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ABSTRACT

Designed by the Massachusetts Center for Program Development and Evaluation, the Educational Evaluation and Planning Package (volume 2) is noted to provide Core Evaluation Teams (CET) with information for developing an individualized educational plan for the child with special needs. Each of the skill area sections--mathematics, language development, and social development--has three major components: a screening device made up of items (such as "connects a dot-to-dot drawing") which summarize the range of skills within a cluster of specific performance statements; performance statements comprised of a list of related sub-areas (including decimals, spelling, and safety) which provide the CET with detailed information regarding the student's strengths, weaknesses, and patterns of performance; and next-step suggestions which are designed to facilitate decisions regarding objectives required in the development of integrated educational plans. Also provided for each skill area are a blank performance statement form and an objectives worksheet. (SB)

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ED125220

educational evaluation and planning package

vol. 2

MATHEMATICS
LANGUAGE DEVELOPMENT 2
SOCIAL DEVELOPMENT

2

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

VOLUME II

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The Commonwealth of Massachusetts

Department of Education

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ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed educational evaluation and planning package provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the educational evaluation and planning package as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Sincerely,

Robert H. Audette
Associate Commissioner
Division of Special Education

RHA/bk

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INTRODUCTION

Background Information on the Core Evaluation Assessment Process.

In an attempt to ensure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' comprehensive special education law, Chapter 766 (of the Acts of 1972), requires an intensive evaluation of the referred child's educational needs. Specifically, the law establishes minimum standards for educational assessment procedures and placement decisions. The evaluation procedure consists of two elements: first, a series of detailed assessments to identify the child's educational needs, and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-disciplinary approach provides the most effective means of determining individual educational needs, Chapter 766 requires that educational assessments be made by an evaluation team. The Core Evaluation Team (CET) is staffed to enable it to perform all the assessments necessary to develop a comprehensive individualized educational plan. The Core Evaluation process includes medical, intellectual, social, emotional and educational assessments of the child's development (by parents, teachers, psychologists, administrators, students over fourteen, etc.). Once the assessment information has been collected, the CET then develops an individually-appropriate educational plan which includes specific instructional objectives. The entire effort is designed to shift the emphasis in educational assessment and planning from the categorical group to the individual child.

The development of educational plans with specific objectives requires that assessment results be reported in clear, concise and measurable statements. In order to ensure that assessments result in accurate statements pertaining to a child, the Massachusetts Department of Education has prescribed procedures to be followed in reporting assessment results and in developing educational plans. Those procedures result from a comprehensive review of the literature relating to the assessment of educational needs. The Department's recommendations include a process in which the various evaluators (parents, teachers, specialists, etc.) record their perceptions of the student's ability to perform specific measurable skills, such as, puts on hat, walks down stairs one at a time, adds single digit numbers not requiring carrying, etc. To assist evaluators in their observations, the Department produced the "Reference Guide to Performance Statements" (Core Evaluation Manual, 1974). The guide includes performance statement checklists in the following skill areas: motor development, activities of daily living, expressive and receptive language, reading, quantitative reasoning, and socialization.

Using these checklists, the evaluators can report the assessment results in terms of the checklist's performance statements. The assessment team can use the statements to determine appropriate goals and develop the "specific objectives" section of the educational plan. Performance statements provide a common language for communication among team members and for later analysis of the student's progress. Because of their format, which is generally developmental, the checklists also assist teams in drafting plans that meet the criteria established by the Department for educational plans: that plans a) be

developmentally rational, b) reflect parental priorities, c) relate to the student's movement toward a less-restrictive educational setting, and d) be measurable.

Development of the Educational Evaluation and Planning Package

In September, 1975, the Massachusetts Center for Program Development and Evaluation, at the request of the Massachusetts Department of Education, initiated a project designed to provide Core Evaluation Teams with an Educational Evaluation and Planning Package that would replace the performance statements section of the Core Evaluation Manual. The existing performance statements evaluation system had been in use since December 1974, and considerable experience had been gained by Core Evaluation Team (CET) personnel regarding the problems encountered in implementing the system. To take advantage of this valuable experience, the Center formed advisory committees of experienced personnel around each of the "Performance Statements" skill areas: Activities of Daily Living, Motor Development, Language Development, Social Development and Mathematics.

The initial review of a year's experience by the advisory groups resulted in the following general suggestions regarding revisions:

1. a screening device was required that would allow an assessor to pinpoint specific areas needing extensive assessment, thus reducing the time required to complete the assessment;
2. revisions were necessary in the format used for each statement to provide team members with more information about the learner's current strengths and weaknesses;
3. a device was needed to assist team members in determining the order in which skills should be sequenced for training.

Following these recommendations, the Center developed the Educational Evaluation and Planning Package to facilitate the assessment process, to provide more informative statement formats and to assist teams in determining appropriate objectives. The package is not a "final answer," but rather a reference tool that may be utilized during the various stages of the CET process.

HOW TO USE THE EDUCATIONAL EVALUATION AND PLANNING PACKAGE

Despite its varied possible uses (referral, pre-evaluation, evaluation, plan development and implementation), the Educational Evaluation and Planning Package has been designed primarily for use as a reference manual in the evaluation and development stages of the CET process. Consequently, each of the skill area sections has three major components:

1. Screening device: broadly stated items which summarize the range of skills within a cluster of specific performance statements. The screening device is designed to expedite the use of the performance statements by directing the evaluators' attention to those Sub-Areas requiring detailed assessment.
2. Performance Statements: a list (of skills) organized into related Sub-Areas which, when assessed, will provide the team with detailed information regarding the student's strengths, weaknesses, and patterns of performance.
3. Next-step suggestions: aids designed to facilitate decisions regarding next-step objectives required in the development of integrated educational plans. These charts and/or reference tools are provided to give an overview of skill sequences and the interrelationship of the skill clusters.

Also provided are a) a blank reporting form at the end of each skill area section which can be photocopied and used for recording additional statements appropriate to that skill area; and b), an "objectives worksheet" which can be used to develop performance statements into behavioral or instructional objectives.

It is recommended that the Educational Evaluation and Planning Package be used by CETs in the following manner. The CET chairperson provides the appropriate skill area screening device to the evaluator. The evaluator completes this form and returns it to the CET chairperson, who then gives the evaluator the performance statement clusters which, as indicated by the screening results, require further assessment. The evaluator completes the performance statements assessment and returns it to the chairperson. The team then uses the information to determine and write appropriate instructional goals and objectives. The next-step aids are used to assist the team in determining the order in which objectives should be undertaken. By following this process, the Educational Evaluation and Planning Package, when used in conjunction with other assessment materials, can provide the CET with the information needed to develop comprehensive individually-appropriate educational plans.

* All materials in the Educational Evaluation and Planning Package may be photocopied. To assist in photocopying, it is recommended that the materials be placed in a three-ring binder:

* "The Rationale for the Educational Evaluation and Planning Package," a paper describing the research basis for the Package, may be obtained by writing to the Massachusetts Center for Program Development and Evaluation, 10 Hall Avenue, Medford, Massachusetts 02155.

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MATHEMATICS

Introduction

The Mathematics area of the Educational Evaluation and Planning Package is intended to be used to assess number/numeration, sets, addition with whole numbers, subtraction with whole numbers, multiplication with whole numbers, division with whole numbers, fractions, integers, decimals, ratio, proportion and percent, time measures, money, temperature measurement, weight, linear measurement, liquid measurement, dry measurement, graphs, perimeter, area, volume measurement, geometric shapes, and geometric elements. The components of this area are:

- 1) Mathematics Screening Assessment Device: This tool is designed to expedite the use of the Mathematical Performance Statements by providing an overview of the skills listed under this area. The screen allows the evaluator to determine which Sub-Areas require in-depth assessment.
- 2) Mathematics Performance Statement: These performance statements, which are arranged by Sub-Area (e.g., integers, weight) and Goal (e.g., identifies time in whole hour, half hour, quarter hour, and minute intervals), describe specific skills (e.g., manipulates big and little hands on a clock face). By marking appropriate response categories the evaluator indicates the student's current level of performance with regard to each skill.
- 3) Next Step Suggestions: These suggestions, including a next step chart, are intended to indicate a general skill hierarchy within the Mathematics area.

These three components, when used in conjunction with other assessment materials, are intended to provide the CET with the information necessary to develop individually appropriate mathematics objectives.

Mathematics Screening Assessment

The Mathematics Screening Assessment is designed to assist in the identification of those Mathematics areas in which the student may require a more complete assessment. The goals listed above the performance statements (consecutively numbered 1 through 77) make up the items on the screening device. They are organized according to Sub-Areas and are intended to give a comprehensive picture of the material covered in each Sub-Area.

It is suggested that the evaluator read the behavior definitions on page 10 before beginning the assessment to help ensure that he/she understands the nature of the behavior being assessed.

For each screening item, check "Yes" if the student performs the skill, check "No" if the student does not perform the skill, and check "N/A" if whatever prevents the performance is not remediable through instructional intervention.

In cases where all screening items are marked "Yes" and/or "N/A," the screening assessment can serve as the complete Mathematics assessment. In cases where a screening item(s) is marked "No," the evaluator should find the Sub-Area where the item number appears and assess all performance statements within that Sub-Area. Because the Sub-Areas assessed within Mathematics do not follow a developmental progression, it will be necessary to complete the screening device for each student assessed, regardless of the number of "No" or "N/A" responses in any Sub-Area.

Mathematics Screening Device

	Yes	No	N/A
SUB-AREA: SETS			
1. Constructs the intersection and union of two sets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Constructs disjoint, empty (null), finite, and infinite sets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Constructs a Venn Diagram to represent any given set(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: NUMBER/NUMERATION			
4. Counts from 1-100.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Counts by two's, five's, and ten's to a hundred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identifies numbers before and after any number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
7. Identifies number(s) between any two numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identifies the place value of all digits in a four digit number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Computes by rounding off numbers to nearest one's, ten's, hundred's, and thousand's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Converts Hindu-Arabic numbers to Roman numerals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Computes prime and composite numbers (for a number).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Computes the multiples of a number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: ADDITION WITH WHOLE NUMBERS

13. Identifies that changing the order of the numerals in an addition equation does not change the answer (i.e., $A + B = B + A$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Constructs two equal equations by grouping the numbers in an addition problem differently (i.e., $A + (B + C) = (A + B) + C$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Computes by adding a multidigit number containing the numeral 0 to a multidigit number which does not contain a 0.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Computes by adding multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS

17. Computes by subtracting 0 from any number which does not contain a 0.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Computes by subtracting multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yes No N/A

SUB-AREA: MULTIPLICATION WITH WHOLE NUMBERS

19. Constructs two equal equations by grouping the numbers in a multiplication problem differently (i.e., $A \times (B \times C) = (A \times B) \times C$).
20. Computes by multiplying a three digit number, containing the numerals 0 and 1, by a three digit number which does not contain the numerals 0 and 1.
21. Computes by multiplying multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.

SUB-AREA: DIVISION WITH WHOLE NUMBERS

22. Identifies that dividing a number by itself will always yield an answer of one (i.e., $A \div A = 1$).
23. Computes by dividing a number containing the numerals 0 and 1 by a multidigit number which does not contain the numerals 0 and 1.
24. Computes by dividing multidigit numbers with a remainder.

SUB-AREA: FRACTIONS

25. Computes the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator.
26. Computes by adding, subtracting, multiplying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denominators.

SUB-AREA: DECIMALS

27. Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping.

Yes No N/A

SUB-AREA: RATIO, PROPORTION, AND PERCENT

- 28. Identifies proportions and percents as ratios.
- 29. Computes a proportion showing the product of the means as equal to the product of the extremes.
- 30. Converts two fractions (ratios) to percent form.
- 31. Computes by adding, subtracting, multiplying, and dividing percents by changing percents to decimal form first.
- 32. Computes the percentage of a number.

SUB-AREA: INTEGERS

- 33. Identifies integers on both sides of "0" on a number line.
- 34. Computes by adding, subtracting, multiplying, and dividing any two integers.

SUB-AREA: TIME

- 35. Constructs a calendar showing year, months, and days.
- 36. Identifies time in whole hour, half hour, quarter hour, and minute intervals.
- 37. Converts time to equivalent specified units (e.g., 25 days = n weeks, n days).
- 38. Identifies approximate lapse of time without the use of a clock.
- 39. Computes by adding, subtracting, multiplying, and dividing any given time measures involving regrouping.



