup> grade, students will, using their primary mode of communication, select measurement tools and measure quantities for time.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student can identify various types of clocks. Examples might include watch, wall clock, clock radio, alarm clock, etc.</p>	<p><b>Barely Progressing</b> The student tells time with prompts.</p> <p><b>Possible Example:</b> Using a Braille clock, the teacher sets it to different hours and helps the student read it.</p>	<p><b>Progressing</b> The student tells time.</p> <p><b>Possible Example:</b> The student matches cards with clock faces of the corresponding times.</p>	<p><b>Barely Proficient</b> The student measures and tells time with prompts.</p> <p><b>Possible Example:</b> The student receives ten minutes computer time as a reward. The teacher helps the student count out ten minutes on a clock and puts a mark at that point. The student watches the hands and leaves the computer when the time is over. A reminder may be used to help the student.</p>	<p><b>Proficient</b> The student measures and tells time.</p> <p><b>Possible Example:</b> When told the class will have ten minutes to play a game, the student watches the clock and alerts the teacher when it is time is up.</p>	<p><b>Barely Advanced</b> The student measures and tells time on both digital and standard clocks with prompts.</p>	<p><b>Advanced</b> The student measures and tells time on both digital and standard clocks.</p>

## SCIENCE Grade 7

**Standard S.7.1.** By the end of the 7<sup>th</sup> grade, students will, using their primary mode of communication, will identify natural hazards.

BEGINNING	PROGRESING		PROFICIENT		ADVANCED	
<p>The student has no understanding of natural hazards or dangers.</p>	<p><b>Barely Progressing</b> The student, when given choices, will identify natural hazards in their community with prompts.</p> <p><b>Possible Example:</b> When photographs of a tornado and a flood are presented to the student, she can select the designated photograph with prompts.</p>	<p><b>Progressing</b> The student, when given choices, will identify natural hazards in their community.</p> <p><b>Possible Example:</b> When on the playground on a hot day, the teacher and student walk from one piece of equipment to another and the student points out those that will be hot.</p>	<p><b>Barely Proficient</b> The student will identify natural hazards found in their community with prompts.</p> <p><b>Possible Example:</b> While crossing the school grounds in his wheelchair, the para-educator points out a hole in the ground and maneuvers the student around it.</p>	<p><b>Proficient</b> The student will identify natural hazards found in their community.</p> <p><b>Possible Example:</b> The student participates with her peers in a school tornado drill.</p>	<p><b>Barely Advanced</b> The students, with prompts, will identify natural hazards found globally.</p> <p><b>Possible Example:</b> The student, with teacher help, will collect pictures of world-wide disasters that occur during the school year. Examples might be volcano eruptions, earthquakes, hurricanes, etc..</p>	<p><b>Advanced</b> The students will identify natural hazards found globally.</p> <p><b>Possible Example:</b> The student will participate in a discussion of a natural disaster and how it has affected the people living through it.</p>

## SOCIAL SCIENCE Grade 7

**Standard SS.7.1.** By the end of the 7<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate skills in historical research.

BEGINNING	PROGRESING		PROFICIENT		ADVANCED	
<p>The student is not aware of past or present time.</p>	<p><b>Barely Progressing</b> The student, with prompts, identifies things from the past compared to things in the present.</p> <p><b>Possible Example:</b> Using photographs of the student at different ages, he will sort them into current pictures and pictures from a younger age with prompts.</p>	<p><b>Progressing</b> The student identifies things from the past compared to things in the present.</p>	<p><b>Barely Proficient</b> The student, with prompts, will demonstrate at least one skill in historical research.</p> <p><b>Possible Example:</b> With prompts, the student completes a survey (using tally marks) of his class to determine how many have lived their entire life in their current town.</p>	<p><b>Proficient</b> The student will demonstrate at least one skill in historical research..</p> <p><b>Possible Example:</b> The student asks his grandparents or family members about going to school when they were his age.</p>	<p><b>Barely Advanced</b> The student, with prompts, will demonstrate at least two or more skills in historical research.</p> <p><b>Possible Example:</b> The student, with help, uses the school library to locate a book about cars. He looks at the pictures and points out past and present-day cars to the teacher.</p>	<p><b>Advanced</b> The student will demonstrate at least two or more skills in historical research.</p> <p><b>Possible Example:</b> The student collects and brings to school photographs of parents and grandparents. He creates a family tree by pinning them on the bulletin board in order-past to present.</p>



