

Wisconsin Student Assessment System
Extended Grade Band Standards

Reading, Mathematics, and Science

**Grades 3 through 8 and 10 for Reading and Mathematics
and Grades 4, 8, and 10 for Science**



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Extended Grade Band Standards Reading, Mathematics, and Science



This document can be found on the Web at:
<http://dpi.state.wi.gov/sped/assmt-waa.html>

Wisconsin's Model Academic Standards can be found on the Web at:
<http://dpi.wi.gov/standards/>

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General Introduction

The Wisconsin Department of Public Instruction (DPI) contracted with Edvantia to simultaneously develop extended standards, instructional achievement descriptors, and alternate assessment achievement descriptors for reading, mathematics, and science. Wisconsin educators and DPI staff worked with Edvantia staff (Kimberly Hambrick) and Edvantia National Faculty member (Jan Sheinker) April-June of 2007. This document represents the outcome and final report of their efforts.

The Wisconsin Extended Grade Band Standards are linked to the Wisconsin Academic Content Standards for reading, mathematics, and science and to grade-level objectives from the Wisconsin Assessment Frameworks. To make this link to grade-level objectives clear, the term Extended Grade Band Objectives is used in this document.

Extended grade bands include two contiguous grade levels that produce a single set of extended grade band objectives. Extended grade band objectives link to Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8 reading and mathematics. These grade band objectives represent the grade-level expectations for students who take the alternate assessment in the specified grade level. Because the progression of expectations across the grades for this population is difficult to differentiate for each individual grade level, the DPI deemed the specification of grade band expectations more appropriate. Extended grade objectives were set for Grade 10, a single grade level, because this is the grade level at which general education students are tested and, therefore, the only grade at which alternate assessments are required for high school. Extended grade objectives were set for Grades 4, 8, and 10 in science.

A committee of DPI staff and general educators, special educators, and content specialists from across the state gathered to determine the essence of the Wisconsin Model Academic Standards and grade-level objectives and subskills found in the Wisconsin Assessment Frameworks. These form the basis for these Extended Grade Band Objectives. Committee members considered the grade-level objectives and subskills in the Assessment Frameworks for both grades in their grade bands to determine the linking extended grade band objectives. In Grade 10, the Assessment Framework for high school Grade 10 grade-level objectives and subskills was used to determine the linking extended grade band objectives.

Committees also developed instructional achievement descriptors for each of the Extended Grade Band Objectives. Instructional achievement descriptors were defined for Minimal, Basic, Proficient, and Advanced performance levels. The Proficient level was aligned with the Extended Grade Band Objective. Committees defined target content and skills for each level of achievement, from Minimal to Advanced. For each target skill, committees developed examples to show how students might demonstrate achievement of the performance level. These examples were intended to provide an achievement ladder for students working toward proficiency (Proficient) on the Extended Grade Band Objectives and onward (Advanced) toward the grade-level content and skills to which they are linked. The examples also were intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform the same content, despite the challenges their disabilities might present.

Finally, alternate assessment achievement descriptors were developed for each grade band. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors are intended to guide the development of the test blueprint, the development of items and tasks that measure the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system is on achievement that aligns with extended standards linked to grade-level content.

Together, this system of standards and descriptors is designed to allow students with significant cognitive disabilities to progress toward state standards linked to grade-level expectations while beginning at each student's present level of performance. From the classroom to the assessment, the relationships of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and the users of alternate assessment results.

NCLB Guidance

The committee's work was guided by the United States Department of Education's *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001* (Peer Review Guidance) which requires alternate academic achievement standards aligned with the alternate assessment:

- must include knowledge and skills that link to grade-level expectations;
- must promote access to the general curriculum; and
- must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

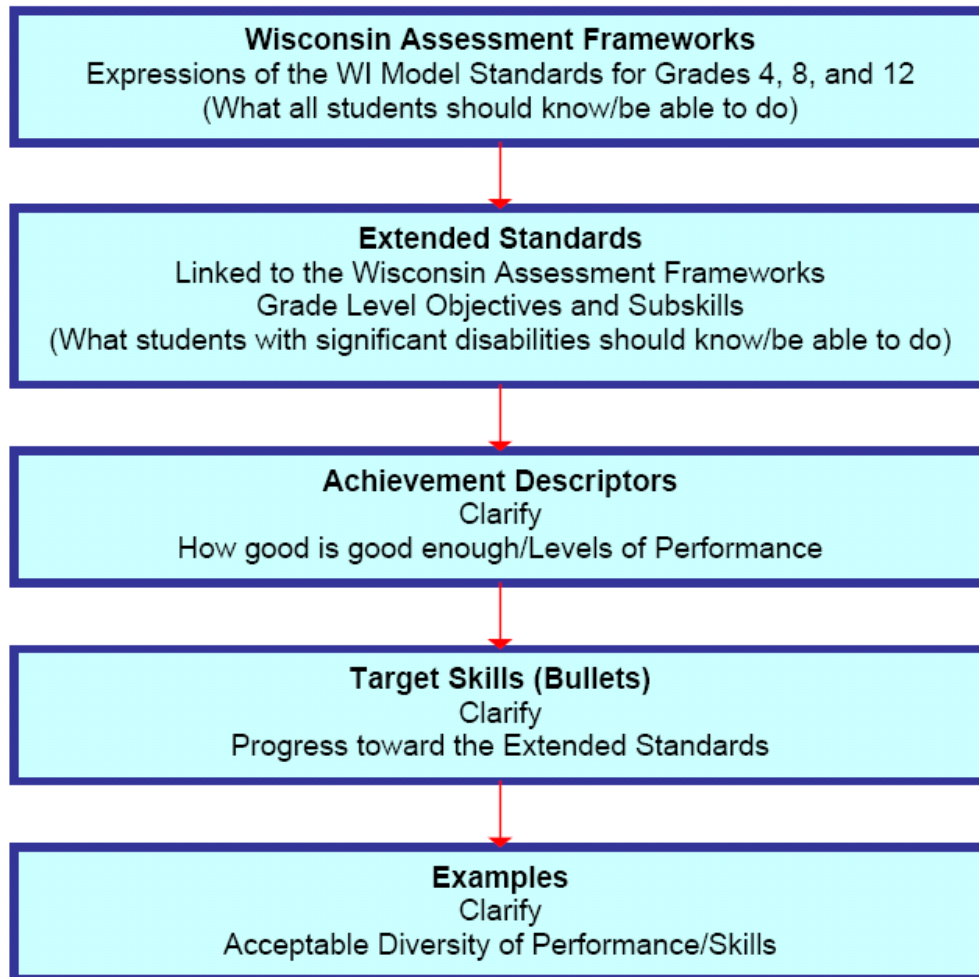
Although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level standards must be clear. The academic standards are written for Grades 4, 8, and 12. The assessment frameworks are expressions of the standards at each tested grade level. The extended standards are based on these frameworks and, therefore, on the state standards.

The Peer Review Guidance notes that the concept of alternate achievement standards related to grade level may be ambiguous. According to the guidance, these extended standards

- should be defined in a way that supports individual growth because of their linkage to different content across grades;
- are not likely to show the same clearly defined advances in cognitive complexity as the general education standards when examined across grade levels;
- should rely on the judgment of experienced special educators and administrators, higher education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- should provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

Relationship of the Wisconsin Extended Grade Band Objectives to the Wisconsin Model Academic Standards

The new guidance requires the link to grade-level standards. The Wisconsin Extended Grade Band Objectives have been developed to differentiate knowledge and skills by Grade Band to clarify the link between the Extended Grade Band Objectives and the general education standards, and to show a forward progression across grades and years of instruction that reflect different priorities for instruction and learning as these students grow older. The diagram below illustrates that relationship.



The differences from grade band to grade band are necessarily subtle and progression is sometimes more horizontal than vertical; that is, the differences represent the teaching and learning of added skills that are not as clearly higher from one grade to the next as those found in the general education standards. To the degree possible, however, skills do escalate at the proficient and advanced levels across the grades.

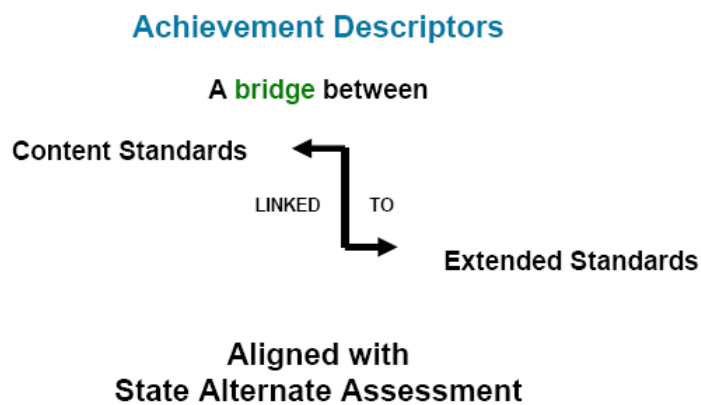
Relationship to the Wisconsin Alternate Assessment

The Wisconsin Extended Grade Band Objectives and Instructional Achievement Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. The Extended Grade Band Objectives clarify links between the

Wisconsin Model Content Standards and the grade-level objectives and subskills found in the Wisconsin Assessment Frameworks to the Alternate Achievement Descriptors. For purposes of the Wisconsin Alternate Assessment, the achievement descriptors provide a useful link between the Extended Grade Band Objectives and the Alternate Assessment. The descriptors provide guidance for developing an assessment so that a full range of performance is measured and for setting score ranges within each level. The Extended Grade Band Objectives and alternate achievement descriptors are designed to do the following:

- standardize meaning for the extended grade band content and skill expectations;
- create consistency in expected performance;
- emphasize skill similarities for all students participating in the alternate assessment;
- accommodate diverse disabilities; and
- ground alternate assessments in a consistent set of expectations.

Achievement descriptors are used to categorize and explain student performance both in the course of instruction and on the statewide alternate assessment. The diagram below illustrates this relationship.



- **Guide the development of the blueprint**
 - **Development of the item pool/tasks**
 - **Measurement of full range of performance**
- **Ensures “front-end alignment”**

The alternate assessment achievement descriptors describe the thresholds and summarize the key performances of students who perform each of the achievement levels on the assessment. The Proficient level descriptors align with the Extended Grade Band Objectives that are linked to the grade-level objectives.

System Alignment

The Wisconsin Extended Grade Band Objectives are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that ensures equity for all students in each classroom, school, and local education agency. The Extended Grade Band Objectives are vertically aligned and linked to the general education grade-level objectives.

The links to the Wisconsin Model Academic Standards and grade-level objectives are intended to increase access to the general curriculum for all students with disabilities. Examples provided for instructional achievement descriptors at each level of achievement are designed for special education and general education classroom teachers to use in working with special education students with significant cognitive disabilities. The examples help teachers evaluate a student's progress toward the Extended Grade Band Objectives as well as illuminate the kinds of performance that indicate various levels of achievement.

As teachers use the Extended Grade Band Objectives and instructional achievement descriptors to guide teaching practice toward academic content areas, the objectives reframe the expectations for foundational skills in pre-academic and academic areas. Prerequisite skills and the unique enabling skills related to this population in the areas of reading, mathematics, and science content are specified in the context of their roles as a foundation for these students to achieve skills related to academic content.

Technology is particularly important to helping students with significant cognitive disabilities to access the general curriculum and achieve the extended standards. Although educators have traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to helping a student acquire and demonstrate learning unimpeded by the barriers that the disability presents.

Content-Specific Concerns

The unique characteristics of each content area result in some differences among their respective objectives and descriptors. In all content areas, there is not a one-to-one correspondence between the Extended Grade Band Objectives and the general education objectives or subskills, nor should there be. The population addressed by the Extended Grade Band Objectives consists of students with significant disabilities working on prerequisite or enabling skills for the general education objectives.

In the reading Extended Grade Band 7-8 Objectives and Extended Grade 10 Objectives, general education objectives Understand Text and Analyze Text are addressed by a single Extended Grade Band Objective. The committees felt that the appropriately linked extended objective was a prerequisite to both of these general education objectives.

The first general education objective—Mathematics Processes—was not addressed separately in the Extended Grade Band Objectives. Mathematics processes are necessarily performed as one performs mathematics content and skills. The application of these processes is embedded in the performance of the remaining mathematics extended objectives.

The first two general education science objectives—Science Connections and Nature of Science—were addressed by a single Extended Grade Objective at each grade. Consistent with the reporting for the general education assessment, the content and skills related to these general education objectives were perceived to be so interrelated for this population as to render the performance of these skills inseparable in the Extended Grade Objectives. The final two general education objectives—Science Applications and Science in Social and Personal Perspectives—were addressed together. In Grades 4 and 8, these combined general education objectives are addressed by a single Extended Grade Objective. In Grade 10, two Extended Grade Objectives address the combined general education objectives. Again, the content and skills related to these two general education objectives were perceived to be so interrelated for this population as to render the performance of these skills inseparable in the Extended Grade Objectives. These combinations are consistent with reporting for the general education assessments, where they are also combined.

Levels of Performance

Within this document, each Extended Grade Band Objective is cross-referenced to one or several grade-level objectives.