	Yes	No	N/A
SUB-AREA: MONEY			
40. Counts correct change for any given amount of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Computes price per unit of an item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Computes by adding, subtracting, multiplying, and dividing money with regrouping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: LINEAR			
43. Measures given objects to the nearest fractional part of an inch/meter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Identifies approximate length of any given object without a measuring device in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Converts a unit of linear measure to any comparable unit of linear measure for English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Computes by adding, subtracting, multiplying, and dividing linear measures, with regrouping, in both English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: WEIGHT			
47. Measures the weight of a given object in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Converts a unit of weight to any comparable unit of weight for English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Identifies approximate weight of a given object in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Computes by adding, subtracting, multiplying, and dividing weight measures, with regrouping, in both English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
SUB-AREA: LIQUID			
51. Measures capacity of any given container to nearest liquid measure in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Converts a unit of liquid measure to any comparable unit of liquid measure for English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Identifies approximate capacity of any given container without a measuring device in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Computes by adding, subtracting, multiplying, and dividing liquid measures, with regrouping, in both English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: DRY

55. Measures the capacity of any given container to the nearest dry measure in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Identifies the approximate capacity of a container without a measuring device in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Computes the relationship between any comparable units of dry measure for both English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Computes by adding, subtracting, multiplying, dividing dry measures, with regrouping, in both English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: TEMPERATURE

59. Measures given temperature using Fahrenheit and Celsius scales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Computes the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 61. Identifies approximate temperature without the use of a measuring device in Fahrenheit and Celsius. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Computes by adding, subtracting, multiplying, and dividing temperature measures with regrouping. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUB-AREA: GRAPHS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 63. Identifies types of graphs: pictorial graphs, number lines, bar graphs, broken line graphs, circle graphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Computes comparisons of data of any graph. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUB-AREA: PERIMETER

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 65. Computes perimeter of any given closed geometric figure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

SUB-AREA: AREA

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 66. Computes area of any closed geometric figure by choosing correct formula in English and metric units. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Computes surface area of a 3-dimensional figure by choosing correct formula in English and metric units. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. Computes by adding, subtracting, multiplying, and dividing units of area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUB-AREA: VOLUME

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 69. Measures volume of a 3-dimensional figure in English and metric units. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Computes volume of a 3-dimensional figure by choosing the correct formula in English and metric units. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Yes	No	N/A
71. Computes by adding, subtracting, multiplying, and dividing 3 units of volume measure in English and metric units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: GEOMETRIC SHAPES

72. Identifies geometric shapes (simple and 3-dimensional) and the parts of any geometric shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Constructs geometric shapes without using compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Constructs geometric shapes using compass:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: GEOMETRIC ELEMENTS

75. Identifies geometric elements -- point, line, line segment, angle, curve, ray, plane.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Constructs intersecting, parallel, and perpendicular geometric elements without using a compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Measures geometric elements using a compass and a protractor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Performance Statements

The Mathematics Performance Statements are arranged by Sub-Area (e.g., Time, Fractions) and Goal (e.g., identifies time in whole hour, half hour, quarter hour and minute intervals). The goals are numbered (1 through) to correspond to the screening assessment numbers. The evaluator uses the results of the screening to select the Sub-Areas which require more comprehensive assessment.

Listed under each Goal in a Sub-Area are specific performance statements. The evaluator indicates the student's performance by marking the appropriate response categories. The response categories are defined below:

- A. Manipulates: Material is set up in a pattern and the student alters (i.e., arranges) what is there to form a response.
Example - Given a set composed of 3 stars and 2 circles, all the same color, the student will manipulate the objects in such a manner that the end result will be 2 sets; one set containing 3 stars and the other set containing 2 circles.
- B. Constructs: Student takes available material and builds a new product to form a response.
Example - Given a cue to construct (build) a set of 5 objects that all contain one common characteristic (e.g., size, color, shape, etc.) the student will construct such a set.
- C. Identifies: Student responds to cues in either oral, written, or physical (point to) mode.
Example - Given 2 sets of objects, one set containing 3 members and the other set containing 5 members, the student will identify the set that contains more members.
- D. Counts: Student names objects or numerals in a succession, one by one, groups, or by determining the total amount or number in a collection (this would include measuring).
Example - Given dot pattern cards showing sets of 0-10 dots, the student will count while pointing to the appropriate card.
- E. Sequences: Student orders objects/numerals in a specified manner.
Example - Given a set of 5 pictures of objects of various heights, the student will sequence the pictures so that the objects are ordered from shortest to tallest.
- F. Computes: Student performs arithmetic operations and conversions involving the use of an algorithm.
Example - Given a set with 12 members, the student will divide the set into 2 equal subsets (compute what $\frac{1}{2}$ of 12 is).

G. Not Applicable: This space should be used to indicate that performance was not observed and whatever prevents performance is not remediable through instructional intervention.

H. Comments: This space should be used to note any variables (e.g., rate, encouragement, verbal assistance, mechanical assistance) which the evaluator views as affecting the student's performance or to elaborate upon any cross(es)/diagonal lines in the other columns (e.g., rate at which student performs was slow and affected accuracy).

The categories represent various possible behaviors for the performance statement. To assist the evaluator, those behaviors most commonly assessed in relation to each performance statement are marked with a black dot ; blank boxes indicate that the particular behavior is not generally required.

The evaluator indicates the student can perform the skill by placing a cross over the black dot . If the student is currently learning the skill the evaluator would indicate this by placing a diagonal line over the black dot . In the example below, the evaluator placed a diagonal line over the dot under constructs to indicate that the student is in the process of learning the skill and then placed a cross over the black dot under identifies to indicate that the student was able to identify the big and little hands on a clock face.

SUB-AREA: TIME

GOAL(S):

Identifies time in whole hour, half hour, quarter hour, and minute intervals.

Student Behavior(s)						Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/constructs	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

Performance Statements:

• hands on a clock (big, little)

MATHEMATICS

SUB-AREA: SETS

GOAL(S):

1. Constructs the intersection and union of two sets.
2. Constructs disjoint, empty (null), finite, and infinite sets.
3. Constructs a Venn Diagram to represent any given set(s).

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• a set(s) as a well defined collection of objects or ideas			•				
• set(s) using environmental material		•					
• elements/objects as belonging or not belonging to a specified set			•				
• a set(s) as instructed (e.g., according to attribute, comparison and positional relation)		•					
• elements/objects of a set in at least two different ways			•				
• the number of elements/objects in a given set			•				
• cardinal number as number of elements in a set			•				
• set with no elements as empty or null set		•	•				
• the number zero as corresponding to the empty set			•				
• sets according to the number of elements in each set from least to greatest					•		
• one-to-one correspondence between two sets of objects which have same number of elements		•	•				
• one-to-one correspondence between two sets of objects which have different numbers of elements		•	•				
• equal and unequal sets			•				
• equivalent and non-equivalent sets		•					
• sets which are intersecting (having common elements)		•	•				
• sets which are disjoint (no common elements)		•	•				
• all possible subsets of any given set		•	•				
• the union of two sets from two disjoint sets		•	•				
• the intersection of two sets		•	•				
• the intersection of two disjoint sets as the empty set		•	•				
• an infinite set			•				
• Venn Diagram(s)		•	•				
• Venn Diagram to represent two disjoint sets		•	•				

COMMENTS:

MATHEMATICS

SUB-AREA: SETS

GOAL(S):

(See previous page)

Student Behavior(s)							Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
	●	●					COMMENTS:
	●	●					
	●	●					

PERFORMANCE STATEMENTS:

- Venn Diagram to represent the union of two or more sets
- Venn Diagram to represent the subset of a given set
- Venn Diagram to represent the intersection of two sets



MATHEMATICS

SUB-AREA: NUMBER/NUMERATION

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:

Student Behavior(s)							Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
	●	●					
	●	●					
	●	●					
					●		
		●					
		●					
		●			●		
		●			●		
		●					
		●					
		●					
		●					
		●					
		●				●	
		●					
		●				●	
		●				●	
		●				●	

COMMENTS:

MATHEMATICS

SUB-AREA: ADDITION WITH WHOLE NUMBERS

GOAL(S):

(See previous page)

Student Behavior(s)

- manipulates
- constructs
- identifies-verbal, written, physical
- counts/measures
- sequences
- computes/converts
- Not Applicable

PERFORMANCE STATEMENTS:

COMMENTS:

PERFORMANCE STATEMENTS:	Student Behavior(s)						COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• by adding two two-digit numbers without regrouping (sums greater than ten)						•	
• by adding two three-digit numbers without regrouping (sums greater than ten)						•	
• a column of addition problem(s) with one, two, or three-digit numbers without regrouping						•	
• missing sums/numbers in an addition equation (sums/numbers greater than ten) (e.g., $10 + \square = 21$; $10 + 11 = \square$)			•			•	
• by adding a two-digit number to a one-digit number with regrouping in ten's place						•	
• by adding a two-digit number to a two-digit number with regrouping in ten's place						•	
• by adding a three-digit number to a two-digit number with regrouping in hundred's place only						•	
• by adding a three-digit number to a three-digit number with regrouping in both hundred's and ten's places						•	
• by adding a three-digit number to a four-digit number with regrouping in the thousand's, hundred's, and ten's places						•	
• by adding any pair of whole numbers with regrouping in all places						•	
• a column addition problem(s) with one, two, three-digit numbers with regrouping						•	
• missing sums/numbers in an addition equation (with regrouping) (e.g., $25 + \square = 62$; $\square + 37 = 62$)						•	
• by estimating an answer for an addition equation (by rounding off numbers) (e.g., $193 + 220$ is $200 + 200$ or 400)			•			•	
• using subtraction to check addition problems						•	
• word problems involving addition						•	



SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS

GOAL(S):

- 17. Computes by subtracting 0 from any number which does not contain a 0.
- 18. Computes by subtracting multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• parts of a subtraction equation (minus sign, answer, =)		•	•				
• words related to subtraction - take away, less than, minus, remainder			•				
• subtraction facts with answer less than ten (vertical format)						•	
• subtraction facts with answer less than ten (horizontal format)						•	
• correct alignment of numbers in a subtraction equation		•	•				
• illustrating that when zero is subtracted from a number the difference is that number (i.e., $A - 0 = A$)			•			•	
• illustrating that when any number is subtracted from itself the answer is zero (i.e., $A - A = 0$)			•			•	
• a picture for a subtraction expression			•				
• missing answers/numbers in a subtraction equation (e.g., $8 - 11 = 5$; $\square - 2 = 5$) (answers less than ten)			•			•	
• subtraction facts with answers greater than ten (vertical format)						•	
• subtraction facts with answers greater than ten (horizontal format)						•	
• by subtracting two one-digit numbers without regrouping						•	
• by subtracting two two-digit numbers without regrouping (differences greater than 10)						•	
• by subtracting two three-digit numbers without regrouping (differences greater than ten)						•	
• missing differences/numbers in a subtraction equation (differences/numbers greater than ten) (e.g., $21 - \square = 10$; $21 - 11 = \square$)			•			•	
• by subtracting a one-digit number from a two-digit number with regrouping in ten's place						•	
• by subtracting a two-digit number from a two-digit number with regrouping in ten's place						•	
• by subtracting a two-digit number from a three-digit number with regrouping in hundred's place only						•	
• by subtracting a three-digit number from a three-digit number with regrouping in both hundred's and ten's place						•	

COMMENTS:

SUB-AREA: FRACTIONS

GOAL(S):

- 25. Computes the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator.
- 26. Computes by adding, subtracting, multiplying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denominators.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• one half of an object		•	•					
• one third of an object		•	•					
• one fourth of an object		•	•					
• one half, one third, one fourth from largest to smallest					•			
• terms and parts of fractions - numerator, denominator, and fraction line			•					
• one or more equal parts of a whole	•	•	•					
• correct numerator to make the value of a fraction equal to one when given a denominator			•			•		
• equivalent fractions for a given fraction			•			•		
• whole numbers as fractions			•			•		
• which fractional numbers with unlike denominators is greater/less (denominators 2, 3, 4, 6, or 8)			•					
• a mixed number as an improper fraction (e.g., $1 \frac{1}{2} = \frac{3}{2}$)			•			•		
• an improper fraction as a mixed number (e.g., $\frac{22}{7} = \frac{(7+7+7+1)}{7} = \frac{7}{7} + \frac{7}{7} + \frac{7}{7} + \frac{1}{7} = 3 \frac{1}{7}$)			•			•		
• other names for the same fraction (e.g., $\frac{2}{3} = \frac{4}{6}, \frac{6}{9}, \frac{8}{12}, \text{etc.}$)			•			•		
• from three fractional numbers, which one is between the other two			•					
• fractions to lowest terms			•			•		
• least common denominator for two or more fractions			•			•		
• by adding fractions with like denominators.						•		
• by adding two mixed numbers with like denominators (no regrouping)						•		
• by adding two mixed numbers with like denominators (with regrouping)						•		
• by adding two (proper) fractional numbers with unlike denominators						•		
• by adding two mixed numbers with unlike denominators (by changing to equivalent fractions with like denominators)						•		

MATHEMATICS

SUB-AREA: DECIMALS

GOAL(S):

27. Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping.