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**Grade 8**

## READING/WRITING Grade 8

**Standard R.8.1.** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, identify and apply knowledge of informational text.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student repeats familiar/functional words that are presented to the student in the form of words, pictures or objects.</p>	<p><b>Barely Progressing</b> The student identifies, with prompts, familiar/functional words found in the classroom setting.</p> <p><b>Possible Example:</b> The teacher will give the student a familiar object (pencil) found in the classroom. The student will read the object and, with prompts, tell the teacher what it is.</p>	<p><b>Progressing</b> The student identifies familiar/functional symbols and/or words found in the classroom setting.</p> <p><b>Possible Example:</b> The teacher has cards with a word for a classroom object (pencil, notebook, desk, etc.) printed in Braille. The student reads each word and locates that object in the classroom.</p>	<p><b>Barely Proficient</b> The student identifies and applies familiar/functional words found in a school setting with prompts.</p> <p><b>Possible Example:</b> The student reads the word “push” on the locker room door and begins to pull. The teacher asks, “If you can’t pull it open, what do you think that word tells you to do?”</p>	<p><b>Proficient</b> The student identifies and applies familiar/functional symbols and/or words found in a school setting.</p> <p><b>Possible Example:</b> The student receives their daily schedule and reads the words “Reading, Math, Lunch and Music.” The student reads the words to the teacher and follows the schedule.</p>	<p><b>Barely Advanced</b> The student identifies and applies familiar/functional symbols and/or words found in daily activities with prompts.</p> <p><b>Possible Example:</b> The student receives their daily schedule and reads the words “Reading, Math, Lunch and Music.” The student reads the words to the teacher and follows the schedule.</p>	<p><b>Advanced</b> The student identifies and applies familiar/functional symbols and/or words found in daily activities.</p> <p><b>Possible Example:</b> When entering the school, the student reads the word “Pull” on the door and pulls it open instead of pushing.</p>

## READING/WRITING Grade 8

**Standard R.8.2.** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not acknowledge communication directed to them or going on around them.</p>	<p><b>Barely Progressing</b> The student acknowledges communication directed to them and attempts to respond with prompts.</p> <p><b>Possible Example:</b> Before speaking to a student, the teacher touches their shoulder to gain their attention. Then the teacher comments on the student's good work and helps the student sign "good work".</p>	<p><b>Progressing</b> The student acknowledges communication directed to them and attempts to respond.</p> <p><b>Possible Example:</b> Before speaking to a student, the teacher touches their shoulder to gain their attention. Then the teacher comments on the student's good work and helps the student sign "good work".</p>	<p><b>Barely Proficient</b> The student, with prompts, participates in structured group (two or more people) discussions.</p> <p><b>Possible Example:</b> During a class discussion of grooming, the para-educator turns to a student and directly asks if they combed their hair that morning. The student nods yes. The teacher prompts the student to raise his hand and tell the rest of the class.</p>	<p><b>Proficient</b> The student participates in structured group (two or more people) discussions.</p> <p><b>Possible Example:</b> The student listens to other classmates' reports on their summer vacations. The student displays a postcard with mountains and signs the word "mountain"</p>	<p><b>Barely Advanced</b> The student, with prompts, participates in discussion during everyday school activities.</p>	<p><b>Advanced</b> The student participates in discussions during everyday school activities.</p> <p><b>Possible Example:</b> Student uses assistive communication and adds a comment to a small group discussion in the hallway.</p>

