DOCUMENT RESUME

ED 125 220

EC 090 488.

AUTHOR TITLE McCormack, James E., Jr.; And Others.

Educational Evaluation and Planning Package: Volume II; Mathematics, Language Development 2, Social

Development.~

INSTITUTION

Massachusetts Center for Program Development and

Evaluation, Medford.

PUB DATE Jun 76

NOTE AVAILABLE FFOM.

154p.; See EC 090 487 for a related dccument Massachusetts Center for Program Development and

Evaluation, 10 Hall Avenue, Medford, Massachusetts

02155 (\$2.40)

EDRS PRICE DESCRIPTORS

MF-\$0.83 HC-\$8.69 Plus Postage.

*Checklists; Diagnostic Teaching; *Educational

Diagnosis; Elementary Secondary Education; Evaluation Methods; Exceptional Child Education; *Handicapped Children; *Individualized Instruction; Language Development; Mathematics; Social Development;

*Student Evaluation

IDENTIFIERS

*Individual Educational Plans; Student Evaluation

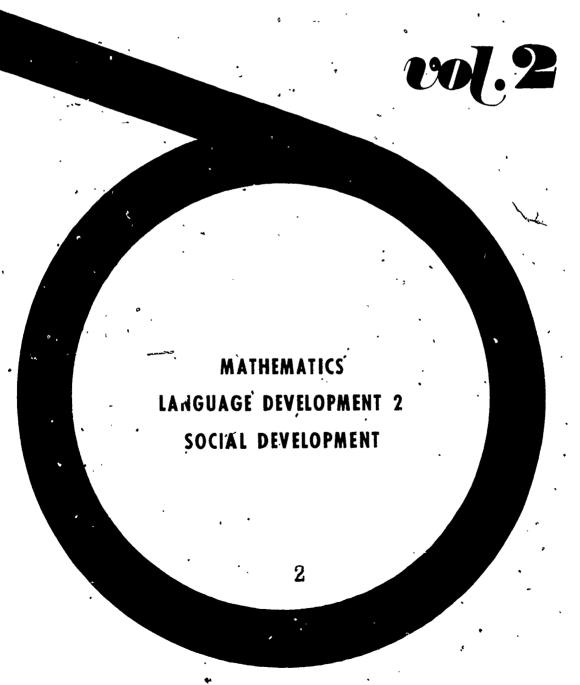
Teams

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)



educational evaluation and planning package



structure series series of the series of the

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

VOLUME II

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June, 1976 -

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We gratefully thank the following individuals for their contributions to the development of this document.

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We would like to thank the following individuals for their administrative assistance.

John Leaird Anne Quick Paula Sanford Ona Savolskis

And a special thanks to the teachers of the Monson State School and the Belchertown State School for their patient cooperation in field testing drafts of this document.





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

The Commonwealth of Massachusetts Department of Education

182 Tromont Street, Boston 02111

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 <u>educational evaluation and planning package</u> 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

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. 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 ascessment 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:

- 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;
- 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;
- 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 Neglage 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 apswer," 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:

^{* &}quot;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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 Company, 1967.

·MATHEMATICS

Introduction

The Mathematics area of the <u>Educational Evaluation and Planning Package</u> 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:

- 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

SUB	-ARE	A: SEÎS	Yes	No	N/A	
	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).				wayership mage
SUB	-ARE	A: NUMBER/NUMERATION	•	•		
5	4.	Counts from ,1-100.				
	5.	Counts by two's, five's, and ten's to a hundred.				
	6.	Identifies numbers before and after any number.	Ö	· 🗆		

. ,	·	Yes	NO	N/A	
· 7	Identifies number(s) between any	0	c		,
	two numbers.				
8.	Identifies the place value of all digits in a four digit number.	· ·	0		
9.	Computes by rounding off numbers to nearest one's, ten's, hundred's, and thousand's.			o ·	
10.	Converts Hindu-Arabic numbers to Roman numerals.		. ·		
11.	Computes prime and composite numbers (for a number).		ο.		
12.	Computes the multiples of a number.		, o		
SUB-AR	EA: ADDITION WITH WHOLE NUMBERS		•	•	
13.	Identifies that changing the order of the numerals in an addition equation does not change the answer (i.e., $A + B = B + A$).				
14.	Constructs two equal equations by grouping the numbers in an addition problem differently (i.e., $A + (B + C) = (A + B) + C$).		0	Ö	
15.	Computes by adding a multidigit number containing the numeral 0 to a multidigit number which does not contain a 0.		0		
16.	Computes by adding multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.				
SUB-AR	EA: SUBTRACTION WITH WHOLE NUMBERS			•	
17.	Computes by subtracting 0 from any number which does not contain a 0.	Ó		Ü.	
18.	Computes by subtracting multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	.	Ó		



	,	168	NO.	M/A
SUB-AREA	A: MULTIPLICATION WITH WHOLE NUMBERS			
19.	Constructs two equal equations by grouping the numbers in a multi- plication problem-differently————————————————————————————————————		<u> </u>	
	(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.			· .
CIIDADE	°. A: DIVISION WITH WHOLE NUMBERS		•	
,	• :	, ,		
22.	Identifies that dividing a number by itself will always yield an answer of one (i.e., A : A = 1).	· .	, u ,	
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.	o ´		. ^
24.	Computes by dividing multidigit numbers with a remainder.			
SUB-ARE	A: FRACTIONS		•	
25.	Computes the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator.		ا	
26.	Computes by adding, subtracting, multiplying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denomina-			
	tors.			
SUB-ARE	EA: DECIMALS			,
'27.	Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping.	0		□ }

	•	TES .	NO	217,22
SUB-AREA:	RATIO, PROPORTION, AND PERCENT		•	
	ntifies proportions and percents ratios.		Ö	
pro	quites a proportion showing the duct of the means as equal to product of the extremes.		0	
	verts two fractions (ratios) to cent form.		Ó	
mu]	mputes by adding, subtracting, Ltiplying, and dividing percents changing percents to decimal form cst.		0	
32. Cor	mputes the percentage of a number.	`\		. * ' 🗖
SUB-AREA:	INTEGERS	;		
33. Id	entifies integers on both sides of on a number line.	□ ⁱ	0	
_ mu	mputes by adding, subtracting, ltiplying, and dividing any two tegers.		`	
SUB-AREA:	TIME			•
	onstructs a calendar showing year, onths, and days.		0	
ho	lentifies time in whole hour, half our, quarter hour, and minute in- ervals.			
ur	onverts time to equivalent specified nits (e.g., 25 days = n weeks, nays).			0
38. Id	dentifies approximate lapse of time ithout the use of a clock.			
m	omputes by adding, subtracting, ultiplying, and dividing any given ime measures involving regrouping.			

	•	Yes	No	N/A
ŞUB-AREA	A: MONEY			• ,
40.	Counts correct change for any given amount of money.		, 0	
41.	Computes price per unit of an item.			
42.	Computes by adding, subtracting, multiplying, and dividing money			
	with regrouping.			1
SUB-ARE	A: LINEAR '			
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.		0	
46.	Computes by adding, subtracting, multiplying, and dividing linear measures, with regrouping, in both English and metric units.	Ω 	, . <u>.</u>	
SUB-ARE	A: WEIGHT	•		
47.	Measures the weight of a given object in English and metric units.			
48.	Converts a unit of weight to any comparable unit of weight for English and metric units.			, 🗆
49.	Identifies approximate weight of a- given object in English and metric units.	· 🗖		
50.	Computes by adding, subtracting, multiplying, and dividing weight measures, with regrouping, in both			·

		Yes	No `	N/A
SUB-AREA	A: LIQUID	. '		
51.	Measures capacity of any given container to nearest liquid measure in English and metric units.		· •	
52.	Converce a unit of liquid measure to any comparable unit of liquid measure for English and metric units.			0
53.	Identifies approximate capacity of any given container without a measuring device in English and metric units.	0		
54.	Computes by adding, subtracting, multiplying, and dividing liquid measures, with regrouping, in both English and metric units.	<u> </u>		
SUB-ARE	A: DRY	•	u	•
55.	Measures the capacity of any given container to the nearest dry measure in English and metric units.		0	0
56.	Identifies the approximate capacity of a container without a measuring device in English and metric units.		° 0	
57. ³	Computes the relationship between an comparable units of dry measure for both English and metric units.	у 🗆	0	
58.	Computes by adding, subtracting, multiplying, dividing dry measures, with regrouping, in both English and metric units.		. ,	. •
SUB-ARI	EA: TEMPERATURE			
59.	Measures given temperature using Fahrenheit and Celsius scales.		. 🗆	
60.	Computes the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature.		' ≀□ .	

		Yes		No	N/A
61.	Identifies approximate temperature without the use of a measuring device in Fahrenheit and Celsius.			•	
62.	Computes by adding, subtracting, multiplying, and dividing temperature measures with regrouping.	•		Ò	
SUB-ARE	A: GRAPHS	, ,	,	• •	•
63.	Identifies types of graphs: pictorial graphs, number lines, bar graphs, broken line graphs, circle graphs.				
64.	Computes comparisons of data of any graph.				, O
SUB-ARE	A: PERIMETER	*			
6 5.	Computes perimeter of any given closed geometric figure.				
SUB-ARE	EA; AREA				
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.				. <u>D</u> .
68 .	Computes by adding, subtracting, multiplying, and dividing units of area.	* □		<u> </u>	` o .
	· .	•			. •
SUB-AR	EA: VOLUME	٠,		•	
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.	,	•		Ω,

		Yes	NO .	N/A
	Computes by adding, subtracting, multiplying, and dividing 3 units of volume measure in English and metric units.		□ .	
•	•		• .	
SUB-ARE	A: GEOMETRIC SHAPES	•		
72.	Identifies geometric shapes (simple	· 🗆 •		Q
	and 3-dimensional) and the parts of any geometric shape.			•
73.	Constructs geometric shapes without using compass.			
74.	Constructs geometric shapes using compass:			
SUB-ARE	A: GEOMETRIC ELEMENTS			
75.	Identifies geometric elements point, 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 a protractor.			



: 4,

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 co 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. <u>Identifies</u>: 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. <u>Computes</u>: 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 ½ of 12 is).



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- G. Not Applicable: This space should be used to indicate that performance was not observed and viatever 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.

quarter nour, and manage 2002 value	*					• ,_		
•		s	tud	ent B	ehav	ior(s)	
•••	•	manipulates	rucțs	ifies-verbal, en, physical	s/measures	nces	tes/constructs	Applicable
formance Statements:	•	manip	constructs	identifi written,	counts	sedneuces	computes/	Not A
nds on a clock (big, little)			•	X		• • •		,



Per

han

SUB-AREA: SETS			3.4				(
GOAL(S):	s	tude	nt B	ehav	ior(s)	,	
 Constructs the intersection and union of two sets. 	۵		rerbal,	ıres		iverts	able	
 Constructs disjoint, empty (null), finite, and infinite sets. Constructs a Venn Diagram to represent 	nań tpu lates	constructs	identifies-verba written, physica	counts/measures	sednences	computes/converts	. Applicable	. • •
any given set(s).	nan tp	const	ident writt	count	seque	compr	Not	COMMENTS:
PERFORMANCE STATEMENTS: • a set(s) as a well defined collection of objects or ideas			•					COMMENTS:
• set(s) using environmental material •		•			_			
 elements/objects as belonging or not belong- ing to a specified set 			•,		ì			
 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	ļ		•					
• the number of elements/sbjects in a given set	L	_				<u> </u>		<u> </u>
• cardinal number as number of elements in a set	Ŀ		•					
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	╀		•			<u> </u>	-	
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 '		<u> </u>	<u> </u>		,	<u> </u>	<u> </u>	•
• equal and unequal sets.	<u> </u>	ŀ.	•	_		`		. , *
equivalent and non-equivalent sets sets which are intersecting (having)	1	•		-		•	<u> </u>	•
common elements)	*	•	•	_			<u> </u>	
• sets which are disjoint (no common elements)	-	•	•			_	_	
• all possible subsets of any given set	╂-	•	•	-	-		_	<u> </u>
• the union of two sets from two disjoint sets	+.	•	•	-			<u> </u>	<u> </u>
• the intersection of two sets • the intersection of two disjoint sets as	Ŀ	-	•	-			_	
the empty set	╀	•	-				-	
• an infinite set	╀					-	<u> </u>	<u> </u>
• Venn Diagram(s)	╁	•		-			-	<u> </u>
 Venn Diagram to represent two disjoint sets 				<u> </u>		L	<u>L</u>	I

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CUD ADDA CEME						,		
SUB-AREA: SETS				-	· ·	,		•
GOAL(S):	\$	Stude	nt B	ehav:	ior(s)	•	
(See previous page)		• -	al,	`'		rts	ချ	
			s-verba physica	ures	``•	nvėı	cab]	• • •
	tes	ts	es-	ระอน	S	;/co	Applicable	
	Ę.	truc	c1f4 ten	ts/u	sedneuces	nte		,;
	man ipu lates	constructs	identifies-verbu written, physica	counts/measures	sequ	comput <i>os/c</i> onverts	. Not	COMMENTS:
PERFORMANCE STATEMENTS: • Venn Diagram to represent the union of two or more sets	-							COMMENTS:
 Venn Diagram to represent the subset of a 	 		•					
given set • Venn Diagram to represent the intersection	-	•			•		<u> </u>	\'x
of two sets	├-	 						· · · · · · ·
	-	 		•.	31.		 	•••
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SUB-AREA: NUMBER/NUMERATION		,	-:	8		, n			\dashv
	S	ťude	nt Be	ehaví	or(s)			
GOAL(S):	7	• • • •	г п			83		<i>J</i> .	.
4. Counts from 1-100.	•	•	rba	res		vert	abie		·]
,5. Counts by two's, five's, and ten's to one hundred.	ates	ıcts	tes-ve	measu	es	ss/con	Not.Applicabl	•	
 Identifies numbers before and after any number. 	manipulates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not.	COMMENTS:	
. 7. Identifies number(s) between any two numbers.	8	,						COMMENTS:	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
8. Identifies the place value of all digits in a four digit number.					•				
9. Computes by rounding off numbers to nearest one's, ten's, hundred's, and thousand's.		-							*
10. Converts Hindu-Arabic numbers to Roman numerals.									
11. Computes prime and composite numbers.	-	_	-	-				``.	
12. Computes the multiples of a number.									
PERFORMANCE STATEMENTS:		_		<u>. </u>	_	ļ.,			
• positional relations - above, below, beside, under, over, in, on, before, after, top, bot-	•	•	•	<u> </u>	_		-		
tom, left, right, in front, in back, down, in- side, outside, off, first, last, beginning, end comparison relations - higher, lower, smaller,	-		+	+-	74		╁╌		
larger, bigger, littler, taller, shorter,	F	-	┿.	-	*	*/	-		
alike, different, more, less, long, short, fewer, all, some, same, equivalent	1	<u>c</u>	-	-	├-	 -	╂─	<u></u>	
• attribute relations - color, shape, size, texture (smooth, rough, soft, hard)	1.	↓ •		_	-	<u> </u>	 	,	
one-to-one correspondence between two groups of objects		•	•		Ŀ				·
• numbers 1-10			•	•	•	İ	_		
• numbers to word name 1-10 ',			•				Ĭ.		
• ordinal numbers first through tenth			•	Ŀ	•		Ĺ		
• ordinal position with written symbol			•		,				
• words first to twentieth with written.			•						
• by two's to twenty, fifty, hundred				•				, '	
• by five's to twenty, fifty, hundred					ľ	1_	 	ļ	
• by ten's to twenty, fifty, hundred				•	<u> </u>	L			
• numbers 0-99 in order	L			•	10	<u></u>	1_	<u></u>	



MATHEMATICS

SUB-AREA: NUMBER/NUMERATION								
GOAL(S):	s	tude	int B	ehav	ior(s)		
(See previous page)			sal,	,,,	,	rts	le	
·	S		es-verbal physical	sure		onve	Applicable	·
!	man í pulates	sonstructs	ifies en, F	counts/measures	nčes	computes/converts	'App1	
THE TOP AND COMMENT OF THE TOP	man (p	const	identifies-verbal written, physical	count	sequences	ດດາກວາ	Not.	COMMENTS:
PERFORMANCE STATEMENTS: • a relationship of greater than, equal to or less than between 2 numbers	\vdash	•	•					CONTENTO.
• patterns from a complete pattern		•	•					
• patterns from an incomplete pattern		•	•		<u> </u>			and the
 numbers from 0-100 when given numbers in random order 					•.			<i>i</i> .
• numbers before and after any number		S.	•					
 number(s) between any two given numbers (e.g., numbers between 8 and 12) 			•		,	•		
• even numbers (2-100)			•		•			
• odd numbers (1-99)			•		•			
• symbols 0-100 when name is given orally			•					
 the number of ones, tens, hundreds, thousands, represented by any number. 			•					
• zero as a place holder			•					
 single digit numbers in the decimal system (0-9) 	Ľ.		•					
• place value of any four-digit number			•					
o four-digit numbers in expanded notation (e.g., 45 = 4 tens and 5 ones)	Ŀ		•	,	_			
• different names for numbers (0-100) (e.g., 25 = 20 + 5; 30 - 5)			•		· .	,		
 by rounding off numbers to nearest one's, ten's, hundred's, and thousand's 				L.		•		
• basic symbols of Roman numerals (I. V. X. L. C. D. M)			•				·	,
 Hindu-Arabic numbers to Roman numerals (e.g., 1-I, 5-V, etc.) 			3			•		
• prime numbers (e.g., 2, 3, 5, 7, 11, 13, etc.)			•			•	<u> </u>	
• composite numbers			•			•		,
• multiples of a number			•			•	<u> </u>	. ,
	L							}
		_	_					,
·	Ĺ		<u> </u>				L	
0								<u></u>



SUB-AREA: ADDITION WITH WHOLE NUMBERS	<u></u>	_	<u>· · · · · · · · · · · · · · · · · · · </u>				_ 	
70.V (Q)	s	tude	nt B	ehav:	iòr(:	7		•
GOAL(S): 13. Identifies that changing the order of the numerals in an addition equation does not change the answer (i.e., A + B = B + A). 14. Constructs two equal equations by grouping the numbers in an addition problem differently (i.e., A + (B + C) = (A + B) + C).	manipukates	constructs	identifies-verbal, written, physical	counts/measures	sednences 🔩	computes/converts	. Not Applicable. $\Big/$	COMMENTS:
 15. Computes by adding a multidigit number containing the numeral 0 to a multidigit number which does not contain a 0. 16. Computes by adding multidigit numbers with regrouping in the ten's, hundred's, and thousand's place. 						•	/	
PERFORMANCE STATEMENTS: • putting two or more small groups together to make a large group • parts of an addition equation (answer, addition)	•						•	
tion sign +, = sign) • words related to addition - plus, sum, greater than, add • addition facts with sums less than ten (vertical format)			•	·		•		
addition facts with sums less than ten (horizontal format) using correct alignment of numbers in an addition equation	<u> </u> -	-	•	-		•		
 illustrating that changing the order of the numbers in an addition problem does not affect the answer (Commutative Property - i.e., A + B = B + A). illustrating that adding zero to any num- 	-	-	•					
ber will always yield the original number (Identity Element - i.e., $A + 0 = A$)								* .
 illustrating that grouping the numbers of an addition problem differently does not affect the answer (Associative Property - A + (B + C) = (A + B)-+ C) 		3	•	-		•		
 a picture for an addition expression missing sums/numbers in an addition equation (e.g., .4 + / / = 9; 4 + 5 = / /; sums to 9) a column addition problem with one digit 	-		•			•		
numbers (sums to 9) • addition facts with sums greater than ten (vertical format) • addition facts with sums greater than ten	L	-	_			•		
• by adding two one-digit numbers without	+		-		-	•		A
regrouping .								