Four performance levels have been proposed for Wisconsin's alternate academic achievement standards: Advanced, Proficient, Basic, and Minimal. *Mastery is considered to be demonstrated at Proficient and Advanced Levels* and is identified as meeting the proficient level specified in No Child Left Behind.

For each level, specific descriptions of content and skills or targeted skills are bulleted, and examples of performance for the target skill are provided. These extended standards, performance level descriptors with target skills, and examples are a resource for developing IEP goals and benchmarks and curricular materials in reading, mathematics, and science. Students may need goals and benchmarks in areas other than academic content domains (e.g., self-care/living skills, mobility). As always, IEPs address the individual needs of each student to make progress toward the standards.

Directions for Interpreting Extended Grade Band Objectives

1. **Extended Grade Band Objectives** are statements that define what students with significant cognitive disabilities should know and be able to do at a grade band. Extended Grade Band Objectives in this document are a bridge for students with significant cognitive disabilities to the Wisconsin Academic Standards. Students who are able to perform these objectives proficiently and independently in any content area should continue their progress by learning and mastering the Wisconsin Academic Standards. The order in which Extended Grade Band Objectives are listed is not intended to convey a sequence for instruction, but rather progress across years. In the document, the left column contains the Extended Grade Band Objectives that link to the Wisconsin Academic Standards, Assessment Frameworks and grade-level objectives, and the right column contains the Achievement descriptors, related target skills for each level, and examples. Each Extended Grade Band Objective completes the phrase “Students will....”

Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.

(Mathematics—Extended Grade Band Objective is an extension of and linked to Grade 5 Mathematics Content Standards Measurement)

2. **Bullets under performance levels** denote target skills or descriptions of instruction at that level for the content related to the extended standard.

Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.

Proficient students perform without support the following:

- Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.

3. **Examples** clarify certain components of Extended Grade Band Objectives or bullets. They are illustrative but not exhaustive. The examples suggest a range of ways in which a student may demonstrate progress toward the Extended Grade Band Objective.

Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.

Basic students perform with minimal support the following:

- Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.
EX: Pick up a piece of paper and indicate if it is heavy or light.
EX: Look at a piece of yarn and indicate if it is short or long.
EX: Look at a picture of ice cream and indicate if it is hot or cold.

Guide to Links and Alignment in the Document

The document is divided into two major sections to provide users with different levels of detail concerning the relationship of the Wisconsin Model Academic Standards and the grade-level objectives and subskills found in the Wisconsin Assessment Frameworks to the Extended Grade Band Objectives, Instructional Achievement Descriptors, and Draft Assessment Achievement Descriptors.

Organization of the Body of the Document

In the main body of the document, links between the extended grade band objectives and the model standards and grade-level objectives are shown by listing them above the extended grade band objectives to which they are linked. Instructional achievement descriptors and examples appear in the table to the right of the linked extended grade band objectives. The proficient level instructional achievement descriptor is the same as the extended grade band objective to make clear that the extended grade band objective is the target for demonstrating proficiency in the objective. In cases where a single extended grade band objective addresses more than one grade-level objective, all grade-level objectives are listed above the table. These tables appear as follows:

Model Academic Standards:

Objectives:

Extended Grade Band (grade levels) Objectives	Instructional Achievement Descriptors
Extended grade band objective statement	Advanced students perform without support the following: <ul style="list-style-type: none"> • Target skill description EX: Example performance
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Target skill description EX: Example performance
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Target skill description EX: Example performance
	Minimal students perform with significant support the following: <ul style="list-style-type: none"> • Target skill description EX: Example performance

Model Academic Standards refers to Reading, Mathematics, or Science general education model academic standard.

Objective(s) refers to the general education grade-level objectives at which the standards are to be mastered by students.

Extended Grade Band Objectives are linked to the Model Academic Standards and Grade Level Objectives and refer to the expectations for students with significant disabilities.

Instructional Achievement Descriptors describe expectations for four levels of performance. The proficient level descriptor is aligned with the Extended Grade Band Objective.

Examples are provided for each descriptor to show how students with significant disabilities might demonstrate their knowledge or skill mastery.

Overall Grade Band Alternate Assessment Achievement Descriptors

At the end of each Grade Band for each content area is a table that contains the alternate assessment achievement descriptors. These descriptors represent thresholds for performance at the Advanced, Proficient, and Basic levels and typical performance for students at the Minimal level. Students whose performances fall below the threshold for Basic would fall into the Minimal level.

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: <ul style="list-style-type: none">•
Proficient	Students performing at the Proficient Level: <ul style="list-style-type: none">•
Basic	Students performing at the Basic Level: <ul style="list-style-type: none">•
Minimal	Students performing at the Minimal Level: <ul style="list-style-type: none">•

Achievement Levels define the levels of performance students may achieve when performing the extended standards as measured by the Alternate Assessment.

Achievement Descriptors describe the content, skills, and processes that students typically demonstrate at each achievement level.

At the end of each Grade Band for each content area is a table that contains the alternate assessment achievement descriptors. These performance level descriptors represent thresholds for performance at the advanced, proficient, and basic levels, and typical performance for students at the minimal level. This summary is intended to help parents, educators, and others understand what children who score at a given performance level on the WAA are expected to know and be able to do at the time of testing. This information may be useful as one component of program planning and evaluation, but should be interpreted cautiously and in the context of other available information when applied to individual students.

Reading Extended Grade Band Objectives and Achievement Descriptors



Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 3-4

Model Academic Standard:
A. Reading

Objectives:
1. Determine the meaning of words and phrases in context.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 1A Match words to pictures.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use words or pictures to determine meaning. EX: Given a picture of a stove with boiling water, choose “hot” from a choice of hot and cold. EX: Asked “what is a word for something that flies,” say “bird” or “plane.”
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Match words to pictures. EX: Given three pictures, match spoken words to pictures of objects. such as (but not limited to): <ul style="list-style-type: none"> ○ Dog, cat, and bird matched to the correct animal. ○ Color names (blue, red, green) to blue ball, red block, green box.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify correct object when given two word choices. EX: Given an object, identify the correct name from a choice of two words.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify one picture or object from a set of two. EX: Identify objects upon request. EX: Gaze at picture upon request.

**Model Academic Standard:
A. Reading**

**Objectives:
2. Understand text.**

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Reading 2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.</p> <p>Reading 2B Sequence beginning and end from text.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 5 sentences in length. EX: Story: John has two dogs. One dog is brown and the other is white. Both dogs love to play outside. John likes to play too. John walks with his dogs every day. Then answer WH questions (who, what, when, where) about the paragraph. • Sequence three events from text 5 sentences in length. EX: Sequence a series of 3 pictures related to the text. EX: Recall what happened first, next, and last. <hr/> <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length. EX: Story: John has a dog. The dog is brown. The dog runs. Now answer these WH questions (who, what, when, where): What does John have? Who has a dog? What does the dog do? • Sequence beginning and end of text. EX: After listening to a story tell what happened at beginning and end.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main ideas from a short paragraph of 2 simple sentences. EX: Story: John has a dog. The dog is brown. Now answer these WH questions (who, what): Who has a dog? What color is the dog? • Recall one event that occurred in a 3-sentence story. EX: Tell me one thing that you remember from the story.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recall basic facts and/or main idea from 1 simple sentence. EX: Story: John has a dog. Show two pictures (a dog and a flower); point to the correct picture to answer the question: What does John have?

Model Academic Standard:

A. Reading

Objectives:

3. Analyze text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 3A Given a series of events, predict what will happen next.	Advanced students perform without support the following: <ul style="list-style-type: none">• Make a prediction before, during, and after reading a text. EX: Shown book cover, pictures in a book, and the title (picture walk), predict what the book will be about. EX: During the reading of the book predict what will happen next. EX: After finishing the book, predict what might happen next (draw a picture, select a picture from a group of pictures or tell the instructor).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Given a series of events, predict what will happen next. EX: Given a partial sequence, predict what will happen next. EX: Given a picture of a dog and another picture of a bath tub, tell what will happen given three picture choices (e.g., a dog in a bath tub, a boy playing ball, and a car on a street).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Predict what activity they will be doing next in a known routine. EX: Match pictures to their schedule prior to the event to predict what they will be doing next.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Demonstrate understanding of simple cause/effect related to a routine action. EX: Use a switch to activate a toy. EX: Use a switch to continue an activity. EX: Push a button to make a choice.

Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 4A Connect text to self.	Advanced students perform without support the following: <ul style="list-style-type: none">• Connect text to self and text to text. EX: Read two stories related to the same topic and have kids make connections between them. Read a story about how blowing bubbles are blown and a poem about blowing bubbles and relate the two. Then the kids get to blow bubbles.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Connect text to self. EX: Identify how a story relates to their surroundings. Read one story with the color red in it and then identify what is red in the classroom. “Who in our class is wearing a red shirt?”
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Connect text to pictures. EX: Select pictures to go with a story.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Make connections between related pictures. EX: Select two pictures that go together. A picture of a boat and a picture of a lake. A picture of snow and a picture of a snowman.

Reading Extended Grade Band 3-4 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Use words or pictures to determine meaning. • Recall basic facts from a short paragraph of 5 sentences in length. • Sequence three events from text 5 sentences in length. • Make a prediction before, during, and after reading a text. • Connect text to self and text to text.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Match words to pictures. • Recall basic facts from a short paragraph of 3 simple sentences. • Identify beginning and end of text. • Given a series of events, predict what will happen next. • Connect text to self.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Identify correct object when given two word choices. • Recall basic facts from a short paragraph of 2 simple sentences. • Identify one event that occurred in a 3-sentence story. • Predict next activity in a known routine. • Connect text to pictures.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Identify one picture or object from a set of two. • Recall one fact from a simple sentence. • Make connections between related pictures.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 5-6

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 1A Use picture or sound clues to determine word meaning.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use clues to identify the meaning of words and phrases in context. EX: State the meaning of words and phrases. EX: Match words with basic definitions. EX: Use a basic elementary dictionary to determine word meaning.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Use picture or sound clues to determine word meaning. EX: Use pictures of words (e.g., a picture of ice) to determine their meaning (e.g., cold). EX: Use sound clues (e.g., sound of a bell, whistle, dog barking) to determine word meaning. EX: Use a basic picture dictionary to determine word meaning.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • With prompts use clues to determine word meaning. EX: Match pictures to pictures with the same meanings. EX: Match a simple word to pictures. EX: Use a basic picture dictionary to locate the word. EX: Using single picture/word/object, identify the meaning. EX: Match the object with the picture or purpose.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Communicate basic personal needs and wants. EX: Use AT to communicate needs and wants. EX: Use PECS, signs, gestures or verbal cues to communicate needs and wants.

Model Academic Standard:
A. Reading

Objectives:
2. Understand text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Reading 2A Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of main characters (who), setting (where/when), events (what happened), and problem/solution. EX: Identify sequence of events in the story. EX: Given choices, identify the problem/solution in the story. (e.g., <i>It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?</i>)
<p>Reading 2B Follow steps in a process.</p>	<ul style="list-style-type: none"> • Follow a multistep process. EX: Follow a 2-step recipe from a packaged product. EX: Follow the steps in performing prevocational/school-related jobs with text only (no more than 4 steps).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story. EX: Use pictures or words to identify story elements. EX: Communicate what happens at the beginning, in the middle, and at the end of a story. • Follow steps in a process. EX: Follow simple steps in a recipe using pictures and text. EX: Follow the steps in performing prevocational/school-related jobs, with text and pictures.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify the story elements of characters (who) and one event (what happened) within a story. EX: When given choices, will use pictures, words, or drawings to identify who or what the story is about and what happened.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Follow basic steps in a process. EX: Will follow pictured bathroom routines. EX: Will follow practiced, pictured classroom routines.

**Model Academic Standard:
B. Reading**

**Objectives:
3. Analyze text.**

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 3A Identify the topic of written content.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Identify the topic sentence of written content. EX: Given 3 choices for a topic sentence, select the correct sentence.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify the topic of written content. EX: Given 3 choices, choose the word that describes the passage.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Given choices, identify the topic of the content. EX: Given 3 pictures or objects, choose the correct picture/object to represent the topic.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Choose a book on a given topic. EX: Choose a book about dogs when directed.

Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Make connections to text: text-to-self, and text-to-text. EX: Name another story with the similar idea (i.e., After reading a story about dogs, the student says “<i>We read a story about dogs last week</i>”). EX: Sharing common experiences and/or events with the story (i.e., After reading or listening to a story about Disney World, the student says, “<i>My family went to Disney World.</i>”)• Predict things that might happen in the story including at least 2-3 story elements (who, where, when, and/or what). EX: Given the book title, predict who, where, when, and/or what within a story. EX: Using a familiar book series, predict who (characters) and where (environment). EX: Predict an appropriate ending to a short story.• Explain why something is fact or fantasy. EX: State the reason something is real or fantasy (e.g., <i>Animals don’t really talk, houses don’t fly, people don’t fly</i>). <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Make connections between text and self. EX: Share a personal connection between self and a person, place, or thing in the story (i.e., Story is about a dog and they have a dog.)• Make predictions. EX: When looking at a story title, do a picture walk: <i>What do you think will happen in this story?</i> EX: After reading/listening to part of the story, tell what will come next in the story.• Distinguish between fact and fantasy. EX: Answer the questions: Is it real or not? “<i>Do animals really talk?</i>”

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Answer teacher questions about connections to text: Text-to-Self. EX: The teacher introduces a story and asks students if they have ever experienced the same thing. (e.g., <i>This is a story about swimming. Have any of you been swimming?</i>) • Classify fact and fantasy. EX: Categorize pictures or objects as real or unreal. <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Indicate like or dislike of a story. EX: Use communicative function such as facial expression, AT, words, gestures, behaviors to demonstrate opinion about a story.