## READING/WRITING Grade 8

**Standard R.8.3.** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student has no concept of punctuation.</p>	<p><b>Barely Progressing</b> The student recognizes and indicates periods with prompts.</p> <p><b>Possible Example:</b> When feeling different plastic letters and punctuation marks, the student indicates, with prompts, the periods.</p>	<p><b>Progressing</b> The student recognizes and indicates periods.</p> <p><b>Possible Example:</b> When looking at a sentence or piece of text, the student will locate the period(s) at the end of each sentence.</p>	<p><b>Barely Proficient</b> The student uses periods at the end of sentences with prompts.</p> <p><b>Possible Example:</b> As the student dictates to the teacher, she pauses after each sentence and reminds him that he needs to say “period” or “dot”.</p>	<p><b>Proficient</b> The student uses periods at the end of sentences.</p> <p><b>Possible Example:</b> The student, using an augmentative device, writes simple sentences and places a period at the end of each. (Sentences need not be complete.)</p>	<p><b>Barely Advanced</b> The student uses periods and question marks with prompts.</p> <p><b>Possible Example:</b> The teacher reads, with exaggerated expression, sentences to the student and helps her determine if each is telling something or asking a question. They then select the appropriate punctuation mark.</p>	<p><b>Advanced</b> The student uses periods and question marks.</p>

## MATH Grade 8

**Standard M.8.1** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, measure quantities of money.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student recognizes money by name but not value.</p> <p><b>Possible Example:</b> When asked, the student gives the teacher a nickel, a penny, a quarter, and a dollar bill with prompts.</p>	<p><b>Barely Progressing</b> The student names and matches individual pieces of money to given values with prompts.</p> <p><b>Possible Example:</b> Shown flashcards one at a time, the student will read the amount on the card and hand the teacher the bill or coin that matches amount. The teacher will provide prompts as needed.</p>	<p><b>Progressing</b> The student names and matches individual pieces of money to given values.</p> <p><b>Possible Example:</b> When coins and bills are given to the student, the student names and matches each piece of money to teacher-made price tags that have the amounts with illustrations on them.</p>	<p><b>Barely Proficient</b> The student determines a total amount of money with prompts.</p> <p><b>Possible Example:</b> When given a quarter and a dollar bill, the teacher helps the student use a calculator to determine the total amount.</p>	<p><b>Proficient</b> The student determines a total amount of money.</p> <p><b>Possible Example:</b> When given a five dollar bill, a nickel and a penny, the student determines the amount using appropriate technology.</p>	<p><b>Barely Advanced</b> The student determines a designated amount of money with prompts.</p> <p><b>Possible Example:</b> When on a field trip to the zoo, the student, with the help of the teacher, counts out the correct admission amount.</p>	<p><b>Advanced</b> The student determines a designated amount of money.</p> <p><b>Possible Example:</b> When told the total cost for the student's purchase at the basketball game's concession stand, the student counts out the correct amount and buys his ticket.</p>

## SCIENCE Grade 8

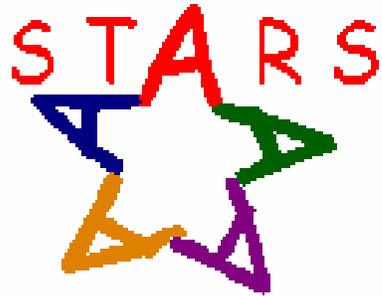
**Standard S.8.1.** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of the structure of the earth.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
The student does not recognize various	<p><b>Barely Progressing</b> The student, with prompts, recognizes at least one structure of the earth.</p> <p><b>Possible Example:</b> The student recognizes pictures of rivers, mountains and deserts with prompting from the teacher.</p>	<p><b>Progressing</b> The student recognizes at least one structure of the earth.</p> <p><b>Possible Example:</b> The student indicates areas of water and land on a classroom globe.</p>	<p><b>Barely Proficient</b> The student, with prompts, demonstrates an understanding of the structure of the earth.</p> <p><b>Possible Example:</b> The student watches a video of a volcano and discusses what happened with prompts and cues from his teacher.</p>	<p><b>Proficient</b> The student demonstrates an understanding of the structure of the earth</p> <p><b>Possible Example:</b> The student, when feeling samples of sand, rocks, water and dirt, can identify each.</p>	<p><b>Barely Advanced</b> The student demonstrates, with prompts, an understanding of the structure of the earth in personal life.</p> <p><b>Possible Example:</b> The student, with prompts from the teacher, watches it rain and describes what happens to the water. (Evaporates, soaks into the soil, runs off into a river or local lake, etc.)</p>	<p><b>Advanced</b> The student demonstrates an understanding of the structure of the earth in personal life.</p> <p><b>Possible Example:</b> The student points out places in the sidewalk where small plants or weeds have broken the cement.</p>