* 3								
SUB-AREA: ADDITION WITH WHOLE NUMBERS				,		•		·
GOAL(S):	s	tude	nt Be	ehavi	or(s	s)		
(See previous page)		\$ 178.00 2 178.00	verbal, ýsical	ures	•	nverts	cab le	•
•	manipulates	constructs	identifies-verb written, pliysic	counts/measure	sedneuces	computes/convert	t Applicabl	,
PERFORMANCE STATEMENTS:	man t	cons	iden writ	unoj	sequ	ຕຸ້າແດນ	Not	COMMENTS:
• 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 + 2 = 21; 10 + 11 = 7)	_		•			•,	-	,
• by adding a two-digit number to a one-digit			\vdash	-		•		
number with regrouping in ten's place • by adding a two-digit number to a two-digit number with regrouping in ten's place	1					•		
by adding a three-digit number to a two-digit number with regrouping in hundred's place only				٥		٠		
 by adding a three-digit number to a three- digit number with regrouping in both hun- 	_					• ,	_	
dred's and ten's places	↓_	<u> </u>	<u> </u>			•	<u> </u>	<u> </u>
 by adding a three-digit number to a four- digit number with regrouping in the thou- sand's, hundred's, and ten's places 	-	-	-		7	•		,
• by adding any pair of whole numbers with	T		 			•		
regrouping in all places • a column addition problem(s) with one, two, three-digit numbers with regrouping	T					•		*
• missing sums/numbers in an addition equation (with regrouping) (e.g., 25+//=62://+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	1					•		
• word problems involving addition						•		
			<u> </u>		<u> </u>		<u> </u>	
	\bot	-	_	-	_		1	
	_	+	+	-	 		<u> </u>	
	+	+		1	-	-	-	
	-	+	-	+-	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	-	-	
	1_		j	<u> </u>	<u> </u>	1	ــــــــــــــــــــــــــــــــــــــ	

SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS						`		
GdAL(S):	s	tude	nt B	ehav	ior(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:	mantpulates,	constructs	identifies-verbal, written, physical	counts/measures	sednences	computes/converts	Not Applicable	COMMENTS:
• 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) 	Ŀ	_	-		<u> </u>	•		· · · · · · · · · · · · · · · · · · ·
 subtraction facts with answer less than ten (horizontal format) 						٠		
• correct alignment of numbers in a subtraction equation	Ļ	•	•	.27	_	_		
 illustrating that when zero is subtracted from a number the difference is that number 	Ĺ	_	•	Ŀ		•		·
(i.e., A - 0 = A)	<u> </u>	_	<u> </u>	·			L.	
 illustrating that when any number is subtracted from itself the answer is zero (i.e., A - A = 0) 	\vdash		•	_	_	•		
a picture for a subtraction expression			•					· .
 missing answers/numbers in a subtraction equation (e.g., 8 - 11 = 5; // - 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 		<u> </u>	$ldsymbol{ld}}}}}}$,	Ŀ	•		î.
 by subtracting two two-digit numbers without regrouping (differences greater than 10) 		_	<u> </u>			•	<u> </u>	
• by subtracting two three-digit numbers with- out regrouping (differences greater than ten)		ŀ		_	<u> </u>	•	_	
 missing differences/numbers in a subtraction equation (differences/numbers greater than ten) (e-g., 21 - / / - 10; 21 - 11 = / /) 	-		•			•	_	, 0
oy 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	1	_	┨—	<u> </u>		•	_	
 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 						٠	L	



MATHEMATICS

SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS		`	•		٧ ′	_	·	
GOAL(S):	s	tude	ent B	ehav	ior(s)		,
(See previous page)			rbal,	es.		erts	ble	
	ates	cts	Les-ve phys	measur	· S d	s/cony	Applicable	,
	wan tpulates	mstru	identifies-verbal, written, physical.	ounts/	sequences	computes/converts	Not A	
PERFORMANCE STATEMENTS:		გ	7 3	5	S			COMMENTS:
by subtracting a three-digit number from a four-digit number with regrouping in thou-	4		_	-		•		·
 sand's, hundred's, and ten's places by subtracting a four-digit number from a four digit number with regrouping all the way 				`.		•		
 missing differences/numbers in a subtraction equation (with regrouping) (e.g., 62 - /_/ = 			•	ļ.				
25; /_/ - 37 = 25) • by estimating an answer\for a subtraction			^		,	•	· ·	
equation (by rounding of numbers) (e.g., 220 - 193 is 200 - 200 of 0)	Ŀ							Sa.
• using addition to check subtraction problems	-		-	ļ	-	•	<u> </u>	6
word problems involving subtraction		<u> </u>	-		-		-	
	_	_	-	-		-	_	
	╁	-	+	-				
*	L					,		,
	-	-	ļ	_	-		<u> </u>	<u> </u>
•	╀	-	-	-	-	_	-	<u>.</u>
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	lacksquare	-	+	1.	-	\vdash	-	· · · · · · · · · · · · · · · · · · ·
:.	+	-	-	-	-		_	<u>.</u>
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19 3 2	Ĺ				1_		1_	. `

SUB-AREA: MULTIPLICATION WITH WHOLE NUMBERS									
								·	
GOAL(S):	s	tude	nt B	ehav	ior(s)			
 Constructs two equal equations by grouping the numbers in a multiplication problem differently (i.e., A x (B x C) = (A x B) x C). Computes by multiplying a three digit numbers, containing the numerals 0 and 1, by a three-digit number which does not contain the numerals 0 and 1. 	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sedneuces	computes/converts	Not Applicable	COMMENTS:	
21. Computes by multiplying multidigit		_			<u> </u>			<u> </u>	
numbers with regrouping in the ten's, hundred's, and thousand's place.		•	1						
PERFORMANCE STATEMENTS:			1	~? ~ &<	172				
 multiplication as repeated addition 			•				•		
(e.g., 2+ 2 + 2 = 6) • multiplication as "N groups of N make N"			•		9	,		, , , , , , , , , , , , , , , , , , ,	<u></u>
(e.g., 2 groups of 3 make 6) • parts of a multiplication equation (answer,	T		•				\ \		
multiplier, multiplication sign) • words related to multiplication (times,			•						
multiplier)picture(s) for a multiplication equation	╂		•			\vdash		,	 ;
• multiplication facts (0-12) (vertical format)	╂─	-	-	-	1		╂─		
• multiplication facts (0-12)(horizontal	╀	\vdash	-	┼─	-		-		
format)	╂	\vdash	+-	-	 	├	\vdash		
• correct alignment of numbers in a multiplication equation	╄	-	-	╂—		-	╀		٠,-
• illustrating that changing the order of the numbers does not affect the answer (Commuta- live Property - A x B = B x A)	-	-	-	 -	-	-	┞		
• illustrating that grouping the numbers, in a	╂	+-	 	+-	-		╁		
multiplication problem differently does not	\vdash	╁	┼-	+	-	-	-	· · ·	
affect the answer (Associative Property— $A \times (B \times C) = (A \times B) \times C$	1	<u> </u>	\ -	-	-	-	╀		
 illustrating that any number multiplied by. one is itself (Identity Element - A x 1 = A) 	1_	↓_	<u> </u>	1_	↓_	•		· · · · · · · · · · · · · · · · · · ·	
 illustrating that any number multiplied by zero is zero (Property of 0 - A x 0 = 0) 			<u> </u>	•	1_	•	<u> </u>	•	
 by multiplying when two numbers have a common numeral showing: 	Ŀ					•	<u> </u>		
a) $(2x5) + (4x5) = 10+20=30$ b) $(2x5) + (4x5) = (2+4)^c \times 5=30$				ļ			L	<u> </u>	
$6 \times 5 = 30$									
• by multiplying a 2-digit number by a one-	T					•	Ţ		
 digit number without regrouping by multiplying a three-digit number by a one- 	†	1				•			
digit number with regrouping • by multiplying a four-digit number by a one-	十	†=	1.	\top		•	1		
digit number with regrouping • by multiplying a two-digit number by a two-	+	+	+	+	+	1.	,		
digit number with regrouping . • by multiplying a three-digit number by a two-	+	+-	+	+	+-	•	╁╴		
/i it number with regrouping	20						<u> </u>	<u> </u>	-



MATHEMATICS

SUB-AREA: MULTIPLICATION WITH WHOLE NUMBERS						1			
GOAL(S):	s	tude	nt B	ehav:	ior(s)			
(See previous page).	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sednences	computes/converts	Not Ápplicable		
	man l	cons	ider	con	sedı	COIN	Ĭ.	COMMENTS:	•
PERFORMANCE STATEMENTS: by multiplying a four-digit number by a two- "digit number with regrouping				•		●,			,
 by multiplying a two-digit number by a three- digit number with regrouping 		ę			,	•			
 by multiplying a three-digit number by a three digit number with regrouping 						•		•	·
by multiplying a four-digit number by a three- digit number with regrouping						•			
• by multiplying a two-digit number by a four-						•			
 by multiplying a three-digit number by a four- digit number with regrouping 			· .		<u> </u>	•		,	
 by multiplying a four-digit number by a four- digit number with regrouping 	_		<u> </u>		_	•		, '	
• by multiplying any two numbers containing one or more zeros	L		↓			•		· · ·	
 the solution for a multiplication equation so that both sides of the equation are equal 						•	<u> </u>		
(e.g., $\frac{1}{1} \times (155 \times 22) = (\frac{1}{1} \times 155) \times 22$),	_	<u> </u>	1_	ļ .	_		_		
• an approximate answer for a multiplication equation (e.g., 68 x 52 or 70 x 30)		<u> </u>	•	-	igspace	•	_	ļ	.•
 using division to check multiplication problems 	_	_	-	ļ	<u> </u>	-		<u> </u>	
• word problems involving multiplication	1	_	-	<u> </u>		•	 		
	1	<u> </u>	1		<u> </u>	├-	╄		
	1	<u> </u> -	-	-	 	 .	<u> </u>		
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	+	+		-	1	-	-		
	+	+	+	+	+.	\vdash	十	 	
	-	+	+	+	+	\vdash	╁	 	
	╀	+	+-	+	+	+	+		
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SUB-AREA: DIVISION WITH WHÖLE NUMBERS				`\		70.5		
GÖAL(S):	St	uder	nt Be	havi	ior(s			,
22. Identifies that dividing a number by itself will always yield an answer of one (i.e., A ÷ A = 1).	ates	cts	identifies-verbal written, physical	counts/measures	es	computes/converts	Applicable.	•
23. Computes by dividing a number con- taining the numerals 0 and 1 by a multidigit number which does not con- tain the numerals 0 and 1.	manipulates	constructs	identif written	counts/	sednences	compute	Not A	comments:
24. Computes by dividing multidigit num- bers with a remainder.								
PERFORMANCE STATEMENTS:			_	,				
division as repeated subtraction								·
• division as "how many groups of N in N" (e.g., how many groups of 3 in 6)			•		^	•		
 terms and symbols of division (divisor, dividend, quotient, ÷, divided by, into, remainder) 			•					•
• picture(s) for a division equation			•			- 0		
• division facts (0-12) (vertical format)				·		•		
• division facts (0-12) (horizontal format)	-					• *	<u> </u>	
division as the inverse of multiplication	<u> </u>			<u> </u>		-	_	,
 illustrating that division by zero is unde- fined (meaningless) 	<u> </u>		•	· `			<u> </u>	
 illustrating that zero divided by a non-zero number is always zero (i.e., 0 + A = 0) 	_			<u> </u>		•	<u> </u>	<u> </u>
 illustrating that any number divided by 1 is that number (Identity - i.e., A + 1 = A) 		Ļ		<u> </u>		•	_	
						•		
• illustrating that division is distributive over addition (i.e., (A + B) ÷ C = (A+C)+(B+C)	L	<u></u>	_		_	•	Ŀ	·
 missing number when one number and the answer is given (L.e., A + // = B) 			9	_		•	_	·
 by dividing a one-digit number by a one digit number with no remainder 				v		•		
by dividing a two-digit number ending in zero by a one digit number with no remainder	`					•		
by dividing a two-digit number by a two digit number with no remainder				\.		•		
• by dividing a two or three-digit number by a two digit number with no remainder				. /		•		
 by dividing a one-digit number by a one digit with a remainder 						•		
 by dividing a two-digit number by a one digit number with a remainder 							L	
• 'y dividing a three-digit number by a one	4)	_	_	_	•	_	
digit number with a remainder	<u>. </u>	-	_	\vdash			1	,
	L	1	1	1	<u> </u>	<u> </u>	L	



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SUB-AREA: DIVISION WITH WHOLE NUMBERS			<u> </u>		-			
GOAL(S):	Student Behavior(s)					,		
(See previous page)		·	rbal,	sə		rerts	o j qı	•,
•	ates	cts	tes-ve	พอสรม	6.S	s/conv	Applicable	
	mulpulates	eonistructs	identifies-verbal written, physical	count's/measures	sednences	computes/converts	Not A	4
PERFORMANCE STATEMENTS:	ZU.	ຶ່ວ	ž (3	ŭ	S	ິວ	,	COMMENTS:
 by dividing a two-digit number by a two digit number with a remainder 	•							·
 by dividing a three-digit number by a two digit number with a remainder 	•					•		,
 by dividing a three-digit number by a three digit number with a remainder 		^				•	•	
by dividing a three or four-digit number by a three or four digit number with a remainder			,			•	•	
 by estimating an answer for a division equa-, 			•,	7.		•		
tion (e.g., 395 ÷ 22 or 400 ÷ 20) • using multiplication to check division problems						•		
word problems involving division						•		
•								
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38.

SUB-AREA: _FRACTIONS				_				·
	· 	rudo	nt B	ehav	ior(g)		
GOAL(S):	۳		~			_		
25. Computes the reciprocal of any fraction- al number as the number that is obtained by interchanging the numerator and the denominator.	manfpulates	ructs	identifies-verbal written, physical	counts/measures	nces	computes/converts	Applicable	, ,
26. Computes by adding, subtracting, multi- plying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denominators. PERFORMANCE STATEMENTS:	mantb	constructs	ident vritt	count	sednences	пошос	Not	COMMENTS:
• one half of an object		•	•					
• one third of an object		•	•	,				
• one fourth of an object		•	•					4
 one half, one third, one fourth from largest to smallest 		<u> </u>			•			· ·
 terms and parts of fractions - numerator, de- nominator, and fraction line 	Ļ		•	_				
• one or more equal parts of a whole	•	●,	.•	Ŀ	,			
 correct numerator to make the value of a fraction equal to one when given a denominator 			•			•		<u> </u>
• equivalent fractions for a given fraction		_	•			•		
• whole numbers as fractions	_		•	_		•		
 which fractional numbers with unlike de- nominators is greater/less (denominators 2, 3, 4, 6, or 8)° 			•					8
• a mixed number as an improper fraction (e.g., 1 1/2 = 3/2)			•			•		
• an improper fraction as a mixed number (e.g., $22/7 = (7+7+7+1)/7 = 7/7 + 7/7 + 7/7 + 1/7=3 1/7$			•	<u> </u>		•	_	
• other names for the same fraction (e.g., $2/3 = 4/6$, $6/9$, $8/12$, etc.)			•		<u> </u>	•	_	`
 from three fractional numbers, which one is between the other two 	╀	<u> </u>	•	_		_	. ,	
• fractions to lowest terms	╀-	-	•	<u> </u>	<u> </u>	Q.	<u> </u>	
least common denominator for two or more fractions	-	-	•	<u> </u>	<u> </u>	•	╀	
by adding fractions with like demoninators. by adding two mixed numbers with like de-	-	-	├	-	 	•	-	
nominators (no regrouping) • by adding two mixed numbers with like de-	+	·	-	 	-		┞	
nominators (with regrouping) • by adding two (proper) fractional numbers with		-	-	-	-	•	<u> </u>	<u> </u>
unlike denominators	╁	-	-	-	\vdash		-	
• by adding two mixed numbers with unlike denominators (by changing to equivalent.	-	 			-	<u> </u>	-	
fractions with like denominators)	_	<u> </u>	<u> </u>		<u> </u>	<u> </u>		<u> </u>



SUB-AREA: FRACTIONS								
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GOAL(S):		_	^ 1					,
(See previous page)		i	identifies-verbal written, physical	res		computes/converts	Applickble	•
• •	tes	ts	es-v	easu	S	/con	pl ic	:
	un fpulates	Eruc	cifi ten,	ts/m	ence	utes		•
š .	n::u	constructs	iden	counts/measures	sednences	ປແດນ	Not	COMMENTS:
PERFORMANCE STATEMENTS: • by subtracting a mixed number and a fraction				-	_		\dashv	COMMENTS:
number with like denominators • by subtracting a proper fraction from a whole						ė		
• by subtracting a whole number and a mixed						•	•	
number • by subtracting two mixed numbers with like			\vdash			•	-	
denominators (no regrouping)by subtracting two mixed numbers with like	-					2.		
denominators (with regrouping) • by subtracting two fractions with unlike	-		ija -			, <u> </u>		,
denominators (by changing to equivalent fractions with like denominators)	H			-				`
by subtracting two mixed numbers with unlike	<u> </u> -		┝╌┤	•				
denominators • by multiplying two (proper) fractions (using	-							
cancellation in multiplication of fractions) • by multiplying a mixed number and a fraction	┡-			<u>{</u>				
(by changing mixed number to an improper fraction)	-				_			
• the reciprocal of any fractional number as	_			_				· · · · · · · · · · · · · · · · · · ·
the number that is obtained by interchanging	-	<u> </u>		•			-	,
the numerator and the denominator (i.e. 4/5 - 5/4)	_				<u> </u>			
by dividing two fractional numbers using reciprocals		_	}	•		•		
 by dividing fractional numbers by a mixed number (using reciprocals and changing mixed 	L	-	;					
numbers to improper fractions)	Ľ				<u> </u>			`
by dividing a fraction by a whole number			١,			•		
by dividing a mixed number by a mixed number.		_			<u> </u>	•		
• word problems involving fractions				-			<u> </u>	•
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·			<u> </u>				<u> </u>	
			<u> </u>			<u> </u>	£	
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9			,			1		<u>L</u>

SUB-AREA: DECIMALS: COAL(S): 27. Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping. PERFORMANCE STATEMENTS: • fractional numbers with denominators of ten, hundred, thousand as decimal fractions • decimal fraction 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 from greatest to least • a decimal fraction to a decimal fraction • mixed numbers to decimal form • by rounding decimals • 'cofrect 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 multiplying a whole number and a one, two, and three-place decimal fraction (by converting both decimal fractions to their common from • by multiplying a whole number and a one, two, and three-place decimal fraction to common fraction • by multiplying to two-place decimal fractions (by converting both decimal fractions to their common form) • by multiplying decimal fractions by poften, hundred and thousand • correct placement of dectimal-point in a division problem involving a whole number divisor.			, ,,,,,		*, .
### COMMITTEE BY adding, subtracting, multiplying, and dividing any decimal fractions with regrouping. #### PERFORMANCE STATEMENTS: Fractional numbers with denominators of ten, fundred, Phousand as decimal fractions of ten, fundred, Phousand as decimal fractions of ten, fundred, Phousand as decimal fraction.		ior(s)			*
PERFORMANCE STATEMENTS: • fractional numbers with denominators of ten, nundred, rhousand as decimal tractions • 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 thousandtis 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 regrouping • by subtracting 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 po of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor	- } i		· ' '		
PERFORMANCE STATEMENTS: • fractional numbers with denominators of ten, nundred, 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 subtracting 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 po of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor, and problem involving a whole number divisor.	cab10	nveri	cab10		
PERFORMANCE STATEMENTS: • fractional numbers with denominators of ten, nundred rhousand 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 thousandtis 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 to common fraction • by multiplying two two-place decimal fractions (by converting decimal fractions to their common form) • by multiplying decimal fractions by pc of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor.	Applicabl	es s/col	pp11	·	,
PERFORMANCE STATEMENTS: • fractional numbers with denominators of ten, nundred rhousand 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 thousandtis 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 to common fraction • by multiplying two two-place decimal fractions (by converting decimal fractions to their common form) • by multiplying decimal fractions by pc of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor.	ot A	uenc	벙	•	•
• fractional numbers with denominators of ten, hundred, hunsand as decimal fractions of 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 subtracting a decimal problem involving whole numbers and 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 po of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor, and problem involving a problem involving a pool to number of decimal fractions to their common form)	Ž	sed	8 1	mments:	
• 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 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 subtracting 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 po of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor.	工			,	· ·
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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor	—				
• 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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor			 		
• 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 converting both decimal fractions to their common form) • by multiplying decimal fractions by poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor.		-			
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• 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 pc of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor	+		- -	<u>. </u>	
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• 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 part of ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor	<u> </u>	9	-	·	
• 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 poten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor	•↓			1	
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 poten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor,	!		-		<u> </u>
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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor		<u> </u>	- -		
 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 converting both decimal fractions to their common form) by multiplying decimal fractions by poof ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor 	<u> </u>		- -		
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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor,	<u> </u>		-		<u> </u>
 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 poof ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor, 	4		╀┷┼╌		
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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor,	_		 ╁╸╁╺╴	<u> </u>	
 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 pc of ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor, 			-	•	
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 poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor,			 		
 by multiplying two two-place decimal fractions (by converting both decimal fractions to their common form) by multiplying decimal fractions by poof ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor. 	<u> </u>		 		
(by converting both decimal fractions to their common form) • by multiplying decimal fractions by poof ten, hundred and thousand • correct placement of decimal point in a division problem involving a whole number divisor,	+	-	} -}-	<u>.</u> .	
 by multiplying decimal fractions by pc of ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor, 	-	- -	1-1-		
ten, hundred and thousand correct placement of decimal point in a division problem involving a whole number divisor.	4		 	<u>. </u>	
sion problem involving a whole number divisor		- -		**************************************	_;
and a decimal fraction dividend. (i.e. 25).50	+	-	++-		
1C 39		<u> </u>			۰ , ۰

