Missouri's Alternate Framework for Curriculum Development

Linking the Show-Me Standards to Essential Skills

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Missouri Department of Elementary and Secondary Education

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Introduction

The Outstanding Schools Act (1993) called upon Missouri's educational community to strengthen expectations and opportunities for students served by Missouri public schools to ensure that graduates of Missouri's public schools have the knowledge, skills, and competencies essential to lead productive, fulfilling, and successful lives. Four major initiatives resulted from the legislation:

- **The Show-Me Standards**
  A set of 73 rigorous standards built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate
- **The Missouri Assessment Program (MAP)**
  The statewide assessment including an alternate assessment (MAP-Alternate) based upon the application of the *Show-Me Standards* within the context of essential skills
- **Professional Development for Educators**
  A percentage of state aid and the state educational budget set aside to support professional development activities
- **Professional Standards for New Educators**
  Professional standards defining what graduating pre-service teachers should know and be able to do as highly-qualified Missouri teachers

Federal special education law, specifically the Individuals with Disabilities Act (IDEA) of 2004, requires

- students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary, and
- students with disabilities be included in all general and district-wide assessment programs with appropriate accommodations or alternate assessments when necessary as determined by their Individualized Education Program (IEP) team.

In addition, the No Child Left Behind Act (NCLB) of 2001, requires

- participation by all students in statewide assessments in Communication Arts, Mathematics, and Science;
- the reporting of performance results;
- the linking of academic standards in Communication Arts and Mathematics to the same academic standards the state applies to all schools and children in the state; and
- the aggregation of results from alternate assessments with results from general assessments.

The majority of students with disabilities learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of the MAP. For students whose educational program centers on the application of the *Show-Me Standards* within the context of essential skills, alternative methods of program planning and alternate assessments may be needed. Students with significant cognitive disabilities who meet the criteria established by the State of Missouri require an alternate method of assessment.

The MAP-Alternate (MAP-A) is designed for students with significant cognitive disabilities. The MAP-A assesses student performance in Communication Arts and Mathematics. Two separate documents were developed to assist districts in building curricula for students with significant cognitive disabilities. The Alternate Grade-Level Expectations (Alternate-GLEs) for students who are MAP-A eligible resulted from the expansion of the content standards in Communication Arts and Mathematics from the Grade-Level Expectations (GLEs). An expanded/extended standard is a content standard that has been expanded while maintaining the essence of that standard, thereby ensuring that all students with significant cognitive disabilities have access to, and make progress in, the general curriculum.

The Alternate-GLEs must meet the wide range of needs of the students eligible for an alternate assessment. Therefore, the skills and concepts in which students are instructed may range from access-level skills to skills that are challenging to higher-functioning students. This range of skills is represented through the Alternate Performance Indicators (APIs) in *Missouri's Alternate Framework for Curriculum Development.* This document is designed to encompass a wide spectrum of student ability levels and to reflect the alternate application of the *Show-Me Standards* for students participating in the MAP-A. *Missouri's Alternate Framework for Curriculum Development* is linked to the Alternate-GLEs through the APIs. Each of the Communication Arts and Mathematics standards in the Framework includes a list of APIs taken from the Alternate-GLEs that could be used to address the specific standard.

The MAP-A is

- required by law;
- designed only for students with significant cognitive disabilities who meet age and participation criteria;
- administered at the same grade levels as students participating in Missouri's general assessment;
- an assessment that includes two strands per content area with two APIs in each strand;
- scored using the MAP-A Scoring Rubric to obtain student performance levels which are then used to determine reportable scores; and
- reflective of input from an instructional team. (The instructional team may include members of the IEP team, teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, if appropriate.)

To be eligible for the MAP-A, a student must meet all of the following criteria:

1. The student has a demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills and skills must be taught in very small steps.

2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.

3. The student's educational program centers on the application of essential skills to the Missouri *Show-Me Standards*.

4. The IEP team, as documented in the IEP, does not recommend the student's participation in the MAP subject areas or taking the MAP with accommodations.