## SOCIAL SCIENCE Grade 8

**Standard SS.8.1.** By the end of 8<sup>th</sup> grade, students will, using their primary mode of communication, identify key people from colonial America.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not recognize any key people from colonial America.</p>	<p><b>Barely Progressing</b> The student, when given two or more choices, identifies a key person from colonial America, with prompts.</p> <p><b>Possible Example:</b> When two pictures are displayed, the student, with prompts, identifies a picture of George Washington.</p>	<p><b>Progressing</b> The student, when given two or more choices, identifies a key person from colonial America.</p> <p><b>Possible Example:</b> After reading a physical description of Abe Lincoln (tall, stove pipe hat, beard, etc.), the student identifies him from two choices.</p>	<p><b>Barely Proficient</b> The student, with prompts, identifies pictures of key people from colonial America.</p>	<p><b>Proficient</b> The student identifies pictures of key people from colonial America.</p> <p><b>Possible Example:</b> After studying about key people in colonial America, the student matches their names to their pictures. Examples might include: G. Washington, A. Lincoln, Betsy Ross, Pocahontas, B. Franklin, etc.</p>	<p><b>Barely Advanced</b> The student, with prompts, identifies key people from colonial America from descriptions of their contributions.</p> <p><b>Possible Example:</b></p>	<p><b>Advanced</b> The student identifies key people from colonial America from descriptions of their contributions.</p> <p><b>Possible Example:</b> The student hands the teacher a picture of a key colonial American when the teacher states their contribution to our country. Examples might include: our first President – George Washington, freed the slaves – Abe Lincoln, etc.</p>



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# **Grade 11**

## READING/WRITING Grade 11

**Standard R.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, locate and read information in primary resources provided.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student attends when the classroom schedule is read to them.</p>	<p><b>Barely Progressing</b> The student locates, with prompts, information from a teacher-indicated resource, having no specific purpose.</p> <p><b>Possible Example:</b> Given a basket of plastic, life-size fruits and vegetables, the student curiously feels each. With prompts, he describes it to the teacher (Ex. round, flat, big, little, etc.).</p>	<p><b>Progressing</b> The student locates information from a teacher-indicated resource, having no specific purpose.</p> <p><b>Possible Example:</b> The teacher puts a CD about spiders into the computer and the student sits down watches.</p>	<p><b>Barely Proficient</b> The student, with prompts, locates a resource and gains information to answer a teacher inquiry.</p> <p><b>Possible Example:</b> When going to McDonalds with the teacher or para-educator, the teacher helps the student to get a menu, read the sandwich section and choose one to order.</p>	<p><b>Proficient</b> The student locates a resource and gains information to answer a teacher inquiry.</p> <p><b>Possible Example:</b> The student goes to the calendar and reads it in order to tell the teacher the current month, day and year.</p>	<p><b>Barely Advanced</b> The student, with prompts, locates and gains for information for personal use.</p> <p><b>Possible Example:</b> The student wants to make cookies for the class. The teacher points out the cookbooks in the classroom and helps the student locate and read a cookie recipe.</p>	<p><b>Advanced</b> The student locates and gains information for personal use.</p> <p><b>Possible Example:</b> The student finds the movie schedule in the paper and locates the time a specific show begins. He then makes plans to attend with a classmate.</p>

## READING/WRITING Grade 11

**Standard R.11.2** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, apply knowledge of informational text.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student, with the help of her para-educator, provides the school secretary with a copy of their personal information.</p>	<p><b>Barely Progressing</b> The student identifies, with prompts, text with information.</p> <p><b>Possible Example:</b> The teacher puts each student's name on a locker door. The student, with prompts, recognizes her name.</p>	<p><b>Progressing</b> The student identifies text with information.</p> <p><b>Possible Example:</b> When going to the school library to look for a book on cats, the librarian provides two choices and the student selects one with cats on the cover.</p>	<p><b>Barely Proficient</b> The student applies the knowledge of informational text in school experiences with prompts.</p> <p><b>Possible Example:</b> The student reads, with assistance, his schedule for the day and follows it with prompting.</p>	<p><b>Proficient</b> The student applies the knowledge of informational text in school experiences.</p> <p><b>Possible Example:</b> The student reads the list of items for sale at the school store. He then purchases something listed.</p>	<p><b>Barely Advanced</b> The student identifies and applies knowledge of informational text with prompts.</p>	<p><b>Advanced</b> The student identifies and applies knowledge of informational text in everyday situations.</p> <p><b>Possible Example:</b> When opening a class checking account, the student reads the information on the card in his pocket and copies his name to the application.</p>