PERFORMANCE STATEMENTS:

Student Behavior(s)						Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	

COMMENTS:

• fractional numbers with denominators of ten, hundred, thousand as decimal fractions			•				
• decimal point as separating the whole number from the decimal fraction			•				
• first, second, third places to the right of decimal point as the tenths, hundredths, and thousandths position			•				
• zero as a place holder			•				
• decimal fractions in numeric and word form			•				
• decimal fractions from greatest to least				•			
• a decimal fraction to a common fraction					•		
• a common fraction to a decimal fraction					•		
• mixed numbers to decimal form					•		
• by rounding decimals					•		
• correct alignment of decimal points so that like places are added or subtracted			•				
• by adding a decimal problem involving whole numbers, tenths, hundredths and thousandths with no regrouping					•		
• by adding a decimal problem involving whole numbers and tenths, hundredths and thousandths with regrouping					•		
• by subtracting a decimal problem involving whole numbers, tenths, hundredths, and thousandths without regrouping.					•		
• by multiplying a whole number and a one, two, and three place decimal fraction(s) (by converting decimal fraction to common fraction)					•		
• by multiplying two two-place decimal fractions (by converting both decimal fractions to their common form)					•		
• by multiplying decimal fractions by powers of ten, hundred and thousand					•		
• correct placement of decimal point in a division problem involving a whole number divisor and a decimal fraction dividend. (i.e. 25) .50			•				

MATHEMATICS

SUB-AREA: RATIO, PROPORTION, and PERCENT

GOAL(S):

- 28. Identifies proportions and percents as ratios.
- 29. Computes a proportion showing the product of the means as equal to the product of the extremes.
- 30. Converts two fractions (ratios) to percent form.
- 31. Computes by adding, subtracting, multiplying, and dividing percents by changing percents to decimal form first.
- 32. Computes the percentage of a number.

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
							COMMENTS:
PERFORMANCE STATEMENTS:							
• one-to-one, many-to-one, one-to-many, many-to-many, ratio with concrete objects		•	•				
• that a ratio can be used to compare quantities as well as to express rate			•				
• ratios in standard forms A to B, A:B, A per, B		•	•				
• three or more equivalent ratios for a given ratio			•			•	
• sets of equal ratios for given physical situations (e.g. 1/2, 2/4, 3/6, etc.)			•				
• ratios to equivalent forms by using the multiplication property of 1			•			•	
• a proportion as an equation of two equivalent ratios			•				
• proportions in standard forms A/B=C/D, A:B::C:D		•	•				
• cross multiplication property when finding the solution to a proportion (2/5=7/9)			•				
• means and extremes of a proportion			•				
• the product of the means is equal to the product of the extremes			•			•	
• the missing term in any of the four positions of a proportion			•			•	
• proportions when solving word problems			•				
• percent as a ratio whose denominator is 100			•				
• percent sign (%)			•				
• a fraction (stated in 100ths) as a percent			•			•	
• a decimal (stated in 100ths) as a percent			•			•	
• simple fractions with denominators other than 100 as percents						•	
• any decimal less than or equal to one to a percent						•	
• any decimal greater than one to a percent						•	

MATHEMATICS

SUB-AREA: TIME

GOAL(S):

- 35. Constructs a calendar showing year, months, and days.
- 36. Identifies time in whole hour, half hour, quarter hour, and minute intervals.
- 37. Converts time to equivalent specified units (e.g., 25 days = n weeks, n days).
- 38. Identifies approximate lapse of time without the use of a clock.
- 39. Computes by adding, subtracting, multiplying, and dividing any given time measures involving regrouping.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• time of important daily events (e.g., bed time, lunch time, noon time, morning, afternoon, rising time, midnight)			•				
• yesterday, today, tomorrow			•		•		
• the passage of a daylight time and nighttime as equal to one day			•				
• slow, slower, slowest			•		•		
• fast, faster, fastest			•		•		
• fast, slow			•		•		
• on time			•				
• faster - slower			•		•		
• fastest - slowest			•		•		
• quickly - slowly			•		•		
• hurry			•				
• wait			•				
• next			•				
• early - late			•				
• a day ago			•				
• a week ago			•				
• late, later, latest			•		•		
• early, earlier, earliest			•		•		
• never			•				

COMMENTS:

MATHEMATICS

SUB-AREA: TIME

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:

Student Behavior(s)							Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
		•			•		
		•					
		•					
		•			•		
		•			•		
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	•	•					
		•			•		
		•					

COMMENTS:

- number of days per week
- number of days per year
- number of weeks per year
- months of year
- seasons of year
- the passage of all four seasons as equal to one year
- leap year
- calendar .
- current month, last month, next month
- number of days in the month with and without use of calendar
- which day of the week a specific date will-fall on using a calendar
- dates to numerical form (e.g., 4/1/76)
- hands on clock (big, little)
- clock face (numbers, etc.)
- time terms - hours, minutes, seconds, o'clock, a.m., p.m., before, after
- time notation using colon
- time to nearest hour
- time to nearest half hour
- time to nearest quarter hour
- time to nearest five minute interval
- time to nearest minute
- hands on a clock to represent a given time
- relationship between any given comparable units of time (e.g., 9:45 is same as quarter to ten)



MATHEMATICS

SUB-AREA: LINEAR

GOAL(S):

- 43. Measures given objects to the nearest fractional part of an inch/meter.
- 44. Identifies approximate length of any given object without a measuring device in English and metric units.
- 45. Converts a unit of linear measure to any comparable unit of linear measure for English and metric units.
- 46. Computes by adding, subtracting, multiplying, and dividing linear measures, with regrouping in both English and metric units.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• a group of objects that vary in length from shortest to longest					•		
• objects that are wider/narrower from a group of objects that vary in width			•				
• a group of objects that vary in width from narrowest to widest		•	•		•		
• objects that are equal length, width, height		•	•				
• with non-standard devices (e.g., pencils, straws, hand span)				•			
• with standard measuring devices (ruler, yard stick, meter stick, etc.)				•			
• English units of linear measure (inch, foot, yards, miles)			•				
• abbreviation (in., ft., yd.) including ' (feet) and "(inches) (English)			•				
• ruler divisions in inches (12 inches = 1 foot)			•				
• object (less than 1 foot) to nearest inch with ruler with one inch divisions				•			
• object (greater than 1 foot) with ruler with one inch divisions.				•			
• the greater lesser length for given measurements when one length is stated in whole inches and the other is stated in whole feet (to 3 feet)			•				
• linear measurements using more than one unit (feet, inches; yards, feet; yards, feet, inches)			•				
• large units of measure to smaller units of measure (vice versa), English and metric						•	
• objects involving fractional parts of inches/meters in $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of 1, 2, 3 feet				•			
• by estimating the length of an object without linear measuring device (English units)			•			•	
• by adding any two linear measurements (without regrouping) (English)						•	
• by adding any two linear measurements (without regrouping) (English)						•	

COMMENTS:

MATHEMATICS

SUB-AREA: GRAPHS

GOAL(S):

- 63. Identifies types of graphs: pictorial graphs, number lines, bar graphs, broken line graphs, circle graphs.
- 64. Computes comparisons of data of any graph.

PERFORMANCE STATEMENTS:

Student Behavior(s)						Not Applicable
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	

COMMENTS:

• pictorial graphs	●	●	●		●	
• parts of pictorial graph - title, names of axes, units of measurement			●			
• comparisons of data presented in a pictorial graph			●		●	
• number line - positive numbers	●	●	●			
• coordinates of a point on a number line		●	●			
• number line - negative numbers		●	●			
• comparisons of data presented on a number line			●		●	
• bargraphs		●	●			
• parts of a bargraph - title, names of axes, and the names of the bars (in a double bargraph)			●			
• comparisons of data presented in a bargraph			●		●	
• broken line graphs		●	●		●	
• parts of a broken line graph - title, names of axes, significance of points on graph			●			
• comparisons of data presented on a broken line graph			●		●	
• circle graphs		●	●		●	
• fractional part of whole of item in circle graph	●	●	●		●	
• degree of central angle of item in circle graph			●			
• by using a compass and protractor for circle graph		●			●	
• comparisons of data presented in circle graph					●	
• word problems involving graphs					●	

MATHEMATICS

SUB-AREA: AREA

GOAL(S):

- 66. Computes area of any closed geometric figure by choosing correct formula in English and metric units.
- 67. Computes surface area of a 3-dimensional figure by choosing correct formula in English and metric units.
- 68. Computes by adding, subtracting, multiplying, and dividing units of area.

Student Behavior(s)						
manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable

COMMENTS:

PERFORMANCE STATEMENTS:

• two or more objects of related shape but different areas		•			•		
• area of object in terms of an arbitrary unit of measure of student's own choosing (i.e. beans)			•				
• units of area measurement		•					
• abbreviations of area measurement		•					
• relationship between any comparable units of area measure (i.e. 1 square foot = __ square inches)		•			•		
• area of a square			•		•		
• area of a rectangle			•		•		
• area of a parallelogram			•		•		
• area of a rhombus			•		•		
• area of a trapezoid			•		•		
• area of a triangle			•		•		
• area of a polygon			•		•		
• area of a circle			•		•		
• by estimating the area of any polygon			•				
• area of any simple geometric figure when given formula					•		
• area of any simple geometric figure by choosing correct formula					•		
• surface area of a pyramid			•		•		
• surface area of a cylinder			•		•		
• surface area of a sphere			•		•		
• surface area of a cube			•		•		

MATHEMATICS

SUB-AREA: VOLUME

GOAL(S):

- 69. Measures volume of a 3-dimensional figure in English and metric units.
- 70. Computes volume of a 3-dimensional figure by choosing the correct formula in English and metric units.
- 71. Computes by adding, subtracting, multiplying, and dividing 3 units of volume measure in English and metric units.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	
• 2 or more similar objects of different volume					•		
• material to find the amount it takes to fill a three-dimensional container	•		•				
• English units of volume measure (cubic inch, cubic feet)			•				
• abbreviations of English units of volume measure			•				
• markings on measuring tools (i.e. graduated cylinder)			•				
• relationship between any comparable units of volume measure (i.e. 1 cubic foot = cubic inches)			•			•	
• volume of object(s) using measuring tool(s)				•			
• volume of a cube				•		•	
• volume of a prism				•		•	
• volume of a sphere				•		•	
• volume of a cylinder				•		•	
• volume of a cone				•		•	
• volume of a pyramid				•		•	
• by estimating the volume of any 3-dimensional geometric figure			•			•	
• volume of a 3-dimensional geometric figure when given formula				•		•	
• volume of a 3-dimensional geometric figure by choosing correct formula				•		•	
• any volume measure to any other English unit						•	
• by adding two volume measures (without regrouping)						•	
• by adding two volume measures (with regrouping)						•	
• by subtracting two volume measures (without regrouping)						•	
• by subtracting two volume measures (with regrouping)						•	
• by multiplying two volume measures						•	

COMMENTS:

MATHEMATICS

SUB-AREA: GEOMETRIC ELEMENTS

GOAL(S):

- 75. Identifies geometric elements - points, line, line segment, angle, curve, ray, plane.
- 76. Constructs intersecting, parallel and perpendicular geometric elements without using a compass.
- 77. Measures geometric elements using a compass and protractor.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable
	manipulates	constructs	identifies-verbal; written, physical	counts/measures	sequences	computes/converts	
• point		•	•				
• 4 points - which two are closest to each other			•				
• 4 points - which two are farthest apart			•				
• line		•	•				
• broken line, curved line, straight line		•	•				
• line segment, ray, angle		•	•				
• horizontal, vertical, or slanting lines and line segments		•	•				
• open curve		•	•				
• closed curve		•	•				
• plane		•	•				
• relation between point and plane			•				
• intersecting lines		•	•				
• parallel lines		•	•				
• perpendicular lines		•	•				
• length of line segment				•			
• midpoint of a line segment		•	•				
• simple curve		•	•				
• non-simple curve		•	•				
• simple, closed curve - interior, exterior			•				
• intersection of planes		•	•				
• parallel planes		•	•				
• perpendicular planes		•	•				