Reading Extended Grade Band 5-6 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Identify word meanings, at least 4 story elements, and topic sentence. • Sequence events including detail and/or over more than a week time span. • Follow a multistep process. • Make connections, including text-to-text and text-to-self, and predict using 2-3 story elements. • Explain why something is fact or fantasy.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Identify word meaning using cues, at least 3 story elements, the topic, and sequence of events. • Follow 2-3 steps in a process. • Make text-to-self connections, and make simple predictions. • Distinguish between fact and fantasy.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Given choices, determine word meaning, 2 story elements (character and event), and the topic. • Sequence 2 events. • Participate in steps to follow a process. • Answer directed questions about text-to-self connections and predictions. • Classify fact and fantasy.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Communicate basic personal needs and wants. • Follow basic steps in daily living skills. • Choose a book on a given topic. • Indicate like or dislike of a story.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade Band 7-8

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 1A Use context clues to understand meaning of words.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use and apply context clues to understand meaning of words and phrases. EX: Identify the correct definition for an underlined word or phrase. EX: Find the synonym for an underlined word or phrase in a sentence. EX: Use a basic elementary dictionary and thesaurus to determine word meaning.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Use context clues to understand meaning of words. EX: Select a pair of synonyms from a list of four words (hot, warm). EX: When given a list of two or three clues, choose the word to fill in the blank with the correct response (e.g., The ____ is made of wood and lead and used to write). EX: Use a basic elementary dictionary or picture dictionary to determine word meaning.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Use verbal or picture clues to understand word meaning. EX: Select a pair of related ideas from a list of three picture situations (on the beach, at the pool, in the snow). EX: Identify the correct word when read a sentence. (The teacher will read a sentence with a word left out. The teacher will give the student three word choices to fill in the blank. Student will select the correct answer). EX: Use a basic picture dictionary to determine word meaning. EX: Match everyday symbols to words (e.g., stop sign, restroom, poison).

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize that words or symbols have meaning. <ul style="list-style-type: none"> EX: Use a communication device to indicate a physical or emotional need. EX: Point to a picture of an object (symbolic representation). EX: When asked for a specific item, student retrieves item from given set. EX: Identify name from given choices.

Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Reading 2A Identify stated information and main ideas in literary and informational text.</p> <p>Reading 2B Identify stated sequence of events in literary and informational text.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Identify story elements, main ideas and supporting details, and text features from stated information. EX: Identify the main idea of a story and two supporting details. EX: Identify story elements: main characters (who), setting (where/when) and plot (what happened) within a story, and identify one feature for one of the story elements. EX: Given a recipe, identify specific directions and specific ingredients.• Identify a five-step sequence of events in an oral, visual, or written text. EX: Identify a five-step sequence of events in performing prevocational/school-related jobs with text and pictures. <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Identify stated information and main ideas in literary and informational text. EX: Identify the story elements: main characters (who), setting (where/when), and what happened within a story. EX: Given a recipe, identify one specific direction and one specific ingredient.• Identify stated sequence of events in literary and informational text. EX: Identify four sequences of events in an oral, visual, or written text. EX: Use sequence words: first, next, then, and last. EX: Identify four events from a sequence in performing prevocational/school-related jobs with text and pictures.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify stated information in either literary and/or informational text. EX: Identify the story elements: main characters (who) and setting (where/when). EX: Given a recipe, identify one specific direction or one specific ingredient. • Identify first and last events in either a literary or informational text. EX: Identify the first and last events in performing prevocational/school-related jobs with text and pictures. <hr/> <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize who from a literary text or what from an informational text. EX: Point to or indicate a main character in story. EX: Given a picture recipe, point to one specific ingredient (teacher says point to the egg and the student points to the egg).

Model Academic Standard:

A. Reading

Objectives:

3. Evaluate and extend text.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Reading 3A Make connections to text, predictions, and draw conclusions.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Evaluate and extend literary and informational text through connections to text, predictions, drawing conclusions, and distinguishing between fact and opinion. EX: A passage (3-5 simple sentences) is read aloud by the student or teacher; the student identifies the way the story relates to the world. EX: A passage (3-5 simple sentences) is read by the student or teacher; the student predicts what will happen next. EX: Two statements are read by the student or teacher; the student identifies fact versus opinion using key words such as all, never, I think, I believe, I feel (e.g., The earth is a planet vs. I think that people should take better care of the earth).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Make connections to text, predictions, and draw conclusions. EX: A passage (3 simple sentences) is read by the student or teacher, the student identifies three ways the story relates to their life. EX: A passage (3 simple sentences) is read by the teacher; the student predicts what will happen next.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Make connections to text and draw conclusions. EX: A passage (3 simple sentences) is read aloud by the teacher; the student identifies two ways the story relates to their life. EX: When looking at a picture within the story, draw conclusions about what happened in this story.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Make one connection from text-to-self. EX: A passage (1-2 sentences with picture) is read by the teacher; the student identifies one way the story relates to their life.

Reading Extended Grade Band 7-8 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Use and apply context clues to understand meaning of words and phrases. • Identify story elements, main ideas and supporting details, text features, and five sequenced events from stated information. • Connect to text, predict outcomes, draw conclusions, and distinguish between fact and opinion from literary and informational text.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use context clues to understand meaning of words. • Identify stated information and events in sequence in literary and informational text. • Connect to text, make predictions, and draw conclusions from literary and informational text.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Use verbal or picture clues to understand word meaning. • Identify stated information from either literary and/or informational text and identify first and last events. • Connect to text and make predictions from literary and/or informational text.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Recognize that words or symbols have meaning. • Identify stated information in text. • Connect text to self.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Reading - Grade 10

Model Academic Standard:

A. Reading

Objectives:

- 1. Determine the meaning of words and phrases in context.**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 1A Interpret word meanings within a passage according to connotation (tone) or context.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Complete sentences within a passage using words with appropriate connotation (tone) or context. EX: When shown a letter to a potential employer, choose appropriate salutation from choices given (i.e., Yo, Hey You, Dear). EX: When read a passage addressing a specific social situation (such as a funeral), choose the appropriate greeting from choices given.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Interpret word meanings within a passage according to connotation (tone) or context. EX: Choose the correct meaning of a word in a passage that describes the feelings of a character. EX: Locate and identify words on forms to fill in personal information such as name, address, and phone.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify words and their meanings. EX: Locate or follow a direction based on an environmental sign, such as bathroom, road, and store signs, bus stop. EX: Identify sight words connected to the student, such as library, café, bus, work, computer, pizza (as applicable).
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Use visual or picture clues to understand the meaning of words and symbols. EX: Point to the two pictures that are similar (e.g., hamburger, hotdog, car). EX: Given three pictures, identify the one that is asked for. EX: Shown a picture of an event such as a carnival, point to different features such as popcorn, clown, and ride.

Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 2A Interpret text by classifying information and distinguishing different viewpoints.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none">• Interpret text by classifying information about the text and distinguishing multiple viewpoints. EX: Tell if passage uses formal or informal language. EX: Differentiate between narrative and dialogue by categorizing each sentence in a passage. EX: After reading a passage with three different characters, tell what each one thinks or feels. EX: Using a graphic organizer, sort words or pictures representing a text into multiple categories. EX: Sort pictures of story details into categories based on a story or picture.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none">• Interpret text by classifying information and distinguishing different viewpoints. EX: Complete the two missing items in a graphic organizer, such as sorting pictures representing a text. EX: Based on information from the story, tell what two different characters think or feel (e.g., character cried-was sad). EX: After reading a passage about two teams winning or losing, decide how each team feels. EX: Given a passage about pizza, identify which topping each character likes. EX: Tell what one character thinks or feels based on information from the story.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none">• Interpret text by organizing information and recognizing a viewpoint. EX: Based on information from the story, tell what one character thinks or feels. EX: Sort pictures of story details into categories based on a story or picture.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize feelings in text or pictures. EX: Looking at a picture, determine if a character feels happy or sad. EX: Using a real-life social story read to them, point to a picture showing what the character did.

Model Academic Standard:

A. Reading

Objectives:

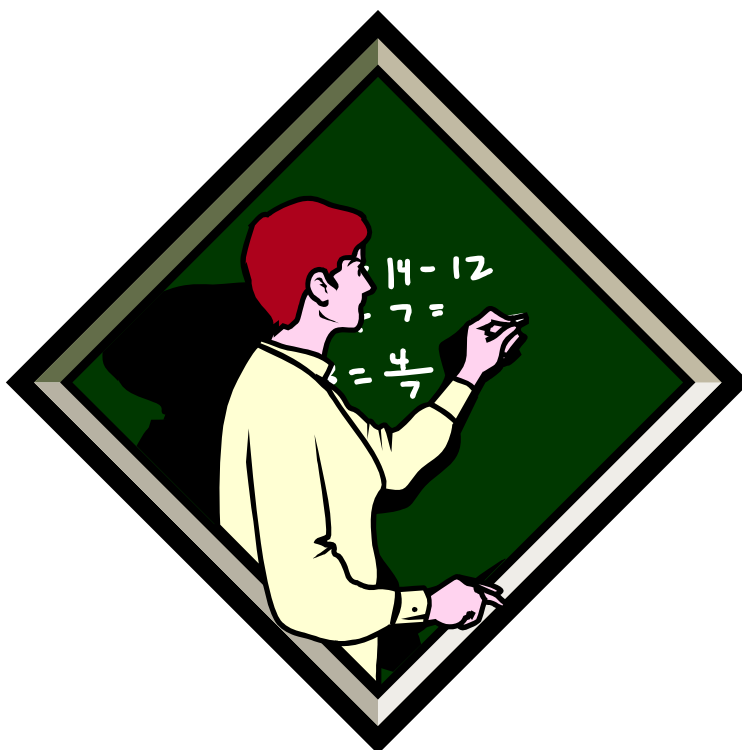
3. Evaluate and extend text.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 3A Draw conclusions from literary and informational text.	Advanced students perform without support the following: <ul style="list-style-type: none">• Draw and justify conclusions from literary and informational text. EX: Agree or disagree with the character’s choice or viewpoint and give one reason for the opinion. EX: Tell if a commercial or advertisement is believable and give one reason for the opinion. EX: Use the outcome of story to project future possibilities. EX: Decide if a character is believable and justify why.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Draw conclusions from literary and informational text. EX: Distinguish between important and unimportant facts. EX: Agree or disagree with the character’s choice or viewpoint. EX: When given several options in a passage, decide which option the character would choose (e.g., go bowling or watch a movie). EX: Tell if a commercial is believable. EX: Decide if a character is believable.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Connect text with self and world. EX: Tell about something from the story you like. EX: Identify (via pictures or spoken word) a choice made by the character in the passage.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Connect text-to-self. EX: Choose a fruit that they like from a story. EX: Touch a picture from the story.

Reading Extended Grade 10 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: <ul style="list-style-type: none"> • Apply varied word meanings. • Classify information about the text and distinguish multiple viewpoints. • Draw and justify conclusions from literary and informational text.
Proficient	Students performing at the Proficient Level: <ul style="list-style-type: none"> • Interpret word meanings within a passage according to context. • Classify information and distinguish different viewpoints. • Draw conclusions from literary and informational text.
Basic	Students performing at the Basic Level: <ul style="list-style-type: none"> • Identify words and their meanings. • Organize information and recognize a viewpoint. • Connect text with self and world.
Minimal	Students performing at the Minimal Level: <ul style="list-style-type: none"> • Use visual or picture clues to understand the meaning of words and symbols. • Recognize feelings in text and pictures. • Connect text to self.

Mathematics Extended Grade Band Objectives and Achievement Descriptors



Wisconsin Extended Standards and Instructional Achievement Descriptors Mathematics - Grade Band 3-4

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Order or rote count numbers 0-50 and represent numbers 0-20. EX: Count numbers verbally; write, type, point, stamp, or use communication device; use manipulation devices. EX: Use pictures, objects, or fingers to show a requested number.
<p>MathematicsBa2 Sort coins to like groups.</p>	<ul style="list-style-type: none"> • Sort and name coins into like groups. EX: Sort coins into labeled containers. EX: Point to or indicate a coin by name.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Order or rote count numbers 0-20 and represent numbers 0-10. EX: Count verbally; write, type, point, stamp, or use communication device; use manipulation devices. EX: Use pictures, objects, or fingers to show a requested number. • Sort coins to like groups. EX: Given all coins, students can sort into groups of penny, nickel, dime, quarter.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Rote count numbers 0-10. EX: Count verbally; write, type, point, stamp, or use communication device; use of manipulation devices. • Separate 2 different kinds of coins. EX: Separate a penny from a quarter, a dime from a penny. <hr/> <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize numbers. EX: Indicate one object when requested. EX: Point to or indicate a number versus another symbol.