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\\ MATHEMAT	ıcs	•						
SUB-AREA: DECINALS				· `				
GOAL(S):	, Si	ujer	e nt Be	havi	y or(s)		. ,
(See previous rage).			erbal,	ıres		verts	able	
	Jafes	cucts	idencifies-verbal written, physical	counts/measures	ses	nomputes/converts	Applicable	
PERFORMANCE STATEMENTS:	main Ipulat	constructs	idenc writte	count	seduences	compu	Ňot	COMMENTS:
• by multiplying a decimal fraction by 10,000,						•		
 correct placement of a decimal point in a division problem involving a decimal fraction divisor and a decimal fraction dividend 		• /	•		-	-	-	· · · · · · · · · · · · · · · · · · ·
(i.e255 .50) • a terminating decimal as a decimal that can be written with a finite number of digits.			•					8
 a' repeating decimal as a décimal in which a digit or series of digits repeats endlessly 			•					
• terminating, decimals to fractions						•		
• repeating decimals to fractions				_	*	•	, ,	
• word problems involving decimals						٠		
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SUB-AREA: RATIO, PROPORTION, and PERCENT								
•					· .			•
GOAL(S):	s	tude	nt B	ehav	ior(g)		
28. Identifies proportions and percents as ratios.29. Computes a proportion showing the product of the means as equal to	tes	ts	ddentifies-verbal, written, physical	counts/measures	SS	computes/converts	Applicable	,
the product of the extremes.	nanipulates	constructs	entif itten	unts/r	sednénces	mpute	Not Ap	,
30. Converts two fractions (ratios) to percent form.	Eur	9	-1c	ວິວ	36	Ω"		COMMENTS: \
31. Computes by adding, subtracting, multiplying, and dividing percents by changing percents to decimal form	·							
32. Computes the percentage of a number.			1				, -	•
PERFORMANCE STATEMENTS:		•	1		~		·	
• 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		•	•				<u> </u>	
•three or more equivalent ratios for a given ratio			•			•		
 sets of equal ratios for given physical situa- tions (e.g. 1/2, 2/4, 3/6, etc.) 							L	
 ratios to equivalent forms by using the multiplication property of 1 			•			•	_	
 a proportion as an equation of two equivalent ratios 			•					
<pre>proportions in standard forms A/B=C/D, A:B:: C:D</pre>	1_	•	•		<u> </u>		Ĺ	·
 cross multiplication property when finding the solution to a proportion (2/5=/7/9) 	L	<u> </u>	•				_	
• means and extremes of a proportion	L	/	•	<u> </u>	_	<u>.</u>	<u> </u>	·
 the product of the means is equal to the product of the extremes 	L	<u>/</u>	•	_		•	L	·
 the missing term in any of the four positions of a proportion 		1:	•	_	_	•		
• proportions when solving word problems		$ig _{-}$	•	<u> </u>	_			
percent as a ratio whose denominator is 100	L		•	_			<u> </u>	
• percent sign (%)	L		•					
• a fraction (stated in 100ths) as a percent		_	•	<u> </u>	_	•		
• a decimal (stated in 100ths) as a percent			•		*	•		
• simple fractions with denominators other than 100 as percents				<u> </u>		•		
• any decimal less than or equal to one to a percent				_		•		
• any decimal greater than one to a percent								<u></u>

No.								
SUB-AREA: RATIO, PROPORTIÓN, and PERCENT						<u>. </u>		
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GOAL(S):			~ 1	-	101			•
(See previous page).			rba fca	ž.		ertș	b1e	
;	` s		-ve hys	Sur		onv	ica	
•	ate	ıcts	ftes 7. P	/mea	Ses	se/c	Applicable	
	man tpulates	constructs	identifles-verbal written, physical	counts/measures	sequences	computes/convertș	Not /	•
PERSONALISM OF LEMPINES	แนน	con	ide wri	con	seq	COID	z	COMMENTS: \
PERFORMANCE STATEMENTS: • percent to a decimal								0
percent to equivalent fractions in lowest								
termsby adding percents (by converting percent(s)		-						
to decimal(s)) The percentage of a given number (i.e. 20% of		,	,	·			-	
55 =)								· · · · · · · · · · · · · · · · · · ·
• what percent one number is of another (% of $20 = 11$)			•			•		
• a number when a percent of it is known (i.e. 20% of = 11)			•		,			, ,
• interest								
• discount					,			
• profit and loss						,		
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GOAL(S): 33. Identifies integers on both sides of "O" on a number line. 34. Computes by adding, subtracting, multiplying, and dividing any two integers. PERFORMANCE STATEMENTS: • Integers associated with indicated marks on a • I	SUB-AREA: INTEGERS			٠,		_			
33. Identifies integers on both sides of "O" on a number line. 34. Computes by adding, subtracting, multiplying, and dividing any two integers. 54. Integers associated with indicated marks on a number line • integers associated with indicated marks on a number line • integers in ascending or descending order according to their numerical value • the additive inverse (opposite) for each integer susing number line • integer(s) between any two integers • by adding a positive integer and a negative integer • by subtracting a positive integers • by subtracting a positive integers • by subtracting a positive integers • by waltiplying two negative integers • by waltiplying a negative integers • by dividing two-negative integers • by-dividing two-negative integer and a positive integer • by-dividing a negative integer and positive integer	GOAL(S):	S	tude	nt B	ehav	ior(s)		
integers associated with indicated marks on a number line integers in ascending or descending order according to their numerical value the additive inverse (opposite) for each integer using number line integer(s) between any two integers by adding two negative integers and a negative integer by subtracting a positive integer and negative integer by subtracting a positive integer and negative integer by multiplying two negative integers by multiplying a negative integers by dividing two-negative integers by-dividing a negative integers by-dividing a negative integers by-dividing a negative integers by-dividing a negative integer and positive integer integer by-dividing a negative integer and positive integer integer	 33. Identifies integers on both sides of "0" on a number line. 34. Computes by adding, subtracting, multiplying, and dividing any two integers. 	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sednences	computes/converts		; comments:
• integers in ascending or descending order according to their numerical value • the additive inverse (opposite) for each integer using number line • integer(s) between any two integers • by adding a positive integer and a negative integer • by subtracting two negative integers • by subtracting a positive integer and negative integer • by subtracting a positive integer and negative integer • by multiplying two negative integers • by multiplying a negative integers • by dividing two-negative integers • by dividing two-negative integers • by dividing a negative integer and positive integer • by dividing a negative integer and positive integer	• integers associated with indicated marks on a		•	•					\$
integer using number line integer(s) between any two integers by adding two negative integer and a negative integer by subtracting two negative integers by subtracting a positive integer and negative integer by multiplying two negative integers by multiplying a negative integer and a positive integer by dividing two-negative integers by dividing a negative integers by dividing a negative integers by dividing a negative integer and positive integer integer by dividing a negative integer and positive integer	 integers in ascending or descending order 					•			
• integer(s) between any two integers • by adding two negative integer and a negative integer • by subtracting two negative integers • by subtracting a positive integer and negative integer • by multiplying two negative integers • by multiplying a negative integer and a positive integer • by dividing two-negative integers • by-dividing a negative integer and positive integer • by-dividing a negative integer and positive integer	according to their numerical value the additive inverse (opposite) for each			•					,
by adding a positive integer and a negative integer by subtracting two negative integers by subtracting a positive integer and negative integer by multiplying two negative integers by multiplying a negative integer and a positive integer by dividing two-negative integers by-dividing a negative integers by-dividing a negative integer and positive integer		\vdash	_			-			
• by adding a positive integer and a negative integer • by subtracting two negative integers and negative integer • by subtracting a positive integer and negative integer • by multiplying two negative integers and a positive integer • by dividing two-negative integers • by-dividing a negative integers • by-dividing a negative integer and positive integer		Н	ļ			-			<u> </u>
integer • by subtracting a positive integer and negative integer • by multiplying two negative integers • by multiplying a negative integer and a positive integer • by dividing two-negative integers • by-dividing a negative integer and positive integer • by-dividing a negative integer and positive integer	,			_	•				·
• by subtracting a positive integer and negative integer • by multiplying two negative integers • by multiplying a negative integer and a positive integer • by dividing two negative integers • by dividing a negative integer and positive integer • by-dividing a negative integer and positive integer					<u> </u>				
Integer • by multiplying two negative integers and a positive integer • by dividing two negative integers • by dividing a negative integer and positive integer • by-dividing a negative integer and positive integer							•		
• by multiplying a negative integer and a positive integer • by dividing two negative integers • by-dividing a negative integer and positive integer							•		
• by dividing a negative integer and positive integer • by-dividing a negative integer and positive integer						-	•		
• by dividing a negative integer and positive integer • by-dividing a negative integer and positive integer • by-dividing a negative integer and positive integer • contact the state of	• by multiplying a negative integer and a posi-						٠		
integer					Ŀ		•		<u> </u>
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SUB-AREA: TIME				<u> </u>	مرنسي			
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GOAL(S):	3		·		ior(`
35. Constructs a calendar showing year, months, and days.	Si	r	identifies-verbal written, physical	ısııres		computes/converts	Applicable	
36. Identifies time in whole hour, half hour, quarter hour, and minute intervals.	main tpulates	constructs	entifie: itten, I	counts/measures	sednences	mputes/o	Not App	
37. Converts time to equivalent specified units (e.g., 25 days = n weeks, n days).	m;1	ဝ	id	0.0	se	იე	1	COMMENTS:
38. Identifies-approximate lapse of time without the use of a clock.								
39. Computes by adding, subtracting, multi- plying, and dividing any given time measures involving regrouping.								·
PERFORMANCE STATEMENTS:								· · · · · · · · · · · · · · · · · · ·
• time of important daily events (e.g., bed time, lunch time, noon time, morning, afternoon, rising time, midnight)			.•				•	·
• yesterday, today, tomorrow .			•		•			<u> </u>
 the passage of a daylight time and nighttime as equal to one day 			•				,	
• slow, slower, slowest			•		•	<u> </u>		
• fast, faster, fastest	<u> </u>	_	•	_	•			
• fast, slow			•		•		<u>ئ</u> .	`
• on time	Ŀ	1	•					
• faster - slower			•	-	•		<u> </u>	
• fastest - slowest			•		•			`
• quickly - slowly	Ĺ	<u> </u>	•		•	<u> </u>	_	
• hurry		_	.•	<u> </u>		,	<u> </u>	
• wait	_	<u> </u>	•		_		<u> </u>	
• next	L		•	_	_		Ľ.	
• early - late	<u> </u>	<u> </u>	•	<u> </u>	 	<u>.</u>	↓ _	
• a day ago		-	•	ļ.	-	<u> </u> 	 	
• a week ago	1	-	•	-	_	-	1_	
• late, later, latest		<u> </u>	•	<u> · </u>		-	<u> </u>	
• early, earlier, earliest	_	_	•		•		-	
never	1_				<u> </u>	ا		<u> </u>



SUB-AREA: TIME			. 1			· ·		
SUB-AREA: TIME					,	\Box		
GOAL(S):	S	tude	nt B	ehav	ior(
(See previous page)			rbal fcal	es		erts	b1e	
<u>.</u>	88	_s	s-ve phys	asur		conv	Applicable	
	late	ruct	ifie en,	s/me	, nces	res/		, , ,
	manipulates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not	
PERFORMANCE STATEMENTS:	E CL	ວວ	E F	Š		· ö		COMMENTS:
• number of days per week			•	-	•			
• number of days per year			•	-	-	_		
• number of weeks per year	ļ.,		•		•	├─		•
• months of year	-	<u> </u>	•	_	-	.		
• seasons of year	<u> </u>	<u> </u>	•			-	-	· · ·
 the passage of all four seasons as equal to one year 	1		•		-	<u> </u>	<u> </u>	·
• leap year	_		•	_		<u> </u>	<u> </u>	
• calendar .	L	Ľ	•	<u> </u>	<u>.</u>		 	· ·
• current month, last month, next month			•		•	<u> </u>	Ŀ	
 number of days in the month with and without use of calendar 	L	•	•	<u> </u>	•	<u> </u>		_
 which day of the week a specific date will-fall on using a calendar 			•		Ĺ	<u> </u>	<u>Ľ</u>	
• dates to numerical form (e.g., 4/1/76)			•			•		<i></i>
• hands on clock (big, little)		•	•		-		<u>. </u>	
• clock face (numbers, etc.)		•	•			<u> </u>		
• time terms - hours, minutes, seconds, o'clock, a.m., p.m., before, after			•			Ĺ		
• time notation using colon			•				L	Ī
• time to nearest hour		•	•					
• time to nearest half hour		•	•				2	
• time to nearest quarter hour	1	•	•		-			
• time to nearest five minute interval	1	•	•					
• time to nearest minute	1	•		, ,				
• hands on a clock to represent a given time	1	6	•	\top	1	1,	T	
- names on a crock to represent a gracin crime	十	+-	•		†	•	1	
• relationship between any given comparable	\	\dagger	+	+	+		1	
units of time (e.g., 9:45 is same as quarter to ten)	. -	, ,	\dagger	十	+	+	†	
								



MATTICIPAL	- /-							
SUB-AREA: TIME	<u> </u>							
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GOAL(S):	51	$\dot{\tau}$	• /					,
(Seé previous page)	ı		bal cal	s	,	rts	1e	. ′
	ł	\	ver	ure	:	nve	Applicabl	,
	tes	rs	es- ph	leas	S	05 /s	p14	,
,	ula	ruc	e F	ı/s;	suce	ıtes		,
	manipulates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not	,
PERFORMANCE STATEMENTS:	ĕ	ö	₩ ¥	ŏ .	. Š	. ປັ		COMMENTS:
• time to equivalent specified units (e.g., 25 days = W weeks N days)			• \			•		r
a the newical between a given neginning time			•	\		•		
interval and given end of that interval • estimation of elapsed time without aid of		-,	•	\				
clock • by adding a list of time measures without				_ \		•		
renaming		_					\vdash	
by adding a list of time measures with renaming				3		•		
 using addition in a word problem involving 						•		·
time • by subtracting two time measures		_				•		
			-		-	•		
 by subtracting two time measures with renaming 								
• using subtraction in a word problem involving	`					•.		,
using multiplication in word problems						•		
- involving time	H		 			•		
• by dividing two measures of time	 	<u> </u>	-				<u> </u>	
 using division in word problems involving time 			ļ					
• double time						•		
	Γ					•		
. • time and a half	t	G	 	1				
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SUB-AREA: MONEY					•			
GOAL(S):	s	tude	nt B	ehav	ior(s)	, •	,, la
40. Counts correct change for any given amount of money.			verbal,	sures .	•	onverts,	Appl fcable	
41. Computes price per unit of an item. 42. Computes by adding, subtracting, multi- plying, and dividing money with regroup- ing.	wn Ipulates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not Appl	
PERFORMANCE STATEMENTS:	u	0		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. 0.	Ü	·	COMMENTS:
• penny, nickel, dime, quarter and half dollar			•					
 specific value of penny, nickel, dime, quarter, and half dollar 			•		•			
• one dollar bill, two dollar bill, five dollar bill, ten dollar bill, twenty dollar bill			•		•			
• price of objects under one dollar		_	•	Ĺ	_	_		
 price of objects over one dollar 3 bills/coins which are same in value when 		·	•					
given a collection of 5 bills/coins con- taining 3 bills/coins which are same in value.	ļ	·	•			,		anning to the second
• 3 coins/bills which are different in value when given a collection of 5 coins/bills containing 3 coins/bills which are different			•					
 in value units of money to their comparable value - penny, nickel, dime, quarter, half dollar, 		-	·		-	•		
dollar (e.g., dime = 1 nickel + 5 pennies or 2 nickels or 10 pennies) • money notation - cent sign, dollar sign,	<u> </u>	_	-					
and decimal point • yalue of collection of coins/bills using	 	<u> </u>			-		 - -	
e.coins/bills needed to purchase something	\vdash		•	-			-	
without getting change • correct change for an amount up to 10¢			•			•		
• correct change for an amount up to 25¢	1	Ī	•			•		,
• correct change for an amount up to 50¢			•			•	·	
• correct change for an amount up to \$1.00			•			•		
• correct change for an amount up to \$20.00.			•			•		
 amount of additional money required to purchase an object 	lacksquare	_	,	_	'	•		_
• using addition in an equation involving money (with 3-digit numbers and without regrouping)		-	ļ	_	_	•	<u> </u>	
 using addition in an equation involving money (with 3-digit numbers and with regrouping) using subtraction in an equation involving mone 	Ł		<u> </u>	<u> </u>		•	<u> </u>	ļ
(with three-digit numbers and with regrouping)						•		<u></u>
					-			



GOAL(S): (See previous page) PERFORMANCE STATEMENTS: Outhor the statements: Student Behavior(s) Student Behavior(s) Student Behavior(s) Student Behavior(s) Outhor the statements: Outhor the	
PERFORMANCE STATEMENTS: • using multiplication in an equation involving money (no remainder) • using addition in an equation involving money (no remainder) • using addition in a word problem involving money • using addition in a word problem involving money • using addition in a word problem involving mone)	•
PERFORMANCE STATEMENTS: • using multiplication in an equation involving money (with 3-digit numbers and with regrouping) • using division in an equation involving money (no remainder) • using addition in a word problem involving mone)	
PERFORMANCE STATEMENTS: • using multiplication in an equation involving money (with 3-digit numbers and with regrouping) • using division in an equation involving money (no remainder) • using addition in a word problem involving mone)	
PERFORMANCE STATEMENTS: • using multiplication in an equation involving money (with 3-digit numbers and with regrouping) • using division in an equation involving money (no remainder) • using addition in a word problem involving mone)	
PERFORMANCE STATEMENTS: using (multiplication in an equation involving money (with 3-digit numbers and with regrouping) using division in an equation involving money (no remainder) using addition in a word problem involving mone)	
 using division in an equation involving money (no remainder) using addition in a word problem involving mone; 	
(no remainder) ●using addition in a word problem involving mone) ■	
•using subtraction in a word problem involving	
money	
•using multiplication in a word problem involving money	
•using division in a word problem involving ,	
• price per unit of an item	
• total cost of living expenses for one month and one year	
	·
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48.35

SUB-AREA: LINEAR									
GOAL(S):	·s	tude	nt B	ehav:	ior(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 	mantpulates	constructs	<pre>identifles-verbal, written, physical</pre>	counts/measures	sednences	computes/converts	Not Applicable	COMMENTS:	
for English and metric units. 46. Computes by adding, subtracting, multi- plying, and dividing linear measures, with regrouping in both English and metric units.						` .			
PERFORMANCE STATEMENTS: • 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,			•	•		<u></u>			
yard stick, meter stick, etc.) • English units of linear measure (inch, foot, yards, miles)	-		•	•		<u>.</u>			
• abbreviation (in., ft., yd.) including ' (feet) and "(inches) (English) • ruler divisions in inches (12 inches =			•	-	ļ. 			• ,	
l foot) • object (less than 1 foot) to nearest inch with ruler with one inch divisions	╁	\vdash	-	•		-		,	
object (greater than 1 foot) with ruler with one inch divisions. the greater lesser length for given		-		•			Ŀ	,,,,,,	
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) 		7	•				-	<i>a</i> ,	
 large units of measure to smaller units of measure (vice versa), English and metric objects involving fractional parts of inches, 	1	1			 	•		, 4	
meters in 1/2, 1/3, and 1/2 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) 	1		-	-	-	•	-	•	



SUB-AREA: LINEAR							_			
	S	tude	nt B	ehav	ior(. \	·		
GOAL(S):		_	4.4			ĽS,	a			l
(See previous page)		٠	identifies-verbal written, physical	res		computes/converts	Applicable	•		l
·	ses	S	es-va	counts/measures	s	/coi	p11c		. /	l
•	ulat	ruct	1f1 en,	s/m	nce	tes		* .	/	١
	manipulates	constructs	dent	ount	sednences	ompı	Not		*	Ì
PERFORMANCE STATEMENTS:	ij	Ö	₩ 3	ŏ	S	Ü		COMMENTS:		\mathbf{I}
• by subtracting any two linear measurements			↓_	ļ_	-	•				1
hy subtracting any two linear measurements			L			•				4
(without regrouping) (English)by multiplying a linear measurement by a						•	! _			
numeral (with regrouping) (English) • by dividing a linear measurement by a numeral	T	\vdash	1		1.	•			*	
(with regrouping) (English)	╀∸	├	+	+-	+		<u>├</u>		` `	
the distance between any two points	-	<u> </u>	+	4.	}-	ļ.—	╂─		•	_
 metric units of linear measure (meter, kilometer, etc.) 	L	_	•				<u> </u>	 		_
			•		1		ľ			
metric ruler approximate length of an object without	1-		1	1	1		Τ			
metric linear measuring device	╁	-	+	+-	+-	╁╌	╂─	 		-
 the length of an object to nearest centimeter 	1	↓_	•	1	\bot	—	 			_
 a given metric linear measurement to any other metric unit 	ı			1_		<u> • </u>		ļ		
• by adding any two linear metric measurements								_		
(without regrouping) • by adding any two linear metric measurements	十	+	+	+	1	•				
(with regrouping)	-	-	+	+	+-	+	╁╴	, ,		-
by Subtracting any two linear metric measurements (without regrouping)		1				1.	╄	<u> </u>		_
• by subtracting any two linear metric						•		`		_
measurements (with regrouping) • by multiplying any two linear metric	十	\top			\top	•				
measurements	+	╁		+		+	1	1	•	-
measurements	\bot	4	_ _	_	4-	+	+-	 		-
 any metric linear measurement(s) to any com- parable English linear measurement(s) 						•				_
 any word problem involving metric/English 		T,			1	•		<u> </u>		
units of linear measurement the lengths of various parts of an object wh	en	+	-			•	1			
given scale drawings and a scale	+	╁			-	+	+	+		-
			\perp			_	- -		- +	_
		.			\perp		┸		,	_
	1									
· · · · · · · · · · · · · · · · · · ·	+	+	-	\dashv	+	+	1			_
·	+	+		\dashv	+	+-	+			-
4		\perp				\bot	_ _			
										_