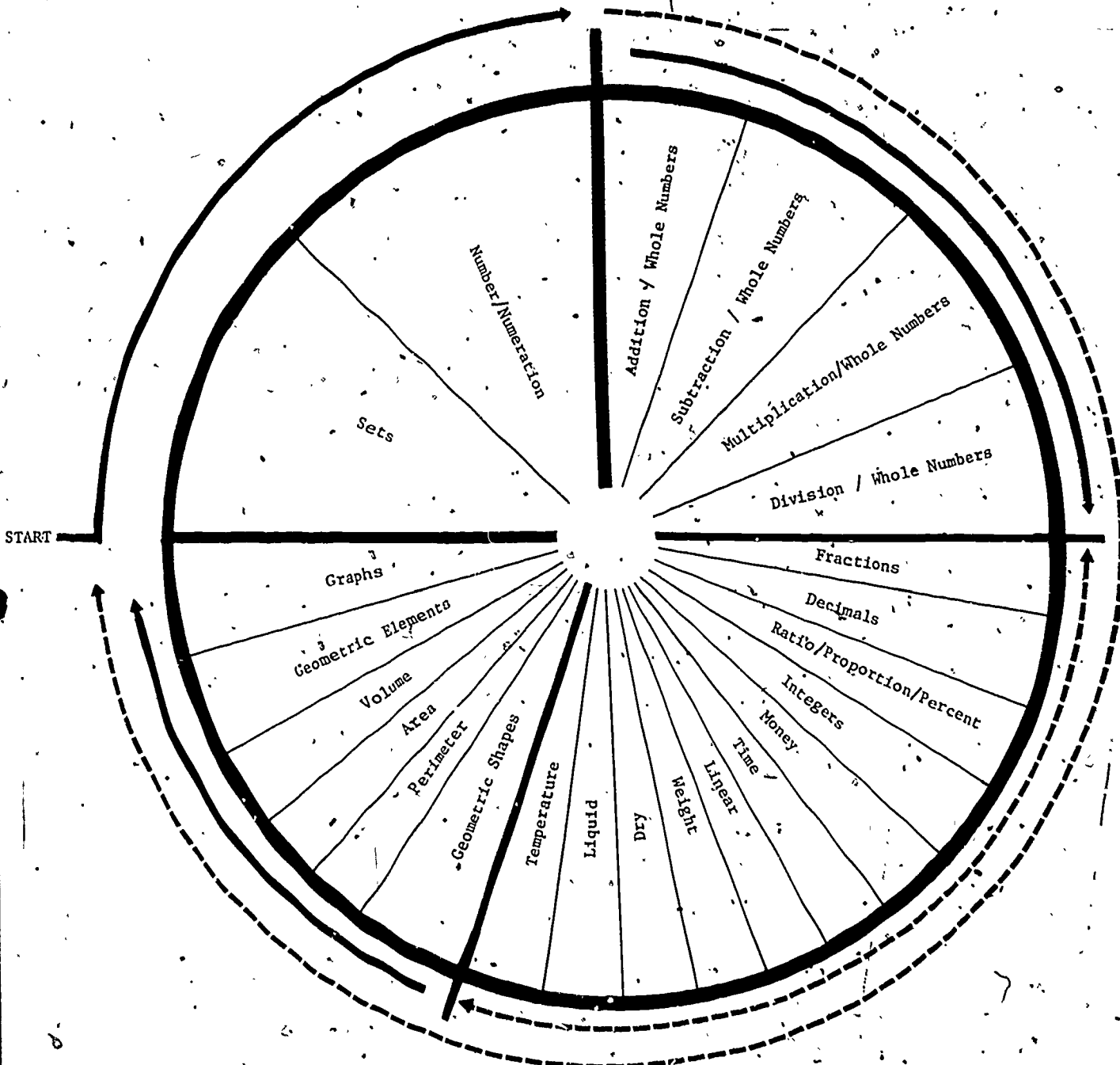
COMMENTS:

Next Step Suggestions

After conducting the assessment, the evaluator should note if there were specific behaviors that the student consistently did not perform. If such a pattern exists, it is suggested that the student initially be taught the specific behavior(s) using content areas where mastery has previously been demonstrated.

The performance statements within each sub-area should not be taught in isolation (e.g. certain skills in the sub-areas of addition and subtraction of whole numbers should be taught approximately at the same time). Depending on the need of the student and the content of the sub-area, the extent of overlap from one sub-area to another will vary. The chart provided illustrates the interrelatedness and gross order of the mathematical sub-areas which evaluators are encouraged to alter to meet the needs of individual students. Therefore, the chart, which is not all inclusive, is not intended to present the only arrangement of math sub-areas but rather one possible alternative.

Solid black lines indicate a specific sequence to follow (e.g. one would not teach subtraction before the student had acquired some basic skills in addition first). Perforated lines indicate a flexible sequence one may follow or alter if appropriate for the student.



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- *Starred entries are sources for collections of specific behavioral objectives and evaluation items in the subject area of mathematics.

Introduction

The Language Development section of the Educational Evaluation and Planning Package Volume 2 includes performance statements for the following skill "sub-areas": Visual and Aural Discrimination, Communication, Graphomotor Expression, Literal and Interpretative Comprehension, Composition, Reading and four "Supplementary" sub-areas, which are Structured Composition, Information Retrieval, Spelling and Punctuation.

Within this section are three components designed to facilitate the evaluation of the student's language skills:

- 1) Language Development Screening Assessments: These are two sets of broadly stated "goals" which summarize roughly the skills within the sub-areas. Because the range of skills represented in the language section is broad, two screening assessments have been provided. Screening Assessment A reviews the goals relating to visual and aural discrimination, communication, and graphomotor expression. Screening Assessment B reviews the sub-areas of comprehension, composition and reading. The supplementary sub-areas are provided as an optional area of assessment and are therefore not included in the screening assessments. By reviewing the items/goals in the screening device the evaluator determines which sub-areas require more detailed assessment.
- 2) Performance Statements: These are lists of specific skills for each sub-area. The statements appear on a checklist format. By reviewing the statements in a sub-area, the evaluator looks closely at specific skills which are components of the goal behavior and also notes the manner and conditions under which performance occurs, thus providing important programming information and increasing the specificity and accuracy of the performance statements.
- 3) Next Step Suggestions: Here are included two diagrams which attempt to provide an overview of the interrelationship of the sub-areas and also some suggestions for the evaluator and teachers for selecting learning objectives.

The sub-areas of visual and aural discrimination and communication and graphomotor expression review skills which are treated in much greater detail in "Early Language Development," Volume I of the Educational Evaluation and Planning Package. In Volume 2 "discrimination" sub-areas include skills which involve association and interpretation or reasoning skills.

There is no prerequisite for writing ability or reading ability for the sub-areas of composition, comprehension or communication. The performance statements in these sub-areas can be displayed in a number of ways - the evaluator records the manner of performance which is most appropriate for the student and the skill. A student may compose a sentence orally or by writing it or by constructing a picture sentence using cards or another symbol system. The skill in question is the ability to express oneself in full sentences - the manner of performance is individual. Similarly, the term "Communication" does not intend to connote written or spoken communication. Rather the purpose is to evaluate the student's ability to formulate messages and ideas and transmit them to another. The means of transmission is recorded on the response grid on which the performance statement appears.

Language Development Screening Assessments

The Screening Assessments are intended as a timesaving device to assist the evaluator in the identification of language development areas in which the student may require detailed assessment. The items (goals) which make up the screen are broadly stated in order to roughly summarize the range of skills defined in detail by the performance statements. The items on the screen correspond to the "GOALS" which appear at the beginning of each list of performance statements.

Because the range of skills represented in Language Development 2 is broad, two screening assessments have been provided. The first assessment, "Screening Assessment A," reviews the student's performance of skills in the "SUB-AREA"'s of visual and aural discrimination, communication and graphomotor expression. The second screening device will review skills in the sub-areas of comprehension, composition and reading.

The evaluator should respond to each item on the screening assessment. If a skill is displayed spontaneously by the student and in the appropriate context, the evaluator should mark "Yes." If intervention or instruction is necessary to insure performance, the evaluator would then mark "No." The space "N/A" is to be used if the skill listed is not appropriate as a goal for this student. For any screening items marked "No," the evaluator completes the list of performance statements which correspond to that item/goal.

If the evaluator observes that the student already displays the skills covered in Screening Assessment A, then the evaluator may complete only Screening Assessment B and the corresponding checklists of performance statements found to be necessary. If the evaluator completes Screening Assessment A and observes that the student is not ready for the skills in Screening Assessment B, then the evaluator may consider Screening Assessment A and the corresponding performance statements the complete language assessment. In such a case the evaluator also should refer to the Language Development section of Educational Evaluation and Planning Package Volume I.

Screening Assessment A.

	Yes	No	N/A
SUB-AREA: VISUAL DISCRIMINATION			
1. Sorts object, letters and words into like and different groups. (Discrimination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sorts pictures of objects or objects by function and by category/class. (Classification)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifies an object when shown only a part of the object. (Closure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identifies an object pictured in an irrelevant, confounding background. (Figureground)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
5. Extends an ABABAB pattern where A & B are categories (birds, fish, fruit, etc.). (Patterning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identifies an absurdity in a picture (fish watching television). (Reasoning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identifies element that completes a parallel analogy - finger:hand::toe: <u>foot</u> . (Reasoning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identifies the sequence of events involved in a routine activity such as dressing. (Sequential memory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: AURAL DISCRIMINATION			
9. Identifies language sounds as same/different. (Discrimination).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Synthesizes sequence of spaced sounds or syllables into name/word - ha·mm·burr·guh·rrr. (Closure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Discriminates spoken phrases differing in grammatical structures such as verb tense or noun number - boy running/boys running, sheep is eating, sheep are eating. (Reasoning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Discriminates spoken words by differentiating consonant and vowel sounds ("Boat" not "Boot").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reproduces or identifies elements in a spoken string of five related words. (Sequential memory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Reproduces or identifies elements in a spoken string of five digits. (Sequential memory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Identifies an object from spoken description of class characteristics - "Show something we eat that grows on trees." (Classification/Reasoning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: GRAPHOMOTOR EXPRESSION			
16. Draws geometric figures such as circle, square, triangle and diamond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Connects a dot-to-dot drawing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
18. Completes a partially-drawn geometric figure. (Closure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Draws a three-part figure which includes a face with eyes, nose and mouth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Prints from memory upper and lower case letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Copies or prints a word with correct spacing and uniformity of size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: COMMUNICATION			
22. Imitates three-word sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Uses two-word combinations including Noun-Noun, Noun-Verb, Adjective-Noun and Verb-Noun to express nominative, imperative and possessive ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Uses rising inflection/gesticulation to express interrogative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Uses definite closure to express sentence end or completion of unit of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Pantomimes a familiar sequence of actions, such as driving a car or eating a meal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Interprets a picture or describes an object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Describes an event in chronological sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Gives directions on how to perform a task of at least five steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Finds out biographical/factual information from another person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Adds to a group discussion, i.e., remarks are continuations of remark made by another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Uses noun and verb modifiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Expresses time relationships through verb tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Language Development Screening Assessment B

Screening Assessment B summarizes the checklists of performance statements which describe the skills in the sub-areas of comprehension, composition and reading.

Screening Assessment B is to be completed in the same fashion as the first screening device. The evaluator responds to each item, marking "Yes" for appropriate skill performance, "No" for non-performance, and "N/A" if the skill is inappropriate as a goal for the student being described. For each screening item/goal that is marked "No," the evaluator completes the checklist of performance statements that corresponds to that goal.

In cases where all responses on the screening assessment(s) are marked "Yes" or "N/A," the screen may serve as the entire language assessment. If an item on the screen is marked "No," the evaluator completes the corresponding performance statement checklist. The completed screening assessment(s) together with any completed checklists then comprise the language assessment.

Screening Assessment B

	Yes	No	N/A
SUB-AREA: LITERAL COMPREHENSION			
34. Identifies action that is taking place in a selection, picture, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35. Identifies WHO is the actor or main character in a selection, picture, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Paraphrases/describes main idea of a scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Arranges illustrations in order of their occurrence in selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Selects picture/word/sentence that verifies statement made about selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Identifies picture which illustrates an "If ..., then" relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Selects an opposite of a negative ("The one who is not a girl")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Identifies a fallacious statement made about a selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Identifies from content a missing word or element in a sentence/pictured situation/selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yes No N/A

SUB-AREA: INTERPRETATIVE COMPREHENSION

- 43. Identifies emotions displayed/pictured. Yes No N/A
- 44. Identifies humor in selection. Yes No N/A
- 45. Identifies what will happen next in a situation or story (probable outcome). Yes No N/A
- 46. Identifies the meanings of idioms ("come by" something, meaning "acquire"; "get around" someone, meaning "deceive"). Yes No N/A
- 47. Identifies suitability of actions in terms of consequences in relation to a character in a selection. Yes No N/A
- 48. Identifies author's purpose in an informative selection. Yes No N/A
- 49. Identifies the crisis or climax point of a selection or situation. Yes No N/A
- 50. Identifies author's point of view in a subjective selection. Yes No N/A
- 51. Identifies the sensory image/sense stimulated by imagery in a selection. Yes No N/A
- 52. Identifies meaning of figurative language, including simile, hyperbole, personification and irony ("Break the ice"; "Big as a house"). Yes No N/A

SUB-AREA: COMPOSITION

- 53. Uses complete sentences to communicate facts. Yes No N/A
- 54. Relates a story about a character either real or imaginary. Yes No N/A
- 55. Relates event which occurred recently. Yes No N/A
- 56. Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery. Yes No N/A
- 57. Describes a character in a story/selection. Yes No N/A
- 58. Composes a friendly letter. Yes No N/A

	Yes	No	N/A
59. Portrays/describes an emotion such as anger, joy, frustration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Links several sentences together in an argument to support own point with facts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Defines a word.			
62. Gathers evidence to support a position and develops an opinion and gives reasons for conclusion reached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Links together several paragraphs or units of thought to describe something or to provide information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Links together several paragraphs or units of thought to relate information in logical or chronological order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Creates a certain mood or tone in a selection by altering delivery or choice of words (informal, formal, negative, positive, objective, subjective).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUB-AREA: READING

66. Identifies upper and lower case letters of alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Identifies one syllable words including CVC pattern words, words with consonant blends, words with diphthongs, digraphs and final silent "e".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Identifies consonants, vowels and diphthongs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Identifies words formed with suffixes, prefixes, and endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Language Development Performance Statements

The performance statements which follow are organized according to "SUB-AREA." Each sub-area represents a grouping of similar skills for which "GOALS" have been chosen which roughly summarize the range of skills within the sub-area. The goals which appear at the top of each list of performance statements are the same as those found in the screening devices. Thus, the evaluator who has indicated that an item on the screen calls for more detailed assessment then locates the list of performance statements which correspond to that item/goal. By reviewing the performance statements the evaluator looks more closely at the skills involved in achieving the goal and also records the conditions under which performance of each skill occurs.