5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

Missouri's Alternate Framework for Curriculum Development

Missouri's Alternate Framework for Curriculum Development acknowledges that teachers will bring the vision, ideals, and principles of the *Show-Me Standards* into their classrooms in exciting and innovative ways. The role of the Framework is to provide districts with a "frame" for building curricula, using the *Show-Me Standards* and the Alternate-GLEs as a foundation.

The Framework has resources to

- assist districts in developing curricula consistent with the *Show-Me Standards*;
- indicate what students should know and be able to do by the time they graduate;
- demonstrate basic essential skills associated with each of the *Show-Me Standards;*
- initiate discussions concerning curriculum integration within and across classrooms; and
- provide examples of the application of these standards in activities designed for a variety of student performance levels.

The Framework is not

- required by law for district use or a format that all district curriculum guides must follow;
- detailed lesson plans, curricula, or directives for uniform programs;
- a set of items on which all students must be tested; or
- a mandate for inclusion of specific teaching methods or programs.

Using the Framework

The Framework is divided into two sections. The first part of the Framework presents the four Show-Me Process (also referred to as Performance) Standard Goals. The second section of the Framework presents the Show-Me Content (also referred to as Knowledge) Standards for Communication Arts and Mathematics.

All of the APIs are coded to match the strand or concept identified in the Alternate-GLE document, as shown in Table 1 on the next page.