SUB-AREA: WEIGHT										
COAL(S).	Š	tude	nt B	ehav	ior(s)		Ī		
- GOAL(S):		A	-i	٠,	(,		
47. Measures the weight of a given object in English and metric units.			identifles-verba written, physica	urės		computes/converts	cab le			
48. Converts a unit of weight to any com- parable unit of weight for English and	ates	çts	ies-	พอสรา	es	os/s	Αρρ1 ία			
metric units.	mntpulates	constructs	ncif tten	counts/measures	seduences	pute	Not A			
`49. Identifies approximate weight of a given object in English and metric	u::u	con	1de wri	noo,	həs	COII	Z	COMMENTS:		
units.	į.						÷			
50. Computes by adding, subtracting, multi- plying, and dividing weight measures								•		
with regrouping for both English and metric units.	- ,	•	<u>'</u>	٠		-		9		
PERFORMANCE STATEMENTS:			-							
• heavy, heavier, heaviest			•		•		·			
light, lighter, lightest object which is heavier/lighter when given	-	` 	-	<u> </u>	•			· ·		
2 objects (without use of scale)			-		_			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
• scale, arm balance as a measuring device	_		•	-	_		-			
marks on a given scale units of weight - English (ounces, pounds,	<u> </u>			-	-					
tons, etc.) • weight of object(s) to a specified precision		-								
(using scale) • object which is the same weight as a given	ŀ	_								
object (using scale) • correct abbreviations for appropriate		-			-	_	<u> </u>	4		
measures of weight (English units)	┢		-				-			
weight relationship between any given comparable units of weight (e.g., 2 tons =			\vdash	-	<u> </u>	-				
pounds) (English units) • by adding any two weight measurements	 		ļ	,			-			
(without regrouping) • by adding any two weight measurements	-			H	-		-			
(with regrouping)by subtracting any two weight measurements	╀	-	-	├-	-	•	-			
(without regrouping)by subtracting any two weight measurements	\vdash		-	-	-		-			
(with regrouping)by multiplying a weight measurement by a	┢	-	-	-	-	•	 			
numeral (without regrouping)by multiplying a weight measurement by a	╂─	-		+			\vdash			
numeral (with regrouping) • by dividing a weight measurement by a	-	\vdash	 	-	Ė	•	-			
numeral (without regrouping) • by dividing a weight measurement by a	\vdash	-	-	+-	-	•	`			
numeral (with regrouping) • metrid units of weight measurement	\vdash		-	-	+	•	\vdash	,		
• correct abbreviations for appropriate measures of weight (metric)	-	\vdash	+	-	+	•	 			
	<u> </u>				-					



SUB-AREA: WEIGHT								
2011/0	Si	tude	nt Be	havi	or(s	;)		
GOAL(S): (See previous page)			rbal,	a, S	٠	erts	cable	•
4 ×	ates	cts	ies-ve	measur	es .	s/conv	Applica	
•	manipulates	constructs	identifies-verbal written, physical	counts/measure	sednences	computes/converts	Not A	· · · · · · · · · · · · · · · · · · ·
PERFORMANCE STATEMENTS:	ë	ŭ	में अ	ŏ	·S	-		COMMENTS:
• metric weight measurement to any other metric unit by adding any 2 metric weight measurements		-		$\overline{\cdot}$				-
(without regrouping)				<u> </u>	_	\dashv		
by adding any 2 metric weight measurements (with regrouping)								
• by subtracting any 2 metric weight measurements (without regrouping)	L.				•			
by subtracting any 2 metric weight measurement (with regrouping)						•		
ment (with regrouping) • by multiplying a weight measurement by a numeral						•		,
by dividing a metric weight measurement by a numeral		1				•	`	,
• by adding within a word problem involving				•		•		
weight measurement (English/metric) • by multiplying within a problem involving						•		
weight measurement (English/metric) • by using division in a word problem involving	1	1				•		
weight measurement (English/metric) • approximations of weight to given limit	1	1	•		_	•;		
• approximations of weight to given finite	†-	<u> </u>			<u> </u>	_		4. ' '
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SUB-AREA: LIQUID						-		
SOD ALLOTS							_	
GOAL(S):	Student Behavior(s)							
 51. Measures capacity of any given container to nearest liquid measure in English and metric units. 52. Converts a unit of liquid measure to any comparable unit of liquid measure for English and metric units. 53. Identifies approximate capacity of 	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sednences	.computes/converts	Not Applicable	COMMENTS:
any given container without a measur- ing device in English and metric units.	-					` .		
54. Computes by adding, subtracting, multi- plying, and dividing liquid measures, with regrouping, in both English and metric units.					`	·		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
PERFORMANCE STATEMENTS		-	 	-			,	
• standard units of liquid measure			•					
• the capacity of a container	<u>`</u> ,		•				٠,	
• the capacity of a container to the nearest fractional measure (e.g., ½ cup, ½ teaspoon)			•	<u> </u>			_	
• standard measuring utensils	_	_	•	_	-		_	
 the relationship between any comparable units of English measure (e.g., 4 quarts = G gallons) 	-		•		-	•		,
• approximate capacity of any given container without measuring device (English)			•		,		/	. .
 any English liquid measurement to any other . English unit 		ŀ			<u> </u>	•	Ŀ	
by adding any two English liquid measure- ments without regrouping	<u> </u> _	-	 	-	-	•		, .
by adding any two English liquid measure- ments with regrouping by subtracting any two English liquid	╀	┼	-	\vdash		•	╂-	
measurements without regrouping •by subtracting any two English liquid	+	+	-	+-	-		-	,
measurements with regrouping •by multiplying an English liquid measure-	╁	+	+	+	+-	•	 	
 ment by a numeral with regrouping by dividing an English liquid measurement by a numeral with regrouping 	╁	-	 -	1:	1	•		
• metric units of liquid measure (liter, etc.)			•		ì			• 1
 abbreviations of metric units of liquid measure 			•					
• relationship between comparable metric units of liquid measure	1	\downarrow	1_	_	_	•		` .
•approximate capacity of any given container without metric measuring device	1	+	•	\downarrow	-	-	1	· · · · · · · · · · · · · · · · · · ·
• by adding any two metric units of liquid	_	+	+	-	-	•	+	<u>.</u>
measure (without regrouping)					1_		<u>. </u>	



· dun land						•	Ž	
* SUB-AREA: LIQUID		<u> </u>		<u> </u>				·
GOAL(S):	÷	tudei	nt Be	havi	Lor(s	;)	~,	•
(See previous page)	manipulātes 👈 🖰	constructs	identifies-verbal, written, physical	counts/measures	seduences	computes/converts	Not Applicable	COMMENTS:
PERFORMANCE STATEMENTS: • by adding any two metric units of liquid measure (with regrouping)				\dashv		1		
measure (with regrouping) • by subtracting any two metric units of liquid	-		-			•		
		•				-		
measure (without regrouping) • by subtracting any two metric units of liquid measure (with regrouping)				_		•		
bysmultiplying a metric unit of liquid - measure by a numeral with regrouping						ë		, , , , , , , , , , , , , , , , , , , ,
• by dividing a metric unit of liquid measure				·		•	1	•
by a numeral with regrouping any word problem involving metric/English		0				•	*	, ,
units of liquid measure	╂─							
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SUB-AREA: DRY	,	,					٠	
		• • •	-			,	•	
GOAL(S):	s	tude	nt B	ehav	ior(s)		10
55. Measures the Capacity of any given container to the nearest dry measure in English and metric units. 56. Identifies the approximate capacity of	ates	cts	identifies-verbal, written, physical	counts/measures	sə	computes/converts	Applicable	
a container without a measuring device in English and metric units.	man tpulates	constructs	identif vritten	counts/	sednences	combute	Not A	CONDUCTOR
57. Computes the relationship between any comparable units of dry measure for English and metric units.					6			COMMENTS:
58. Computes by adding, subtracting, multi- plying, and dividing dry measure with regrouping for both English and metric	1		â	\				
units.					/	: }		1
PERFORMANCE STATEMENTS:		<u> </u>			·		Ì	
 units of dry measure for English and metric (e.g., pint, quart, peck, bushel) 	L		•					,
• abbreviations for units of dry measure (e.g., pt., qt., pk., bu.)			•					-
 relationships between any comparable units of dry measure (e.g., 1 peck = 8 quarts) 			•			•		* '
 approximate capacity of any given container without measuring device (English and metric) 		•	•					
 by adding units of dry measure without re- grouping (English and metric) 	<u> </u>	_	1.	<u> </u>	<u> </u>	•	<u> </u>	•
 by subtracting units of dry measure without regrouping (English and metric) by multiplying a unit of dry measure by a 	lacksquare	$oldsymbol{ol}}}}}}}}}}}}}}}}}$	<u> </u>		<u> </u>	•	Ļ	
numeral without regrouping (English and metri						•		
 by dividing a unit of dry measure by a numera without regrouping (English and metric) 	<u> </u>	<u> </u>	_	_		•		·
 by adding units of dry measure with regroupin (English and metric) 	8			<u> </u>	<u> ·</u>	•		,
 by subtracting units of dry measure with regrouping (English and metric) 	$oldsymbol{\perp}$	_	↓_	1		•.	<u> </u>	•,
 by multiplying a unit of dry measure by a multidigit numeral with regrouping (English 	L		$oldsymbol{ol}}}}}}}}}}}}}}}}}$			•		
and metric)								
 by dividing a unit of dry measure by a multi- digit numeral with regrouping (English -metri 		_	\downarrow	_		•	_	
	<u> </u>	_	—	<u> </u>	<u> </u>	<u> </u>		,
				<u> • </u>	_		lacksquare	
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SUB-AREA: TEMPERATURE				_		_		
GOAL(S):	S	tud€	ent B	ehav	ior(s)		•
59 Measures given temperatures using Fahrenheit and Celsius scales.			· .	_			able	
60. Computes the distance from the freezing or boiling point given a Fahrenheit/ Celsius temperature.	nan tpu Lates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not Applicable	
61. Identifies approximate temperature without the use of a measuring device in Celsius and Fahrenheit.	man	con	ide	con	sed	com	2	COMMENTS:
62. Computes by adding, subtracting, multi- plying, and dividing temperature measures with regrouping.								
						,		
PERFORMANCE STATEMENTS:								
• temperature terms - warm, warmer, hot, cool, cold, colder			•					`
thermometer as a device for measuring temperature			•	<u>.</u>				
thermometer markings (for Celsius and Fahrenheit) on an oven, refrigerator, and fever thermometer			•	ļ			<u>·</u>	
• degree symbol (°)		,	•	,				•
• temperature measures as degrees Fahrenheit and degrees Celsius			•					
object's termperature to a specified accuracy using a Fahrenheit thermometer			•	•	,	,		. ,
object's temperature to a specified accuracy using a Celsius thermometer			•	•				,
• freezing point of water (Fahrenheit and Celsius)	T	-	•					
• boiling point of water (Fahrenheit and Celsius)			•		,			*
 the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature 						•		
• by estimating the approximate room temperatur	е					•		
• by adding temperature measures						•		-
by subtracting temperature measures						\ Q .		
by multiplying a temperature measure by a numeral						•	<u> </u>	
by dividing a temperature measure by a numeral		,				•		
 word problems involving temperature measurement (Fahrenheit and Celsius) 				<u> </u>		•	Ŀ	
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SUB-AREA: GRAPHS			,		i`			The
GOAL(S):	S	tude	nt B	ehav	ior((s)		- madrack
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:	mantpulates	constructs	identifies-verbal, written, physical	counts/measures	sednences.	computes/converts	Not Applicable	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		•	•		1			· r
 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	<u> </u>		_	<u> </u>	_		-	
• broken line graphs	-			,	-	•	_	
• parts of a broken line graph - title, names of	-		-	/_	<u> </u>		-	
axes, significance of points on graph	<u> </u>		-	_	1			,
comparisons of data presented on a broken line graph circle graph	<u> </u>	_	-	<u> </u>	_	•	-	
• circle graphs	<u> </u>	•	-	_	_	•	_	
• fractional part of whole of item in circle	•	•	•		<u> </u>	•		
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		_		ļ		•	_	
• word problems involving graphs		<u> </u>	-			•		e "
		<u> </u>						
·	_			_		•		
`	_	_				• ` `	<u> </u>	,
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SUB-AREA: PERIMETER			,			,				
	S	tude	nt B	ehav	, ior(s)		•		
GOAL(S): 65. Computes perimeter of any given closed geometric figure.					-		Applicable			
PERFORMANCE STATEMENTS:	manfpulates	constructs	identifies-verbal written; physical	counts/measures	seouenhes	computes/converts	Not App	COMMENTS:		
• perimeter of a square			●,		•					
• perimeter of a rectangle	Ŀ		•	•	•					
• perimeter of a parallelogram			•	•	•					
• perimeter of a rhombus		ξ-	•	•	•					
• perimeter of a trapezoid	<u> </u>	Ĺ	•	•	•					
• perimeter of any quadrilateral	L	ļ.,	•	•	•	_				
• perimeter of a triangle	_		•	•	•					
• perimeter of any polygon	L	_	•	•	•					
• circumference of a circle!		·	•	•	•					
•by estimating the perimeter of any polygon			•							
•word problems involving perimeter	₋				•		 			
		_		_		,		~		
·	lacksquare	_	<u> </u>	_			ļ			
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	lacksquare	_	-	<u> </u>				,		
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SUB-AREA: AREA						*	_	
GOAL(S):	S	tude	nt B	ehav	or(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 dorrect formula in English and metric units. 	manipulates	constructs	identifies-verbal, written, physical	ounts/measures	· Secuences	computes/converts	Not Applicable	
68. Computes by adding, subtracting, multiplying, and dividing units of area.	E	3	-H 3		G;	J		COMMENTS:
PERFORMANCE STATEMENTS:		, <u>/</u>						
two or more objects of related shape but different areas	<u>/</u>	•			•			*
 area of object in terms of an arbitrary unit of measure of student's own choosing (i.e. beans) 				•		-		
• units of area measurement			•					1.
• 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				•	<u> </u>	•	<u> </u>	-
• area of a trapezoid			<u> </u>	•	ļ	•		·
• area of a triangle		ļ_	<u> </u>	•	_	•	<u> </u>	
• area of a polygon	_	<u> </u>		•	-	•.	ļ.,.	
• area of a circle	-		├	•	-	•	_	, , , , , , , , , , , , , , , , , , ,
by estimating the area of any polygon	_	\vdash		•	 	_		
area of any simple geometric figure when given formula area of any simple geometric figure by	_	-		 	-	•	-	,
area of any simple geometric figure by choosing correct formula surface area of a pyramid	-	-	-	10	-	-	-	
• surface area of a cylinder	-	+-			-		-	
• surface area of a sphere	╀	+	-		 		-	
	╀	+-	-	-	-	•	 	
Surface area of a cube	1.6					٠	•	



SUB-AREA: AREA										
GOAL(S):	s	tude	nt B	ehav	ior(s)		•		
(See previous page). PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	.counts/measures	sednences	computes/converts	Not Applicable	COMMENTS:		
• surface area of a prišm				•		•				
• surface area of a cone				•		•		/		
surface area of a 3-dimensional figure when given formula surface area of a 3-dimensional figure by choosing correct formula						•				
 using addition involving units of area (with regrouping) using subtraction involving units of area 			-	•		•		<u> </u>		
 (without regrowing) using subtraction involving units of area (with regrouping) 						•				
 using multiplication involving units of area using division involving units of area 	_	_	-			•				
• geometric figure when given area (uses linear	<u> </u>	•				•	_			
• Area by estimating (without measuring)	十	-	•			•				
area by using comparison			•							
• metric units for area measurement			•							
 abbreviations for metric units of area measurement 			•				Ĺ			
relationship between any comparable metric units of area measurement	lacksquare	<u> </u>	•	<u> </u>	<u> </u>	•	_			
relationship between any metric units of area measurement to any comparable English units	-	-	•	 	_	•	_	•		
• word problems involving area	-	-	-	╁-	<u> -</u>	•	 	· · · · · · · · · · · · · · · · · · ·		
· · · · · · · · · · · · · · · · · · ·	-	 	-	+	\vdash	_	-	<u> </u>		
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			_	_	<u> </u>		_	:		
	_		<u> </u>	-			<u> </u>			
	1		1	<u> </u>	1_	L	<u> </u>	·		

SUB-AREA: VOLUME										
, .	Student Behavior(s)									
GOAL(S):	5	cude	nt B	enav	10r(٠.		
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	manipulates	constructs	identifies-verbal written, physical	counts/measures	sednences	computes/converts	Not Applicable	~ COMMENTS:		
of volume measure in English and ⁻ metric units.			. "			-				
PERFORMANCE STATEMENTS:	Ľ					4	Ш			
•2 or more similar objects of different volume					•	$\cdot \setminus$				
 material to find the amount it takes to fill a three-dimensional container 	•	·	•			X				
 English units of volume measure (cubic inch, cubic feet) 			•							
• abbreviations of English units of volume			•							
 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)		\vdash		•			-	,		
• volume of a cube				•		•				
• volume of a prism				•		•	,			
• volume of a sphere				•		•		, •		
• volume of a cylinder			,			•				
• volume of a cone				•		•		1		
• volume of a pyramid				•		•				
• by estimating the volume of any 3-dimensional geometric figure			•			•		ŕ		
 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) 			ļ			•				
 by adding two volume measures (with regrouping 					<u> </u>	•				
 by subtracting two volume measures (without regrouping) 						•				
 by Subtracting two volume measures (with regrouping) 						•		.1		
 by multiplying two volume measures 						•	<u> </u>			



GOAL(S): (See previous page).	manipulates		rbal, H	_				
•	1			_				
(See previous page).	pulates		rbal,	S		S		
	pulates		യാ	re l		vert	able	• ~
	2	ucts	identifies-verbal, written, physical	/measu	ses	computes/converts	Applicabl	,
c.	man t	constructs	identi writte	counts	sednences	comput	Not	COMMENTS:
PERFORMANCE STATEMENTS: • by dividing two volume measures								
metric units of volume measure			•			·		*)
• abbreviations of metric units of volume		<u> </u>	•					
 relationship between any comparable units of metric volume measure 		1	•			•		,
any metric volume measurement to any compar- able English units			1			•		
• by adding 2 metric volume measures				ļ.		•		<u> </u>
• by subtracting 2 metric volume measures			1	_	_	•		
• by multiplying 2 metric volume measures	1	_				•		
• by dividing 2 metric volume measures	1		_	_		•		, -
formula of volume measurement (LxWxH)	- -	-	•	-	-	•	-	
 word problems involving volume measurement, metric/English 	+	<u> </u>	_	 	_	-	-	
	╬	-	-	-	-	-	-	
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RIC 62	9							

SUB AREA: GEOMETRIC SHAPES						<u> </u>		
GOAL (S):		rudo	nt Bo	o b avr	dor (٠,		,
72. Identifies geometric shapes (simple and 3-dimensional) and the parts of any geometric shape. 73. Constructs geometric shapes without using compass. 74. Constructs geometric shapes using compass PERFORMANCE STATEMENTS:	manipulates		identifies-verbal, r written, physical		sednences .	computes/converts	Not Applicable	COMMENTS:
• simple geometric shapes- circle, square, rectangle, triangle		•						•
• parellelogram, quadrilateral, trapezoid,		•	•		$\overline{}$			·
polygon - how many sides, name of shape		7	•	,				
• parts of a circle - center, radius, diameter, arc, circumference, chord		•	•					
 parts of a triangle - base height, hypotenuse of a right triangle 	<u>. </u>	•	•				Ŀ	
• 3-dimensional shapes - cubes, prisms, spheres, cylinders, cones, pyramids		•	•				·	
• polyhedron - faces, edges, vertices		•	•	Ĺ			,	· · · · · · · · · · · · · · · · · · ·
• height and base of any geometric shape	L	•	`●	•				
• diameter, radius		Ŀ		•,		•		` `
• symmetrical figures	Ĺ	•	•				·	
• geometric shapes with compass	_	•	,	<u> </u>				
 parts of geometric shapes using a protractor 	,			•				
• word problems involving geometric shapes	_			<u> </u>		•	_	<u> </u>
·	L	-		_				
		_	_	<u> </u>	_	<u> </u>	<u> </u>	
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	lacksquare		-	<u> </u>	_	_	-	
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5			<u> </u>	<u>L</u> _	1.	Ŀ	<u> </u>	<u>. </u>



SUB-AREA: GEOMETRIC ELEMENTS											
GOAL(S):	OAL(S): Student Behavior(s)										
 75. Identifies goemetric elements - points, line, line segment, angle, curve, ray, plane. 76. Constructs intersecting, parallel and perpendicular geometric elements without using a compass. 77. Neasures geometric elements using a 	manipulates		<pre>identifies-verbal; written, physical</pre>	_	sednences	computes/converts	. Nót Applicable	COMMENTS:			
compass and protractor. PERFORMANCE STATEMENTS:				,		``					
• point		•	•								
• 4 points - which two are closest		-	•								
• 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		•	•				<u> </u>				
• plane		•	•				<u> </u>	. ` ` .			
• relation between point and plane	L	,,	•								
• intersecting lines	L.	•	•				<u> </u>				
• parallel lines '		•	•	_			_	٠.			
• perpendicular lines	L	•	•		_						
• length of line segment	Ŀ	-	_	•		<u> </u>		· · · · · · · · · · · · · · · · · · ·			
• midpoint of a line segment	_	•	•		_	_		`			
• simple curve		•	•	-	<u> </u>		 -				
• non-simple curve	_		•	-	Ĺ		_				
• simple, closed curvé - interior, exterior		_	•	ļ.	-		_				
• intersection of planes		•	•	1	-	_	lacksquare				
• parallel planes		•	•	-	┡		<u> </u>				
• perpendicular planes	_	•	•								
·											



SUB-AREA: GEOMETRIC ELEMENTS				_				
GOAL(S):	s	tude	ent B	ehav	ior(s)		
(See previous page).	mantpulates	constructs	identifies-verbal, written, physical	counts/measures	sednences	computes/converts »	Not Applicable	
PERFORMANCE STATEMENTS:	tem	100	1de	100	sec	COI	Į į	COMMENTS:
• geometric symbols - (line segments=AB, ray =, AB, angle = ABC, line = AB)		•	•					
• vertex of an angle	•	•	•		<u> </u>			
• sides (rays) of an angle		•	•					
 acute angle, right angle, obtuse angle, Straight angle, reflex angle, supplementary angle, complementary angle, adjacent angle, 		•	•	2	`			
• using compass to draw lines and line segments		•	•		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			
• using compass to bisect a line segment	•	•		•				
• using protractor to measure an angle		•		•			1	
• using a protractor to draw an angle of speci- fied measurement		•					۶. ا	
• using a compass to bisect an angle		•		•				•
• word problems involving geometric elements						•	1,	
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SUB-SKILL:			_		۵,	`			
CLUSTER GOAL(S):	Γ	Sti	uden	t Be	havi	oŕ(s	;}		
PERFORMANCE STATEMENTS:				र्ने हो	counts/measurės	sednences	computes/converts	Not Applicable.	COMMENTS:
PERFORMANCE STATEMENTS:							,		
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ERIC 66	53	_					1		

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 interelatedness 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.