The performance statements appear in a checklist format. Reviewing each of the statements, the evaluator indicates by marking appropriate boxes the Conditions and Manner of skill performance.

- A. Given: The four columns under this heading are used to indicate types of intervention or structure which assist the student's performance. The evaluator checks any or all which are appropriate. If the student performs the skill without assistance, these columns are left blank.

motivational/social intervention: By giving social praise or a form of tangible reinforcement or reward, the teacher or evaluator encourages the student to perform the skill.

environmental structure: By changing the setting, altering the location, atmosphere, amount of distraction, or size of the group, the evaluator aids the student in performing.

demonstration: By performing the skill or by giving the student a completed example of the desired end-product, the evaluator provides the student with a model of the expected behavior.

directions: By giving step-by-step instructions which may be written, spoken, pictured, drawn, etc., the evaluator directs the student's performance of the skill.

- B. Performs in Following Manner: The performance statements are written using verbs such as "Identifies," "Discriminates," "Uses," "Creates," "Associates." These verbs do not provide a specific description of a skill - there are several ways in which a student may "identify": e.g., by pointing, by naming, by marking, by writing, by describing. Under the heading "Performs in the Following Manner" are five columns from which the evaluator chooses the method of demonstrating a skill which is most appropriate for the student and for the skill. Thus the evaluator increases the specificity and accuracy of the initial performance statement by noting the manner in which the student "uses" or "identifies."

identifies by locating: A check in this column indicates that the student points out the correct response - finds an object in a room, marks an answer on the paper, etc. The correct item or response is present, the student must only locate it and somehow point it out.

identifies by naming: A check in this column indicates that the student not only locates but also labels the desired response or item. The student may name an item orally or by writing the name or by matching the printed name with the item, etc.

demonstrates use: A check in this column indicates that the student demonstrates in another context or through another behavior that s/he has a functional knowledge of the content but not in the context or framework called for by the skill statement. For example, a skill might be to match or otherwise associate objects with the setting, most appropriate - car/garage, typewriter/desk, pot/kitchen. The student may always put things away in their proper areas from day to day but may not perform the skill in the context of "Where does this go?" Or, the student may use passive verbs in speech but does not perform the skill "Identifies passive verbs" in any other fashion - does not name them, point them out, tell the rules for forming them, or produce one on request. Another student may locate a book by using the card catalog but does not explain his/her system for doing so. These are all examples of "demonstrates use."

describes parts & rules of use or construction: A check in this column indicates that the student explains what is necessary to be done to achieve the desired outcome but does not construct an example and does not apply the rules. Such a student identifies the parts of a letter by listing or pointing them out and identifies the rules for constructing a letter but does not compose a letter without assistance.

constructs an example: A check in this column indicates that the student has mastered the skill to the degree that s/he independently applies the rules and the skills necessary to produce the desired end product.

- C. Performance Unobserved: This column is checked if the student does not perform the skill in any manner with or without intervention being given.
- D. Not Applicable/Appropriate: This column is marked if the skill is not an appropriate learning objective for the student. The evaluator should indicate in the comments column the reasons for making such a decision.
- E. Comments: Any notes which further explain an evaluator's responses are placed in this column. Also recorded here are suggestions for equipment or other special conditions. Explanation of any choice of "N/A" is also placed in the "Comments" column.

LANGUAGE DEVELOPMENT

SUB-AREA: VISUAL DISCRIMINATION

GOALS:

1. Sorts objects, letters & words into like & different groups.
2. Sorts pictures of objects/objects by function & by category/class.
3. Identifies object when shown only a part of the object.
4. Identifies an object pictured in an irrelevant, confounding background.

Conditions and Manner of Performance		Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Given:	Performs in Following Manner:			
motivational/social	Identifies by locating Identifies by naming demonstrates use describes parts or rules of use or construction constructs an example			
intervention				
environmental structure				
demonstration				
directions				

PERFORMANCE STATEMENTS

Discriminates objects as "same/different"				
Discriminates objects by shape, color, size.				
Illustrates the assembly of an object from its parts (at least 5 parts)				
Sequences five related actions in imitation				
Illustrates the assembly of an 8-piece puzzle w/ shape and color cues				
Selects an item from a group that does NOT belong				
Sorts printed words into like/different				
Identifies an object from part of the object				
Identifies the parts missing from an incomplete picture or object				
Sort colors by shade and hue				
Matches object with the most appropriate location (car/garage; stove/kitchen)				
Match body part with corresponding clothing worn on that part (foot/shoe)				
Enumerates objects shown/pictured				
Discriminate object pictured in non-confounding background				
Discriminate object pictured in an irrelevant, confounding background				
Discriminate line superimposed on a geometric design (all black & white)				
Matches pictured patterns				
Creates match to an ababab pattern, all "a"'s same and all "b"'s same (X·O·X·O·)				

LANGUAGE DEVELOPMENT

SUB-AREA: VISUAL DISCRIMINATION

GOALS:

5. Extends an ABABAB pattern where "A" and "B" are categories or classes (birds, fish, fruit, etc): duck·apple·hen·pear·goose·cherry..
6. Identifies pictured absurdity (fish watching television).
7. Identifies element completing pictured parallel analogy - finger:hand::toe:foot.
8. Identifies sequence of events involved in routine activity such as dressing. (sequences pictures, demonstrates sequence, etc.)

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social

intervention

environmental structure

demonstration

directions

identifies by locating

identifies by naming

demonstrates use

describes parts or rules of use or construction

constructs an example

Performance Unobserved

Not Applicable/Appropriate

COMMENTS

PERFORMANCE STATEMENTS

Extends an ababab pattern

Creates a match to an ababab pattern after the model has been removed

Extends an ABABAB pattern where A & B are categories/classes (fish, fruit, toys)

Matches/associates scenes with similar environmental characteristics

Discriminates faces portraying emotions such as love, anger, joy, fear, etc.

Discriminates as like/different letter & number sequences up to 5 items

Discriminate as like/different word sequences up to 5 words

Identifies an item after it has been presented then removed

Associates pictures which illustrate spatial relationships (under, on, in, out)

Sorts pictures or objects by class or category

Match picture of object or name of object with the actual object

Identifies opposites.

Identifies absurdities (picture of fish watching television)

Completes picture sentence by identifying missing element

Completes pictured parallel analogy - finger is to hand as toe is to (foot)

Sequences pictured events of a routine activity such as dressing

Closes spaced letters to form familiar word such as own name

Follows directions given visually (pictures or gestures)

LANGUAGE DEVELOPMENT

SUB-AREA: AURAL DISCRIMINATION

GOALS:

- 12. Identifies spoken words by differentiating consonant and vowel sounds (Identifies "Boat" not "Boot").
- 13. Reproduces/identifies elements in spoken string of 5 related words.
- 14. Reproduces/identifies elements in spoken string of 5 digits.
- 15. Identifies object from spoken description of class characteristics - "What is something we eat that grows on trees?"

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate

PERFORMANCE STATEMENTS

COMMENTS

Discriminates spoken words by vowel-R combinations: er, or, ar, ur, ir										
Discriminates spoken word by differentiating consonant blends										
Discriminates spoken word by differentiating consonant digraphs										
Discriminates spoken words by differentiating variable vowel combinations										
Identifies correct syllabication of spoken 2, 3/ and 4 syllable words										
Discriminates spoken words by differentiating endings, e.g., -ed, -s, -ing										
Discriminates spoken words by differentiating prefixes										
Discriminates spoken words by differentiating suffixes										
discriminates spoken sequence of 5 related words										
Discriminates spoken sequence of 5 unrelated words										
Identifies an object from spoken descriptive characteristics										
Identifies an object from spoken description of object position (under, on)										
Identifies object that is opposite to one described										
Identifies object from spoken description of class characteristics										
Identifies sequence of 5 spoken digits										
Identifies emotion associated with a sound (baby crying, adult yelling)										
Identifies emotion or mood associated with song or sounds (dirge - mournful)										

LANGUAGE DEVELOPMENT

SUB-AREA: COMMUNICATION

GOALS:

- 22. Imitates three-word sentence.
- 23. Uses two-word combinations including Noun-Noun, Noun-Verb, Adjective-Noun and Verb-Noun to express nominative, imperative & possessive ideas.
- 24. Uses rising inflection/gesticulation to express interrogative.
- 25. Uses definite closure to express sentence end or completion of unit of thought.

Conditions and Manner of Performance									
Given:					Performs in Following Manner:				
motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved

PERFORMANCE STATEMENTS

COMMENTS

Imitates tongue, lip, mouth movements										
Imitates breathing rhythms										
Gestures to express basic wants & verb ideas: food, toilet, go, come, eat, etc										
Identifies objects/pictures of objects										
Articulates vowels & diphthongs (ORAL)										
Articulates consonants & blends (ORAL)										
Imitates three-word sentence										
Gives yes/no response to questions										
Gives single-word response to questions										
Uses single-words to express nominative, possessive, imperative										
Uses two-word combinations including Noun-Noun, Noun-Verb, Adj-Noun, Verb-N										
Makes remarks that are continuations of remark made by teacher										
Indicates interrogative by rising inflection or gesticulation										
Indicates end of sentence or completed thought with definite closure										
Maintains (eye) contact with listeners and speakers (expressors)										
Sits or stands erect										
Reflects in body action/gestures the mood of idea being expressed										

LANGUAGE DEVELOPMENT

SUB-AREA: COMMUNICATION

GOALS:

- 31. Adds to a group discussion, i.e., remarks are continuations of remark made by another.
- 32. Uses noun and verb modifiers.
- 33. Expresses time relationships through verb tense.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance										Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:					Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example				
Identifies own opinion on issue													
Identifies group's opinion on an issue													
Identifies a main point of a discussion following the discussion													
Uses sentences of four types: imperative, interrog., declarative, exclamatory													
Uses plural verbs for plural subjects, singular verbs for singular subjects													
Uses prepositions of place, time													
Uses personal pronouns and interrogative pronouns													
Uses relative pronouns													
Uses conjunctions													
Uses compound sentences													
Uses past tense													
Uses future tense													
Uses present progressive (to be + -ing form of verb, is to be)													
Uses prepositional phrases to describe noun													
Uses adverbs and prepositional phrases to describe verb ideas (modify verb)													
Uses verb phrases, including gerund, infinitive and participial													
Uses future, past and present tense to express time relationships of events													
Uses direct quotations													

LANGUAGE DEVELOPMENT

SUB-AREA: LITERAL COMPREHENSION

GOALS:

- 34. Identifies action that is taking place in a selection, picture, etc.
- 35. Identifies WHO is actor or main character in selection, picture.
- 36. Paraphrases or describes main idea of a scene.
- 37. Arranges illustrations/events in order of their occurrence in selection.

Conditions and Manner of Performance

Given: Performs in Following Manner:

motivational/social intervention	environmental structure	demonstration	directions	Identifies by locating	Identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate

PERFORMANCE STATEMENTS

COMMENTS

Follows three step directions										
Follows directions involving prepositions										
Identifies an object described or named (identifies noun referent)										
Identifies meaning of an action verb										
Identifies categories or classes										
Associates a word with pictorial representation of word										
Arranges 5 events (steps in a familiar task) in sequence										
Identifies the main character in a selection, WHO action is about										
Identifies the action taking place in selection										
Identifies WHERE action is taking place										
Identifies HOW something has occurred in a selection										
Identifies WHY action has occurred (cause of simple event)										
Answers yes/no to questions regarding own wants & needs										
Identifies main idea of a scene/event										
Summarizes series of events										
Identifies synonyms										
Identifies meaning of a simple noun-verb-direct object sentence										

LANGUAGE DEVELOPMENT

9

SUB-AREA: LITERAL COMPREHENSION

GOALS:

- 38. Selects picture/word/sentence that verifies statement made about selection or event.
- 39. Identifies picture/situation which illustrates an "If ..., then ..." relationship.
- 40. Selects an opposite of a negative: "The one who is not a girl."
- 41. Identifies a false statement made about a selection as false.
- 42. Identifies from content a missing word/element in sentence/situation

Conditions and Manner of Performance

Given:	Performs in Following Manner:
--------	-------------------------------

motivational/social intervention	environmental structure	demonstration	directions	Identifies by locating	Identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate

PERFORMANCE STATEMENTS

COMMENTS

Arranges events in order of occurrence in selection										
Supplies missing word to complete a sentence -oral/written/picture sentence										
Completes a picture or scene by identifying or supplying missing part										
Identifies verb tenses										
Identifies the antecedents of pronouns										
Identifies the meaning of passive verbs										
Identifies object of verb in passive voice										
Identifies subject of verb in passive voice										
Identifies meaning of complex sentence with one relative clause										
Identifies common attributes of scenes or situations										
Selects the opposite of a negative statement ("The one that is not")										
Identifies meaning of "If ..., then ..." sentence or relationship										
Selects a picture/word/sentence to verify statement about a selection										
Identifies character roles in a story or picture										
Identifies as fallacious a false statement about a selection/story										
Identifies/associates antonyms										
Identifies from content a missing word in a sentence or element in picture										

LANGUAGE DEVELOPMENT

SUB-AREA: INTERPRETATIVE-COMPREHENSION

GOALS:

- 43. Identifies emotions displayed/pictured.
- 44. Identifies humor in selection.
- 45. Identifies what will happen next in selection or picture.
- 46. Identifies the meanings of idioms (e.g., "Get around" someone, meaning "deceive").