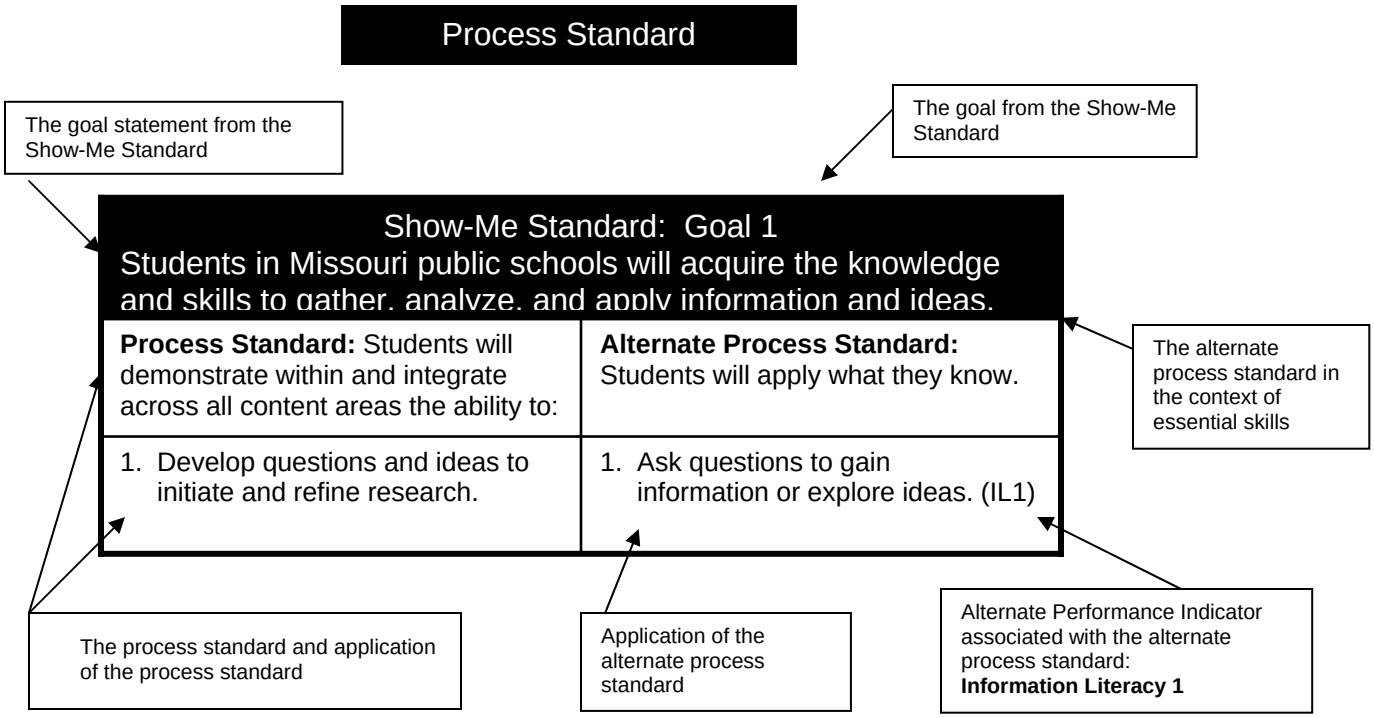
Table 1: Codes for APIs

Content	Code	Strand or Concept
Communication Arts	RD	Reading Development
	RP	Reading Process
	RC	Reading Comprehension
	WP	Writing Process
	WC	Writing Composition
	LS	Listening & Speaking
	IL	Information Literacy
Mathematics	NO	Numbers & Operations
	AR	Algebraic Relationships
	GS	Geometric & Spatial Relationships
	DP	Data & Probability
	ME	Measurement

Show-Me Process Standard Goals

There are four process goals identified in the first section of the Framework. Each of the process goals is followed by a list of process standards relevant to the goal statement. The alternate interpretation of the process standard follows each goal statement. Each of the 33 process standards is followed by a list of APIs from the Alternate-GLE document that addresses the process standard. Administrators and teachers are strongly encouraged to carefully review the 33 process standards and consider their use as they develop local curricula and IEPs. Many of the process standards can provide more specific guidance to instruction of essential skills relevant in natural settings.

The format of the process standards is shown below.



Show-Me Standard: Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Process Standards: Students will demonstrate within and integrate across all content areas the ability to:	**Alternate Process Standards:** Students will apply what they know.
1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas. 3. Design and conduct field and laboratory investigations to study nature and society. 4. Use technological tools and other resources to locate, select, and organize information. 5. Comprehend and evaluate written, visual, and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas, and structures. 7. Evaluate the accuracy of information and the reliability of its sources. 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation. 9. Identify, analyze, and compare the institutions, traditions, and art forms of past and present societies. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.	1. Ask questions to gain information or explore ideas. (IL1) 2. Use information to answer questions and evaluate ideas. (IL2, 3; DP1) 3. Participate in activities investigating nature and society. 4. Participate in activities using technological tools to locate, select, and organize information. (IL1, 2, 4; GS4; ME1) 5. Attend and/or respond to written, visual, and oral presentations and works. (LS1, 2, 5; RD1, 2, 4, 5; RP1, 2, 4; RC1, 2, 3, 6) 6. Recognize, interpret, and make use of patterns and relationships in daily living. (WC1, 2, 3, 4, 5; LS1; IL2; RD1, 2, 3, 5; RP1, 2, 3, 4; RC1, 2, 3, 4, 5, 6; NO1, 5, 7, 8, 9, 10; AR1, 2, 4, 5, 6; GS1, 2; DP4) 7. Differentiate between correct and incorrect information. (IL4, 5) 8. Participate in activities involving organizing information into useful forms. (WP1, 2, 3, 5; IL3, 4; AR3; DP2, 3) 9. Attend to and/or participate in activities related to traditions of past and present. Compare past and present traditions. 10. Generalize acquired skills across environments. (LS1; NO1, 2, 3, 4, 5, 7, 8, 10; AR5; GS2, 5)