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Mathematics Bb1 Add and subtract one-step, single-digit number problems.</p> <p>Mathematics Bb2 Combine and separate numbers or objects 0-20 into requested equal groups.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Solve addition and subtraction one-step single-digit number problems using symbols. EX: Solve written or verbal problem using paper and pencil or other communication device. • Combine or separate numbers or objects 0-20 into requested equal groups. EX: Given a bag of colored squares sort into equal groups.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Add and subtract one-step single-digit number problems. EX: Solve written or verbal problem using manipulatives or pictures. • Combine or separate numbers or objects 0-20 into requested equal groups. EX: Given a group of objects will sort into requested groups (sort into 2s, 5s, etc.). EX: Given 4 groups of 5 state or indicate that there are 20 total.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Add one-step single-digit number problems. EX: Solve problem using manipulatives or pictures.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Add one to a group of objects. EX: Add a block or indicate a block needs to be added.

Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures

Subskill C.b: Spatial Relationships and Transformations

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 Identify and match 3 basic shapes.	Advanced students perform without support the following: <ul style="list-style-type: none">• Identify and match 4 basic shapes. EX: State, indicate, or point to requested shape, such as triangle, square, circle rectangle (basic 2D shapes). EX: Complete a non-interlocking puzzle with the 4 basic shapes, placing pieces when requested by name of shape.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify and match 3 basic shapes. EX: State, indicate, or point to requested shape, such as triangle, square, circle (basic 2D shapes). EX: Complete a non-interlocking puzzle with the 3 basic shapes, placing pieces when requested by name of shape (wooden peg puzzles).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify and match 2 basic shapes. EX: State, indicate, or point to requested shape, such as triangle, square, circle (basic 2D shapes).
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Match 1 basic shape. EX: Indicate or point to matching shapes, such as triangle to triangle.

Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.c.: Coordinate Systems

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Mathematics Cc1 Recognize basic positional concepts (such as behind, over, under, in front of, next to).</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize basic positional concepts (such as behind, over, under, in front of, next to, and left, right). EX: Manipulate object or indicate picture which shows positional concept. EX: Indicate left or right when prompted by raising correct hand. EX: Point to an object on the right or left in addition to above, below etc. as requested.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize basic positional concepts (such as behind, over, under, in front of, next to). EX: Manipulate object or indicate picture which shows positional concept. EX: Move hand to behind, next to, and above table when requested.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize 2 basic positional concepts (such as over, under, in front of, in, out, top, bottom). EX: Manipulate object or indicate picture that shows positional concept. EX: Place a ball in front of themselves when prompted.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize 1 basic positional concept (such as in, out, top, bottom). EX: Manipulate object or self to show a positional concept. EX: When requested, move to or indicate the front of the line.

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes

Subskill D.b.: Direct Measurement

Subskill D.c.: Indirect Measurement

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Mathematics Da1 Compare 2 objects by size or weight.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Compare 3 objects by size or weight. EX: Point to or identify the large/medium/small object. EX: Given a picture of 3 different sizes of the same object, indicate which is large, medium, and small. • Identify and use tools of measurement (e.g. calendar, analog and digital clocks, ruler). EX: Use a ruler to measure. EX: Match digital to analog time.
<p>Mathematics Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).</p>	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Compare 2 objects by size or weight. EX: Point to or identify the larger/smaller, heavier/lighter, longer/shorter object. EX: Given a marble and a tennis ball and asked which is larger, indicate the tennis ball. EX: Given a rock and a feather and asked which is lighter, identify the feather. • Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler). EX: Identify which tool measures time. EX: Hand teacher the tool to measure water upon request.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Compare 2 objects by size. EX: Point to or identify the larger/smaller object when asked. • Identify tools of measurement. EX: Identify one of the following tools: clock, calendar, ruler, scales. EX: Hand teacher a ruler upon request.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"><li data-bbox="495 240 894 272">• Identify a clock or calendar. EX: Point to clock or calendar when prompted for each.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Subskill E.b.: Probability

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ea1 Identify most, least, and same on a graph or chart.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Identify and display graph showing most, least, and same. EX: Given a bag of different colored objects (e.g., erasers, rubber balls, mini toys) graph amount of different colors on paper or manipulate into columns in order to show more, least, and same.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify most, least, and same on a graph or chart. EX: Given a bar graph, point to or show concept of least, most, and same. EX: Given a block graph, indicate when asked which row has the least blocks, most blocks, and the same number of blocks.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify most and least on a graph or chart. EX: Given a graph, point to or show concept of same. EX: Given a block graph, indicate when asked which rows are the same.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize a graph or chart. EX: Point to a graph.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations, and Functions

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Recognize or extend two-part A/B pattern.	Advanced students perform without support the following: <ul style="list-style-type: none">• Recognize and extend three-part A/B/C pattern. EX: Use manipulative shapes or objects to complete or extend a given three-part pattern. EX: When started with red, green, yellow, red, green, yellow, indicate whether red, green, or yellow object comes next.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Recognize or extend two-part A/B pattern. EX: Use manipulative shapes or objects to complete or extend a given two-part pattern. EX: When started with red, green, red, green, indicate whether red or green object comes next.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Copy a two-part pattern from an existing pattern. EX: Match pictures of two patterns. EX: Recreate a pattern from an example. EX: Use pictorial form to put pegs in a board of the same pattern. EX: Use a communication device to indicate which comes next in the pattern to recreate it.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Extend a sequence of like pictures or objects. EX: Given five apples in a row, choose another apple to come next instead of an orange. EX: Given a sequence of the same picture or object and asked what goes here, indicate the matching object/picture.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations, and Inequalities

Subskill F.c.: Properties

(Expressions, Equations, Inequalities, and Properties are too abstract for this population to permit linkage at this grade band.)

Mathematics Extended Grade Band 3-4

Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Order or rote count numbers 0-50, represent numbers 0-20. • Add or subtract one-step single-digit number problems, and combine or separate numbers or objects 0-20 into requested equal groups. • Sort and name coins, sort the four basic shapes into like groups, and compare three objects by size. • Recognize basic positional concepts (such as behind, over, under, in front of, next to and left, right) and extend three-part A/B/C pattern. • Identify and use tools of measurement (e.g., calendar, analog, and digital clocks, ruler) • Identify and display graph showing most, least, and same.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Order or rote count numbers 0-20 and represent numbers 0-10, add and subtract one-step single-digit number problems, and combine or separate numbers or objects 0-20 into requested equal groups. • Sort coins by likeness and two objects by size. • Recognize basic positional concepts (such as behind, over, under, in front of, next to); match 3 basic shapes; indicate most, least, and same on a graph; and extend simple patterns. • Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Rote count numbers 0-10, add one-step single-digit number problems. • Match two basic shapes, coins and objects, and copy a two-part pattern from an existing pattern. • Recognize two basic positional concepts (such as behind, over, under, in front of, next to, in, out, top, bottom). • Identify tools of measurement (e.g., clock, calendar, ruler, scales). • Identify what is the same on a graph.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Add one to a group of objects. • Match one basic shape. • Recognize a number, clock, calendar, graph, and one basic positional concept (such as in, out, top, bottom).

Wisconsin Extended Standards and Instructional Achievement Descriptors Mathematics - Grade Band 5-6

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ba1 Recognize, count, and order numbers to 50.</p> <p>Mathematics Ba2 Indicate parts of a whole.</p> <p>Mathematics Ba3 Identify and count like coins up to one dollar and bills up to five dollars.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize, count, and order numbers beyond 50. EX: Count objects greater than 50. EX: Place numbers in sequential order. • Indicate parts of a whole. EX: Show five out of eight pieces of pizza. EX: Organize parts of a circle to create a whole ($1/2 + 1/2 = \underline{\quad}$). • Identify and count coins of more than one value up to a dollar and bills up to five dollars. EX: Count money greater than one dollar with like coins. EX: Count dollar bills to amounts greater than five dollars.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize, count, and order numbers to 50. EX: Put numbers in order up to 50. EX: Count to 50. • Indicate parts of a whole. EX: Indicate the number of pieces of pizza in a pie. EX: Indicate if a puzzle is complete or missing parts. • Identify and count like coins up to one dollar and bills up to five dollars. EX: Count nickels to one dollar. EX: Count dimes to one dollar. EX: Count one-dollar bills to five dollars.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize, represent, count, and order numbers to 10. EX: Count to 10. EX: Place numbers in order to 10. • Identify and count like coins. EX: Sort coins into like values. EX: Count quarters to make a vending machine purchase.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Rote count or identify numbers 0-3. EX: Say, write, type, point, stamp, use a communication device, or use manipulatives to rote count or identify numbers. • Recognize a coin. EX: Given a picture or an object, indicate if it is a coin.

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Mathematics Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.</p> <p>Mathematics Bb2 Compare two groups based on more or less.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Solve two-digit addition and subtraction problems without regrouping. EX: $25+10=$__. EX: $25-10=$__. • Multiply and divide sets of objects by number greater than 2. EX: Divide objects into three groups. EX: Make three groups of four objects when shown the equation 3×4. • Compare two groups based on smallest and biggest. EX: When given two groups, put them in order according to size.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Solve single-digit addition and subtraction problems. EX: $5+2=$__. EX: $5-2=$__. • Multiply and divide sets of objects by 2. EX: Given 10 balls, student can divide into two equal groups. EX: Make two groups of three objects when given the equation 2×3. • Compare two groups based on more or less. EX: When given two groups, indicate which has more objects. EX: Which class has more students?
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Solve single-digit addition and subtraction problems to 5. EX: $1+2=$__. EX: $3-1=$__.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"><li data-bbox="506 240 1207 337">• Demonstrate a one-to-one correspondence. EX: Given three spaces, place one object in each space. EX: Put one egg in each hole of an egg carton.

Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures

Subskill C.b: Spatial Relationships and Transformations

Subskill C.c.: Coordinate Systems

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).</p> <p>Mathematics Ca2 Identify directions (e.g., east, west, north, south, and left and right).</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Name and compare basic shapes and identify how they are different. EX: Indicate how many sides a square has compared to a triangle. EX: Identify two shapes and name one attribute that makes them different. • Apply directional concepts (e.g., east, west, north, south, and left and right). EX: Tell which direction their house is from another location. EX: What direction to the principal’s office?
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Name and compare basic shapes (e.g., circle, rectangle, square, and triangle). EX: Differentiate a square from a triangle. EX: Identify a square when asked to select from shapes or pictures and indicate how many sides a square has. • Identify directions (e.g., east, west, north, south, and left and right). EX: Looking at a map, indicate a direction. EX: Point south on a map.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify basic shapes (e.g., circle, rectangle, square, and triangle). EX: Sort two like shapes. EX: Identify two shapes. • Recognize four basic positional concepts (such as top, bottom, front, back, in, out). EX: Indicate the bottom of an object.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify basic shapes (e.g., circle, rectangle, square, and triangle). EX: Match the triangle to a picture of a triangle. EX: Hand me the square. • Recognize two basic positional concepts (top, bottom, in, out, front, back). EX: Put the ball in the box.

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes

Subskill D.b.: Direct Measurement

Subskill D.c.: Indirect Measurement

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Da1 Connect calendars and clocks to everyday situations.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Utilize calendars and clocks in everyday situations. EX: Match clock time to activity. EX: Match noon to lunch. EX: Use calendar to determine date or day.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Connect calendars and clocks to everyday situations. EX: Recognize schedule or routine and sequence of events (such as morning/night, before/after, today/tomorrow). EX: When asked when do you eat breakfast, indicate morning by pointing, signing, or using a communication device.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Match situation to use of clock or calendar in everyday situations. EX: When asked what tool is needed to tell time, indicate the use of a clock. EX: When asked what tool is needed to find the day or date, indicate a calendar.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Recognize a calendar or clock. EX: Point to the calendar or clock when prompted.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 Sort and display data on a grid to make a simple graph.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Sort and display data on a grid to make a simple graph including labels. EX: Given a bag of objects of at least 3 different colors or sizes, create a graph based on colors or size and numbers. EX: Create a graph that shows classmates' birthdays by month.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Sort and display data on a grid to make a simple graph. EX: Create a graph that shows numbers of objects based on colors. EX: Create a graph that shows classmates' favorite toys.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Sort and place on a grid, data based on one attribute. EX: Sort two colors of objects by color and put them into a given grid. EX: Sort boys and girls in the class.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Select data based on one attribute. EX: Point to the blue marbles.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Eb1 Determine whether or not a situation is fair.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Determine whether or not a situation is fair and why. EX: Play a game and identify fairness or unfairness. EX: Indicate why sharing is fair.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Determine whether or not a situation is fair. EX: Identify when a situation is fair.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Determine if two amounts are the same. EX: Recognize that portions or shares are equal.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Demonstrate sharing. EX: Share a box of crayons with another student.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations and Functions

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
<p>Mathematics Fa1 Recognize or extend a three-part A/B/C pattern.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize, create, extend, and explain a three-part A/B/C pattern. EX: Create and explain how a pattern is created using objects and/or numbers. EX: Put missing objects into a pattern.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize or extend three-part A/B/C pattern. EX: Use manipulative shapes or objects to complete or extend a given three-part pattern. EX: When started with red, green, yellow, red, green, yellow, indicate whether red, green, or yellow object comes next. EX: When given examples, identify which one is a pattern.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize and extend a one- or two-part pattern. EX: Continue a pattern by adding one or two parts. EX: Add next piece to a pattern.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify one piece of the pattern. EX: Shown a pattern of block, triangle, block, triangle, choose from a triangle and circle the piece that fits into a pattern of objects.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations and Inequalities

Subskill F.c.: Properties

(Expressions, Equations, Inequalities, and Properties are too abstract for this population to permit linkage at this grade band.)