Conditions and Manner of Performance

Given:	Performs in Following Manner:
--------	-------------------------------

motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate
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PERFORMANCE STATEMENTS

COMMENTS

Identifies an omitted word from context clues										
Identifies emotions displayed or pictured										
Identifies/restructures a situation or scene from descriptive characteristics										
Identifies a character from descriptive characteristics										
Identifies the multiple meanings of words (e.g., drive, play, plant)										
Identifies connotative word meanings & shades of meaning of words										
Identifies exaggerations										
Identifies humor in selection or picture										
Identifies what will happen next in situation/picture (probable outcome)										
Identifies someone's opinion (as being an interpretation, not a fact)										
Gives a title or key word or phrase for a selection										
Identifies the distinguishing characteristics of characters in selection										
Identifies the meanings of idioms, e.g., "How did you come by that?" (acquire)										
Identifies a nonsense selection										
Identifies a meaning for a nonsense line based on the other lines in story										
Identifies meaning for a nonsense word based on context										
Identifies emotions of characters in a selection										
Identifies comparison and contrast situations										

LANGUAGE DEVELOPMENT

SUB-AREA: INTERPRETATIVE COMPREHENSION

GOALS:

- 47. Identifies suitability of actions of character in selection in terms of consequences.
- 48. Identifies author's purpose in an informative selection.
- 49. Identifies crisis or climax point of a selection or situation.
- 50. Identifies author's point of view in a subjective selection.

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social intervention environmental-structure demonstration directions identifies by locating identifies by naming demonstrates use. describes parts or rules of use or construction constructs an example Performance Unobserved Not Applicable/Appropriate																			
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

PERFORMANCE STATEMENTS

COMMENTS

Identifies mood or feelings conveyed in a passage or selection																				
Identifies suitability of own actions in terms of consequences for behavior																				
Identifies suitability of actions of story character in terms of sequences																				
Identifies pronoun antecedents among story characters using content clues (She drove a red car who was she?)																				
Identifies author's point of view in an objective, factual selection																				
Identifies author's point of view in a subjective selection																				
Identifies author's point of view in a critique																				
Identifies sarcasm																				
Identifies irony																				
Identifies author's purpose in an informative selection																				
Identifies author's purpose in a political or persuasive selection																				
Identifies the crisis or turning point of a story																				
Identifies the event/situation which leads to or causes the climax of story																				
Identifies a character's flaw which leads to downfall																				
Identifies the denouement of a story or selection																				
Identifies the elements of an advertisement which are misleading																				
Identifies the elements in a statement/selection that are propagandistic																				



LANGUAGE DEVELOPMENT

SUB-AREA: INTERPRETATIVE COMPREHENSION

GOALS:

- 51. Identifies the sensory image or sense stimulated by imagery in a selection.
- 52. Identifies the meaning of figurative language, including simile, hyperbole, personification and irony. ("Break the ice"; "Big as a house").

PERFORMANCE STATEMENTS	Conditions and Manner of Performance										Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:					Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example				
Identifies sense to which "Sense-words" appeal: "smooth"-touch; "pungent"-smell													
Identifies the sense or sensory image created by a scene or story													
Identifies animal to which images relate: hopping-kangaroo/rabbit													
Identifies figurative language such as similes and metaphors													
Identifies personification (The tree protected us)													
Identifies the element out of date in a scene in which anachronism is used													
Identifies understatement													
Identifies the elements in science fiction that differ from everyday reality													
Identifies the elements in fable that apply to everyday living													
Identifies the consequences of actor's actions for himself													
Identifies the consequences of actor's actions for other characters													
Identifies the effect a particular event has on characters' lives													

LANGUAGE DEVELOPMENT

SUB-AREA: COMPOSITION

GOALS:

- 54. continued
- 55. continued
- 56. continued
- 57. Describes a character in a story or selection.
- 58. Compose friendly letter (or message to a friend).
- 59. Portrays/describes an emotion such as anger, joy, frustration.

Conditions and Manner of Performance											
Given:					Performs in Following Manner:						
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	
											Not Applicable/Appropriate

COMMENTS

Relates a story with a plot - beginning climax and end										
Relates an event which occurred before using past tenses										
Anticipates an upcoming event, using future tenses in a description										
Describes what s/he is currently doing using present progressive tense										
Describes own emotions in a situation-punishment, reward, threat or danger										
Uses direct quotations to relay message from one person to another										
Uses indirect quotations to relay message from one person to another										
Ties two or more sentences together with linking words to form thought unit										
Uses transitional words to connect two or more paragraphs in storytelling										
Composes a letter or message to a friend										
Identifies formal language										
Identifies informal language										
Identifies appropriate uses of formal language										

LANGUAGE DEVELOPMENT

SUB-AREA: COMPOSITION

GOALS:

- 60. Links several sentences together in an argument to support own point of view with facts.
- 61. Defines a word.
- 62. Gathers evidence to support a position and develops an opinion and gives reasons for conclusion reached.
- 63. Links together several paragraphs or units of thought to describe something or to provide information.

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social

intervention

environmental structure

demonstration

directions

identifies by locating

identifies by naming

demonstrates use

describes parts or rules of use or construction

constructs an example

Performance Unobserved

Not Applicable/Appropriate

COMMENTS

PERFORMANCE STATEMENTS

- Identifies major points of another's presentation to which s/he will respond
- Identifies fallacy in another's argument
- Identifies points of agreement in an argument
- Identifies points of disagreement in an argument
- Identifies compromises possible in a conflict situation
- Defines a word that is concrete
- Defines a concept, such as patriotism
- Defines an emotions, such as love, hate
- Questions another regarding an event witnessed, describes event as told

LANGUAGE DEVELOPMENT

SUB-AREA: READING

GOALS:

- 66. Identifies upper and lower case letters of alphabet.
- 67. Identifies one syllable words including CVC pattern words, words with consonant blends, words with diphthongs, digraphs and final silent "E".

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate
----------------------------------	-------------------------	---------------	------------	------------------------	----------------------	------------------	---	-----------------------	------------------------	----------------------------

PERFORMANCE STATEMENTS

COMMENTS

Identifies own printed first name										
Identifies singly printed letters of alphabet, upper and lower case										
Identifies printed letters with spoken sound or signed form of that letter										
Identifies printed letter with picture or object name beginning w/ that sound										
Identifies letters as same/different										
Identifies lower case letter which corresponds to each upper case letter										
Groups printed words by first letter										
Identifies printed one-syllable words: CVC pattern with short vowel										
CVC pattern with long vowel										
with initial blend										
with final blend										
with three letter blend										
with word pattern "old"										
with consonant digraphs										
with vowel digraphs										
with vowel and "R" combinations										
with diphthongs										
with silent final "E"										

LANGUAGE DEVELOPMENT

SUB-AREA: READING

GOALS:

- 68. Identifies consonants, vowels and diphthongs.
- 69. Identifies words formed with suffixes, prefixes and endings.

Conditions and Manner of Performance

Given:	Performs in Following Manner:
--------	-------------------------------

motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate
----------------------------------	-------------------------	---------------	------------	------------------------	----------------------	------------------	---	-----------------------	------------------------	----------------------------

PERFORMANCE STATEMENTS

COMMENTS

Identifies one-syllable words: with <u>hard</u> and soft "C" and "G"										
contractions										
with word patterns "ight" "ild" "igh"										
with <u>qu</u> as "kw": quit, quick.										
Identifies words with suffixes										
Identifies words with prefixes										
Identifies words with twin medial consonants: ladder, middle, sitter										
Identifies words with endings: e.g., s, es, ing, ed										
Identifies syllabication of 3syll.word										
Identifies compound words										
Identifies letters as consonants or vowels										
Identifies diphthongs										

Supplementary Language Skills

In the following section are included performance statements for these sub-areas: Structured Composition, Information Retrieval: Reference Materials, Information Retrieval: Visual-Graphic Materials, Spelling, and Punctuation.

The goals for these sub-areas are not included in either of the Language Development Screening Assessments. These skills represent a high-level of functioning within the behavior or skill of "demonstrates knowledge of a rule by following that rule." The emphasis on these skill areas increases as the student progresses through the school system and emphasis seems to vary greatly from system to system.

Therefore these sub-areas have been placed as an optional area of assessment. The evaluator may select any or all of these sub-areas as relevant and necessary for a complete language assessment, keeping in mind the needs of the student and the priorities of that student's educational planning.

LANGUAGE DEVELOPMENT

SUB-AREA: SPELLING

GOALS:

73. Continued

Conditions and Manner of Performance

Given:

Performs in Following Manner:

motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate
----------------------------------	-------------------------	---------------	------------	------------------------	----------------------	------------------	---	-----------------------	------------------------	----------------------------

PERFORMANCE STATEMENTS

COMMENTS

Applies rules for spelling of: Word with suffix										
Word with prefix										
Compound word not hyphenated										
Compound word hyphenated										
Contraction										
Plural of word ending in "F"										
Plural of word ending in s,x,y,z, sh,ch,ey,tch										
Possessive of singular word										
Possessive of plural word										
"-ing" participle of verb ending in "e"										
Past tense of regular verbs										
Past tense of irregular verbs: swim, go, do, see, drink, come, have										
"ing" participle of verb ending with a consonant										
"ing" participle of verb ending with "y"										
Words contrasting two sounds of "s" e.g., bus/is										
Words contrasting "f" "ph" "gh"										
Words contrasting "ie" and "ei"										
Homophone pairs										

Next Step Suggestions

The diagrams on the following page outline variables to consider in the development and planning of objectives and also in assessing a student in the area of language development.

Assessment Options

The first diagram gives a rough progression of assessment options. The emphasis is student strengths - the intent is to assess content and skill through the means of communication for which the student has indicated a preference. Thus, if a strength is indicated in aural discrimination, the assessment for comprehension and for composition should emphasize aural stimuli - speech, music, noises, taped stories, etc. The student then has an opportunity to demonstrate his/her grasp of a concept or behavior within a familiar and comfortable framework. Once the evaluator establishes that the student demonstrates comprehension of short stories (action, plot, etc.) when the story is narrated, then the evaluator/teacher can plan to strengthen the student's ability to follow the story line in a picture story or written selection.

The student is also given the opportunity to respond to situations/questions in the manner s/he finds most efficient - gesturing, pantomiming, drawing, writing, talking, etc.

Objective Components

The second diagram illustrates the several options the teacher/evaluator has in planning a student's advancement toward the goal behavior. Before choosing the next performance statement in a cluster, the evaluator may alter certain components of the initial learning objective. For instance, the evaluator/teacher may keep the verb the same and change the content. The student who matches like-colors and geometric designs might be next asked to match like-letters of the alphabet. The skill of discriminating like/different remains the same and is applied to a different set of stimuli. The student who traces the letters A-H may next be asked to trace the letters "I" through "P".

A second option the teacher/evaluator has is to change a skill requirement (verb) while keeping the same content and materials (verb object). Thus, the student who is tracing the letters "A" through "H" of the alphabet might next be asked to copy them. The content remains the same and the skill requirement increases in complexity or difficulty.

A third option is the manipulation of the conditions under which skill performance is expected. The student who is performing a skill in a one-to-one situation might next be asked to perform the skill while seated in the general classroom area. Or, the student who is identifying letters that are large (2") and raised might next be asked to identify letters that are printed ½" high on flat paper.

Thus the teacher/evaluator has the option of altering any of the following components of an objective: (a) the behavior or verb; (b) the content or object of the verb; (c) the conditions of performance including setting, assistance and materials or other environmental conditions.

By altering only one component of the objective at a time, the teacher/evaluator maintains close watch on the student's performance and is able to pinpoint a student's problem or ability to generalize immediately.