Addition y Whole Numbers Subraction Mole Munera Multipilear Lon Whole Munbers Division / Whole Numbers Graphs . Fractions Geometric Elements $Dection{1}{mals}$ Ratio/Proportion/Percent 40June · Geometric Shapes A STATE OF THE STA *Temperature* Linear Liquid DEY

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LANGUAGE DEVELOPMENT

Introduction

The Language Development section of the Educational Evaluation and Planning Package Volume 2 includes performance statements for the following skill "subareas": 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:

- 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 subareas 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.



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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	,	110	11,11
1.	Sorts object, letters and words into like and different groups. (Discrimination)			
2.	Sorts pictures of objects or objects by function and by category/class.(Classification)		0	Ē
3.	Identifies an object when shown only a part of the object. (Closure)			
4.	Identifies an object pictured in an irrele- vant, confounding background. (Figureground)		□ ·	



٠	,	<u> Y</u> es	NO	. N/A
5 .	Extends an ABABAB pattern where A & B are categories (birds, fish, fruit, etc.). (Patterning)	0		
6.	Identifies an absurdity in a picture (fish watching television). (Reasoning)			- . 0
7.	Identifies element that completes a parallel analogy - finger:hand::toe:foot. (Reasoning)	, 0	, 0	
. 8.	Identifies the sequence of events involved in a routine activity such as dressing. (Sequential memory)	. 🛭		. ·
SUB-AREA:	AURAL DISCRIMINATION		•	
9.	Identifies language sounds as same/different. (Discrimination).			
10.	Synthesizes sequence of spaced sounds or syllables into name/word - harmmrburrrguhrrr. (Closure)	<u>,</u>		、 . [□]
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)			. 🗗
12.	Discriminates spoken words by differentiating consonant and vowel sounds ("Boat" not "Boot").	, D	Ö	
13.	Reproduces or identifies elements in a spoken string of five related words. (Sequential memory)			
14.	Reproduces or identifies elements in a spoken string of five digits. (Sequential memory)		, . .	
15.	Edentifies an object from spoken description of class characteristics - "Show something we eat that grows on trees." (Classification/Reasoning)		Ĺ	, ' . □
SUB-AREA:	GRAPHOMOTOR EXPRESSION	1	,	•
16.	Draws geometric figures such as circle, square, triangle and diamond.	• 🗆		0
17.	Connects a dot-to-dot drawing.		0	. [



٠		Yes	No	N/A
				•
18.	Completes a partially-drawn geometric figure. (Closure)		□ ·	
19.	Draws a three-part figure which includes a face with eyes, nose and mouth.			□ ~·
20.	Prints from memory upper and lower case letters.	. 0	, oʻ.	
21.	Copies or prints a word with correct spacing and uniformity of size.		, _	Ū
UB-AREA:	COMMUNICATION		• •	
`22.	Imitates three-word sentences.		٠ 🗆	
23.	Uses two-word combinations including Noun-Noun, Noun-Verb, Adjective-Noun and Verb-Noun to express nominative, imperative and possessive ideas.			<u></u>
24.	Uses rising inflection/gesticulation to express interrogative.	٠. 🗅		•, □
25.	Uses definite closure to express sentence end or completion of unit of thought.			
26.	Pantomimes a familiar sequence of actions, such as driving a car or eating a meal.			
27.	Interprets a picture or describes an object.			
28.	Describes an event in chronological sequence.			
. 29.	Gives directions on how to perform a task of at least five steps.			· 🗆
30.	Finds out biographical/factual information from another person.	. 🗆		
. 31.	Adds to a group discussion, i.e., remarks are continuations of remark made by another.	,	Ö	
32.	. Uses noun and verb modifiers. , ,			
33.	Expresses time relationships through verb tense.			

Language Development Screening Assessment B

Screening Assessment B summarize's 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.	· 🗆	٠, ٠,	, 'G
35.	Identifies WHO is the actor or main character in a selection, picture, etc.	o O		<u> </u>
36.	Paraphrases/describes main idea of a scene.			
37.	Arranges illustrations in order of their occurrence in selection.	۵		
38.	Selects picture/word/sentence that verifies statement made about selection.	· .	0	
39.	Identifies picture which illustrates and "If, then" relationship.			Q
40.	Selects an opposite of a negative ("The one who is not a girl")			
41.	Identifies a fallacious statement made about a selection.	0		
42.	Identifies from content a missing word or element in a sentence/pictured situation/	, <u>n</u>		



	Yes	NO	* 'N/A
INTERPRETATIVE COMPREHENSION			
Identifies emotions displayed/pictured.			. 🗖
Identifies humor in selection.	Ö		: 🗆
Identifies what will happen next in a situation or story (probable outcome).		· □	
Identifies the meanings of idioms ("come by" something, meaning "acquire"; "get around" someone, meaning "deceive").			
Identifies suitability of actions in terms of consequences in relation to a character in a selection.	. 🗆		
Identifies author's purpose in an informative selection.	, .0	. 0 6	' _□ `
Identifies the crisis or climax point of a selection or situation.	-		
Identifies author's point of view in a subjective selection.			. 🗆
. Identifies the sensory image/sense stimulated by imagery in a selection.		,	
Identifies meaning of figurative language, including simile, hyperbole, personification and irony ("Break the ice"; "Big as a house")			
COMPOSITION	•	• .	•
Uses complete sentences to communicate facts.		`	
Relates a story about a character either real or imaginary.	, Ö		
Relates event which occurred recently.		Ò	·. ′□
Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery.		, D	□, ;
Describes a character in a story/selection.	· 🗆		
Composes a friendly letter.	<u> </u>		
	Identifies emotions displayed/pictured. Identifies humor in selection. Identifies what will happen next in a situation or story (probable outcome). Identifies the meanings of idioms ("come by" something, meaning "acquire"; "get around" someone, meaning "deceive"). Identifies suitability of actions in terms of consequences in relation to a character in a selection. Identifies author's purpose in an informative selection. Identifies the crisis or climax point of a selection or situation. Identifies author's point of view in a subjective selection. Identifies the sensory image/sense stimulated by imagery in a selection. Identifies meaning of figurative language, including simile, hyperbole, personification and irony ("Break the ice"; "Big as a house") COMPOSITION Uses complete sentences to communicate facts. Relates a story about a character either real or imaginary. Relates event which occurred recently. Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery. Describes a character in a story/selection.	Identifies humor in selection. Identifies what will happen next in a situation or story (probable outcome). Identifies the meanings of idioms ("come by" something, meaning "acquire"; "get around" someone, meaning "deceive"). Identifies suitability of actions in terms of consequences in relation to a character in a selection. Identifies author's purpose in an informative selection. Identifies author's point of view in a subjective selection. Identifies author's point of view in a subjective selection. Identifies the sensory image/sense stimulated by imagery in a selection. Identifies meaning of figurative language, including simile, hyperbole, personification and irony ("Break the ice"; "Big as a house"). COMPOSITION Uses complete sentences to communicate facts. Relates a story about a character either real or imaginary. Relates event which occurred recently. Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery. Describes a character in a story/selection.	INTERPRETATIVE COMPREHENSION Identifies emotions displayed/pictured.

•		res	NO	N/A
59.	Portrays/describes an emotion such as anger, joy, frustration.	٠.		
60.	Links several sentences together in an argument to support own point with facts.	, 🗅 ' -	* □	. 🗆 .
61.	Defines a word.		••	
	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.	4.	· •	
64.	Links together several paragraphs or units of thought to relate information in logical or chronological order.			
65,	Creates a certain mood or tone in a selection by altering delivery or choice of words (informal, formal, negative, positive, objective, subjective)	• •		
SUB-AREA:	READING	£.	,	
66.	Identifies upper and lower case letters of alphabet	. 🗅		. □
67.	Identifies one syllable words including CVC pattern words, words with consonant blends, words with dipthongs, digraphs and final silent "e".	•		` o .
. 68.	Identifies consonants, vowels and dipthongs.		Q	Ō
69.	Identifies words formed with suffixes, prefixes, and endings.	, ·	,	Ò

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 <u>Conditions</u> and <u>Manner</u> 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. <u>Performance Unobserved</u>: 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. <u>Comments</u>: 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.

SUB-AREA: VISUAL DISCRIMINATION	Г									7		$\overline{}$) .		
GOALS: 1. Sorts objects, letters & words in		Co				and				4),1	<i>*</i>	_	•
to like & different groups.		Gi	ver	:			for 11c	ıĹwo	ng		٠.				, .	ľ
2. Sorts pictures of objects/objects by function & by category/class.	f				7	,			ea			late	•		, .	.^
 Identifies object when shown only a part of the object. 		.	ructure			locating	gul		and in	example	rved	propri				1
 Identifies an object pictured in an irrelevant, confounding back- 	80038		Ö		¥.		y naming	asn,	parts or rul	an exa	Unobs	le/Ap	, , , , , , , , , , , , , , , , , , ,		-	
ground.	one	rervention.	menta	ratio	ons	ر م	ا م	rates			ımce	Applicable/Appropriate				
	1011	nterve	nvironmental	emonstration	ifrect fons	dentifies	dentifies	emonstrates	escribes fuse or	onstruct	erformance Unobserved	ot Ap	Com	MENTS		l
PERFORMANCE STATEMENTS	Ŧ	1.7	لة 	Ď	.	71	.ਜ.	70.	170.0				-			1
Discriminates objects as same/differe	-1			\vdash				-	\vdash	\dashv		Н				1
Discriminates objects by shape, color size.	4						<u> </u>	<u> </u>			-	Н	`			1
from its parts (at least 5 parts)								_						•		4
Sequences five related actions in imitation			·	,	: .			_			`			£		-
Illustrates the assembly of an 8-piece puzzle w/ shape and color cues	e	- (,	_	L	_		_	L						4
Selects an item from a group that doe NOT belong	s		_	,		_			-			نا		~,		4
Sorts printed words into like/different	'nt			_			<u> </u>		<u> </u>	_	Ŀ					-
Identifies an object from part of the object	2		_	_				1	-	Ĺ	-		`	 -		4
Identifies the parts missing from an incomplete picture or object						L	L.	<u> </u>		L		Ľ				4
Sort colors by shade and hue	7			1				<u> </u>		_	L					_
Matches object with the most approprate location (car/garage:stove/kitche					1		ľ		1	_		L		_/	·	_
Match body part with corresponding clothing worn on that part (foot/sho	<u>e)</u>		_	<u> </u>	1,			_		-	╀	Ŀ			· ·	_
Enumerates objects shown/pictured		L	_	_		Γ	<u> </u>	1	\perp	Ç.	1	1				_
Discriminate object pictured in non- confounding background	_		$oxed{}$	\downarrow	1	$\prod_{i=1}^{n}$	-	1	_	+	1	1				4
 Discriminate object pictured in an irrelevant, confounding backgroun 			igspace	\perp	_	u		1	\perp	\downarrow	1	1_				_
Discriminate line sumperimposed on a geometric design (all black & white)			_		1	1	<u> </u>	\downarrow	_	1	1		<i>'</i>			_
Matches pictured patterns						$oldsymbol{\perp}$	$oldsymbol{\perp}$	\perp	\perp		1	Ŀ			·	_
Creates match to an ababab pattern, walls same and all "b"'s same (X.0.x.	all 0•1															

	`	Ī		_								/
SUB-AREA: VISUAL DISCRIMINATION	_							_	7	£.		· · · ;
GOALS:	Co	ndi 10	tio Pe	ns rfc	and	Ma	nne	er	·	· ·		•
5. Extends an ABABAB pattern where "A" and "B" are categories or classes (birds, fish, fruit,etc): duck-apple-hen-pear-goose-cherry	G	ver	, ,		Per	_	me owin	ng			a	.1 ./
6. Identifies pictured absurdity (fish watching television). 7. Identifies element completing pictured parallel analogy -	ocial	structure			locating	naming	use	parts or rules	example	observed	Applicable/Appropriate	
finger:hand::toe:foot. 8. Identifes sequence of events involved in routine activity such as dressing (sequences pictures, demonstrates sequence, etc.)	motivational/se intervention	7	emonstration	directions	Idéntifies by	dentifies by	88	describes part of use or cons	2	erformance Unobserved	lot Applicable	COMMENTS
PERFORMANCE STATEMENTS	ğ ÷	e.	ğ	ę.	Ţ	Ħ	g	70 C	3	$\ddot{\mathbb{H}}$	M	
Extends an ababab pattern	Ŀ						_		9		Ц	`,
Creates a match to an ababab pattern after the model has been removed		·						<u> </u>			Ц	
Extends an ABABAB pattern where A & B are categories/classes (fish, fruit, toy												
Matches/associates scenes with similar environmental characteristics									`			• ` , • , • , • , • , • , • , • , • , •
Discriminates faces portraying emotion such as love, anger, joy, fear, etc.					٠							
Discriminates as like/different lecter & number sequences up to 5 items				,								
Discriminate as like/different word sequences up to 5 words			L.	_					L	_		·/····································
Identifies an item after it has been presented then removed												
Associates pictures which illustrate spatial relationships (under, on, in, out)									_			,
Sortspictures or objects by class or category		L			L							Ŗ
Match picture of object or name of object with the actual object	L				L			_	_			
Identifies opposites.	Ŀ								Ŀ	L	L	
Identifies absurdities (picture of fis watching television)	h				Ĺ						L	
Completes picture sentence by identify ing missing element	1		1		Ŀ	$oldsymbol{igstyle igstyle igytyle igstyle igytyle igytyle igytyle igytyle igytyle igytyle igstyle igytyle	1	\perp	_	L		·
Completes pictured parallel analogy - finger is to hand as toe is to (foot)									_	L		
Sequencespictured events of a routine activity such as dressing							\perp		$oldsymbol{\perp}$			
Closes spaced letters to form familia word such as own name							1	1.				
Follows directions given visually (pictures or mestures)	1_	1_							,	1_		

SUB-AREA: AURAL DISCRIMINATION												
GOALS:	C.	ond: o:			en OTM			er			•	T
9. /Identifies language sounds as same or different.	G	ive	n:		·F	rfo: oll	ow1		,		•	
10. Synthesizes sequence of spaced sounds or syllables into name/word harm.burr.guh.rrr = hamburger. 11. Discriminates spoken phrase differ /ing in grammatical structures such as verb tense or noun number - boy running/boys running; sheep is eating/sheep are eating. PERFORMANCE STATEMENTS		environmental structure,	demonstration	directions	identifies by locating	identifies by naming	demonstratés use	describes parts or rules of use or construction	constructs an example.	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies isolated sounds					•			,				
Identifies sounds with background noise present									,			·
Identifies source of non-language sound					·		* .	·				
Creates a match to a vocal or musical rhythm pattern									,	Ž		,
Identifies vocal or musical rhythm patterns as same or different												····
Identifies non-language sounds as same or different			`									
Identifies non-language sounds as same or different in tone volume and nitch	j	_								Ĺ		
Identifies rhyme for spoken word - ("Hat" - identify rat/bat/cat/mat)			,	,	Ŀ							
Identifies element completing a spoken sentence	Ĺ											
Discriminatesspoken phrases differing in adjective elements (color, size)		_	ļ		<u>, </u>			_				
Synthesizessequence of spaced sounds/ syllables into word (harum.bur.guh.rr)		Ĺ					Ŀ		Ĺ			Æ
Discriminate by intonation the meaning of sentence				<u> </u>	_		L.		,			
Identifies word beginning with same consonant sound as spoken cue word	Ŀ	_			Ľ		7	_				,
Identifies spoken words w/sounds omitte	Ŀ		,		·						,	
Discriminates spoken words by initial, medial/final consonant sound (cat/bat)					Ŀ	.	*				·	<i>′</i> .
Discriminates spoken words by vowel sounds (two/toe; sew/saw; bat/bit)			,	<u> </u>						Ŀ		•
Discriminates spoken words by vowel digraph sounds (boat/best/bait)	Ŀ			l.	_		Į.	Ŀ				
Distriminate spoken words including vowel dipthongs (oi ov ow ou ev ev)			L		L		·	<u> </u>		Ŀ		

												. 8
SUB-AREA: AURAL DISCRIMINATION	Ċ	Conditions and Manner of Performance										
GOALS:		0	f P	erf	TPM	W.C.			4	1		
12. Identifies spoken words by differentiating consonant and vowel sounds (Identifies "Boat" not "Boot").	(ive	n:		F	cfor	owi	ag	,	,		
HOL BOOL /.	-	4				- 1					e l	
13. Reproduces/identifies elements i spoken string of 5 related words		structure			locating	ng		parts or rules	ple	rved	Applicable/Appropriate	
14. Reproduces/identifies elements i spoken string of 5 digits.	socia	-				naming,	use	rts or netruc	n example	Unobserved	le/App	
15. Identifies object from spoken description of class character-	vational/	ental	ation	8u	es by	es by	ates	s pa	ts an	mce	Icab	
istics - 'What is something we eat that grows on trees?"	tivati	incervention environmental	demonstration	1rect lons	dentifies	dentifies.	emonstrates	lescribes of use or	onstructs	erformance	Not App	COMMENTS
PERFORMANCE STATEMENTS	ŊŶ.	e F	l å	Ŧ	H	Ħ	ř	#3	ŭ	Å	Ž	COMPLETE
Discriminates spoker words by vowel-R		Ĺ	_	_	L	ļ. 	_				Н	
Discriminates spoken word by differ- entiating consonant blends	Ļ	\downarrow	<u> </u>		_		_				Н	·
Discriminates spoken word by differ- entiating consonant digraphs		<u> </u> _	$oldsymbol{\downarrow}$	-	_	ŀ	-					
Discriminates spoken words by differentiating variable vowel combinations		_	_	_	_	_	L					
Identifies correct syllabication of spoken 2, 3 and 4 syllable words		<u> </u>		_		_	_					
Discriminates spoken words by differ entiating endings, e.g., -ed,-s,-ing				_		_	_	ļ.	_		۵	
Discriminates spoken words by differentiating prefixes						_		_	_		į	
Discriminates spoken words by differentiating suffixes		1		_		_	<u> </u>	_	_			
piscriminates spoken sequence of 5 related words		_	\perp		Ľ	-	1	-	<u> </u>	L		
Discriminates spoken sequence of 5 unrelated words				_	_	<u> </u>	-		_	<u> </u>		
Identifies an object from spoken descriptive characteristics		1	\perp	1	$oldsymbol{\downarrow}$	_	_	-				
Identifies an object from spoken de- scription of object position (under,	on				_	-	1	\perp		L	L	
Identifies object that is opposite to one described •		1	\perp	1	<u> </u>	-	1	_	\downarrow	1	Ľ	
Identifies object from spoken descri tion of class characteristics	p-	1			_		1	1	1	L	Ŀ	
Jidentifies sequence of 5 spöken digits	1	_	_	_		<u> </u>	1	-	\downarrow	1	_	
Identifies emotion associated with a sound (haby crying, adult yelling)	—₽	_	1.	\perp	\downarrow	_	-	1	_	1	1	·
Identifies emotion or mood associate with song or sounds (dirge - mournfu	d 1)	igstyle		_	\downarrow		_	-	_	1		
9	_1		<u>' </u>									·

CUID ADEA. CDADHOMOTOD EVEDECCION	/	/	· ·					·							Ì
SUB-AREA: GRAPHOMOTOR EXPRESSION GOALS:	Co	ond:		ons erfo				er							
16. Draws geometric figures, e.g circle, square, triangle.	G	ive			Pe i	_	ms wi					,	•		
17. Connects a dot-to-dot figure. 18. Completes a partially-drawn geometric figure.		ure			Ing	80	-	rules Ion	le	ved	opriate	,			
19. Draws 3-part figure including face with eyes, nose, mouth.	/social	1 structure	ac		by locating	by naming	a use	ts or	an example	Unobserved	Applicable/Appropriate		•	•	
20. Prints from memory upper and lower case letters.	motivational/social	environmental	demonstration	directions	- 1	dentifies t	emonstrates	pes l	tructs	erformance	App11cal	į	•		
21. Copies or prints a word with correct spacing & uniformity of PERFORMANCE STATEMENTS letter size.	motiv inter	envir	demon	direc	ident	fdent	demor	descri	cons	Perf	Not /	-	COMMENTS		
Holds crayon and scribbles			_				_		_		·	_	· -		ŀ
Sequences 5 fine-motor movements		;					\		_				· · · · · · · · · · · · · · · · · · ·	 ,	-
ldentifies match to block design		Ŀ					- 1				Ц	Ŀ	1		1
Completes a push-pull stroke with crayon or pencil		-		_	_	_							\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		-
. Colors within lines		_			_								1		4
Arranges objects spatially in imitatio	ī							1					1		
Identifies outline of circle, square, rectangle			L	_	L		_			Ц		-		·	-
Identifies as like or different the letters of the alphabet	ì	1	_	_	_	_	_						1		4
Identifies as like or different the numbers 0 through 9	-	-	<u> </u>	-	_	L	-								
Draws vertical and horizontal lines	1	\perp	-		<u> </u>	-	igapha		_						\dashv
Draws line within two boundary lines			\downarrow	_		-	-		_	 			<u>, </u>		_
Draws circle							_	_	Ì						
Draws face	1	Á	_	$oldsymbol{\downarrow}$	<u> </u>	_	_	-		<u> </u>	_	_			_
Draws 3-part man		\perp			L	<u>-</u>	_			L		L	6		_
Connects dot-to-dot drawing		\perp	_			1	\perp			L					_
Completes partially-drawn geometric figure	<u>_</u>	_	_				1	_		1					_
Traces upper and lower case printed letters	1			_				\perp						<i>-</i> ٦	
Prints upper and lower case printed .												Ŀ			
ERIC .	1		71 4	•							•				
														-	_