Mathematics Extended Grade Band 5-6

Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Recognize, count, and order numbers (to 50) and money (like coins more than a dollar and bills to five dollars). Solve mathematical calculations (+, -, x, ÷) of single-digit whole numbers. • Compare patterns, including parts of a whole, in daily situations. • Apply directional concepts (e.g., east, west, north, south, and left and right). • Choose and use appropriate mathematical tools and shapes and sizes to make comparisons, sort, and display information. • Utilize calendars and clocks to everyday situations.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Recognize, identify, and count numbers (to 50) and money (like coins to a dollar and bills to five dollars) and solve basic math computations (+ and -). • Sort and compare data to discover or extend patterns (parts of a whole, part of group, more or less, fair or unfair). • Identify basic shapes (circle, rectangle, square, and triangle) and basic directional concepts (east, west, north, south, left and right). • Identify purpose of basic tools of measurement, connect calendars and clocks to everyday situations.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize and manipulate numbers from 0-10. • Identify coins, basic shapes (circle, square, rectangle, and triangle), and positional concepts (top, bottom, front, back, in, and out). • Recognize how different groups of objects are the same and different. • Match situation to use of clock or calendar in everyday situations.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Identify numbers (0-3) and basic positional concepts (top, bottom, in, out, front, and back). • Demonstrate an understanding of one-to-one correspondence and sharing. • Identify basic tools of math (circle, triangle, coin, calendar, clock).

Wisconsin Extended Standards and Instructional Achievement Descriptors

Mathematics - Grade Band 7-8

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ba1 Read, write, represent whole numbers to 100+.</p> <p>Mathematics Ba2 Use basic fractions 1/2, 1/4, 1/3.</p> <p>Mathematics Ba3 Count and compare coins and bills of differing values.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Read, write, represent, and order numbers to 100+. EX: Given set of numbers, arrange in the correct order. • Identify and compare fractions 1/2, 1/4, 1/3, 1/8, 1/10. EX: Divide a pizza into 8 equal pieces. • Count and compare coins and bills of differing values to make change. EX: Count a variety of coins and bills to make change.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> ● Read, write, and represent whole numbers to 100+. EX: Count and write numbers to 100 (use objects or manipulatives). EX: Match numbers to a number of objects. ● Use basic fractions 1/2, 1/4, 1/3. EX: Select the appropriate measuring cup called for in a recipe. ● Count and compare coins and bills of differing values. EX: Count a variety of coins and bills.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> ● Read, write, and represent whole numbers to 20. EX: Count and write numbers to 20 (use objects or manipulatives). EX: Match numbers to a number of objects to 20. ● Identify basic fractions 1/2, 1/4. EX: Select the appropriate measuring cup between 1/2 and 1/4. ● Identify value of coins and bills. EX: Given a variety of coins and bills, accurately identify the value.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> ● Identify whole numbers to 10. EX: Rote count to 10. ● Compare coins and bills. EX: When given a collection of coins, sort them into groups of the same coin.

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Mathematics Bb1 Use four basic operations in everyday situations.</p> <p>Mathematics Bb2 Estimate (without counting) group sizes based on more or less.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use four basic operations in everyday situations, including two-step problems. EX: Given a bag of stickers (not evenly divisible), distribute stickers evenly among classmates and decide how many more they need for each person to receive the same amount. EX: Given a menu with prices listed, order two items and determine the cost. • Estimate (without counting) more than two group sizes based on most and least. EX: Given three containers with different amounts of pencils, estimate which one has the most/least.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Use four basic operations in everyday situations. EX: Given a bag of stickers (with an evenly divisible amount), distribute stickers evenly among classmates. • Estimate (without counting) group sizes based on more or less. EX: Given a group of 5 pencils to distribute to the class of 20, decide if they have enough or will need more. EX: When shopping, decide which line to go in based on which has less people in line.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Use single-digit addition and subtraction in everyday situations. EX: Using two picture cards with a number of objects on them, subtract the number of objects on each and find the card with the appropriate number of objects on it. - $4 + 5 = \underline{\quad}$. - $6 - 2 = \underline{\quad}$.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Use addition to sums lower than 10 in everyday situations. EX: Add two groups of objects together and find the total number of objects.

Model Academic Standard:

C. **Geometry:** Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures

Subskill C.b.: Spatial Relationships and Transformations

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ca1 Sort and classify a variety of three-dimensional objects based on shape.</p> <p>Mathematics Ca2 Identify lines that are parallel and intersecting.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Sort and classify a variety of three-dimensional objects based on shape and tell why the objects belong together. EX: When given a variety of nuts and bolts, sort and tell why objects were grouped as they were. EX: Shown cards of several shapes, put like shapes together and explain why the shapes go together. • Identify lines that are parallel and intersecting in objects. EX: When given a box, identify the parallel and intersecting faces. <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Sort and classify a variety of three-dimensional objects based on shape. EX: When given a variety of nuts and bolts, student can sort and classify objects. EX: Shown objects of varying shapes, put objects of like shapes together. • Identify lines that are parallel and intersecting. EX: Identify parallel and intersecting lines on a football field. EX: When given sets of lines that are either parallel or intersecting, student can identify the parallel lines.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Sort and classify two types of three-dimensional objects. EX: Given cubes and balls, sort them into like groups. EX: Shown objects of two different shapes, put like-shaped objects together. • Identify lines that do not cross. EX: On a map, identify streets that go the same direction and streets that cross. <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify a three-dimensional object. EX: When given a picture of a circle and a real plate, identify which is three-dimensional.

Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.c.: Coordinate Systems

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Cc1 Locate coordinates in a real-world context.	Advanced students perform without support the following: <ul style="list-style-type: none">• Identify and locate coordinates in a real-world context. EX: Choose a town on a map, look up coordinates on a table, then locate town on map.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Locate coordinates in a real-world context. EX: Given a map and coordinates for location of a town, locate a particular town.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Locate a picture on a coordinate grid. EX: Given a 3x3 grid and letter, number coordinates, locate the object with the given coordinate.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Locate an object on a number line. EX: Given a number line with three buildings (a school, house, and store) that correspond to a given number, point to or indicate the correct building.

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes

Subskill D.b.: Direct Measurement

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	Advanced students perform without support the following: <ul style="list-style-type: none">• Select and use the appropriate unit of measure to determine the length, liquid capacity, or weight of everyday objects. EX: When asked to measure water, choose the appropriate unit of measurement (inches, pounds, or cups) and measure it.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Select the appropriate unit of measure to determine the length or weight of everyday objects. EX: When asked to measure a piece of string, choose the appropriate unit of measurement (inches, pounds). EX: Measure height and report in inches.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Select the appropriate unit of measure to determine the weight of everyday objects. EX: Use a scale to weigh themselves and report weight in pounds.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Determine whether an everyday object is heavier or lighter than other objects. EX: When asked which is lighter, choose the lighter of two objects.

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.c.: Indirect Measurement

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Dc1 Identify and describe perimeter/ circumference and area on a grid.	Advanced students perform without support the following: <ul style="list-style-type: none">• Identify, describe, and compute perimeter/circumference and area on a grid. EX: When given a rectangle on a grid, figure out area and perimeter of the object.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify and describe perimeter/circumference and area on a grid. EX: Given two pictures of the same shape, one picture has the inside shaded in, the other has the shape outlined, decide which image shows area and why.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify perimeter. EX: Given a picture of a shape, point to the perimeter.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Recognize outside of an object. EX: Given a picture of a circle, point to or indicate the outside of the circle.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Create and interpret data from tables and simple graphs. EX: Given the numbers of students in each grade level in a table, make a graph showing this information. Determine how many students are in each grade, which has the most, are there any the same, etc. EX: Given recorded daily temperature for a week, create a graph based on information.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Interpret data from tables and simple graphs (e.g., pie, bar). EX: Given a bar graph showing the number of students in each grade level, determine how many students are in each grade, which has the most. Are there any the same?
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Locate specific information on simple graphs. EX: Given a simple graph, point to the number of boys in the class.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify a graph in a given resource. EX: Find a graph in a magazine.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Eb1 Determine whether an event is impossible or certain.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Determine whether an event is impossible, certain, or likely. EX: Could it snow in July in Wisconsin? (Always, sometimes, never.)
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Determine whether an event is impossible or certain. EX: If you have one die, is it possible to roll a 7? If you have one die, is it possible to roll a 1 (or any number)?
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Determine whether an event is impossible. EX: Given a bowl of red marbles, is it impossible to pick a green marble?
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Identify what is certain. EX: Given pictures of two faucets, one with water coming out and one with basketballs coming out, which one is certain?

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations and Functions

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Extend a given sequence.	Advanced students perform without support the following: <ul style="list-style-type: none">• Complete a given sequence of numbers. EX: Given a sequence of numbers, 2, 4, _, 8, fill in the missing number.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Extend a given sequence. EX: Given a counting sequence, 1, 2, 3, 4, _ fill in the missing number.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Repeat a two-item pattern. EX: Given a pattern using two objects/pictures, repeat the pattern.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Identify the next item in a pattern. EX: Shown a pattern using two objects/pictures, choose which object would come next.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations and Inequalities

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Fb1 Solve a simple one-step, open-equality sentence.	Advanced students perform without support the following: <ul style="list-style-type: none">• Solve a simple one-step, open sentence inequality problem. EX: Given several simple equations, equaling less than 20, solve the problems.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Solve a simple one-step, open-equality sentence. EX: Given a number sentence with pictures above only the given numbers, fill in the missing number to complete the equation.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Recognize equal quantities. EX: When given a set of picture cards, students can place equal quantities on either side of an equal sign.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Given a number, the student shows the addition of one more. EX: Show one more.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.c.: Properties

(Properties are too abstract for this population to permit linkage at this grade band.)

Mathematics Extended Grade Band 7-8

Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Use numbers (100+) to solve problems using four basic operations (to two digits), use money to make change, and use basic fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{10}$) in everyday life. • Select and use the appropriate unit of measure (length, liquid capacity, weight) for everyday objects; identify, describe, and compute perimeter/circumference and area on a grid. • Locate and identify coordinates, identify parallel and intersecting lines, and create and interpret data from tables and simple graphs in real-world context. • Sort and classify a variety of two- and three- dimensional objects based on shape and size, and tell why the objects belong together; estimate more than two group sizes based on most and least.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use whole numbers (100+) to solve problems using four basic operations (to two digits) and use money and basic fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) in everyday life. • Select the appropriate unit of measure (length, liquid capacity, weight) for everyday objects, identify and describe perimeter/circumference and area on a grid. • Sort and classify a variety of three-dimensional objects based on shape. • Estimate two group sizes based on more or less. • Locate coordinates, identify parallel and intersecting lines, and interpret data from tables and simple graphs in real-world context.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Use whole numbers (to 20) to solve problems using addition and subtraction (single digit) and identify value of money and basic fractions ($\frac{1}{2}$, $\frac{1}{4}$) in everyday life. • Select the appropriate unit of measure (length, weight) for everyday objects, identify perimeter. • Sort and classify two types of three-dimensional objects and match images of figures based on size and location. • Determine whether an event is impossible and repeat a two-item pattern. • Locate a picture on a coordinate grid, identify parallel lines, and locate information on simple graphs.
Minimal	<p>Students performing at the Minimal Level:</p>

Achievement Level	Achievement Descriptor
	<ul style="list-style-type: none">• Identify whole numbers (to 10).• Match basic shapes and coins; identify lines, three-dimensional objects, and the outside of an object.• Select the appropriate unit of measure to determine the weight of everyday objects.• Identify the next item in a pattern.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Mathematics - Grade 10

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Subskill B.b.: Computation

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Mathematics Ba1 Compare and order positive and negative integers -20 to 20.</p> <p>Mathematics Ba2 Apply the idea of more or less using fractions, decimals, and percents.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Solve problems using positive and negative integers. EX: Solve problems using a constructed number line -20 to 20 with arrows. EX: Analyze the temperature over several days and arrange the temperatures from coldest to the warmest. • Compare fractions, decimals, and percents in terms of more or less. EX: Compare prices of three or more objects in terms of more than or less than. EX: Compare prices or sizes of three or more objects in terms of more than or less than (three sizes of juice containers, cost of the three juice containers, three bank balances, or three paychecks). EX: Compare which percent of the original price is the best buy between two or more objects (25%, 50%, 75%).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Compare and order positive and negative integers -20 to 20. EX: Can construct a number line from -20 to 20 with arrows. EX: Identify 0 as the origin on a number line. EX: Read a thermometer and decide what is appropriate to wear. • Apply the idea of more or less using fractions, decimals, and percents.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>EX: Identify the difference between $\frac{1}{4}$ and $\frac{1}{2}$ in terms of more than or less than (comparing $\frac{1}{2}$ cup to $\frac{1}{4}$ cup of flour for baking).</p> <p>EX: Compare prices or sizes between two objects in terms of more than or less than (12 oz. can of juice to 16 oz. can of juice, cost of the two juice containers, two bank balances, or two paychecks).</p> <p>EX: Identify which percent off the original price is the best buy (25%, 50%).</p>
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize positive and negative integers. EX: Recognize the difference between positive and negative numbers on a thermometer (hot/cold). EX: Can locate a given point on a number line from -20 to 20 with arrows. EX: Recognize the negative or positive value of money (identify the balance on a checkbook). • Identify the difference between two simple fractions, two decimals, or two percents. EX: Identify the difference between $\frac{1}{2}$ cup and 1 cup in terms of more than or less than (comparing $\frac{1}{2}$ cup to 1 cup of flour for baking). EX: Distinguish the difference between two sets of money in terms of more or less (pennies, nickels, dimes, quarters, and bills). EX: State that 25% off is less than the whole price. EX: Compare the difference of objects in terms of more or less (price, weight, length). <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify and locate whole positive integers on a number line. EX: Identify positive numbers on a number line. EX: Locate a given point on a number line from 0 to 20 with arrows.

Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures

Subskill C.b.: Spatial Relationships and Transformations

Subskill C.c.: Coordinate Systems

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 Identify lines that form a right angle.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Compare angles in relationship to a right angle. EX: Sketch a right angle. EX: Sketch a simple map using intersecting lines that form right angles. EX: Group objects that contain right angles.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify lines that form a right angle. EX: Compare right and left turns to cardinal directions on a map. EX: Use maps to identify right angles.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify right angle (corners). EX: Identify angles in the real world that form right angles (tennis court, football field, room, bench press). EX: Given a rectangle, identify a right angle.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Find the corner of an object. EX: Find the corner on a piece of paper, book, or the room.

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes

Subskill D.b.: Direct Measurement

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Mathematics Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Solve problems using measurement tools. EX: Find the length and width of a room and decide how much carpet to buy to fit the room. EX: Measure and record temperature (of liquid or weather) over time and compare the difference.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects. EX: Use a variety of measurement tools to measure everyday objects to the nearest whole unit. <ul style="list-style-type: none"> ○ Thermometer ○ Meter stick ○ Tape Measure ○ Scale <p>EX: Measure for real-world connections, such as measuring for a room or a garden.</p>
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify the appropriate tool used for measurement. EX: Thermometer to measure the temperature (of food in cooking, body temperature, temperature of a liquid, weather). EX: Yard stick can be used to measure the height of a door frame, size of a carpet, or length of a track. EX: Tape measure can be used to measure the length of a pen, lumber, sporting event such as long jump, or waist measurement. EX: Scale to measure body weight, food, objects such as specimens in science (e.g., sand, rocks, and fish).
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Name a tool of measurement. EX: <ul style="list-style-type: none"> ○ Thermometer ○ Yard stick ○ Tape Measure ○ Scale

Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.c.: Indirect Measurement

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Mathematics Dc1 Determine perimeter, area, and circumference of regular shapes.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Determine perimeter and area of irregular shapes. EX: Find the area or perimeter of an L-shaped room. EX: Find the area or perimeter of an irregular shaped garden. EX: Find the area or perimeter of a pool.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Determine perimeter, area, and circumference of regular shapes. EX: When provided a grid model, measure perimeter and area of a basic shape for building a fence (perimeter), a garden (area), or a swimming pool. EX: Using a direct measurement tool, measure the circumference of a circular object (can, globe, cup, or ball).
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify perimeter and area of regular shapes. EX: Shade the area of a regular shape. EX: Trace the perimeter of a regular shape.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Indicate a perimeter. EX: Point to or indicate the outline of a regular shape as modeled by the teacher or proctor.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	Advanced students perform without support the following: <ul style="list-style-type: none"> • Collect and organize data in simple graphs using real-world contexts. EX: Collect and organize data on a given graph (colored objects, coins from a bag of change, boys and girls in a class).
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar). EX: Organize objects on grid paper to represent a bar graph. EX: Read data from a given graph. EX: Compare the data in a given graph, such as the weather in two cities, best cell phone plan, best gas mileage of two vehicles, cheapest airline tickets.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify points on a simple graph and identify their meaning. EX: Identify the highest and lowest points on a graph (more green marbles). EX: Tell what the simple graph represents (this is a graph about the weather).
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Identify any part of a simple graph. EX: Point to or indicate any part of a simple graph, such as the bar, section, color, item, piece.

Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Mathematics Eb1 Determine the likelihood of events occurring.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Predict and determine the likelihood of events occurring. EX: Predict and determine how many heads will appear in 10 coin tosses (one out of two chances). EX: On a four-color spinner, what is the chance of landing on red?
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Determine the likelihood of events occurring. EX: Sort and count coins and predict the probability of selecting a certain coin (such as a penny) from a bag.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Determine if an event is impossible or certain. EX: Rolling a six-sided number cube and getting a 7. EX: Toss a head or a tail on a two-sided coin.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify data that can be used in a probability problem. EX: <ul style="list-style-type: none"> o Coin o Spinner o Die

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a.: Patterns, Relations and Functions

Subskill F.b.: Expressions, Equations and Inequalities

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Mathematics Fa1 Relate simple formulas to practical problems.</p> <p>Mathematics Fa2 Predict a simple mathematical pattern.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Describe what the letters represent in a given formula. EX: When given a formula such as $D = RT$, identify the meaning and the value of the variable. • Predict or explain a simple mathematical pattern. EX: Add multiples of 2 (2, 4, 6, 8). EX: Demonstrate multiplication by 2's. EX: Given a picture of 2 shoes, 2 boots, 2 gloves, then 1 shoe, 1 boot, __, tell what is next. <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Relate simple formulas to practical problems. EX: You live 2 miles from school. It takes you 20 minutes to walk one mile; how long will it take to get to school? $D=RT$. EX: Given the distance traveled, find out how long it takes to get to Madison traveling 60 mph? $D=RT$. EX: Calculate miles per gallon or simple interest (MPG, $I=PRT$). • Predict a simple mathematical pattern. EX: Predict a pattern in a set of integers, such as counting integers by 2, 5, 10 or sets of objects up to 100. <p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Solve a simple one-step, open-number sentence. EX: <ul style="list-style-type: none"> ○ $1 + _ = 5$ ○ $12 - _ = 10$ • Continue a pattern in a set of numbers. EX: Continue a pattern in a set of numbers 2, 4, 6, __.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"><li data-bbox="512 240 1178 272">• Continue a pattern in a set of numbers or objects. EX: Continue a pattern in a set of objects such as circle, square, circle, square, __.

Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.c.: Properties

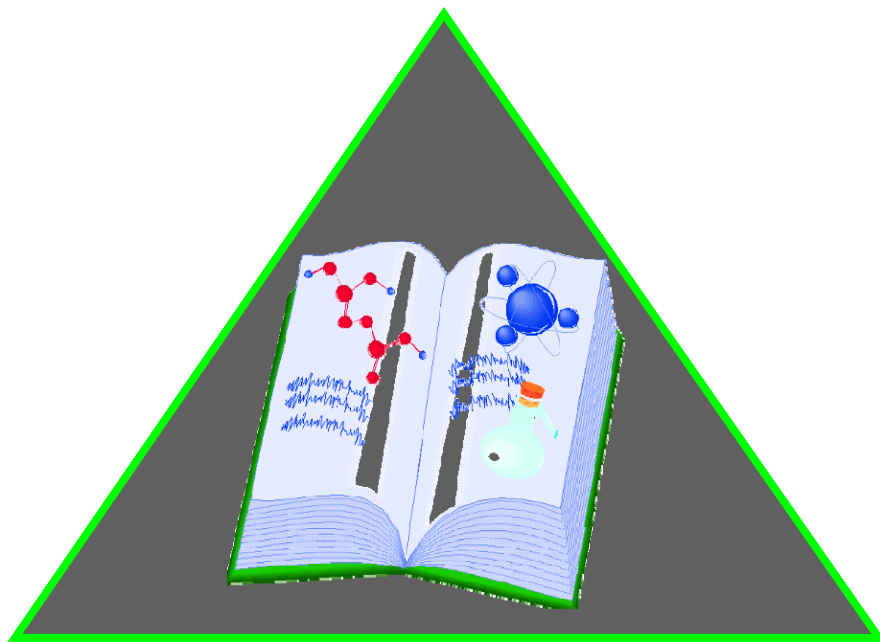
(Properties are too abstract for this population to permit linkage at this grade band.)

Mathematics Extended Grade 10

Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Solve problems using positive and negative integers; compare fractions, decimals, and percents in terms of more or less; compare angles in relationship to a right angle. • Solve problems using measurement tools; determine perimeter and area of irregular shapes. • Collect and organize data in simple graphs using real-world contexts; determine the likelihood of events occurring. • Describe what the letters represent in a given formula; predict a simple mathematical pattern.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Compare and order whole positive and negative integers, -20 to 20; apply the idea of more or less using fractions, decimals, and percents. • Select and use tools to determine measurement; determine perimeter, area, and circumference of basic shapes; identify lines that form right angles. • Organize, read, and compare data from simple graphs; determine the likelihood of events occurring. • Relate simple formulas to practical problems; predict or explain a simple mathematical pattern.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize whole positive and negative integers; identify the difference between two simple fractions, decimals, or percents. • Recognize appropriate tools used for measurement; the perimeter and area of regular shapes; right angles as corners. • Recognize points on a simple graph and their meaning; determine if an event is impossible or certain. • Solve a simple one-step open number sentence; describe a simple mathematical pattern.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Identify and locate whole positive integers 0-20 on a number line. • Find the corner of an object; name a tool of measurement. • Continue a pattern in a set of numbers or objects.

Science Extended Grade Band Objectives and Achievement Descriptors



Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 4

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science A-B1 Use science resources to gather information.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Select appropriate science resources to gather information. EX: During a unit on animals, select the appropriate book from a book bin. EX: During a unit on plants, draw, select, or take digital pictures of different plants.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use science resources to gather information. EX: When given a picture book, locate pictures showing different stages of a frog’s life. EX: Watch and interact with a computer science program. EX: Point to different body parts on self upon request.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize science resources in classroom. EX: Locate science book in desk or bookshelf. EX: When asked, go to science activity center versus reading area in classroom. EX: Point to science poster showing the circulatory system upon request.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Attend to science information. EX: Listen to science text read to them. EX: Watch a video depicting the life cycle of a frog.

Model Academic Standard:

C. Science Inquiry

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science C1 Use basic science vocabulary and tools.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Select basic science vocabulary and tools for conducting simple science experiments. EX: Choose a scale, not a ruler, and weigh an object. EX: Choose a thermometer, not a magnifying glass, and check temperature of water.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use basic science vocabulary and tools. EX: Play science picture bingo. EX: Select a magnifying glass to enlarge object. EX: Select a magnet to see if objects are magnetic.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize basic science vocabulary and tools. EX: Play science picture Lotto. (Match 6 science pictures to same science pictures.) EX: Return scientific tools to correct location using picture cues.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Observe (see, hear, touch) scientific tools in use. EX: Watch video of scientist using various scientific tools. EX: Observe others using a scientific tool.

**Model Academic Standard:
D. Physical Science**

**Objectives/Subskills:
Properties of Earth Materials
Position and Motion of Objects
Light, Heat, Electricity, and Magnetism**

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science D1a Recognize differences in physical characteristics of an object.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Describe changes in physical characteristics of an object. EX: Describe the changes in an apple after it is cut. EX: Describe picture cards showing different states of water based on temperature (e.g., ice, water, steam).
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Recognize differences in physical characteristics of an object. EX: Sort pictures by speed of object. EX: Sort pictures by what is hot or cold. EX: Recognize which of two presented pictures is faster/slower (e.g., bike versus car, turtle versus rabbit). EX: Using a computer game with race cars, control and vary speed of assigned car.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize physical characteristics of an object. EX: Pick out big ball from group of multicolored and different size objects. EX: Identify when moving or stopped (Red Light, Green Light).
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Sort objects by color. EX: Sort colored bears according to yellow or blue. EX: Pick red ball when given a choice of a red and a green ball.

Model Academic Standard:
E. Earth and Space Science

Objectives/Subskills:
Properties of Earth Materials
Changes in Earth and Sky

Extended Grade 4 Objectives	Instructional Achievement Descriptors
<p>Science E1a Recognize properties of earth features.</p> <p>Science E2b Recognize changes in earth and sky.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Describe the properties of earth features. EX: Describe one characteristic of each of the four seasons (e.g., Winter—cold, Summer—hot, Fall—colored leaves, etc.). EX: Draw a river and a lake to show differences between the two. • Describe changes in earth and sky. EX: Draw a picture of a deciduous tree in each season (Winter—no leaves, Spring—buds, Summer—leaves, Fall—colored leaves and raking).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize properties of earth features. EX: Pick out pictures of a geographical feature (mountains, lakes, and oceans). • Recognize changes in earth and sky. EX: When given a choice of four pictures, point to the requested season.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize elements of earth and sky. EX: Sort picture or objects by earth versus sky. EX: Find pictures in a magazine of day or night.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Demonstrate awareness of earth materials. EX: Touch natural materials found on earth using a sensory table (e.g., sand, dirt, rocks, water).