Show-Me Standard: Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Process Standards: Students will demonstrate within and integrate across all content areas the ability to:	**Alternate Process Standards:** Students will communicate within and beyond the classroom.
1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions, and ideas while recognizing the perspectives of others. 4. Present perceptions and ideas regarding works of the arts, humanities, and sciences. 5. Perform or produce work in the fine and practical arts. 6. Apply communication techniques to the job search and to the workplace. 7. Use technological tools to exchange information and ideas.	1. Participate in the planning and developing of written, oral, and/or visual presentations for a variety of purposes and audiences. (WP1, 2, 3, 4, 5; WC4, 5; LS3, 4) 2. Self monitor and adjust communication to increase understanding. (WP1; WC1, 2, 3, 4, 5) 3. Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others. (LS3, 4; IL4) 4. Attend and/or react to works of art, humanities, and sciences. 5. Participate in performing or producing works in the fine and practical arts. 6. Apply communication techniques to the job search and to the work place. 7. Use technological tools to exchange information and ideas. (IL5; RC5)

Show-Me Standard: Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Process Standards: Students will demonstrate within and integrate across all content areas the ability to:	**Alternate Process Standards:** Students will acquire the knowledge and skills to recognize and solve problems.
1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based upon one's own experience in preventing or solving problems. 4. Evaluate the processes used in recognizing and solving problems. 5. Reason inductively from a set of specific facts and deductively from general premises. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits, and other consequences of proposed solutions.	1. Use a mode of communication to indicate that a problem exists and/or to explain or define the problem. (RC3; AR4; DP6; ME1) 2. Apply strategies learned through instruction or observation to solve a problem or complete a task. (NO3, 4) 3. Apply strategies learned through personal experience to solve a problem or complete a task. (NO3, 4, 10, 11, 12; GS3, 6; DP6; ME1, 4) 4. Use self-evaluation techniques after solving a problem or completing a task. (NO6, 8, 11) 5. Make generalizations from specific information and draw conclusions from general information. (RP3; RC3, 5; AR2) 6. Participate in activities that provide opportunities for solving problems by developing solutions based on differing perspectives. (NO3, 4, 5; AR2, 6; GS6; DP5) 7. Select an appropriate strategy to address a problem or complete a task. (ME1) 8. Make connections between an action and its consequences.