## READING/WRITING Grade 11

**Standard R.11.3.** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, write using standard English (conventions) for sentence structure.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student communicates with single words.</p>	<p>The student communicates in phases with prompts.</p>	<p>The student communicates in phases.</p>	<p>The student writes complete sentences of at least two words (a noun and verb) with prompts.</p> <p><b>Possible Example:</b> Looking at a picture of a dog barking, the student dictates “dog” to a scribe. She writes the word dog and prompts, “What is the dog doing?” The student answers “barks”. The scribe writes barks and together they read the sentence “Dog barks”.</p>	<p>The student writes complete sentences of at least two words (noun and verb).</p> <p><b>Possible Example:</b> Using technology the student writes a sentence or more on a designated topic.</p>	<p>The student writes complete sentences of more than two words with prompts.</p>	<p>The student writes complete sentences of more than two words.</p> <p><b>Possible Example:</b> Using an augmentative device, the student uses a computer to write the sentence, “I can go.”</p>

## MATH Grade 11

**Standard M.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, perform computations.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
The student does not demonstrate an understanding of the use of technology in performing computations.	<b>Barely Progressing</b> The student, with prompts, performs computations using technology but has inconsistent accuracy.	<b>Progressing</b> The student performs computations using technology but has inconsistent accuracy.	<b>Barely Proficient</b> The student, with prompts, performs computations using technology with accuracy.	<b>Proficient</b> The student performs computations using technology with accuracy.	<b>Barely Advanced</b> The student, with prompts, performs calculations with accuracy in everyday situations.  <b>Possible Example:</b> The student and para-educator go to the local grocery store to purchase items needed for preparing a meal. The teacher helps the student use her calculator to determine the total cost of a package of hamburger and two bags of buns.	<b>Advanced</b> The student performs calculations with accuracy in everyday situations.  <b>Possible Example:</b> The student uses his calculator to balance his checkbook.

**SCIENCE**  
**Grade 11**

**Standard S.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, demonstrate an understanding of personal and community health.

<b>BEGINNING</b>	<b>PROGRESSING</b>		<b>PROFICIENT</b>		<b>ADVANCED</b>	
<p>The student shows little or no understanding of personal or community health.</p>	<p><b>Barely Progressing</b> The student, with prompts, demonstrates a knowledge of personal and community health.</p> <p><b>Possible Example:</b> When shown pictures of community health workers (doctor, nurse, ambulance attendant, etc.), the student designates one from another with teacher prompts.</p>	<p><b>Progressing</b> The student demonstrates a knowledge of personal and community health.</p> <p><b>Possible Example:</b> The student can tell the teacher the telephone number (911) to dial if there is an emergency.</p>	<p><b>Barely Proficient</b> The student, with prompts, demonstrates an understanding of personal and community health.</p> <p><b>Possible Example:</b> With reminders and prompts, the student washes his hands after using the bathroom to keep from spreading germs to others.</p>	<p><b>Proficient</b> The student demonstrates an understanding of personal and community health.</p> <p><b>Possible Example:</b> The student discusses the dangers of using drugs and alcohol.</p>	<p><b>Barely Advanced</b> The student completes personal health routines with prompts.</p> <p><b>Possible Example:</b> The student, with a paraprofessional's assistance, goes to the school nurse for medication or first aide.</p>	<p><b>Advanced</b> The student completes personal or community health routines.</p> <p><b>Possible Example:</b> The student provides a copy of medical/dental history when requested.</p>