SUB-AREA: COMMUNICATION						V						
GOALS:	С				an orm			er				·
22. Imitates three-word sentence.23. Uses two-word combinations including Noun-Noun, Noun-Verb,	G	ive	n:		F	'o11	ow1					
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. PERFORMANCE STATEMENTS	motivational/social	environmental structure .	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	icts an examp	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Imitates tongue, lip, mouth movements							·			4		٥
Imitates breathing rhythms							`					
Gestures to express basic wants & verb ideas: food, toilet, go, come, eat et												·
*Identifies objects/pictures of objects	٠		,					٠	٥			
Articulates vowels & dipthongs (ORAL)							,		,			
Articulates consonants & blends (ORAL)							Ç		•			
Imitates three-word sentence										·		
Gives yes/no response to questions				•		,						·
Gives single-word response to questions				,								1
Uses single-words to express nominative possessive, imperative												
Uses two-word combinations including Noun-Noun, Noun-Verb, Adj-Noun,Verb-N,				,						٠	Í	٠
Makes remarks that are continuations of remark made by teacher									٠		,	
Indicates interrogative by rising inflection or gesticulation											1	\
Indicatés end of sentence or completed thought with definite closure												
Maintains (eye) contact with listeners and speakers (expressors)	٥			,							,	
Sits or stands erect												
Reflects in body action/gestures the mood of idea being expressed		•	ľ	٠						·		\$
,												



SUB-AREA: COMMUNICATION						e .			_	·		
GOALS:	Co	ond:	Lţ10					er			·	•
26. Pantomimes a familiar sequence of actions, such as driving a car or eating a meal.	Performs in Following Manner:					ng						
27. Interprets a picture or describes an object.		ıre			81			iles in	41	· pa	rfate	
28. Describes an event in chronologi- cal sequence.	cial	stručture			locating	naming	e.	parts or rules construction	example	Unobserved	Applicable/Appropriate	•
29. Gives directions on how to perfor task of a least 5 steps.	nal/so ion		tion	81	by	by	ites use		:8 an e	ice Unc	cable/	
30. Finds out biographical/factual information from another person.	motivational intervention	environmental	demonstration	frect fons	dentifies	dentifies	emonstrates	scribes use or	onstructs	erformance	1	
PERFORMANCE STATEMENTS	int	en	der	d11	14	14¢	deı	des	CO	Pe	Not	COMMENTS
Pantomimes a familiar sequence of actions (e.g. driving a car)												,
Works with a partner to pantomime a familiar situation involving 2 people												۰ •
Lists some characteristics of an object												
Describes a scene or picture by listin or enumerating elements/characteristic					·							
Describes action in a scene using action words											`	
Gives directions on how to reach a nearby destination												-
Gives directions on how to perform a task of a least 5 steps												
Answers questions about self concerning biographical information	,											
Answers factual questions on topics						`						
Describes an event in chronological sequence												
Adds to a group discussion by inter- jecting own comments, opinions			A		<u></u>							· -
Contributes to group discussion by adding continuations of another's mark												
Expresses own wants and needs to adult							·					
Expresses own wents and need to peers				û					18-			
Asks questions about own concerns .								·				
Asks questions to find out specific infomation			,									
Asks another questions about him/her-self												



SUB-AREA: COMMUNICATION			_	_	_	_	_	•	4	M			
GOALS:	C				an orm			er ·					
31. Adds to a group discussion, i.e., remarks are continuations of remark made by another.	G	ive			Pe:		rms owi					·	
32. Uses noun and verb modifiers.			Г				161				te		·
33. Expresses time relationships . through verb tense.	onal/social tion	environmental structure	demonstration	80	es by locating	es by naming	es nse	s parts or rules r construction	ts an example	nce Unobserved	Applicable/Appropriate	•	
	motivational intervention	ronm	nstr	directions	dentifies	dentifies	nstr	describes of use or	onstructs	erformance	App1		·
PERFORMANCE STATEMENTS	mot1 inte	envî	demo	dire	iden	ider	demo	desc of t	cons	Perf	Not	COMMENTS \	
Identifies own opinion on issue					À								
Identifies group's opinion on an		•											_
Identifies a main point of a discussion following the discussion													
Uses sentences of four types: impera- tive, interrog.,declarative.exclamator	,											•	,
Uses plural verbs for plural subjects, singular verbs for singular subjects									9				
Uses prepositions of place, time									,			,	
Uses personal pronouns and interrogative pronouns	,											•	
Uses relative pronouns			, ,	,								•	
Uses conjunctions	•	•					•	,					
Uses compound sentènces									4				
Uses past tense													
Uses future tense												,	
Uses present progressive (to be + -ing form of verb, is posses)					۵				٠,				Ì
Uses prepositional phrases to describe	•				,								
Uses adverbs and prepositional phrases to describe verb ideas (modify verb)		•									g		
Uses verb phrases, including gerund, infinitive and participal						``							4
Uses future, past and present tense to express time relationships of events					·								
For direct quotations			•									,	



SUB-AREA: LITERAL COMPREHENSION					_				7	_	_	
GOALS:		ond:						er			٠	
34. Identifies action that is taking place in a selection, picture, etc.		ive	,		Per Fo	for	ms wi	ng	\$		•	-
 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 	/social	al structure	. · uc		by locating	-	s use	parts or rules construction	an example	Unobserved	Applicable/Appropriate	
selection. PERFORMANCE STATEMENTS	motivational intervention	environmental	demonstration	directions	identifies h	identifies t	demonstrates	describes par of use or or	constructs	Performance	Not Applical	COMMENTS
Follows three step directions		ŕ										
Follows directions involving prepositions											:	
Identifies an object described or named (identifies noun referent)				۰	·	•			C			Ď,
Identifies meaning of an action verb					,		,		•	•		
Identifies categories or classes												• •
Associates a word with pictorial representation of word		ļ						·				.,
Arranges 5 events (steps in a familiar task) in sequence												
Identifies the main character in a selection, WHO action is about		-	_					\ -			ļ	
Identifies the action taking place in selection	lacksquare	<u> </u> .	_	_	_	-	_	├-				
Identifies WHERE action is taking place Identifies HOW something has occurred	Ļ	<u> </u>		-	_	-		-				•
in a selection	┡	ļ.,	<u> </u>	-	_	├-		<u> -</u>				
Identifies WHY action has occurred (cause of simple event)	L	_	ļ		_		_	-	_			
Answers yes/no to questions regarding own wants & needs	Ļ	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	_	ļ*		<u> </u>		-				
Identifies main idea of a scene/event		_			_	_				·		
Summarizes s eries of events		3									_	
Identifies synonyms							ŀ					
Identifies meaning of a simple noun- verb-direct object sentence	Ł			Į.	L							, · ·
v 0;	1									L,		

		_	_	_	.(1)	**	_					Đ
SUB-AREA: LITERAL COMPREHENSION	_				,		-					
GOALS:	C					i M		er				
38. Selects picture/word/sentence that verifies statement made about selection or event.	G	ive	n:		.F	rfo: ollo	i.wo	ng				
 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 	vational/social	environmental structure	demonstration	directions	dentifies by locating	dentifies by naming	lemonstrates use	escribes parts or rules f use or construction	constructs an example	erformance Unobserved	Not Applicable/Appropriate	COMMENTS
PERFORMANCE STATEMENTS	og rt	er	đę	÷	10	10	Ť.	φč.	ŭ	8	Ž	COMMENAS
Arranges events in order of occurrence in selection		·						1			·	
Supplies missing word to complete a sentence -oral/written/picture sentence			•			٠			`\			
Completes a picture or scene by identi- fying or supplying missing part					ផ		·	2.				
. Identifies verb tenses									·	·	Ý	
Identifies the antecedents of pronouns						۰			,			
Identifies the meaning of passive verbs												```
Identifies object of verb in passive voice											·	
· Identifies subject of verb in passive 'voice			٠			,						
Identifies meaning of complex sentence with one relative clause						:,						
Identifies common attributes of scenes or situations	4											
Selects the opposite of a negative statement ("The one that is not"		·							٤			• .
Identifies meaning of "If,then" sentence or relationship												` .
Selects a picture/word/sentence to verify statement about a selection							_	Ì		•		,
Identifies character roles in a story or picture												
Identifies as fallacious a false state= ment about a selection/story												•
Identifies/associates antonyms				-13					-			,
Identities from content a missing word					,						445	v
												·



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SUB-AREA: INTERPRETATIVE-COMPREHENSION						_	_		1	7	•	
GOALS:	Co			ons erfo				er ——				
43. Identifies emotions displayed/pictured.44. Identifies humor in selection.	. G:	Lv ei	n :		Fo	for 11c	, W		•		,	
45. Identifies what will happen next in selection or picture. 46. Identifies the meanings of idioms (e.g., "Get around" someone, meaning"deceive").	al/social on	tal structure .	ion '	*		ğ	nse	parts or rules construction	an example	e Unobserved	cable/Appropriate	
S PERFORMANCE STATEMENTS	motivational/ intervention	environmental	demonstrat	directions	ident ifies	ident ifies	demonstrates	describes of use or	constrůcts	Performance	Not Applic	COMMENTS
Identifies an omitted word from con-							1				, ,	ŕ
Identifies emotions displayed or pictured.												
Identifies/restructures a situation or scene from descriptive characteristics						,			·		·	
Identifies a character from descriptive characteristics	4							è				
Identifies the multiple meanings of words (e.g., drive, play,plant)			_						,			•
identifies connotative word meanings & shades of meaning of words		٠.	,				_	. 0				
· Identifies exaggerations			Ĺ		Ŀ			·	O			60
Identifies humor in selection or picture		_	_									
Identifies what will happen next in situation/picture (probable outcome)	Ŀ		_		Ŀ				_			
Identifies someone's opinion(as being an interpretation, not a fact)			\		_	_	_	-	_			
Gives a title or key word or phrase for a selection	_	-	-	ļ	ļ.	-		<u> </u>	_			
Identifies the distinguishing characte istics of characters in selection		ļ.	-	-	_	-	-	-	-			
Identifies the meanings of idioms,e.g. "How did you come by that?" (acquire)	1	-	-	-	\vdash	\vdash	-	╀.	-			<u> </u>
Identifies a nonsense selection		-	-	-	-	-	-	1	-		Ŀ	
Identifies a meaning for a nonsense line based on the other lines in story Identifies meaning for a nonsense word			_	-	\vdash	·	-	-	-		-	
based on context Identifies emotions of characters in	1	+		-	\vdash	+	-	-	-	╀		·
a selection Identifies comparison and contrast	╁	+	+	+	+		+	+	-	+	+	
situations	1_	1_	丄	_	_	_	ــــــــــــــــــــــــــــــــــــــ		┕	4	<u>.</u>	-

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SUB-AREA: INTERPRETATIVE COMPREHENSION	F-	_		<i>}</i>				_	•	$\overline{}$		
GOALS:	C				ano			er				,
47. Identifies suitability of actions of character in selection in terms of consequences.		ive			Pe:		rms owi			e e	,	
 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. 	113	1-structure	n		by locating	by naming	use.	parts or rules construction	n example	Unobserved	Applicable/Appropriate	•
in a subjective selection. PERFORMANCE STATEMENTS	motivational intervention	environmental-structure	emonstration	frections	dentifies b	dentifies b	emonstrates	describes pa of use or co		erformance	Not Applicab	COMMENTS
Identifies mood or feelings conveyed	H **	٠	P	•0	•	٠.	•	7-1-				
in a passage or selection Identifies suitability of own actions	-				_		H			Н	Н	* , .
in terms of consequences for behavior Identifies suitability of actions of	-								_	Н	Н	,
story character in terms of sequences											Ц	
Identifies pronoun antecedents among story characters using content clues (She drove a red car who was she												٠.
Identifies author's point of view in an objective, factual selection		•					ı					
Identifies author's point of view in a subjective selection					٠							
Identifies author's point of view in a critique												
Identifies sarcasm (:		•									•	
Identifies irony				,								5
Identifies author's purpose in an informative selection					٠							
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	Ī			ı					٠			,
Identifies a character's flaw which leads to downfall	Ī								·			
Identifies the denouement of a story or selection							, .					,
Identifies the elements of an adver- tisement which are misleading	.,			·								·
Identifies the elements in a statement,	1			 -	ŕ		,		.•		П	. 1
selection that are propagandistic	T	-		,		-			-		Н	



SUB-AREA: INTERPRETATIVE COMPREHENSION					`							100
GOALS:	Cc	tbnc to_				Ma mce		er				
51. Identifies the sensory image or sense stimulated by imagery in a selection.	G:	Lver	1:		·Fo	for ollo	itwo				٠	
52. Identifies the meaning of figurative language, including simile, hyperbole, personification and irony. ("Break the ice"; "Big as a house"). PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration , ,	directions .	identifies by locating	identifies by naming		part	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMEN'IS
Identifies sense to which "Sense-words"		9								٠		
appeal: "smooth"-touch; "pungent"-smell Identifies the sense or sensory image created by a scene or story	ŀ						·			·		
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					_		_		•		ļ	
Identifies understatement		_	_	_						. <i>.</i>		٠, ه
Identifies the elements in science fic- tion that differ from everyday reality			_	:	Ľ	_						
Identifies the elements in fable that apply to everday living	L			·	_ ,					-		
Identifies the consequences of actor's actions for himself				Ŀ		L.		_			·	
Identifies the consequences of actor's actions for other characters			Ĺ			<u> </u>	<u> </u>					
Identifies the effect a particular event has on characters' lives			L		_			_	_			
,			Ľ			_		Ŀ	_			
						Ĺ				Ŀ	·	
8-		ŀ							<u> </u>			
		ŀ							L	L		· · · · · · · · · · · · · · · · · · ·
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SUB-AREA: COMPOSITION	_		Ø*			•		-	1	\neg		
GOALS:	·Co				an urro			er				v ¥
63. Uses complete sentences to communicate facts.	G:	ive			Pe:		rms owi	_		·		/
54. Relates a story about a charac- ter either real or imaginary.		A 1		1	1			68		,	late	, /
55. Relates an event which occurred recently. 56. Links several sentences together.	social	strupture			locating	naming	use	parts or rul	example	Unobserved	Applicable/Appropriat	
(paragraph) to describe a person, situation, etc. using adjectives; adverbs, verbals, imagery.	motivational/s intervention	nvironmental	demonstration	ections	dentifies by	_ >_ 1	tes	escribes pari f use or con	10	erfórmance Un	pp11cable	• .•
PERFORMANCE STATEMENTS	motiv	envir	demor	dīrec	ident	ident	denor	descr of us	const	Perf	Not /	COMMENTS
Identifies proper nouns		Ą										
Identifies common nouns					•		_					;
Identifies active verbs							,	•				•
Identifies passive verbs					-4		4		3			
Identifies simple complete sentence			• 0		(بدر	^		4		
Identifies sentence fragment							•		3			
Identifies compound sentence		,				•						part.
Identifies subject-verb agreement												
Identifies coordinating conjunctions	9		,		*		٠	ž			-	
Identifies subordinating conjunctions					1	۰						
· Identifies compound sentences	_			·				مرا			ì	4.
Identifies complex sentences (at least one dependent clause)										\cdot		
Identifies parallel sentence structure in compound sentences												
Identifies parallel structure in phrases												•
Describes a friend							7					
Describes an action, the motion of a bird, a friend's walk, etc.		-							Ň			*)
ldentifies redundancies in a description					·		•			•		
Identifies slang expressions				,								,



SUB-AREA: COMPOSITION GOALS:	Co					Me		r	•	1			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
54. continued 55. continued 56. continued	G:	Lver	,		Per Fo	for	ms wir	ıg				€.	
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. PERFORMANCE STATEMENTS	motivational/social ' intervention	environmental structure	demonstration		identifies by locating			⊥ 601	constructs an example .	Performance Unobserved · 🌣	Not Applicable/Appropriate	COMMENTS	
Relates a story with a plot - beginning			. '					3					
climax and end Relates an event which occurred before using past tenses				,				·					\
Anticipates an upcoming event, using future tenses in a description		·	,									/	1
Describes what s/he is currently doing using present progressive tense				ļ			•	٠,	•			<i>``</i>	
Describes <u>own</u> emotions in a situation- punishment, reward, threat or danger	7			,								<u>/</u>	
Uses direct quotations to relay message from one person to another		\ ·		, <u>.</u>						-			١
Uses indirect quotations to relay message from one person to another			P .										-
Ties two or more sentences together with linking words to form thoughtunit				,	·				_				
Uses transitional words to connect two or more paragraphs in storytelling		<u> </u>	<u> </u>							Ц	. ,	٥,	
Composes a letter or message to a friend		_	,		_	·	_		ر .		<i>[</i> /-		
Identifies formal language	L	_	_	_	_							`	٠
Identifies informal language	L	_	_	_			_			Ц	• .		
Identifies appropriate uses of formal language		1	,	_			_	<u>.</u>	_				- 1
1;	1	_					_		Ų.				
	1	-			-	_	_	-	۵			<i>f</i> .	
	1		_	• *		_	۴	-		,		,	
	1.	_	_	1	_	_		1	_				
	L		5	<u> </u>	Ŀ	<u> </u>	1_	نــــــــــــــــــــــــــــــــــــــ					

SUB-AREA: COMPOSITION	·						/		_	_	_	
GOALS:	C				and			er			Ĭ	
60. Links several sentences toge- ther in an argument to support own point of view with facts.	G	iver	n: .	×		for	wir	ıg				
 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. PERFORMANCE STATEMENTS 	motivational/social:	environmental structure	demonstration	directions	identifies by/locating	identifies by naming	demonstrates uge	describes parts or rules of use or construction	constructs, an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies major points of another's presentation to which s/he will respon	1	••			,				•			
Identifies fallacy in another's argument		,								•	13	
Identifies points of agreement in an argument		1				• /		*	· į	اسموير	* 6 =	. /
Identifies points of disagreement in an argument	Ĭ,	-	\					·	Ì			
Identifies compromises possible in a conflict situation	L	_				-						<u> </u>
Defines a word that is concrete				_								
Defines a concept, such as patriotism						_	_					,
Defines un emotions, such as love, hate								·				
Questions another regarding an event witnessed, describes event as told											,	
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				<u> </u>							·	
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SUB-AREA: COMPOSITION	^			**					_				7
GOALS:	C	ond	itio					er		٠			المناهدة
64. Links together several paragraphs or units of thought to relate information in logical or chronological order.	ĸ	ive	n :	,	F	110	rms owi ner	_			a		
65. Creates a certain mood or tone in a selection by altering choice of words, style of delivery, images used, etc. (informal, formal, negative, positive, objective, subjective). PERFORMANCE STATEMENTS	motivational/Social	environmental structure	demonstration	directions	fdentifies by locating			describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS	
Reorganizes scrambled sequence of		·											1
events and describes event as ordered. Identify the similarities in the life stories of two characters (comparison contrast)	-	 				-		,	٦		П		ļ
Arranges a list of scrambled details in officer from simple to complex	T												1
Identifies a statement developed			,	-						Ì			1
through use of details. Identifies a statement developed through use of contrast & comparison identifies a statement developed					,		j. /-						1
through use of facts and opinions		-					-		2	a Particip		*	4
Identifies a statement developed through use of analogy Identifies a statement developed	r)	1	,	`			·	,		Н			1
through cause & effect relationships Identifies generalization to be made	╂		_		ļ.,	 ·.	-						-
from a list of decails specific events. Identifies the facts to be isolated to		-			1		-					,	1
support a generalization made [dentifies a subjective argument or statement;	1				<u>, , , , , , , , , , , , , , , , , , , </u>	<u> </u>	-			·			1
	1			-									1
				ŗ									-]
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	7		1						,,				1
	1												
		,						_					
		i.											

SUB-AREA: READING		_	_	_			_		7			
GOALS:	C			ons erf				er 				
66. Identifies upper and lower case letters of alphabet.	G	ive	n :		F	0110	owi	_				
67. Identifies one syllable words including CVC pattern words,		_				(con	ROT	:	4		9	
words with consonant blends, words with dipthongs, digraphs and final silent "E". PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	dentifies by locating	identifiés by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	erformance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies own printed first name	M F	٥	þ	.0.		771						
Identifies singly printed letters of								$ \cdot $	\exists	H		
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		<u> </u>							1			
Identifies letters as same/different												
Identifies lower case letter which corresponds to each upper case letter									Ψ.			
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 latter blend						_						
with word pattern "old"												
with consonant digraphs												
with vowel digraphs												
with vowel and "R" combinations						L.						`
with dipthongs												
with silent final "E"												



SUB-AREA: READING		_	_						-)
GOALS:	C	ond: o:	iti f P					er				, i
68. Identifies consonants, vowels and dipthongs.69. Identifies words formed with	G	ive			Pe:		rms owi					
suffixes, prefixes and endings.	nal/social ion	ntal structure	tion	8	s by locating	dentifies by naming	tes use	Part	s an example	erformance Unobserved	Applicable/Appropriate	
PERFORMANCE STATEMENTS	notivational/ intervention	environmental	demonstration	directions	identifies	identifie	demonstrates use	describes of use or	constructs	Performan	Not Appli	Comments
Identifies one-syllable words: with hard and soft "C" and "G"												
contractions			-									
with word patterns "ight" "ild" "igh"											•	
with qu as "kw": quit, quick.			,									
Identifies words with suffixes												
Identifies words with prefixes									ì			
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 dipthongs												
					L							-
												`



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.