Show-Me Standard: Goal 4

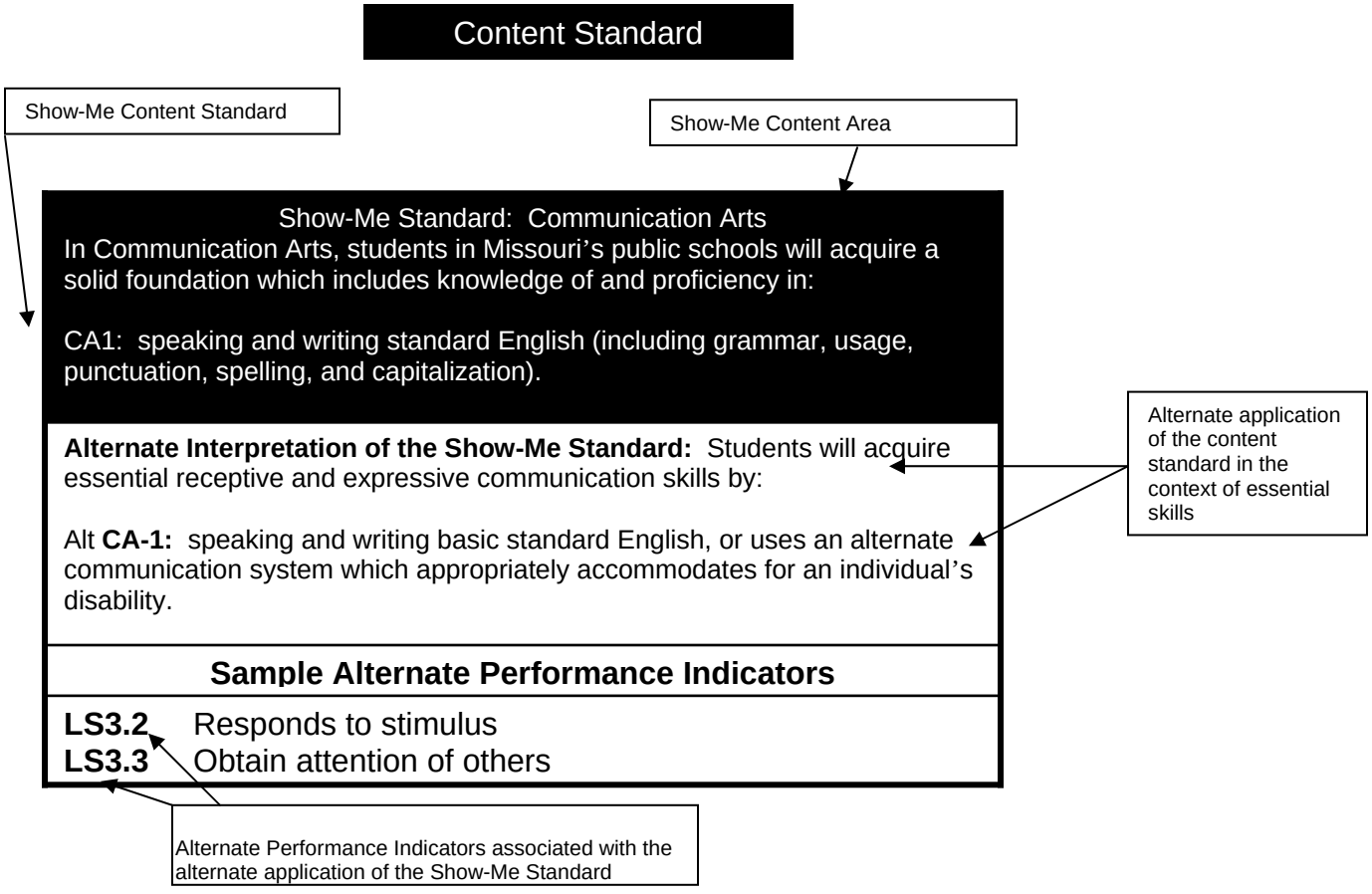
Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Process Standards: Students will demonstrate within and integrate across all content areas the ability to:	**Alternate Process Standards:** Students will acquire the knowledge and skills to make decisions and act as responsible citizens.
1. Explain reasoning and identify information used to support decisions. 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace. 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require a coordinated effort and work with others to complete those tasks. 7. Identify and apply practices that preserve and enhance the safety and health of self and others. 8. Explore, prepare for, and seek educational and job opportunities.	1. Indicate a decision (choice) when given two or more options and tell why it is the better choice. (NO6, 8; AR4; GS3, 4; DP6, 7; ME1) 2. Follow rules related to socially acceptable behavior and good citizenship. 3. Participate in activities that promote an understanding of the duties and responsibilities of individuals in society. 4. Recognize and practice honesty and integrity in school, community, and the workplace. (IL4) 5. Obtain and use monitoring techniques to accomplish goals. 6. Work with others to complete tasks. (LS3) 7. Identify and apply practices that preserve and enhance the safety and health of self and others. 8. Explore, prepare for, and seek educational and job opportunities.

Show-Me Content Standards

The second section of the Framework outlines twelve content standards (six in Communication Arts and six in Mathematics). Each content standard is followed by the alternate interpretation of the standard. A sample list of APIs taken from the Alternate-GLE document is then identified. Following each of these content standards are examples of the application of the content standard through a selected API for four different students.

The format of the content standards is shown below.



Student Profile Samples

To assist in the interpretation of the *Show-Me Standards*, each of the standards will be followed by an example of the standard being applied to a student with a disability. Four students are described below. These students represent a wide range of performance levels from access to higher functioning and represent a sample of students participating in the alternate assessment.

Student #1: Jimmy
Jimmy is a student with significant cognitive disabilities. He is non-verbal and has limited mobility. Jimmy attends to things around him in a very limited manner. He is able to fixate on a picture or object to make a choice between two objects and is learning to use assistive technology to communicate via a No Touch Talker and a BigMac Communicator. Jimmy's teachers address academic skills using a functional and essential life skills curriculum that focuses on initial communication skills.