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Characteristics of Organisms

Life Cycles of Organisms

Organisms and Their Environment

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science F1a Recognize what plants and animals need to live and grow.	Advanced students perform without support the following: <ul style="list-style-type: none">• Describe what plants and animals need to live and grow. EX: Describe three things a plant needs to survive. EX: Match animals to their habitats (e.g., deer–forest, fish–lake, tiger–jungle). EX: Use sequence cards to describe how humans grow.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Recognize what plants and animals need to live and grow. EX: Pick out three things a child needs to live out of a group of six things. EX: Match picture of an infant mammal to corresponding adult mammal (e.g., elephant calf to elephant, kitten to cat, bear cub to bear, etc.). EX: Match shelter to corresponding animal (e.g., dog to doghouse, person to house, bird to nest).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Recognize one of their own basic needs. EX: Sort food versus shelter pictures. EX: Alert teacher when hungry.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Recognize edible versus nonedible items. EX: Given two objects, pick out the food item.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science G-H1 Recognize how science helps your life.	Advanced students perform without support the following: <ul style="list-style-type: none">• Describe the benefits of science on their life. EX: Describe one thing that will improve their health (e.g., treadmill, vitamins, sanitizing gels).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Recognize how science helps your life. EX: Select modes of transportation (e.g., car, train, bus) from a group of random objects. EX: Match scientific profession to tool (e.g., doctor to stethoscope, astronaut to space shuttle). EX: Match technology to appropriate use in their lives (e.g., cell phone to call a parent).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Access technology in their lives. EX: Use a computer mouse/adaptive device to choose and play a song selection. EX: Know which button to push to use the elevator.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Use simple (one-step) assistive technology. EX: Hit a key on a computer or hit a switch to activate computer.

Science Extended Grade 4 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Select and use appropriate science resources (including tools, books) to gather information. • Describe changes in earth and sky (seasons, day/night) and changes in characteristics of objects. • Describe properties of earth features (mountains, lakes, oceans) and needs of living things. • Describe the benefits of science on their life.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use basic science resources (including tools and vocabulary) to gather information. • Recognize changes in earth and sky (seasons, day/night) and differences in characteristics of objects. • Recognize properties of earth features (mountains, lakes, oceans) and needs of living things. • Recognize the benefits of science on their life.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize basic science resources, vocabulary, and tools. • Recognize the physical characteristics of an object and the elements of earth versus sky. • Recognize their own basic needs. • Access technology in their lives.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Attend to and observe (see, hear, touch) presented science materials and use of scientific tools. • Sort objects by color. • Recognize edible versus nonedible items.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 8

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science A-B1 Use specific materials to represent science concepts.	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Use variety of materials to represent science concepts. EX: Identify simple parts of the skeleton on a poster, model (skull/head, arm, legs, fingers). EX: Identify the parts of the water cycle diagram. EX: Put together a detailed science-related puzzle of not more than 10 pieces.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Use specific materials to represent science concepts. EX: Identify the globe as the model of the earth. EX: Identify the skeleton as the model of the human body. EX: Put together a simple science-related puzzle of not more than eight pieces.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Interact with materials that represent simple science concepts. EX: Point to parts of the human body on a model (eye, arm, leg, skull) when asked. EX: Identify cloud on a poster, picture card, etc.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Attend to materials that represent simple science concepts. EX: Imitate teacher or proctor by pointing to parts of the body on a model.

**Model Academic Standard:
C. Science Inquiry**

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science C1 Identify simple cause and effect relationships.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Explain simple cause and effect relationships in science. EX: Use words or pictures to explain what happens when bread is put in a toaster. EX: Select pictures of sun, hand, or stove to cause ice cube to melt.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify simple cause and effect relationships. EX: Close blinds when sunny and room gets too hot. EX: When given several pictures, match picture of ice cream cone in sunshine with picture of melted ice cream. EX: Pour water and oil into a graduated cylinder to show how the two liquids don't mix.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify effect when given an event related to a science topic. EX: Use a switch to activate a computer program or device.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Observe (see, hear, touch) cause and effect. EX: Observe a science experiment.

**Model Academic Standard:
D. Physical Science**

**Objectives/Subskills:
Properties and Changes of Properties in Matter
Motions and Forces
Transfer of Energy**

Extended Grade 8 Objectives	Instructional Achievement Descriptors
<p>Science D1a Identify the direction of motion before the object is released.</p> <p>Science D1b Identify two or more physical characteristics of substance.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Predict the direction of motion before the object is thrown. EX: Before throwing a ball, predict direction of motion. • Compare physical characteristics of substance. EX: Given a sugar cube and a rock, compare their states of matter, shapes, colors, or textures.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion before the object is released. EX: Before releasing a ball, predict direction. • Identify two or more physical characteristics of substance. EX: Given a sugar cube, identify at least two of the following: state of matter, shape, or color.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion after the object is dropped. EX: Tell direction after ball is dropped. • Identify one or more physical characteristics of substance. EX: Given a sugar cube, identify at least one of the following: state of matter or shape or color.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion of the dropped object. EX: Track motion of a dropped ball.

Model Academic Standard:
E. Earth and Space Science

Objectives/Subskills:
Structure of Earth System
Earth's History
Earth in the Solar System

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science E1a Identify changes in the earth. Science E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	Advanced students perform without support the following: <ul style="list-style-type: none"> • Predict changes in the earth from wind and water. EX: Identify the destructive effects of a tornado. • Recognize and sequence cycles that happen on the earth (e.g., seasons, day/night). EX: Order pictures of the four seasons. EX: Provide pictures of seasonal activities, identify the season.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify changes in the earth. EX: From an array of pictures, select ones that show storm damage or effects. • Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.). EX: Identify the four seasons using pictures.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify seasons and day/night. EX: Identify day or night activities from pictures. EX: Identify the four seasons using pictures.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Recognize day or night. EX: Given two pictures, select day.

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

Structure and Function in Living Things

Reproduction and Heredity

Regulation and Behavior

Populations and Ecosystems

Diversity and Adaptations of Organisms

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science F1a Identify characteristics of living things.	Advanced students perform without support the following: <ul style="list-style-type: none">• Compare characteristics of living things (e.g., reproduce their own species). EX: Given a picture of an animal, select the correct offspring from pictures. Use pictures of animals with dissimilar offspring (frog and tadpole, butterfly and caterpillar).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify characteristics of living things. EX: Given a picture of an egg, match to a picture of a chicken instead of a human.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify living versus non-living things. EX: Given a choice between pictures of a rock and a fish, select the fish as living. EX: Given a picture of an animal, select the correct offspring from pictures (e.g., puppy/dog, kitten/cat). EX: Given two to three pictures, sort into living and non-living.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Identify an animal as a living thing. EX: Differentiate between a living animal and inanimate object, using yes or no responses.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science G-H1 Identify technologies and habits that help people learn or work safely.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Describe technologies and habits that help people learn or work safely. EX: Given a picture of a computer, describe how people use it to learn. EX: Given a picture of a bike helmet or seat belt, describe how it keeps people safe.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify technologies and habits that help people learn or work safely. EX: Using a variety of pictures or objects, choose things that would help them and others learn. EX: Identify safe behaviors from a variety of pictures or activities.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize safe and unsafe behaviors/habits. EX: Given pictures of safe and unsafe behaviors, point to the picture showing a safe behavior.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Imitate safe behavior. EX: Teacher demonstrates hand washing; student imitates.

Science Extended Grade 8 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Describe the materials and safe habits used, and explain cause and effect relationships in science. • Predict changes in the earth (e.g., storms, natural disasters) and its cycles (e.g., seasons, day and night). • Predict the direction of motion of thrown objects. • Compare characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Identify specific materials and safe habits used, and identify simple cause and effect relationships in science. • Recognize that the earth goes through cycles (e.g., seasons, day and night) and changes (e.g., storms, natural disasters). • Identify 2 or more characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things. • Identify the direction of motion of released objects.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize safe habits to use while participating in simple science activities and identify effect when a science-related event is presented. • Identify seasons, day versus night, and living versus non-living things. • Identify a characteristic of matter (e.g., state of matter, color, shape, size, direction of motion).
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Imitate safe behaviors while attending to science instruction and activities. • Identify the direction of a dropped object. • Identify things that are living. • Recognize day or night.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 10

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science A-B1 Use models to demonstrate knowledge of scientific concepts.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Use and construct a model to demonstrate knowledge of scientific concepts. EX: Draw simple weather forecast chart based on information given.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use models to demonstrate knowledge of scientific concepts. EX: Identify arm, leg, and head on a skeleton.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize that a scientific model is composed of different parts. EX: When given the parts of a simple model (no more than 5 pieces), assemble it correctly.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Recognize that models exist. EX: Tell the difference between a plastic apple and a real apple.

**Model Academic Standard:
C. Science Inquiry**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science C1 Follow directions to complete basic steps of science inquiry.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Follow steps of science inquiry. (<i>What did they do, what did they see, what did they use, and what happened?</i>) EX: Given pictures of equipment, communicate the ones used in science lab. EX: How far can you jump? Select the tape measure, measure the distance, and report the results.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Follow directions to complete basic steps of science inquiry. (<i>What did they do, what did they see, and what happened?</i>) EX: After following the steps for a plant experiment, answer the following questions when asked: What did you do? “We watered the plant.” What did you see? “The dirt got wet.” What happened? “The plant grew.” EX: While participating in a science activity, communicate up to three observations in response to questions. EX: In response to questions, report what happened after observing a burning candle.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Participate in two or more basic steps of science inquiry. EX: Help to gather materials for an experiment and help in cleanup. EX: Observe and report one or more observations.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Attend to one or more basic steps of science inquiry. EX: Help to gather materials for an experiment or help in cleanup. EX: View peers doing an experiment in lab.

**Model Academic Standard:
D. Physical Science**

Objectives/Subskills:

- Structures of Atoms and Matter**
- Chemical Reactions**
- Motions and Forces**
- Conservation of Energy and the Increase in Disorder**
- Interactions of Matter and Energy**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science D1a Identify types of energy needed by multiple kinds of organisms.</p> <p>Science D1b Use principles of force and motion.</p> <p>(Atoms are judged to be beyond the ability level for extended standards for this group of students.)</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • List organisms and the types of energy needed. EX: Given a group of organisms (person, dog, dandelion), identify the energy source each needs (dog needs dog food, plants need sunlight, etc.). • Apply principles of force and motion. EX: Predict that a ball thrown up will come back down. EX: When an object is moved, identify the direction (left vs. right).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify types of energy needed by multiple kinds of organisms. EX: Using flash cards, match the object to the energy source it needs (dog needs dog food, plants need sunlight, etc.). • Use principles of force and motion. EX: Demonstrate the difference between push and pull. EX: Differentiate between slow and fast (turtle moves slow, car moves fast, etc.).
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Match types of energy needed with animals and humans that need them. EX: Identify that dog food is needed by dog, humans need fruit, etc. • Predict the motion of an object. EX: Predict the direction of a dropped object.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize that humans need food. EX: Recognize that humans need fruit and other edible items. • Identify up and down movement. EX: Indicate whether an object has moved up or down.

Model Academic Standard:

E. Earth and Space Science

Objectives/Subskills:

Energy in the Earth System

Geochemical Cycles

The Origin and Evolution of the Earth System

The Origin and Evolution of the Universe

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science E1a Identify earth's position within the solar system.	Advanced students perform without support the following: <ul style="list-style-type: none">• Illustrate earth's relationship to the moon and sun. EX: Draw a picture showing the earth, moon, and sun.• Identify different kinds of natural disasters and their consequences. EX: Draw a basic picture of a volcano erupting, a tsunami, etc.
Science E1b Identify a natural disaster and its consequences.	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify earth's position within the solar system. EX: Using a picture of the solar system, identify which planet is the earth.• Identify a natural disaster and its consequences. EX: Follow steps to simulate a volcano by using baking soda and vinegar. EX: When asked to select a picture of a natural disaster, find the picture that shows a flood (e.g., flooded house, streets, or city).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify earth and sun. EX: Using pictures, identify the earth and sun.• Recognize consequences of natural disasters. EX: When asked to show what happens when a volcano causes a natural disaster, select a picture that shows a volcano erupting and destroying a city.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize earth as a planet. EX: Given 2 pictures, select planet earth. • Recognize natural disasters. EX: Select picture that shows a volcano rather than a tree or other object.