ASSESSMENT OPTIONS					Response Options		
VISUAL Discrimination			AURAL Discrimination		Gesture	State	Write
Object	Picture	Letter	Non-lang. Sound	Language Sound			
		Word		Phoneme/Word			
Pantomime	Picture Sent.	Printed Sentence		Spoken Sentence			
Story Mime	Picture Story	Printed Paragraph		Narrated Story			

OBJECTIVE COMPONENTS		
SAMPLE VERBS	SAMPLE VERB OBJECTS	SAMPLE CONDITIONS
prints names points to copies traces	all 26 capital letters small-case letters capital letters A-H numbers 0-9 own name	on lined paper in 1-1 situation with physical assistance using ballpoint pen using pencil grip
TRACES	CAPITAL LETTERS A-H	WITH PHYSICAL ASSISTANCE
Traces	** numbers 0-9	with physical assistance
Traces	numbers 0-9	** using pencil grip
** Copies	numbers 0-9	using pencil grip

** component being manipulated

Appendix

VOWELS: a, e, i, o, u, y

Short-voweled words

net map cob tip gun
pen stag got lid stub
pet rag cub

Long-voweled words

meet mane fine goat mute
weed tape lied bone cute
pale road

CONSONANTS: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

Initial consonant blends

blue flow prod snow
brat frog scoop spot
club glow skate stop
drip grow sleep sweet
dwarf play small tray
two

Final consonant blends

tact wand mask
shelf sink wasp
lift want list
built lamp chasm
help rapt

Three-letter blends

chrome splash
school spring
scrap street
shred

CONSONANT DIGRAPHS: ch, wh, th, ph, sh

Initial digraph: church, whale, thumb, that, phone, sheet

Final digraph: lunch, with, tooth, glyph, brush

VOWEL - "R" COMBINATIONS: ar, er, ir, ur, or

scar, barn, farm, card, par
fern, perch, herd, water

bird, shirt, firm
form, porch, score

purr, turn
tutor, lord

SILENT CONSONANTS:

comb debt high salmon often wren
rock gnat right knit wrap

SILENT FINAL "E":

rip/ripe spin/spine kit/kite mop/mope dim/dime cap/cape
met/mete hat/hate hug/huge tap/tape quit/quite cloth/clothe

HARD & SOFT CONSONANTS: c, g,

came get city gem
cold goat cent rage

VOWEL COMBINATIONS:

paid peep pie float grow mouse
shawl meat boil cow toy
haul meant brook couch
spray drew shoot hour

PREFIXES

a-	de-	for-	sub-
ab-	dia-	hemi-	suf-
abs-	dis-	hyper-	sum-
ante-	dif-	hypo-	sup-
anti-	e-	mis-	sus-
be-	ef-	non-	syl-
bi-	eu-	over-	sym-
cata-	ex-	para-	syn-
circum-	il-	peri-	sys-
co-	im-	post-	super-
col-	in-	pre-	trans-
com-	ir-	pro-	ultra-
con-	inter-	re-	un-
contra-	intra-	retro-	
cor-	intro-	semi-	
		sub-	

SUFFIXES

Noun suffixes

-dom
-er
-hood
-ness
-age
-ance
-ancy
-ard
-art
-ate
-ation
-cy
-ee
-eer
-ence
-er
-ery
-ess
-et
-ette
-ion
-ism
-ist
-ition
-ity
-ment
-or
-ry
-tion
-tude
-ty
-ure
-y

Adjective suffixes

-en
-ful
-ish
-less
-like
-ly
-some
-ward
-y

-able
-ate
-escent
-esque
-fic
-ible
-ose
-ous

Adj/Noun

-ile
-ine
-ite
-ive
-ory

-al
-an
-ant
-ary
-ent
-ese
-ian
-ic

Verb suffixes

-en
-ate
-esce
-fy
-ish
-ize

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SOCIAL DEVELOPMENT

Introduction

The Social Development area of the Educational Evaluation and Planning Package is intended to be used to assess emotional development, shopping, transportation, safety, community facilities skills and money management. The components of this area are:

- 1) **Social Development Screening Assessment:** This tool is designed to expedite the use of the Social Development Performance Statements by providing an overview of the skills listed under this area. The screen allows the evaluator to determine which Sub-Areas require in-depth assessment.
- 2) **Social Development Performance Statements:** These performance statements, which are arranged by Sub-Area (e.g., transportation, safety) and Goal (e.g., uses public transportation to reach specified destination), describe specific skills (e.g., can operate hand held fire extinguisher). By marking appropriate response categories the evaluator indicates the student's current level of performance with regard to each skill.
- 3) **Next Step Suggestions:** These suggestions, including a next step chart, are intended to indicate a general skill hierarchy within the Social Development area.

These three components, when used in conjunction with other assessment materials, are intended to provide the CET with the information necessary to develop individually appropriate social development objectives.

Social Development Screening Assessment

The screening device for the Social Development area is designed to assist in the identification of those social development Sub-Areas in which the student may require a more complete assessment. The device consists of a series of goal statements (numbered 1 through 40) which are organized according to Sub-Areas.

For each screening item, check "Yes" if the student can do it at appropriate times and places without instructional (a programmed sequence) or mechanical (braces) assistance; check "No" if performance is dependent upon instructional/mechanical assistance or is physiologically inappropriate.

When all screening items are marked "Yes" and/or "N/A," the screening device can serve as the complete Social Development assessment. Items marked "No" indicate the need for a more detailed assessment. This is accomplished by assessing all the performance statements within the Sub-Area that contains the item marked "No." For example, if the student is assessed "No" on item #14 ("Gives and takes simple messages over the phone"), the evaluator should turn to the Sub-Area TELEPHONE USE in the Performance Statements and assess the student's performance of each statement in TELEPHONE USE.

The Sub-Areas assessed within Social Development follow no strict developmental progression; therefore, it is necessary to assess the student's performance on all items of this screening device regardless of the number of "No" and/or "N/A" responses within any one Sub-Area.

	Yes	No	N/A
SUB-AREA: SAFETY			
1. Walks across streets at crosswalks in travel situations and obeys traffic signals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When using electrical appliances, keeps fingers away from moving parts, unplugs after use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates appropriate responses in cases of fire (either real or described).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follows safety regulations specific to the use of workshop machinery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
5. Avoids injury when using kitchen or workshop tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: TIME TELLING			
6. Tells time from a clock or watch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses time telling skills to get to activity on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: COMPLETING A BUSINESS FORM			
8. Obtains and fills out a simple business form (warranty, subscription, job application).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Returns completed form to appropriate place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: LETTER WRITING			
10. Assembles materials necessary to write letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Addresses envelope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Mails letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: TELEPHONE USE			
13. Uses a telephone for personal calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Gives and takes simple messages over the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: RECREATION			
15. Takes part in community recreation by getting to location of activity, engaging in activity, and returning home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Uses home for recreation (e.g. reading, playing games, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
SUB-AREA: MONEY AND BANKING			
17. Names coins and bills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Reads price tags.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Uses appropriate money to pay for items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Counts change received from purchases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Fills out forms necessary for savings/ checking account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Establishes a budget and manages money according to that budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: SHOPPING			
23. Shops in store appropriate to desired items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Takes selected items to cashier and pays for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: TRAVEL			
25. Travels to and from specified locations on foot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Uses public transportation to reach specified locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Selects mode of transportation appropriate to needs/activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: RESTAURANT USE			
28. Locates restaurant facilities in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Orders meal when asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Displays appropriate behavior when eating in a restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
SUB-AREA: RESTROOM USE			
31. Locates and uses public restrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: SEX EDUCATION			
32. Explains birth control, conception, pregnancy, V.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Explains own concept of date, including information about how to choose a date, where to go, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: EMOTIONAL DEVELOPMENT			
34. Interacts with others of various ages in several situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Forms stable attachments with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Accepts help from peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Expresses feelings verbally or with gestures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Evaluates own performance if asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUB-AREA: MEDICAL MANAGEMENT			
39. Manages own medical/prosthetic needs, including regular checkups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Arranges for yearly physical/dental examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Development Performance Statements

The Social Development Performance Statements are arranged by Sub-Area (i.e., transportation, shopping) and Goal (i.e., uses public transportation to reach specified destination). The Goals are numbered to correspond to the screening assessment numbers. The evaluator uses the results of the screening to select the Sub-Areas which require more comprehensive assessment.

Listed under each Goal in a Sub-Area are specific Performance Statements. The evaluator indicates the student's performance of each statement by marking the appropriate response categories. The following is an explanation of each of the response categories:

- A. Performs Appropriately Without Assistance: Check this space if the student displays the indicated skill at appropriate times and places without requiring assistance.
- B. Performs When Provided With: Check spaces in this section when the student requires some special instruction/intervention to perform the skill. More than one space may be checked. The categories are:
- physical assistance: Performs the task when physical cues are given. For example, in crossing the street, the student waits for the "walk" light when his teacher holds her arm in front of him.
- verbal assistance: Performs the task when verbal cues are given. For example, the student needs to be reminded to unplug appliances before washing them.
- demonstration: Performs the task when given a visual cue. For example, the student fills out a bank deposit slip when his teacher is with him filling one out, or when he takes a sample to the bank with him.
- instructional setting: Performs the task when provided with an environment similar to the one in which the skill will be applied. For example, the student displays shopping skills in the classroom store, but not yet in a real store.
- encouragement: Performs the task when provided with monitoring from the teacher. For example, the student fills out a simple form properly if the teacher tells him, "Yes, you're doing fine," after each space is filled in.
- C. Performance Unobserved: Check this space to indicate that you have not seen the student display the skill.
- D. Not Applicable: Check this space if the skill does not apply to a particular student. For example, the section in Medical Management on Ileostomy care does not apply to the student who does not have an ileostomy.

E. Comments: Use this space to further explain any of the items checked, to note special materials or equipment, or to make related comments.

SOCIAL DEVELOPMENT

SUB-AREA: TELEPHONE USE

GOALS:

- 13. Uses a telephone for personal calls
- 14. Gives and takes simple messages over the phone.

PERFORMANCE STATEMENTS

Performs Appropriately Without Assistance

Performs When Provided With

physical assistance

verbal assistance

demonstration

instructional setting

encouragement

Performance Unobserved

Not Applicable

COMMENTS

- Locates telephone.
- Opens and closes door to booth, if appropriate.
- Finds number in phone book or on personal phone list.
- Selects correct change for pay telephone, if appropriate.
- Lifts receiver.
- Dials directory assistance, if appropriate.
- Dials "0" for operator assistance, if appropriate.
- Dials desired number.
- Dials "1" (and area code, if appropriate) before making long distance calls.
- Recognizes busy signal by hanging up receiver.
- Allows phone to ring at least six times before hanging up.
- Waits for someone to answer before speaking.
- Identifies self at beginning of conversation.
- Asks to speak with desired person.
- Answers simple questions, i.e., "Where is _____?" "When will he be back?"
- Concludes conversation by saying good-bye.
- Hangs up receiver.
- Recognizes phone ring by picking up receiver.
- Gives simple messages over phone, i.e., "Please call later", etc.
- Takes simple messages over the phone.

SOCIAL DEVELOPMENT

SUB-AREA: RECREATION GOAL(S): 15. Takes part in community recreation by getting to location of activity, engaging in activity, and returning home. 16. Uses home for recreation (e.g., reading, playing games, etc.). PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Expresses preference for a particular type of recreation.									
• Plans transportation to activity a) by using newspaper schedule b) by using bus and train schedules c) by determining walking route d) by asking directions - assistance									
• Travels to recreational facility.									
• Waits in line to participate, if necessary.									
• Finds staff person of activity to a) purchase tickets b) ask directions									
• Uses money if necessary to purchase entry.									
• Retrieves change.									
• Obtains equipment if necessary.									
• Takes part in activity by waiting for turn.									
• Takes part in activity by watching or talking appropriately.									
• Demonstrates completion of activity by leaving activity area quietly.									
• Returns equipment after use, if necessary.									
• Pays any further charge, if appropriate.									
• Leaves facility.									
• Returns home by appropriate transportation means.									
• Chooses leisure time activity for home.									
• Gathers necessary materials for activity, (e.g., reading, crafts, sports).									
• Assembles people for participation in activity (e.g., cards, games).									
• Cleans area upon completion of activity.									

SOCIAL DEVELOPMENT

SUB-AREA: SHOPPING	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
GOAL(S):									
23. Shops in store appropriate to desired items.									
24. Takes selected items to cashier and pays for them.									
PERFORMANCE STATEMENTS									
•Locates store appropriate to desired purchase.									
•Locates general item(s) for purchase (i.e., canned goods section, ladies clothes).									
•Reads price from price tag.									
•Uses comparison shopping skills to select specific item.									
•Uses dressing room if appropriate.									
•Puts item in shopping cart, if appropriate.									
•Keeps rough tally of cost of all items.									
•Walks to check-out area.									
•Waits in line to check out.									
•Puts item(s) on cashier's counter.									
•Takes appropriate money from wallet.									
•Gives money to cashier.									
•Receives change from cashier or change from machine, counts it, puts it in wallet.									
•Waits for item to be bagged.									
•Holding bag(s), leaves check-out area.									
•Leaves store.									
•Uses vending machine.									
•Takes a shopping list -- has pre-planned for shopping.									
•Leaves packages closed until they are paid for.									