Student #2: Jennifer
Jennifer is a student with significant cognitive disabilities. She is non-verbal and communicates mostly with eye-gaze, facial expressions, and a Binder Picture Communication System. With hand-over-hand assistance, she can communicate some things in writing. Academics are addressed with Jennifer using a functional and essential life skills curriculum.

Student #3: Kathy
Kathy is a student with significant cognitive disabilities. While Kathy is verbal and communicates with words and phrases, she has problems with articulation that require her language needs to be augmented at times. She is learning to write, but the process is very difficult for her. Kathy has difficulty remembering processes and directions. Her teachers provide her with pictorial directions and steps for her to follow in order to increase her independence. Kathy enjoys science class with her typical peers. She loves the experiments and hands-on activities.

Student #4: Jason
Jason is a student with significant cognitive disabilities. He communicates verbally through words and phrases and in written form. He reads symbols and icons and is working on building a vocabulary of sight words. With the use of a calculator, Jason is learning to do basic math. Jason's teachers address some academic skills using a functional, life skills curriculum that focuses on independent living skills. Jason attends general education classes with his typical peers for 50% of his day.

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA -1: speaking and writing standard English (including grammar, usage, punctuation, spelling, and capitalization).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-1: speaking and writing basic standard English, or using an alternate communication system which appropriately accommodates for an individual's disability.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

Communicates wants and needs:

LS3.2 Respond to stimulus
LS3.3 Obtain attention of others
LS3.8 Initiate interaction with others
LS3.10 Speak clearly when sharing ideas and asking questions in small and large groups
LS3.12 Take turns in conversation
LS4.1 Communicate wants and needs
LS4.5 Show and/or tell the steps to complete a task

Writing Process:

WP1.1 Brainstorm ideas and/or make choices regarding writing topics
WP1.5 Generate a draft
WP1.8 Publish or share stories (e.g., share story with a friend, hang up picture story on a bulletin board)
WC1.1 Explore and/or use writing tools (e.g., pencils, keyboard, stamps, etc.)
WC1.3 Imitate prewriting strokes
WC1.4 Form uppercase and lowercase letters
WC2.2 Capitalize first letters of own first and last names
WC2.6 Capitalize beginning words of sentences
WC3.2 Identify punctuation marks
WC3.5 Compose text using correct end punctuation sentences in interrogative sentences
WC4.1 Use correct spelling of own first and last names and/or personal information
WC4.4 Use phonetic spelling and/or correct spelling of key words
WC5.1 Use phrases and/or sentences to convey a thought
WC5.3 Use declarative, interrogative, and/or exclamatory sentences

Application of Show-Me Standard
Communication Arts 1

Student 1: Jimmy	**LS3.8**	Initiate interaction with others
Goal	Jimmy will improve communication skills through the use of assistive technology. Jimmy will use his No Touch Talker (NTT) to say "hello" to people he encounters without prompting.	
Specific Task	Jimmy works in the library once a week. He is instructed in using his NTT as new students come into the library. The teacher works with Jimmy to become independent at the hello. At first, Jimmy requires the teacher to be beside him and to cue him to use the NTT. The teacher keeps track of the number of students entering the library in five minute intervals and the number of cues required by Jimmy to use the NTT. The cuing is gradually removed and the teacher begins to track the number of times Jimmy initiates the hello independently.	

Student 2: Jennifer	**WC5.1**	Use phrases and/or sentences to convey a thought
Goal	Jennifer will use her Binder Communication System (BCS) to express complete thoughts.	
Specific Task	Jennifer is currently working on responding to questions with a phrase using her BCS. She is able to accurately respond to the questions "Do you want lunch?" and "What job do you want to do?" with the phrases "I want lunch" and "I want to ___ " respectively. She is working on the phrase "I want to go home" as well. Jennifer's teacher keeps data throughout the day on Jennifer's use of complete thoughts and her independence level in doing so.	