## SOCIAL SCIENCE Grade 11

**Standard SS.11.1** By the end of 11<sup>th</sup> grade, students will, using their primary mode of communication, use a map.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student identifies a map when provided with or shown an example of one.</p>	<p><b>Barely Progressing</b> The student, with prompts, identifies a specific location on a classroom map.</p>	<p><b>Progressing</b> The student identifies a specific location on a classroom map.</p>	<p><b>Barely Proficient</b> The student, with prompts, uses a map.</p>	<p><b>Proficient</b> The student uses a map.</p>	<p><b>Barely Advanced</b> The student, with prompts, determines a route from one site to another on a community map.</p>	<p><b>Advanced</b> The student determines a route from one place to another on a community map.</p>
	<p><b>Possible Example:</b> The student, with prompts, locates his desk on a classroom map when requested.</p>		<p><b>Possible Example:</b> Using a simple, teacher-made map of the school (or section of the school), the student traces a teacher-made dotted or raised line from his classroom to the gym.</p>	<p><b>Possible Example:</b> As part of a unit on pirates, the student listens to a story about Captain Kidd. She then follows a “treasure map” to locate a “treasure” hidden on school grounds.</p>		<p><b>Possible Example:</b> When give a map of the town (or familiar section of the town), the student locates a route from the school to the public library.</p>

## **PART V EXAMPLE PERFORMANCE TASKS**

### **READING**

Attends to visual stimuli

Attends to spoken word by making eye contact

Comprehends simple verbal requests

Uses others' facial expressions or gestures (nonverbal behaviors) for meaning

Uses facial expressions or gestures to convey meaning

Uses vocalization or voice inflection to convey meaning

Expresses needs or wants in verbal/nonverbal manner

Responds with single word, sign or symbol to convey yes or no meaning

Uses spoken or purposeful language to convey meaning or requests

Plans what to say prior to an interaction

Initiates conversation

Maintains topics in conversation

Replaces inappropriate verbalizations with appropriate verbalizations

Introduces self

Makes a request

States an opinion

Recognizes or uses familiar symbols

Matches letters to sounds

Retells story sequence

Identifies letters of alphabet when letter names are given

Recognizes words

Recognizes list of functional vocabulary words

### **MATHEMATICS**

Counts numbers

Identifies numbers 1 to 12

Matches or counts objects

Discriminates between more or less

Adds numbers

Subtracts numbers

Uses calculator to compute basic math problems

Measurement: Size (ruler, yardstick) Uses measuring tools to determine size

Measurement: Amount (cup, T, tsp, gallon) Uses measuring tools to determine amount

Measurement: Temperature (thermometer, thermostat) Uses measuring tools to determine temperature

Money: Comprehends value concept of money in a functional manner – to buy things, how to obtain it

Money: Names and matches coins to value given

Money: Names and matches bills to the value given

Money: Combines coins to make purchases under \$1.00

Time: Uses digital/standard clock to tell time

Time: Uses digital/standard clock to follow daily school/work schedule

Time: Uses calendar to identify days, months, seasons

## **SCIENCE**

Sort objects (i.e., plants/animals) by one attribute

Matches body parts to five senses

Matches appropriate clothing to weather conditions

Follows safety rules in all environments

## **SOCIAL STUDIES**

Matches community workers/helpers to their job roles

Matches goods/services to appropriate store/location

Identifies family members by name

Provide personal information

## **ART/MUSIC**

Completes an art activity

Participates in a music activity

## **TECHNOLOGY**

Uses a technology tool

## **PERSONAL MANAGEMENT**

### **Self-Care**

Pulls up pants

Removes clothes at appropriate time/place

Pulls on shirt

Buttons shirt

Puts shoes on feet

Puts on clothes

Selects clothing/outwear appropriate for activities/weather conditions

Changes clothing when needed

### **Grooming**

Labels/Names selected body parts

Indicates need for toileting

Uses toilet and completes associated hygiene activities

Combs hair

Uses antiperspirant/deodorant

Covers mouth when coughing

Shampoos/Rinses hair

Uses toothbrush/toothpaste to brush teeth

Wipes nose

Washes face

Bathes/Showers

Cares for nails

Females: takes care of menstrual needs

## **Eating and Drinking**

Feeds self

Drinks

Opens food packages

Uses utensils

## **PHYSICAL HEALTH**

### **Medical**

Completes medical routines (dental, physical)

Provides medical/dental history

Takes medication

### **Wellness**

States dangers and avoids drugs

Identifies and selects foods by food groups

Arranges/Participates in physical activity

Follows safety measures with medication

### **Safety**

Uses household tools and equipment safely

Knows walking/biking/car safety

Cares for self in emergency weather hazards

Applies personal safety procedures (around strangers or danger situations)