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Cell

The Molecular Basis of Heredity

Biological Evolution

The Interdependence of Organisms

Matter, Energy, and Organization in Living Systems

The Behavior of Organisms

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science F1a Recognize that adaptations are part of natural processes.</p> <p>Science F1b Recognize that characteristics are transferred from parent(s) to offspring.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Explain why organisms adapt. EX: Given a picture of an animal, explain reason for adaptations (birds have wings to fly, fish have gills to breathe underwater, etc.) • Identify the transfer of characteristics in different species. EX: From a group of pictures, identify which two dogs are of the same breed.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize that adaptations are part of natural processes. EX: Using pictures, recognize animals' use of camouflage. • Recognize that characteristics are transferred from parent(s) to offspring. EX: Looking at family pictures, identify similarity in physical characteristics (eye color, shape of nose, etc.).
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize that animals living in different locations look different. EX: Match animals to environment (those that live in water have fins, etc.). • Recognize that we get characteristics from our parents. EX: Looking at family pictures, identify a single similar characteristic between themselves and their parent(s).

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify basic habitats. EX: From a group of three pictures, find one animal that lives in the jungle. • Match parent to their children. EX: Given pictures, match baby bear to adult bear, etc.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science G-H1 Identify different career options related to science.</p> <p>Science G-H2 Determine an action that improves quality of life.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Identify different scientific career options that may be of interest. EX: List or describe science-related careers they are interested in. • Determine steps that improve quality of life. EX: Collect and sort recyclable materials.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify different career options related to science. EX: From a list of varied careers, select several that relate to science. • Determine an action that improves quality of life. EX: Put plants in sunlight to make them grow.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Match scientific equipment with career. EX: Match picture of microscope with person in laboratory. • Identify a way to improve their own quality of life. EX: State something that could make them happier.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize science-related careers. EX: From a group of pictures (person on bulldozer, person with microscope, etc.), identify a science-related career. • Identify unsafe behaviors. EX: Select a picture that shows an unsafe behavior.

Science Extended Grade 10 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Construct and use models and follow the steps of science inquiry to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Explain why certain characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations) improve their quality of life. • Identify different scientific career options that may be of personal interest.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use models and the basic steps of science inquiry as directed to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Identify characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations). • Determine an action that improves quality of life. • Identify different career options related to science.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Identify parts of a model (e.g., earth and sun within the solar system, arms and legs on a skeleton) to make an observation about the natural world. • Identify a way to improve their own quality of life by assisting in a science experiment using two or more basic steps of science inquiry. • Recognize different animals have different needs (e.g., food, shelter) and pass unique characteristics to their children. • Match scientific equipment with career.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Recognize that models exist (e.g., plastic apple, globe represents the earth). • Attend to other's use of one basic step of science inquiry and safe behaviors in experiments, such as those related to movement. • Recognize that humans and animals need food and shelter. • Recognize science-related careers.

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Glossary of Assessment and Related Education Terms

Accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student's Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.

Accountability is the use of assessment results and other data to ensure that schools are moving in desired directions. Common elements include standards, indicators of progress toward meeting those standards, analysis of data, reporting procedures, and rewards or sanctions.

Accountability System is a plan that uses assessment results and other data and outlines the goals and expectations for students, teachers, schools, districts, and states to demonstrate the established components or requirements of accountability. An accountability system typically includes rewards for those who exceed the goals and sanctions for those who fail to meet the goals.

Achievement Descriptors are narrative descriptions of performance levels that convey student performance at each achievement level. They further define content standards by connecting them to information that describes how well students are learning the knowledge and skills contained in the content standards. (See also Performance Descriptors.)

Achievement Levels are measurements that distinguish an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. (See also Performance Levels.)

Achievement Standards are a system that includes performance levels (e.g., unsatisfactory, proficient, advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. (See also Performance Standards.)

Achievement Test is an instrument designed to efficiently measure the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.

Adaptations is a generalized term that describes a change made in the presentation, setting, response, timing, or scheduling of an assessment; it may or may not change the construct of the assessment.

Adequate Yearly Progress (AYP) is a provision of the federal No Child Left Behind Act of 2001 (NCLB, 2001), which is legislation that requires schools, districts, and states to demonstrate, using students' test scores, that their students are making academic progress based on the percentage of students attaining proficiency on state standards.

Age Appropriate refers to the characteristics of the skills taught, the activities and materials selected, and the language level employed; each should reflect the chronological age of the student.

Alignment refers to the similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of breadth, depth, and complexity of knowledge and skill expectations.

Alternate Assessment is an instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP Team.

Assessment is the process of collecting information about individuals, groups, or systems. It relies on a number of instruments, one of which may be a test. Therefore, *assessment* is a more comprehensive term than *test*.

Assessment Literacy is the knowledge of the basic principles of sound assessment practice, including terminology, development, administration, analysis, and standards of quality.

Assistive Technology is a device, piece of equipment, product system, or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §§300.5 and 300.6.)

Authentic Assessment is an evaluation of student learning that requires demonstration of the behavior the learning is intended to produce.

Baseline Data are the initial measures of performance against which future measures will be compared.

Benchmarks are specific statements of knowledge and skills within a content area continuum. These indicate what a student must possess to demonstrate a level of progress toward mastery of a standard.

Bias (test bias), in a statistical context, is a systematic error in a test score. In discussing test fairness, bias is created by not allowing certain groups into the sample, not designing the test to allow all groups to participate equitably, selecting discriminatory material, testing content that has not been taught, etc. Bias usually favors one group of test takers over another, resulting in discrimination.

Body of Evidence constitutes information or data that establish that a student can perform a particular skill or has mastered a specific content standard. The evidence must be either produced by the student or collected by someone who is knowledgeable about the student.

Breadth indicates the comprehensiveness of the content and skills embodied in the standards, curriculum, or assessments.

Criterion-Referenced Tests (CRT) is an assessment that measures a student's achievement of content standards and objectives rather than comparing a student's performance to the performances of other similar test takers.

Cues are assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

Curriculum is a document that describes what teachers do to convey grade-level knowledge and skills to a student.

Curriculum-based Assessments (instructionally supportive tests) are assessments that mirror instructional materials and procedures related to the curriculum and result in an ongoing process of monitoring progress and guiding adjustments in instruction, remediation, accommodations, or modifications provided to the student.

Cut Score is a specified point on a score scale. Scores at or above that point are interpreted differently from scores below that point.

Depth indicates the level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, evaluation) required for success relative to the performance standards.

Disaggregation refers to the collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited-English proficient students) to ascertain the subgroup's academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

Eligible Students with Disabilities are students who, in accordance with the definitions, eligibility criteria, procedures, and safeguards contained in Wisconsin Board of Education Policy, are designated as in need of specially designed instruction, or special education and related services.

Essence of the Standard is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.

Errors of Measurement are the differences between observed scores and the theoretical true scores; the amount of uncertainty in reporting scores; the degree of inherent imprecision based on test content, administration, scoring, or examinee conditions within the measurement process that produce errors in the interpretation of student achievement.

Exemplar refers to scored student work that evidences or exhibits the ideal for a particular rubric score point.

Extended Grade Band Objectives are content standards that have been extended from or linked to the Content Standards and Grade-Level Objectives while maintaining the essence of those standards, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.

Gap Analysis is an investigation of differences in achievement performance between two or more different groups of students, such as general education students and students with disabilities.

Grade Level is the grade in which a student is enrolled.

Grade Band consists of two or more consecutive grade levels that are tested together. Wisconsin has chosen four extended grade bands for reading and mathematics. These are Grades 3-4, Grades 5-6, Grades 7-8, and Grade 10. Science is tested only at Grade 4, Grade 8, and Grade 10.

High Stakes Testing refers to a test that has important consequences for students, teachers, schools, districts, and/or states attached to the results. Consequences may include promotion, graduation, rewards, or sanctions.

Individualized Education Program (IEP) is a written plan, developed by a team of regular and special educators, parents, related service personnel, and the student, as appropriate, describing the specially designed instruction needed for an eligible exceptional student to progress in the content standards and objectives and to meet other educational needs.

Large-Scale Assessments are tests that are administered simultaneously to large groups of students within the district or state.

Linked defines a relationship between Grade-Level Objectives for Content Standards and Extended Grade Band Standards that reflect similar content and skills but do not match in terms of breadth, depth, and complexity.

Modifications are changes in the administration of an assessment that include changes in the setting, scheduling, timing, presentation format, response mode, or any combination thereof that modify what is intended to be measured by the assessment or the meaning of the resulting scores.

Multiple Measures are measurements of student or school performance through more than one form or test.

- For students, these might include teacher observations, performance assessments or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance rates, or documented behavior problems.

Natural Cues are assistance given to a student to provide a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

Opportunity to Learn refers to the provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as the mastery of content standards.

Performance Assessment is a task or series of tasks requiring a student to provide a response or create a product to show mastery of a specific skill or content standard.

Performance Descriptors are narrative descriptions of performance levels that convey student performance at each achievement level. They further define content standards by connecting them to information that describes how well students are learning the knowledge and skills contained in the content standards. (See also Achievement Descriptors.)

Performance Levels are measurements that distinguish one performance from others (e.g., an adequate performance from a novice or expert performance). Performance levels provide a determination of the extent to which a student has met the content standards. (See also Achievement Levels.)

Performance Standards are a system that includes performance levels (e.g., unsatisfactory, proficient, advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. (See also Achievement Standards.)

Portfolio is a deliberate collection of student-generated or student-focused evidence that provides the basis for demonstrating the student’s mastery of a range of skills, performance level, or improvement in skills over time. The portfolio evidence may include student work samples, photographs, videotapes, interviews, anecdotal records, interviews, and observations.

Portfolio Assessment is an organized collection or documentation of student-generated or student-focused work that typically depicts the range of individual student skills.

Readability refers to the formatting of presented material that considers several factors—the organization of text, syntactic complexity of sentences, use of abstractions, density of concepts, sequence and organization of ideas, page format, sentence length, paragraph length, variety of punctuation, student background knowledge or interest, and use of illustrations or graphics—in determining the appropriate level of difficulty of instructional or assessment materials.

Real-world Application refers to the opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

Response Requirements are the types, kinds, or methods of action required of a student to answer a question or testing item. The response may include, but not be limited to, reading, writing, speaking, creating, and drawing.

Rubric is a scoring tool based on a set of criteria used to evaluate a student’s test performance. The criteria contain a description of the requirements for varying degrees of success in responding to the question or performing the task. Rubrics may be diagnostic or analytic (providing ratings of multiple criteria), or they may be holistic (describing a single, global trait).

Stakeholders are groups of individuals perceived to be vested in a particular decision (e.g., a policy decision).

Standardized is defined as an established procedure for assuring that a test is administered with the same directions and under the same conditions (time limits, etc.) and scored in the same manner for all students to ensure the comparability of scores. Standardization supports reliable and valid comparisons among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards come in two types—content and achievement (performance).

- **Content standards** are statements of the subject-specific knowledge and skills that schools are expected to teach students and indicate what students should know and be able to do.
- **Achievement (Performance) standards** are indices of qualities that specify how adept or competent a student demonstration must be. They consist of the following four components:
 1. levels that provide descriptive labels or narratives for student performance (e.g., advanced, proficient);
 2. descriptions of what students at each particular level must demonstrate relative to the task;
 3. examples of student work at each level that illustrate the range of performance within each level; and
 4. cut scores that clearly separate each performance level from others.

Standards-based Assessments are assessments constructed to measure how well students have mastered specific content standards or skills.

Starting Point is the accepted baseline that is referenced to determine future levels of performance or progress.

Student Self-reflection is assessment by a student of his or her own instruction or work.

Subgroup refers to a well-defined group of students. For example, the NCLB Act identifies the following specific subgroups that must achieve adequate yearly progress: race/ethnicity groups, students with disabilities, limited-English proficient (LEP) students, and economically disadvantaged students.

Test is a measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test Forms are parallel or alternate versions of a test that are considered interchangeable; that is, they measure the same constructs, are intended for the same purposes, and are administered using the same directions.

Test Presentation is the method, manner, or structure by which test items or assessments are administered to the student.

Test Security refers to procedures established to ensure current or future confidentiality, fidelity, and integrity of a test. Public access is limited and strictly monitored, with clearly outlined consequences for breaches in test security.

Universal Design of Assessment is a method for developing an assessment to ensure accessibility by all students, regardless of ability or disability. Universal design is based on principles that originated in the field of architecture to consider user diversity during the conceptual stage of development.

Validity is the extent to which a test measures what it was designed to measure. Multiple types of validity exist. Common types of validity include the following:

- **Construct Validity** refers to the extent to which the characteristic to be measured relates to test scores that measure the behavior in situations where the construct is thought to be an important variable.
- **Content Validity** refers to the extent to which the stimulus materials or situations that compose the test call for a range of responses that represent the entire domain of skills, understandings, or behaviors that the test is intended to measure.
- **Convergent Validity** refers to the extent to which the assessment results positively correlate with the results of other measures designed to assess the same or similar constructs.
- **Criterion-related Validity** refers to the extent to which test scores of a group or subgroup are compared to other criterion measures (ratings, classifications, other tests) assigned to the examinees.
- **Face Validity** is a concept based on a judgment concerning how relevant the test items appear to be. It relates more to what a test appears to measure than to what the test actually measures.
- **Consequential Validity** is the extent to which the assessment results in the intended positive outcomes for students, e.g., results in improved instruction and improved student achievement.

These definitions are adapted from the *Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS)* (Council of Chief State School Officers, 2003).