Student 3: Kathy	**WC5.1**	Use phrases and/or sentences to convey a thought
Goal	Kathy will write phrases and/or sentences in her daily journal telling about her day.	
Specific Task	Initially, Kathy drew pictures and then told the paraprofessional what she wanted it to say. The paraprofessional wrote for her. Kathy continues to draw pictures in her journal and has begun to write single words to go along with her pictures. Kathy tells the teacher what her pictures "say." The teacher keeps track of the number of phrases and sentences Kathy writes compared to the number she "tells" as well as the level of independence at which she is working.	

Student 4: Jason	**WC4.4**	Use phonetic spelling and/or correct spelling of key words
Goal	Jason will spell key words either correctly or phonetically in daily writing activities.	
Specific Task	Jason completes various journal entries and other daily writing assignments each day. He chooses one assignment each week to share with his teacher and/or class. Jason's teacher has identified a list of key words for Jason. This assignment is then scored for accuracy in the following manner: accurately spelled key words + phonetically spelled key words + incorrect key words = total possible key words. The number of phonetically spelled and correctly spelled words out of the total possible words is used to get a percentage.	

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA -2: reading and evaluating fiction, poetry, and drama.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-2: reading and/or attending to works of fiction, poetry, and drama.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

WP4.2	With assistance, recognize that information has main ideas and supporting details in oral/written texts
IL1.1	Explore and/or develop awareness of a variety of resources
IL2.1	Use pictures to identify information
IL3.1a	Identify main idea
IL4.1	Identify the author
RD1.1	Attend to literacy-based materials
RD1.15	Understand concept of title and know where title is located
RD2.1	Attend purposefully to reading of words/pictures/symbols/objects/actions
RD2.6	Differentiate phonemes of multi-syllable words
RD2.9	Produce rhyming words in spoken language
RD3.2	Use letter/sound association to read single words
RD3.9	Demonstrate conceptual understanding of common prefixes (e.g., re-turn, not ret-urn)
RD3.12	Use the three cueing systems (meaning, syntax, phonics) with assistance to predict words
RD4.1	Read simple text (words/pictures/symbols/objects/actions) containing a small bank of high-frequency words
RD4.6	Read simple text (words/pictures/symbols/objects/actions) applying a rate for reading based on purpose
RD5.5	Know high-frequency synonyms and antonyms
RD5.12	Develop vocabulary by applying knowledge of common roots and prefixes
RP1.2	Preview text and/or pictures
RP1.6	Predict and confirm or reject
RP2.4	Self-question: Who, what, when, where, why, and how?
RP3.1	React to story using vocalizations/gestures/words
RP3.6	Re-enact story by using pictures/symbols/objects/actions
RP4.2	Identify differences between text ideas and own experiences
RC1.2	Locate pictures/illustrations
RC2.2	Attend to sensory details in poetry and prose by indicating appropriate sense
RC2.7	Imitate rhythm patterns
RC3.2	Analyze characters (e.g., good/bad, main/minor)
RC3.10	Predict possible solutions, given choices

Application of Show-Me Standard
Communication Arts 2

Student 1: Jimmy	**RP3.1**	Attend to literacy-based materials
Goal	Jimmy will attend to the reading of a story for 10 minutes. Attending behavior for Jimmy includes looking at the material that is being read. Jimmy's teacher will record in one-minute intervals if Jimmy is attending. If he is not, he will be prompted to return attention to the material.	
Specific Task	During library, the librarian reads to the students from material related to the current science theme of the classroom. As she reads, Jimmy's teacher watches him and records his attention to the book in one-minute intervals for a five-minute period, recording prompts required for Jimmy to maintain his attention. Once Jimmy is able to attend for five minutes, the teacher will begin to work on 10 minutes.	

Student 2: Jennifer	**IL2.1**	Use pictures to identify information
Goal	Jennifer will identify information using pictures. She will learn 25 picture symbols to use with her Binder Communication System (BCS).	
Specific Task	Jennifer has a bank of 12 pictures she can use without prompting to identify activities during the day. She is currently working on pictures to use to select her choice of activities during free time. The activity choices include paint, puzzle, computer, and music. Jennifer selects a picture to indicate the activity she wants to do. If the activity picture she chooses is not the activity she wants, she shakes her head no and frowns. The teacher then shows her the remaining three pictures. This process continues until she nods yes and smiles. The teacher records the number of pictures it takes Jennifer to identify the activity she wants to have.	