SUB-AREA: STRUCTURED COMPOSITION											- ,,-	
GOALS:	C	Conditions and Hanner of Performance										
70. Follows requirements and rules for communicating in a particular format. (For example, the student is given the rules for	G	Lve	a: 		F	rfor	iwc		·	*		
business letters and composes a letter following those rule for components, sequence of components, language, punctuation,etc) PERFORMANCE STATEMENTS	motivational/social	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or constriction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Communicates information in format:of												,
Outline Bibliography												
Summary												
Rough draft												
Paraphrase								Ш				
Definition												
Factual Report				_								
Essay												
Subjective Description		٠.					L					
Objective Description		·										
Direct Quotation												
Indirect Quotation				<u> </u>								,
Short Story												
Narrative of an Event												
Informal letter: friendly,thank-you					L							· · · · ·
application, order Business letter: recommendation					L	L						
Formal letter: regret, thank-you acceptance	L		L		L							
Characterization									_			

SUB-AREA: STRUCTURED COMPOSITION				عفيد			- 3		۔۔		Ç., , '	4
GOALS:	C	ond:	iti f P	ons	#0.0 02574	i M		er				
70. continued:	G	ive	a :	,	F	rfo:	ow L i	ng.				•
PERFORMANCE STATEMENTS	motivational/social	environmental structure	demonstration	directions	identifies by locating	identifies by naming		describes parts or rules	constructs an example	Performance Unobserved	iot Applicable/Appropriate	CONTACTIS
Communicates information in format of:										,		
Factual paragraph (explanatory) Paragraph - descriptive												
Paragraph - expository												
Poem (type defined by rules)												
Metaphor												
Simile									,			
Bibliography												
Footnote												
Biography												
Autobiography		٠	Ĭ.								·	
Antecdote												
Fable												
									٠		•	
						·						

SUB-AREA: INFORMATION RETRIEVAL:		_							_	_	_	i.
Reference Materials GOALS:	Conditions and Manner of Performance											
71. Follows procedures for locating correct reference material for a specific type of information and for locating that information		ive	n:		F	oļ1	rms owi					
within the material. PERFORMANCE STATEMENTS	motivational/social	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
Retrieves specific information using: Table of Contents												
Appendix												
Dictionary												
Telephone Book												
Encyclopedia Index												
Atlas									•			
Almanac												
Cart Catalog			•									
Dewey Decimal Numbers									,			
Thesaurus		·										
Newspaper Index												
Classified Ads												
Vertical File												
Reference Guide to Periodicals												
										٨		
										Ĺ		



SUB-AREA: INFORMATION RETRIEVAL:												
Visual-Graphic Materials GOALS:	9	Conditions and Manner of Performance										,
72. Identifies specific information represented on charts, tables and other visual-graphic aids.	ű	Given:					Performs in Following Manner:					
PERFORMANCE STATEMENTS	motivational/social	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
Identifies specific information on: Bar Graph									٠			
Line Graph												
Picture Graph					•							
Timeline												
Globe												
Weather Map									•			
Street Map												
Topographical Map												
Map Legend												, ,
Thermometer		•								í		
Schedule												
Cartesian Coordinate Axis												and the contract of the contra
Map with Longitude and Latitude Markers												1
Table										1	1	
				1						7	1	
				\exists							1	
			1							1	1	
											1	



SUB-AREA: SPELLING GOALS:	C				and			er	Ì			
73. Applies spelling rules	_	0	f Po	erf		rfo	rm8	in	4			
·	G	ive	n:			olle Manu			_			
	motivational/social	environmental structure	demonstration	directions	dentifies by locating	identifies by naming	emonstrates use	describes parts or rules of use or construction	constructs an example	erformance Unobserved	Applicable/Appropriate	
PERFORMANCE STATEMENTS	mot:	env	dem	dir	1de	ide	den	des	con	Per	Not	COMMENTS
Applies rules for spelling of: CVC word with short vowel						•						
CVC word with long vowel												
Word with initial consonant blend												
Word with medial/final blend												
Word with consonant digraph												
Word with dipthongs												
Word with silent consonants												
Word with silent final "E"												
Word with hard "C"												
Word with hard "G"												
Word with soft "C"												
Word with soft "G"												,
Word with "R" controlled vowels												
Word with twin medial consonants												
Word with "qu"												
Word with "V" sound										,,		
Word with "dge" and "ge" endings												
Word with vowel digraphs												

SUB-AREA: SPELLING	_											
GOALS:		Conditions and Manner of Performance										
73. Continued	· ·	Given:										,
PERFORMANCE STATEMENTS	motivational/social	environmental structure	demonstration	directions	identifies by locating	ğ	tes t	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Applies rules for spelling of: Word with suffix												
Word with prefix	Γ											, , , , , , , , , , , , , , , , , , , ,
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									٦		•	
Possessive of plural word								7		1	7	
'-ing" participle of verb ending								一		1	1	
Past tense of regular verbs								7	1			
Past tense of irregular verbs:swim, go, do, see, drink, come, have								\top	1	1		-
"ing " participle of verb ending with a consonant								\dashv	1		1	
"ing" participle of verb ending			1	1				1	1	1	1	
Words contrasting two sounds of "S" e.g., bus/is				1	7			+	1	1	1	
Words contrasting "f" "ph" "gh"			1	7	1	1	+	1	1	1	1	
Words contrasting "ie" and "ei"		1	1	7		7	\dashv		1	1	1	
Homophone pairs									1	1	1	



											``	V N X X X
SUB-AREA: SPELLING GOALS:	C				and			er				
73. continued	G	ive	n:		F	rfor	iwo					
PERFORMANCE STATEMENTS	notivational/social	environmental structure	demonstration	directions	identifies by locating	identifiés by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	Comments
Applies rules for spelling of:					,							
Abbreviations			\vdash		-		-	H		Н		
Words containing "ight" "ild""igh"		_					-		\dashv	-	Н	
Words with scrambled spelling	_		-		_	_	-		_	Н	Н	
Words containing vowels followed by $\underline{\mathbf{r}}$, $\underline{\mathbf{l}}$, or $\underline{\mathbf{w}}$ within a syllable						٠.				Ц	Ц	
Words contrasting 'N' as in 'not' with 'N' as in "sign"												
Words contrasting $e, a, and i$ in endings: ance, ence, ience, ible, ant									`			
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							-					
		Γ										·
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	╀	-	\vdash	\vdash	\vdash	-	+	╁	-	-	H	
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SUB-AREA: PUNCTUATION			_			_			_	_		
GOALS:	C				8D)			er				ì
74. Matches punctuation to emotion, intonation, emphasis, meaning desired.	G	ive	n:		Y	rfo oll	ovi		*			
75. Applies punctuation rules.	Ţ	structure			locating	Suçusu		parts or rules	ample	served	ppropriate	
PERFORMANCE STATEMENTS	motivational/socia intervention	-	demonstration	directions	Ъ	identifies by na	demonstrates use	describes parts of use or constr	constructs an example	Performance Unobserved	ot Applicable/Appropriat	COMMENTS
Uses a period at the sentence end to indicate closure.												
Uses periods in abbreviations, titles, initials												,
Uses question marks at end of interrogative sentence												
Uses exclamation points to set off interjections (exclamatory) Uses exclamation points at sentence						Ŀ						
end of exclamatory statement	L	_	L.			_	_					
Uses semicolon to signal partial sentence break w/ closely related sent Uses semicolon - lists with commas			-	_	-	_	-	_				. '
within a series Uses colon to signal list	-	-	-	_		-				Н	Н	
Uses colon between hours & minutes in time notation (6:10 a.m.)			-		┝	\vdash						,
Uses apostrophes for possessive and contractions & quote w/n a quote		•										`:
Uses parentheses to setoff information												
Uses quotation marks to signal direct												
Uses hyphen for some compound words & for lengthy appositives												
Uses upper case letter for first word in sentence												
Uses upper case letters for 1st letter of titles and proper names												
Uses upper case letters for initials and pronoun "I"												
Indents first word of paragraph												
Use commas in series, to set off clause appositive interjections ves/no		94										



				_								
SUB-AREA:	Conditions and Manner											
GOALS:	L	of Performance										
		Cdaram t				for	cme	in	1	ı	ı	
	G:	Given: Following Memner:					:	4	ı		*	
		a 1						88	ı		Applicable/Appropriate	
		ture			fng	8		謂	e e	rved	ropr	
	social	structure			locating	amir	يو	Or	X	bsei	App)	
		-	g		by 1	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	b1e/	
	ona t fo	pent	rati	suc	, es	1e8	rate	es p	tt t	ance	11c	
	not vational/	environmental	demonstration	directions	identifies	1t 1f	nst	rtb	St TE	form	App	
PERFORMANCE STATEMENTS	not.	envi	denx	dire	ider	1de:	dend	des	Con	Per	Not	COMMENTS
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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 strength(1) 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 chosing 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 12" high on flat paper.

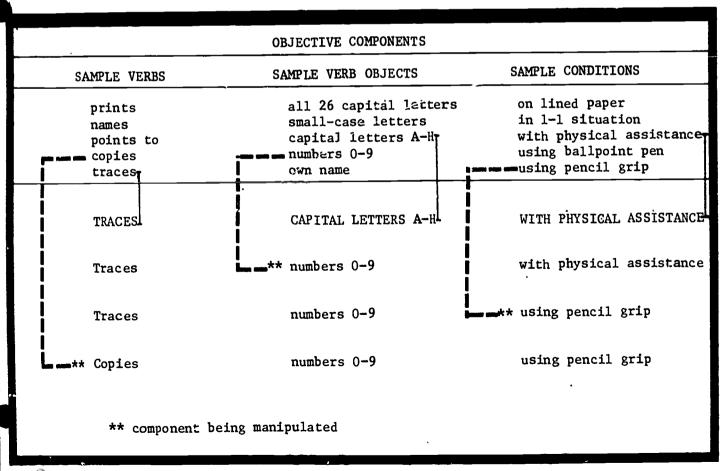
Thus the teacher/evaluator has the option of altering any of the following components of an objective: (a) the behavior or verb; (b) the content or object of the verb; (c) the conditions of performance including setting, assistance and materials or other environmental conditions.

By altering only one componet 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.



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	,	ASSESSMENT OPTI	CONS			spor					
VISUA	L Discrimi	nation	AURAL Discri	AURAL Discrimination							
Object	Picture	Letter	Non-lang. Sound	Language Sound							
		Word		Phoneme/ Word							
Panto- mime	Picture Sent.	Printed Sentence		Spoken Sence							
Story Mime	Picture Story	Printed Paragraph		Narrated Story							





Appendix

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

> Short-voweled words Long-voweled words

mane fine map cob tip gun meet goat mute pen stag got lid stub weed tape 1ied bone cute

cub pet rag pale road

CONSONANTS: b,c,d,f,g,h,j,k,1,m,n,p,q,r,s,t,v,w,x,y,z

Initial consonant blends Final consonant blends Three-letter blends b1ue flow. prod snow tact wand mask splash chrome brat frog scoop spot shelf sink wasp school spring club glow 1ift 1ist skate want stop scrap street drip grow sleep sweet built 1amp chasm shred dwarf play. small tray help rapt two

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 bird, shirt, firm purr, turn form, porch, score tutor, lord

fern, perch, herd, water

comb debt high salmon often wren

gnat right knit rock wrap

SILENT FINAL "E":

SILENT CONSONANTS:

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:

city came get gem cold goat cent rage

VOWEL COMBINATIONS:

paid pie float grow mouse peep s haw1 meat boil COW toy brook couch haul meant spray drew hour shoot

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-	e x-	para-	syn-
circum-	i 1-	peri-	sys-
CO-	im-	post-	super-
col-	in-	pre-	trans-
com-	ir-	pro-	ultra-
con-	inter-	re-	un-
contra-	intra-	retro-	
cor-	intro-	semi-	
COT-		sub-	

SUFFIXES

FIXES			
Noun suffixes	Adjective suffixes	Adj/Noun	Verb suffixes
-dom	-en	-ile	-en
-er	-ful	-ine	-ate
-hood	-ish	-ite	-esce
-ness	-1 es s	-ive	-fy
-age	-like	-ory	-ish
-ance	-1y ,	⋆.	-ize
-ancy	-some	-a1 ·	
-ard	-ward	-an	
-art	-y .	-ant	
-ate	-	-ary	
-ation	-able	-ent	
-cy	-ate	-ese	
-ee	-escent	-ian	
-eer	-esqu e	-ic	
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Introduction

The Social Development area of the <u>Educational Evaluation and Planning</u>
<u>Package</u> 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	A: SAFETY			
1.	Walks across streets at crosswalks in travel situations and obeys traffic signals.			
2.	When using electrical appliances, keeps fingers away from moving parts, unplugs after use.			
3.	Demonstrates appropriate responses in cases of fire (either real or described).			
4.	Follows safety regulations specific to the use of workshop machinery.			



		Yes	No	N/A
· 5.	Avoids injury when using kitchen or workshop tools.	0		
SUB-ARE	EA: TIME TELLING		•	
6.	Tells time from a clock or watch.			
7.	. Uses time telling skills to get to activity on time.			
SUB-ARI	EA: COMPLETING A BUSINESS FORM			7
8	 Obtains and fills out a simple business form (warranty, subscrip- tion, job application). 			Ġ
9	. Returns completed form to appropriate place.			
SUB-AR	EA: LETTER WRITING			
10	 Assembles materials necessary to write letter. 			
11	. Addresses envelope.			
12	. Mails letter.	` 🗆		
SUB-AR	EA: TELEPHONE USE			
13	. Uses a telephone for personal calls.			
14	. Gives and takes simple messages over the phone.			
SUB-AR	EA: RECREATION			
15	 Takes part in community recreation by getting to location of activity, engaging in activity, and returning home. 	0		
16	. Uses home for recreation (e.g. reading, playing games, etc.).			



	•	Yes	, No	N/A
SUB-AREA	: MONEY AND BANKING			
17.	Names coins and bills.			0
18.	Reads price tags.			П
19.	Uses appropriate money to pay for items.		` 🗆	
20.	Counts change received from purchases	. 0		
21.	Fills out forms necessary for savings, checking account.	/ 0		
22.	Establishes a budget and manages mone according to that budget.	у 🗅		
SUB-AREA	: SHOPPING			
23.	Shops in store appropriate to desired items.	υ -	0	
24.	Takes selected items to cashier and pays for them.			
SUB-AREA	: TRAVEL			
25.	Travels to and from specified locations on foot.	0		
26.	Uses public transportation to reach specified locations.			, 0
27.	Selectes mode of transportation appropriate to needs/activity.	0		
SUB-AREA	: RESTAURANT USE			
28.	Locates restaurant facilities in the community.			. 🗖
29.	Orders meal when asked.	C		
30.	Displays appropriate behavior when eating in a restaurant.			



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



examinations.

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. <u>Performs Appropriately Without Assistance</u>: Check this space if the student displays the indicated skill at appropriate times and places without requiring assistance.
- B. <u>Performs When Provided With:</u> 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.

<u>verbal assistance</u>: 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. <u>Performance Unobserved</u>: 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. <u>Comments</u>: Use this space to further explain any of the items checked, to note special materials or equipment, or to make related comments.



SUB-AREA: SAFETY	Performs When Provided With						pa		
GOAL(S):	ate						erve		
 Walks across streets at cross- walks in travel situations and obeys traffic signals. 	Appropriate Ssistance	assistance	assistance	uo	al setting	nt	erformance Unobserved	.cable	
 When using electrical appliances, keeps fingers away from moving parts, unplugs after use. 	Performs Without	physical as	verbal assi	demonstration	Instructional	encouragement	erforman	Not Applicabl	
 Demonstrates appropriate responses in cases of fire (either real or described). 		phy	ver	dem	ins	enc	Ъ	2	COMMENTS
 Follows safety regulations specific to the use of workshop machinery. 									
 Avoids injury when using kitchen or workshop tools. 									
PERFORMANCE STATEMENTS									
•Uses appropriate door for "in" and "out"									
•Uses a one way turnstyle (no money) correctly.									
•Keeps money in wallet or pocketbook.									
•Keeps wallet in pants pocket or purse.									
•Uses crosswalk to cross street.								×	
•Responds appropriately to "walk" "don't walk" signals.									
•Looks both ways before stepping off curb.									
•Observes safety regulations while traveling on public vehicle - (i.e., bus, cab, escalator, elevator - stands behind white line, etc.).									
•Follows safety regulations specific to the use of machinery.									,
•Unplugs small appliances when finished using them (e.g., mixer, etc.).									
•Can operate a simple fire extinguisher.		ĺ							
•Can indicate three ways to tell if there is a fire.									
Can leave familiar buildings by at least two alternative routes within 30 seconds. Can list three things to do if there is	-				,				
a fire. •Avoids elevators/escalators in cases of fire.	-								
•Walks in crowds without pushing others.									
C 400	110	`						-	



SUB-AREA: SAFETY	Provided With			red					
GOAL(S):	tate	8			ing		Unobserved		
(See previous page) . PERFORMANCE STATEMENTS	Performs Appropriat Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement		Not Applicatie	COMMENTS
• Calls for help in emergencies.									
• Swims within roped off area at pond or pool.									·
• Enters pool by using ladder.									
•Swims in areas where lifeguard is present.									
•Uses paring knife without cutting self.				·					
•Exercises care when washing knives and peeler.									
 Stores knives and peeler with blades covered. 								_	
•Holds plug when removing or inserting plug in socket.				ļ	<u> </u>				
• Unplugs appliances before cleaning.									
•Uses electrical appliances away from water.					<u> </u>		<u></u>		
•Turns off burner(s) or oven when finished with stove.	. 	<u></u>			<u> </u>		<u> </u>		
•Uses pot holder when handling pots from stove.	<u> </u>					ļ			
•Turns off electricity when changing bulbs.		<u> </u>	_			<u> </u>			
 Recognizes need for caution when using items marked poison 	_	<u> </u>		<u> </u>		ļ			
•Stores poisons away from foods.	_		<u> </u>	_			_		
 Extinguishes match completely before disposing it. 			_	_	_	_			
•Wipes up spills as soon as they occur.						<u> </u>		_	
•Keeps stairs clear of obstructions.	_					_			
•Walks along side of road or on sidewalk.		.				<u> </u>		.[
•Walks facing traffic on roads.	_			-	_	_		_	
•Rides bike in right hand lane.	_			<u> </u>	-	_			
 Indicates turns and stops on bike with hand signals. 	.	_	_		1		<u> </u>		
•Uses basket or carrier for transporting ms on bike.	11:			12/					