SOCIAL DEVELOPMENT

SUB-AREA: TRAVEL	Performs Appropriately Without Assistance	Performs When Provided With				Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting			
GOAL(S):								
25. Travels to and from specified locations on foot.								
26. Uses public transportation to reach specified locations.								
27. Selects mode of transportation appropriate to needs/activity.								
PERFORMANCE STATEMENTS								
•Walks independently to at least one specific location within two blocks of his/her residence or school.								
•Walks independently to at least one specific location within one half mile of his/her school or residence.								
•Travels by bicycle to at least one specific location within two blocks of his/her home or school.								
•Travels by bicycle to at least one specific location within one half mile of his/her residence or school.								
•Uses one form of public transportation (bus, taxi cab, subway, etc.).								
•Waits at appropriate location in designated area for public transportation vehicle (bus stop, subway stop, etc.).								
•Identifies appropriate public transportation vehicle by number and/or sign of destination.								
•Identifies times required for trip -- departure, travel, arrival.								
•Waits turn when boarding vehicle.								
•Boards vehicle independently, (i.e., climbs steps)								
•Pays correct fare (i.e., in exact change, waits for change).								
•Pays tip, if appropriate.								
•Pays fare to appropriate person/machine.								
•Remains in seat while vehicle is moving.								
•Interacts appropriately with other passengers, i.e., talks in soft voice, does not seek attention.								
•Abides by posted notices (no smoking, stand behind white line).								

SOCIAL DEVELOPMENT

SUB-AREA: RESTAURANT USE

GOAL(S):

- 28. Locates restaurant facilities in the community.
- 29. Orders meal when asked.
- 30. Displays appropriate behavior when eating in a restaurant.

PERFORMANCE STATEMENTS

	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Locates a restaurant.									
•Enters restaurant.									
•Waits to be seated, if appropriate.									
•Sits at either counter or table, if appropriate.									
•Waits in line if there are no seats.									
•Locates menu.									
•Locates categories of food on menu.									
•Uses sight word vocabulary to select items from menu.									
• Reads price of desired foods.									
• Chooses foods within budget.									
• Waits turn to order.									
• Asks waitperson to describe unfamiliar foods.									
• Orders foods decided upon.									
• Uses utensils, glass, napkins appropriately.									
• Places utensils on plate when finished eating.									
• Picks up check.									
• Checks bill and takes appropriate money from wallet.									
• Leaves appropriate tip, if situation requires.									
• Gives bill and money to cashier or to waitperson if appropriate.									
• Receives change, counts it, and places it in wallet.									
• Picks up parcels and leaves restaurant.									
• Locates end of line at cafeteria.									
• Picks up tray and utensils in cafeteria.									

SOCIAL DEVELOPMENT

SUB-AREA: SEX EDUCATION

GOAL(S):

- 32. Explains birth control, conception, pregnancy, V.D.
- 33. Explains own concept of dating, including information about how to choose a date, where to go, etc.

PERFORMANCE STATEMENTS

	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Demonstrates understanding of physical similarities and differences in males and females by describing (or pointing to) like and unlike parts.									
•Names major sex organs in male and female (vagina, penis, etc.).									
•Identifies location of reproductive organs, given an illustration or model.									
•Describes major reproductive functions of male and female sex organs.									
•Describes what the word "intercourse" means.									
•Describes what happens during process of conception, i.e., gives simple explanation of process: egg + sperm -- embryo -- offspring.									
•Describes physical changes which occur during pregnancy.									
•Describes conditions necessary for pregnancy to occur.									
•Describes how fetus is nourished and sheltered within mother's body (using "uterus," "placenta")									
•Describes how baby is born.									
•Describes how baby is nourished after birth (using "breast," "bottle")									
•Explains need for medical monitoring during pregnancy.									
•Describes changes that occur in the male and female at the onset of puberty.									
•Describes (defines) menstruation, and describes appropriate sanitary care.									
•Defines birth control.									
•Names and describes several methods of birth control.									
•Explains where and how birth control information may be obtained.									
•Describes symptoms of gonorrhea and syphilis.									
•Describes means of preventing gonorrhea and syphilis.									
•Seeks medical attention if symptoms of gonorrhea/syphilis occur.									

SOCIAL DEVELOPMENT

SUB-AREA: EMOTIONAL DEVELOPMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS

Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable
	physical assistance	verbal assistance	demonstration	instructional setting	encouragement		

COMMENTS

- Plays with materials by himself only.
- Plays side by side with peer, not interacting (parallel play).
- When directed by adult, shares possessions with another child.
- Offers toys to other children.
- Interacts with peers through materials.
- Interacts with peers without materials.
- States names of body parts.
- Draws a human figure with recognizable major parts.
- Remains in a group of 2-4 others for quiet activity.
- Works with others to establish game rules.
- Chooses to interact sometimes, to be alone other times.
- Labels or expresses own feelings.
- Labels or expresses feelings of others.
- Engages in fantasy play.
- When asked can identify his play as make-believe.
- Performs for others.
- Indicates whether items are his possessions or not.
- Points to his image in a mirror reflecting a group.
- Points to himself in a group picture.
- Identifies body parts according to function.
- Describes situation in which student experienced strong feelings.
- Expresses feelings while in situation (may be accompanied by acting out).
- Expresses feelings rather than acting upon them.



SOCIAL DEVELOPMENT

SUB-AREA: MEDICAL MANAGEMENT	performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
<p>GOAL(S):</p> <p>39. Manages own medical/prosthetic needs, including regular checkups.</p> <p>40. Arranges for yearly physical/dental examinations.</p> <p>PERFORMANCE STATEMENTS</p>									
<u>PROSTHESES</u>									
●Cares for skin, checking for irritation and pressure points, and cleans skin thoroughly.									
●Applies prosthesis as directed by physician, or therapist.									
●Cares for device by cleaning and lubricating it, if appropriate.									
●Describes limitations of prosthesis and avoids using it in dangerous situations.									
●Has regular checkups for fit.									
<u>WHEELCHAIR MOBILITY</u>									
●Positions and locks chair.									
●Transfers to chair.									
●Transfers from chair.									
●Unlocks chair.									
●Navigates environment, including doors, corners, ramps.									
●Aware of limitations of wheelchair by avoiding stairs, etc.									
<u>DENTAL CARE</u>									
●Practices oral hygiene by brushing teeth daily.									
●Seeks professional attention twice a year for cleaning and checkups.									
●Seeks professional attention if problems arise with teeth or gums.									
<u>GASTRO-INTESTINAL, GENITO-URINARY: GASTROSTOMY, COLOSTOMY, ILEOSTOMY</u>									
●Cares for skin, including cleaning area, checking for skin breakdown, infection around tube.									
●Removes appliance by unhooking belt, peeling bag from skin.									

SOCIAL DEVELOPMENT

SUB-AREA: MEDICAL MANAGEMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS

	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
● Cares for bag by washing it out, reapplying seal.									
● Reapplies bag by sealing to skin around tube and re-hooking belt.									
● Seeks medical attention if there is no drainage, if diarrhea occurs, or if illness/vomiting develops.									
● Gets prepared "diet" and uses it.									
<u>DIABETES</u>									
● Describes disease, including information about not ingesting sugar, etc.									
● Describes symptoms of onset of diabetes, fatigue, hunger, poor healing, thirst, weight loss, etc.									
● Monitors diet according to medical directions.									
● Seeks and maintains contact with physician for checkups, etc.									
● Performs urine test at home to monitor condition.									
● Takes oral medication, if appropriate, using correct dosage.									
● Takes parenteral medication if appropriate, using correct dosage.									
● Describes possible complications of diabetes.									
● Cares for skin, including special attention to blisters, swellings.									
● Recognizes insulin shock and ingests sugar.									
● Recognizes onset of diabetic coma (if possible) and seeks medical attention.									
● Wears a Medic Alert tag.									
<u>SEIZURES</u>									
● Seeks medical attention after first seizure.									
● Shows awareness of onset of seizure (Grand Mal) by moving to an uncluttered place, lying down, etc.									

SOCIAL DEVELOPMENT

SUB-AREA: MEDICAL MANAGEMENT	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
GOAL(S): (See previous page)									
PERFORMANCE STATEMENTS									
•Takes oral medication as appropriate, in dosage prescribed by M.D.									
•Wears Medic Alert tag.									
<u>BIRTH CONTROL</u> (See Sex Education section)									
<u>RESPIRATORY</u>									
•Recognizes symptoms of cold and treats it (liquids, rest, aspirin).									
•Describes complications of cold: long lasting cough, fever for longer than 48 hours, ear ache, sore throat longer than 48 hours, and seeks medical attention if symptoms occur.									
•Seeks medical attention if difficulty breathing, suffering from chest pain.									
<u>TRACHEOTOMY</u>									
•Cares for tracheotomy by changing dressing, cleaning skin surrounding checking for skin breakdown or infection.									
•Seeks medical advice if cough or fever develops.									
<u>ALLERGIES</u>									
•Avoids food, medications, etc. that produce reactions.									
•Uses medication, ointments in treatment of exzema.									
<u>AUDIO-VISUAL AIDS</u>									
•Cleans glasses, contact lenses.									
•Checks prescription every 2 years with ophthalmologist/audiologist									
•Changes battery in hearing aid.									
•Cleans earmold regularly.									
•Turns off hearing aid when not in use.									

Next Step Suggestions

The following chart is intended to indicate a general hierarchy of skill complexity within Social Development. For example, a skill necessary for successful restroom use in the community is simple sight word recognition. On the next step of the chart the sight word vocabulary is extended to include words from forms and names from a personal phone list. Then sight word vocabulary is again extended to include menu items and public transportation signs. In a similar fashion, a money skill necessary for telephone use (coin recognition) is extended to include coin value addition and then price reading and counting change. It is important to remember that specific skills, not specific content, are the focus of the chart; teachers may find it helpful to organize such a chart for the activities of their classroom to help pinpoint the specific skills they are developing.

SKILL CONTENT COMPLEXITY	CONCEPT AREAS					
	SEX EDUCATION	EMOTIONAL DEVELOPMENT	MOTOR PLANNING	MONEY SKILLS	WRITING	READING
CONCRETE	Process	Process	<ul style="list-style-type: none"> • business forms • time telling • travel • recreation • safety • medical management 	<ul style="list-style-type: none"> • telephone use • travel • shopping • recreation • restaurant use • money and banking 	<ul style="list-style-type: none"> • business forms • letter writing 	<ul style="list-style-type: none"> • rest room use • telephone use • travel • shopping • restaurant use • business forms • safety • medical management
ABSTRACT						

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OBJECTIVES WORKSHEET

The following chart is provided as a recording format for the evaluator in the process of developing specific objectives. Many evaluators have a system of their own for recording information and developing objectives. Others will prefer to develop their own form to fit their own needs. The worksheet is included only as a model and as a convenience with the hope that each evaluator or teacher will redesign it for his/her own purposes.

Suggestions for Using the Objectives Worksheet

Following his/her observations the evaluator will have collected information in these categories:

- 1) Goals which are indicated as areas needing detailed assessment
- 2) Performance statements or skills which are not performed independently by the student and are therefore learning objectives
- 3) Conditions of skill performance including types of intervention or assistance, environmental variables such as setting and group size, and perhaps suggestions of types of materials or other specific content descriptors
- 4) Record of goals and skills which are currently a part of the student's performance repertoire and hence are performance strengths.

Using this information the evaluator develops the objectives which s/he would like to see included as part of this student's educational program.

On the following worksheet the evaluator records the "GOAL" behavior that will be an area of concentration and on the same line notes the "Skill Area" in which the goal falls and "Suggested Start Date" if desired.

On the line labelled "PERFORMANCE STATEMENT," the evaluator notes assessment information: the skill statement and the conditions of performance including assistance and setting and group size or special materials which affected the student's performance of that skill.

The next line on the worksheet is provided for recording the specific behavioral "OBJECTIVE" which is developed from the assessment information. The evaluator composes a full sentence which includes (a) the behavior or skill in the form of a verb, (b) the content or object of the verb, and (c) the conditions of performance which outline the situation in which performance is to be expected. Examples of "CONDITIONS" are "Given physical assistance," "in a one-to-one setting," "in a well-lit room."

For example: Given one-inch high printed raised letters and a one-to-one setting, John identifies all 26 letters of the alphabet by naming them.

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

1. Mathematics _____ Language Development 2 _____ Social Development _____

2. Format Suggestions:

- A. General: _____

- B. Numbering Style: _____

- C. Type Style: _____

- D. Spacing: _____

3. Content Suggestions:

- A. Conceptual Organization: _____
- B. Suggested Revisions for Performance Statements:
 - 1) Additions -- write statement as it should appear and indicate its correct positioning in the text. _____

 - 2) Deletions -- identify and indicate rationale for deletion

- C. Suggested Chart Revisions (indicate which chart) _____

- D. Suggested Revision(s) in Instructions for use of EEPP 2
(cite page number and working to be deleted) _____

4. Binding and Publication Suggestions: _____

5. Other Suggestions: _____

Revision Suggestions should be sent to:

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