Completes simple first aids

Reports emergency situations

### **Relationships**

Seeks out and interacts with familiar peers, adults or care givers

Understands and cooperates with own role in family/group home

# **WORK PERFORMANCE SKILLS**

## **Following Directions**

Follows verbal or written directions

## **On-Task Behaviors**

Maintains attention to task when distracted or interrupted

## **Sequencing**

Completes job task sequences

## **Quality Standards**

Completes job tasks to quality standards

## **Rate/Time**

Completes job task at appropriate rate/time

## **Safety**

Recognizes unsafe situations and follows emergency/safety procedures

Uses equipment safely

## **Task Initiation and Completion**

Checks in with supervisor before initiating task

Stays on task until task completed

Checks in with supervisor at end of work task for feedback and/or new assignment

## **Work Relationships**

Complies with and/or follows supervisor's directions or requests

Recognizes need for and seeks assistance when required

Uses appropriate social skills in work environment

Resumes job task when distracted by either coworkers or environment

Refrains from distracting others

## **Work Attitude**

Demonstrates appropriate social skills for accepting praise

Demonstrates appropriate social skills for responding to criticisms, clarifications, or corrections

## **Personal Management in the Workplace**

Notifies supervisor of delays or absences

Maintains personal hygiene and appropriate dress as related to specific job site

### **Work Values**

Identifies why individuals work and the benefits to self and society

Identifies personal strengths and weaknesses and chooses realistic work opportunities

### **Seek and Secure**

Identifies job areas of interest

Uses community resources to identify job openings

Obtains and completes job application form

Demonstrates appropriate interview skills

## **MOTOR DEVELOPMENT**

### **Head Control**

Lifts head in prone position for 30 seconds plus

Holds head at midline for more than 30 seconds when sitting without trunk support

### **Repositioning and Sitting**

Reposition self from left/right side to back or stomach

Repositions self from stomach/back

Sits without support

Lifts self from lying position to sitting position

Moves self from sitting to standing position and from standing to sitting position

### **Weight Bearing and Mobility**

Crawls on hands and knees

Bears weight in a standing position

Pivots

Walks with or without an assistive device

Walks up and down stairs

Moves wheelchair forward/backward  
Stops wheelchair  
Maneuvers wheelchair around corners  
Maintaining and changing position  
Transfers from chair  
Transfers from car  
Transfers from bed to mobility  
Participates in recreational movement activities

### **Assists in Adaptive Equipment Management**

Puts on orthosis  
Takes off orthosis  
Locks/Unlocks wheelchair brakes  
Removes/Replaces wheelchair armrest

### **Visual Functions**

Fixes gaze on object  
Scans objects  
Tracks objects  
Reaches for an object  
Grasps object using pincer grasp  
Releases object in a desired location  
Uses index finger to point or manipulate objects  
Manipulates objects in a variety of ways

### **Oral Motor**

Swallows food  
Swallows liquids  
Chews food

### **Fine Motor Activities**

Draws recognizable objects  
Cuts with scissors

# INDEPENDENT LIVING

## Meal Planning

- Plans meals for one week
- Makes grocery list based on a weekly menu
- Buys items from grocery list
- Prepares a non-cooked meal
- Prepares a cooked meal
- Follows recipes
- Uses measurement utensils for cooking
- Sets table for meal
- Serves food
- Clears table and cleans up
- Stores left over foods appropriately
- Washes dishes

## Housekeeping

- Washes bedding/linens
- Purchases cleaning supplies
- Uses vacuum
- Cleans windows
- Dusts
- Cleans floors (sweep, mop, etc.)
- Cleans kitchen appliances
- Cleans bathroom (floor, sink, tub, toilet)
- Maintains living areas (make bed, pick up clutter, take out trash)
- Maintains yard and grounds (seasonally)
- Purchases clothing
- Launders clothes
- Irons clothes
- Mends clothes

### **Community Access**

Orders from restaurant menu

Selects food from restaurant within budget

Uses vending machines

Accesses necessary community services

### **Transportation**

Plans for and uses transportation

Demonstrates transportation safety

States and demonstrates skills for personal safety when lost

### **Leisure and Recreation**

Engages in leisure/recreational activity

### **Financial Management**

Makes a purchase

Plans and manages a daily/weekly budget

Uses coupons

Manages checking account

Manages savings account

Selects living quarters