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SUB-AREA: SAFETY	Performs When Provided With		ì	red					
GOAL(S): (See previous page) PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	eroal sasistance	d≠monstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
•Uses seat belts when traveling in car.				A PORT					
•Locks door when traveling in car.							-		
•Keeps hands away from car controls.							·		
•Keeps arms, etc. inside car when it is in operation.						-	} 		
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SUB-AREA: TIME TELLING	Perform the Provided With		hon Meh		7		,		
GOAL(S):	ate.						-		
6. Tells time from a clock or watch.	Appropriately	cence	ace		settin	,	Unobserved	Je	,
7. Uses time telling skills to get to activity on time.	Performs App Without Assi	physical assistance	verbal assistance	demonstration	instructional	encouragement	Performance	Not Applicable	
PERFORMANCE STATEMENTS		phy	Ver	5	Ins	enc	A	-	COMMENTS
• States time of regular daily events (breakfast, etc.)	П								
• States whether it's morning, afternoon, or night, when asked.									
• States what day of the week it is.									
• States what month it is.	ò								
•States what year it is.									
• States the date (calendar visible).									
• Reads numbers 1-12 aloud.									
•Says numbers 1-55.									
•Locates a clock or watch.									
•Asks someone for time if no clock is found.									
•States time to the nearest hour.									
• States time to the nearest half hour.									
• States time to the nearest quarter hour.									
• States time to the nearest five minutes.									
• States time of appointment.									
• Arrives at appointment location on time.									
•Arrives at bus stop on time.									
•Arrives at work on time every day.									
•Uses alarm clock in order to wake up in time for work or activity.						·			
									,
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SUB-AREA: COMPLETING A BUSINESS FORM	Performs When Provided With		pa						
GOAL(S): 8. Obtains and fills out a simple business form (warranty, subscription, job application). 9. Returns completed form to appropriate place. PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
• Obtains form by sending for it, if appropriate.									
•Obtains form by picking it up at an office, if appropriate.									
• Obtains form by removing it from magazine or packing crate, if appropriate.									
•Uses a pen to fill out form.									
•Writes (or prints) names in space provided.									
•Writes (or prints) date in space provided.									
Writes (or prints) address in space provided.			Ť						
•Writes social security number in space provided.									
•Places signature on form, if appropriate.									
•Asks for assistance if appropriate.									
•Mails form, if appropriate.									
•Returns form to office, if appropriate.									
• Identifies in writing a parent/guardian.									
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SUB-AREA: LETTER WRITING									
GOAL(S):	atej e						erv		
 Assembles materials necessary to write letter. 	Appropriately ssistance	assistance	assistance		setting		Unobserved	ble	
11. Addresses envelope.		sst	sist	fon	ona1	nent	ance	Applicable	
12. Mails letter.	Performs Without	physical a	verbal as	demonstration	instructional	encouragement	Performance	Not App	
PERFORMANCE STATEMENTS	A	phy	veri	den	ins	enc	Ъ	Z	COMMENTS
•Selects paper, envelope, stamp, and pencil (or pen).									
•Holds pencil/pen in one hand, secures paper with the other.									
•Writes date at top of first page.							-		
•Writes "Dear".									
 Writes simple sentences describing activities/expressing ideas. 									
•Uses appropriate punctuation.									
•Writes appropriate closing at end of letter.									
*Writes name legibly beneath closing.									
•Writes return address in front upper left corner of envelope or on back of envelope.									
•Writes mailing address in center front of envelope, including zip code.									
• Puts stamp on front upper right corner of envelope.					<u> </u>		· 		
•Seals envelope by moistening g:mmed									
surface with tongue or sponge and pressing it down on back of envelope.									
•Locates appropriate mailbox and deposits letter.							<u> </u>		
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SUB-AREA: TELEPHONE USE	×		rfor				d	,	•
GOALS:	tely	PY	ovid	ed W			rve		
13. Uses a telephone for personal calls	Appropria ssistance	ě	.		setting		erformance Unobserved		
14. Gives and takes simple messages	pro	assistance	assistance			*	Unc	ble	
over the phone.		188	ist	ton	nal	ent	nce	ica	
	Performs Without			demonstration	Instructional	encouragement	OLL	Applicable	,
	Per f	physical	verbal	ons	tru	our	erf	Not.	
PERFORMANCE STATEMENTS		phy	ver	dem	tns	enc	P	2	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.								٠	
 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. 							i		
 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.									
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SUB-AREA: RECREATION			rfor						
GOAL(S):	tely	Pr	ovid	ed W		-	rvec		
15. Takes part in community recreation by getting to location of activity, engaging in activity, and returning home.	Appropriat Assistance	assistance	assistance	ion	nal setting	ent	nce Unobserved	Applicable	
<pre>16. Uses home for recreation (e.g., reading, playing games, etc.).</pre>	Performs Without	physical a	verbal ass	demonstration	instructional	encouragement	Performance	Not Appl	
PERFORMANCE STATEMENTS		phy	ver	den	ins	enc	H		COMMENTS
•Expresses preference for a particular type of recreation.									
•Plans transportation to activity									
a) by using newspaper scheduleb) by using bus and train schedulesc) 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.									
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SUB	-AREA: MONEY AND BANKING	aly		rfor ovid				red		
GOAL	(S):	Appropriately Ssistance	nce	o)		setting		erformance Unobserved		
17.	Names coins and bills.	ppro sist	assistance	tance	e		LI.	e Un	ab1e	
18.	Reads price tags.			assistance	atio	iona	emen	manc	Applicabl	
19.	Uses appropriate money to pay for items.	Performs Without	physical	verbal a	demonstration	instructional	encouragement	Perfor	Not Ap	
20.	Counts change received from purchases.		łd.	Ā	φ̈́	ΙΙ	eı			COMMENTS
21.	Fills out forms necessary for savings / checking account.								_	
22.	Establishes a budget and manages money according to	-								· .
	that budget.									
PERF	ORMANCE STATEMENTS									
•Names coin	s (penny, nickel, dime, quarter).									
	value of coins (penny, nickel,									
•States coi one nickel	n value equivalence - i.e., = five cents, 1 nickel & 2 e quarter.							_		
•Makes chan and 59c).	ge for \$1 or less (both \$.59							_		
	ge for \$5 or less.									
• Makes chan	ge for \$10 or less.									
• Makes chan	ge for \$20 or less.									
• Reads pric	e tags for \$1 or less.	,			-					-
•Reads pric	e tags for \$5 or less.									
• Reads pric	e tags for \$10 or less.									
• Reads pric	e tags for \$20 or less.									
• Names numl	pers 1-100									
• Computes a	n itemized bill.									
•Uses pocke	t calculator to add and subtract.									
• Spends mon budget.	ey according to pre-established									
	y/tokens in a personal bank.									
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SUB-AREA: MONEY AND BANKING	1y			ms W			eđ		
GOAL(S):	ate						serv		
(See previous page)	opri	ance	e		setting		nobs	به	
•	Appropriately ssistance	assistance	tan	Ę		4	Performance Unobserved	Applicable	
			ssis	atic	lone	emer	man	p11	
	Performs Without	[ca]	11 a	ıstr	ruct	urag	rfor	Not Ap	
PERFORMANCE STATEMENTS	Pe M	physical	verbal assistance	demonstration	instructional	encouragement	Pe	No	COMMENTS
• Signs name legibly.									
• Writes or prints address.				· · ·					
 Asks customer service representative for assistance in opening a savings/checking 									
account.									
• Fills out withdrawal slip.									
• Fills out deposit slip.									
• Gives slip (with money if appropriate) to bank teller.									
• Fills in a personal check.									
• Computes balance of savings/checking account.									
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SUB-AREA: SHOPPING	ately e		rfor ovid				red		
GOAL(S): 23. Shops in store appropriate to desired items. 24. Takes selected items to cashier and pays for them. PERFORMANCE STATEMENTS	Performs Appropriate Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
 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.	<u> </u>								
•Leaves store.									
● Uses vending machine.				,					
• Takes a shopping list — has pre-planned for shopping.							L		
• Leaves packages closed until they are paid for.									
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SUB-AREA: TRAVEL	Ly			ms k			ed		·
GOAL(S):	Appropriately ssistance	ce			setting		Performance Unobserved		
25. Travels to and from specified locations on foot.	pprop	assistance	tance	u	i 1	يد	e Uno	able	
Uses public transportation to reach specified locations.		ass	assis	ratio	tiona	зветеп	ormand	Applicabl	
27. Selects mode of transportation appropriate to needs/activity.	Performs Without	physical	verbal assistance	demonstration	instructional	encouragement	Perf	Not ,	
PERFORMANCE STATEMENTS		ď	>	ם ו	+	e			COMMENTS
•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 benind white line).		į							



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SÙB-AREA: TRAVEL	eiy		ovid		litl:		ved		·
GOAL(S):	Appropriately ssistance	ابو			setting		Performance Unobserved		
(See previous page)	rop	assistance	nce		sett		Unol	le	
		sis	sta	on		nt	oo l	cab	
	rms		assistance	rati	ton	eme	rmar	pp11	
	Performs Without	1ca]	al a	nstı	ruct	ura	rfo	Not Applicable	
PERFORMANCE STATEMENTS	P.	physical	verbal	demonstration	Instructional	encouragement	è e	No	COMMENTS
•Uses cues (landmarks, etc.) to identify location for disembarking.									
•Informs driver of destination (cab driver, elevator operator).									
•Calls for vehicle (phones for cab.									
pushes elevator button).									
•Asks for assistance when necessary.									
•Selects appropriate mode of transportation.									
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SUB-AREA: RESTAURANT USE	AREA: RESTAURANT USE Performs When Provided With								
GOAL(S):	ately e						erv		
28. Locates restaurant facilities in the community.	Appropria esistance	assistance	ance		setting		erformance Unobserved	ble	
29. Orders meal when asked.		assie	assistance	tion	onal	ment	nance	Applicable	
 Displays appropriate behavior when eating in a restaurant. 	Performs Without	physical	verbal as	demonstration	instructional	encouragement	Perfor	Not Ap	
PERFORMANCE STATEMENTS		phy	ver	den	ins	enc	I		COMMENTS
•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.				1					
• Locates menu.									
• Locates categories of food on menu.								l	
Uses sight word vocabulary to select items from menu.									
• Reads price of desired foods.] }					ł	
• Chooses foods within budget.									
• Waits turn to order.	İ								
Asks waitperson to describe unfamiliar foods.		<u>. </u>							
• Orders foods decided upon.									
• Uses utensils, glass, napkins appropriately	,	ł							
• 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.								<u> </u>	
Picks up parcels and leaves restaurant.									
• Locates end of line at cafeteria.				_					
• Picks up tray and utensils in cafeteria.	12								



SUB-AREA: RESTAURANT USE	Ly			ms W ed W			ed		·
GOAL(S): (See previous page)	Appropriately Ssistance				setting		Performance Unobserved	ə	
	s Appro	ssista	sistanc	tion		ment	ance U	Applicable	
	Performs Without	physical assistance	verbal assistance	demonstration	instructional	encouragement	erform	Not App	
PERFORMANCE STATEMENTS		phy	ver	den	ins	enc	Ā		COMMENTS
•Orders when turn comes in cafeteria.									
•Places food on tray.									
• Carries tray to table without spilling.	_								
 When finished eating, picks up tray and utensils and takes to disposal area. 						_			
				-					
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SUB-AREA: RESTROOM USE	ly.		rfor ovid		hen lith		red		*
GOAL(S): 31. Locates and uses public restrooms.	ppropriately sistançe	assistance	ınce		setting		Unobserv	ble	
	Performs App Without Ass	physical assis	verbal assistance	demonstration	instructional	encouragement	Performance Unobserved	Not Applicable	
PERFORMANCE STATEMENTS		phy	ve	der	ine	en			COMMENTS
• Locates sex appropriate restroom.			,						
 Reads cost of pay toilets and selects appropriate coin. 									
• Inserts coin and operates coin lock.									
• Enters stall, if appropriate.									
 Closes and latches stall door, if appropriate. 									
• Dresses fully before opening door.					,		-		· · · · · · · · · · · · · · ·
• Unlatches door, if appropriate.					; - •				
• Leaves stall promptly.		·			,				
• Washes and dries hands.									
• Leaves room as clean as it was found.									
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SUB-	AREA: SEX EDUCATION	ely		rfor ovid			-	red		
GOAL		Appropriately Ssistance	nce	e)		setting		Unobserved		
	Explains birth control, conception, pregnancy, V.D.		sista	stanc	lon		ent	nce Un	Applicable	·
33.	Explains own concept of dating, including information about how to choose a date, where to go, etc.	Per forms Without	physical assistance	verbal assistance	demonstration	instructional	encouragement	Performance	Not Appl:	
PERFOR	MANCE STATEMENTS		h	veı	der	In	en			COMMENTS
similarit	tes understanding of physical ies and differences in males and									
like and	y describing (or pointing to) unlike parts.									
-	or sex organs in male and female penis, etc.).									
• Identifie	s location of reproductive organs, illustration or model.									
•Describes	major reproductive functions of female sex organs.									
• Describes means.	what the word "intercourse"									
• Describes	what happens during process									
explanati	tion, i.e., gives simple on of process: egg + sperm							_		
•Describes	offspring. physical changes which occur		,							
during pr •Describes	egnancy. conditions necessary for									-
	to occur. how fetus is nourished and									
sheltered	within mother's body (using "placenta")									
ucerus,	placenta")									
	how baby is born.									
	how baby is nourished after ing "breast." "bottle")									
	need for medical monitoring									
Describes	changes that occur in the male e at the onset of puberty.									-
Describes	(defines) menstruation, and appropriate sanitary care.									
	irth control.									
•Names and birth con	describes several methods of									
• Explains	where and how birth control									
Describes	on may be obtained. symptoms of gonorrhea and		-						-	
syphillis • Describes	means of preventing gonorrhea	<u> </u>						_	_	
and syphi • Seeks med	llis. ical attention if symptoms of									
	/syphillis occur.									
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SUB-AREA: SEX EDUCATION	ely		rfor ovid		hen lith		ved		•
GOAL(S):	Appropriately Sgistance	ance	ce		setting		Performance Unobserved	9	,
(See previous page)		assist	sistan	tion		ment	ance U	11cab]	,
-	Performs Without	physical assistance	verbal assistance	demonstration	instructional	encouragement	erform	Not Applicable	
PERFORMANCE STATEMENTS		phy	ver	den	ins	enc	F		COMMENTS
• Describes masturbation.									
•Explains own concept of dating. •Describes what he/she finds attractive							_		
in a preferred partner. • Explains own concept of responsibility									
within a relationship.									
							- <u>-</u>		
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SUB-AREA: EMOTIONAL DEVELOPMENT	ely	Pe Pr	rfor ovid	ms W	hen , lith_	٠	ved		
GOAL(S): 34. Interacts with others of various ages in several situations. 35. Forms stable attachments with	Performs Appropriately Without Assistance	ical assistance	al assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	
others. 36. Accepts help from peers.	S.F.	physical	verbal	demo	inst	enco	Pe	No	- COMMENTS
37. Expresses feelings verbally or with gestures.			,						
38. Evaluates own performance if asked.									
PERFORMANCE STATEMENTS					<u> </u>				
• Indicates awareness by turning toward									
sound or toward familiar person entering room.									
 Becomes quiet in response to adult attention. 			~-						
 Investigates environment by touching, moving. 			_						
• Indicates preferences for certain stimuli by selecting items which possess par- ticular, consistent qualities.									
 Laughs/smiles when taking part in a pleasurable activity. 									
• Interacts with familiar persons.									
•Looks toward speaker when name is called.									
 Is separated from preferred adult without crying. 			,						
 Accepts help in dressing activities from adult. 									
 Enters new situation with preferred adult without hiding. 									
• Accepts help from adult after expressing frustration verbally (vocally).	ĺ						Ι,		
• Identifies body parts which are named.									
• Imitates faciar expressions, gestures.									
• Asks for help in frustrating situations.									
• Imitates peers in activities.									
• Initiates activities with 1:1 instruction.									
• Initiates activities without 1:1									
instruction.		28	! 	1	<u>.</u>	<u> </u>	_	1	<u> </u>



SUB-AREA: EMOTIONAL DEVELOPMENT	ely .		rfor ovid				ved		
GOAL(S): (See previous page) PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	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. 								ļ	
 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. 					<u> </u>				
•Labels or expresses own feelings.		-	<u>.</u>			_			
•Labels or expresses feelings of others.									
•Engages in fantasy play.			<u> </u>		<u> </u>				
 When asked can identify his play as make-believe. 	_			_		_	ļ		,
•Performs for others.	_			_	ļ	_		<u> </u>	
 Indicates whether items are his possessions or not. 					<u> </u>			_	
 Points to his image in a mirror reflecting a group. 						_			
•Points to himself in a group picture.	_				ļ	_	_		
 Identifies body parts according to function. 	_	.		_	<u> </u>	_			
 Describes situation in which student experienced Strong feelings. 	_]				न्		_		
 Expresses feelings while in situation (may be accompanied by acting out). 	_ _	.			<u> </u>	_	_		
•Expresses feelings rather than					'				
acting upon them.	12	ــــــــــــــــــــــــــــــــــــــ		1			<u></u>		<u> </u>



SUB-AREA: EMOTIONAL DEVELOPMENT	ely		rfor	ms V led V			ved		
GOAL(S): (See previous page) PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
 Expresses feelings appropriately after being told he is right/wrong. 									
 Moves on to new activity after praise or criticism. 									
• Expresses self praise appropriately.									
•Expresses self criticism appropriately.									
 Expresses agreement or disagreement with another person's evaluation. Sometimes asks adult to perform task 	-								
without first trying it. •Asks "is this right?" after each step in	-								
the task. • Asks "is this right?" after the task is	-		-			_			
complete. •States his own evaluation after completing	-								
the task. Takes only one sig in arguments.	-								
Describes why situations are preferred.	-							-	
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SUB-AREA: MEDICAL MANAGEMENT	ely .		rfor ovid				ved		•
GOAL(S): 39. Manages own medical/prosthetic needs, including regular checkups. 40. Arranges for yearly physical/dental examinations. PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
PROSTHESES									
 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.									
WHEELCHAIR MOBILITY									
•Positions and locks chair.									
•Transfers to chair.									
•Transfers from chair.				<u> </u>		_			
●Unlocks chair.			,			_			
 Navigates environment, including doors, corners, ramps. Aware of limitations of wheelchair by avoiding stairs, etc. 	-								
DENTAL CARE									
Practices oral hygiene by brushing teeth daily. Seeks professional attention twice a year for cleaning and checiups. Seeks professional attention if	-								
problems arise with teeth or gums. GASTRO-INTESTINAL, GENITO-URINARY: GASTROSTOMY, COLOSTOMY, ILEOSTOMY	1					\vdash	 	1	
Cares for skin, including cleaning area, checking for skin breakdown, infection around tube.									
 Removes appliance by unhooking belt, peeling bag from skin. 	13								



SUB-AREA: MEDICAL MANAGEMENT	aly	Pe Pr	rfor ovid				red		٠
GOAL(S):	riate nce	ə			setting		Unobserved		
(See previous page)	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration		encouragement		Not Applicable	`
PERFORMANCE STATEMENTS		Чd	ve	de	1n	en			COMMENTS
 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.									
DIABETES									
 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.									



SUB-AREA: MEDICAL MANAGEMENT	ely			ms Wi ed Wi			ved		
GOAL(S): (See previous page) PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
•Takes oral medication as appropriate, in dosage prescribed by M.D.									
•Wears Medic Alert tag.									
BIRTH CONTROL (See Sex Education section)									
RESPIRATORY									•
•Recognizes symptoms of cold and treats it (liquids, rest, aspirin).						٠			
•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.									·
TRACHEOTOMY	_			_				_	
•Cares for tracheotomy by changing dressing, cleaning skin surrounding checking for skin breakdown or infection.	<u> </u>		-	 	_				
 Seeks medical advice if cough or fever develops. 	_	<u> </u>	-	_				_	
ALLERGIES	_]	.	-	-	-		_		
 Avoids food, medications, etc. that produce reactions. Uses medication, ointments in treatment of exzema. 									
AUDIO-VISUAL AIDS	_[_	_	_	_	_	.	
•Cleans glasses, contact lenses.	_		<u> </u>			<u>_</u>	_		
 Checks prescription every 2 years with ophthalmologist/audiologist 	_	<u> </u>	ļ.	_	_	_		_	· · · · · ·
• Changes battery in hearing aid.	_	_	_	_		-		_	
• Cleans earmold regularly.	_	_	-	\bot	-	_	_[_	-	
Turns off hearing aid when not in use.		<u>L</u> _							



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SUB-AREA: MEDICAL MANAGEMENT	ý	. Pe	rfor	ms i	hen		TO .		
	atel	PT	ovid	ed i			erve		
GOAL(S):	pri	nce	به		setting		sqou	0.	
(See previous page)	Appropriately ssistance	physical assistance	verbal assistance	u	1	Ţ	Performance Unobserved	Not Applicable	
		ass	ssis	atic	lone	emer	cman	p11(
	Performs Without	ical	ala	demonstration	instructional	encouragement	orfo	ot Aj	
PERFORMANCE STATEMENTS	P.	phys	verb	demo	Inst	one	J I	N	COMMENTS
GENERAL									
•Has annual physical checkup.									,
 Seeks medical advice if unusual physical condition develops. 									
•Uges elementary first aid: washes cuts and scrapes, applies cold water to burns, etc.									
•Uses thermometer for measuring temperature.									
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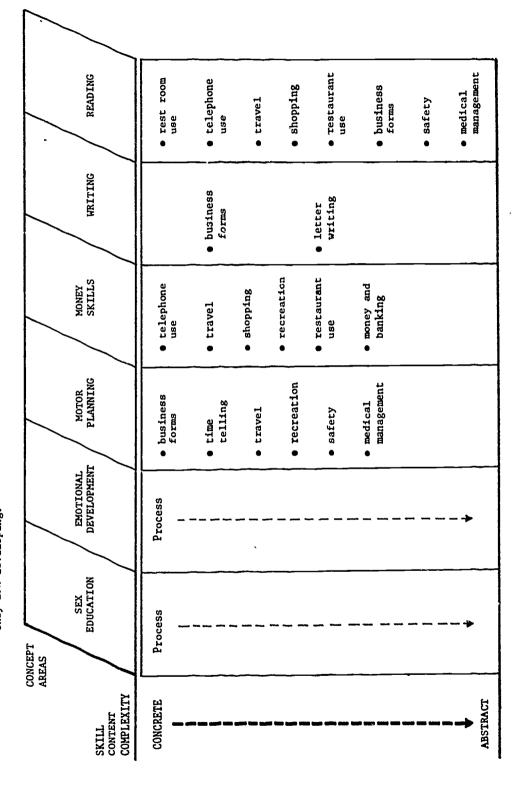


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		Pe	rfor	ms W	hen		-C1		
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	Appropriately Assistance				80		Performance Unobserved		
	ri S	g			setting		ps		
	ta	physical assistance	မ္ပ		7		ou	a)	
`	pr	Tr.	verbal assistance				Ħ	Not Applicable	
	Ap	¥	ž,	Ę	instructional	encouragement	e S	ca	
	g	388	31.5	demonstration	Ë	e e	an	11	
	Performs Without		asi	ra	ij	8e			
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PERFORMANCE STATEMENTS		d	>	٩	71	Ð			COMMENTS
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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.





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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.



OBJEC	OBJECTIVES WORKSHEET		
GOAL:	Skill Area:		Suggested Start Date:
PERFORMANCE STATEMENT:	CONDITIONS (setting, assistance,etc):	Materials,	Equipment, Etc.:
OBJECTIVE:			
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:			
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:			
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:	2		
GOAL:	Skill Area:		Suggested Start Date
PERFORMANCE STATEMENT:	CONDITIONS	Materials,	Equipment, Etc.:
OBJECTIVE:			
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:			
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:	•		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials,	Equipment, Etc.:
OBJECTIVE:		7	ER

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

1.	Mathema	Language Development 2 Social Development
2.	Format	Suggestions:
	Α.	General:
	в.	Numbering Style:
	c.	Type Style:
	D.	Spacing:
3.	Content	Suggestions:
	A.	Conceptual Organization:
	В.	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	g and Publication Suggestions:
5.	Other S	Suggestions:

Revision Suggestions should be sent to:

Ms. Lee Vorderer Mass. Center 10 Hall Avenue Medford, Mass. 02155