Student 3: Kathy	**RD4.1**	Read simple text (words/pictures/symbols/objects/actions) containing a small bank of high-frequency words
Goal	Kathy will read the weekly *News to You* article aloud to one of her classmates.	
Specific Task	Kathy enjoys the *News to You* articles. She is very motivated to read these articles and is becoming more fluent. Kathy reads the article aloud to a classmate who is unable to read the stories. Kathy's teacher identifies which words in the article will be considered to be high-frequency. Her teacher keeps a running record of her reading and records the number correct high-frequency words out of the number of possible high-frequency words.	

Student 4: Jason	**RD5.5**	Know high-frequency synonyms and antonyms
Goal	Jason will identify antonyms and/or synonyms to increase his vocabulary.	
Specific Task	As new vocabulary words are introduced to Jason, he adds them to his personal dictionary. The dictionary includes the word, a picture or icon, and a context clue. Through his science class he has learned hot/cold, high/low, and short/long. He also identifies happy/sad, good/bad, top/bottom, big/large, and happy/glad. Jason's teacher uses a monthly quiz which includes 10 sets of antonyms and 10 sets of synonyms.	

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA- 3: reading and evaluating nonfiction works and materials (such as biographies, newspapers, and technical manuals).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-3: reading and/or attending to nonfiction works and informational material.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

WP4.1	Identify the most important parts of a short text
IL1.2	Identify purpose of resources
IL2.2	Identify key words to find information
IL3.1	Recognize important information
RD1.2	Understand print tells story by attending to and/or reading story
RD1.10	Match pictures to printed words to show printed words represent objects or pictures of objects
RD1.16	Understand punctuation has meaning
RD2.3	Discriminate final sounds of single-syllable words
RD3.1	Demonstrate letter/sound relationships (individual letters and letter clusters)
RD3.8	Use invented spelling to demonstrate understanding of some word sounds
RD3.13	Confirm reading of a word by looking at its parts
RD4.2	Read simple text (words/pictures/symbols/objects/actions) consisting of environmental print
RD5.1	Use base words (e.g., common roots, homophones, homographs)
RD5.6	Use context clues to learn new vocabulary
RD5.11	Use meaningful parts to determine word meaning
RP1.2	Preview text and/or pictures
RP1.7	Set a purpose for reading
RP2.1	Attend to the reading of the story and to the pictures
RP2.6	Visualize (e.g., What does something in the story or article look like?)
RP3.2	Question to clarify understanding: who, what, when, where, and why?
RP3.8	Draw conclusions (e.g., Why did something in the story happen?)
RP4.1	Identify similarities between text ideas and own experiences
RP4.6	Analyze the relationships between text ideas and the real world
RC1.1	Locate title
RC1.7	Identify parts of books
RC4.2	Match information in text (read to student as needed) with pictures or charts
RC4.6	Analyze text features in newspapers and magazines to clarify meaning
RC5.1	Match ideas in text with words/pictures/symbols/objects/actions
RC5.7	Identify simple cause and effect relationships
RC5.11	Make requests/choices in response to information gathered
RC6.2	Follow a simple pictorial or written direction (e.g., icons on a cake mix)

Application of Show-Me Standard
Communication Arts 3

Student 1: Jimmy	**RD1.2**	Understand print tells story by attending to and/or reading story
Goal	Jimmy will attend to the reading of the story, tracking the story with his eyes as the teacher is reading. Jimmy will use his No Touch Talker (NTT) to instruct the teacher to turn the page at the appropriate time.	
Specific Task	During the reading of a story, Jimmy demonstrates attending behavior by using his NTT to instruct the teacher to turn the page. His teacher gives a five-second wait time before prompting. Jimmy's teacher records the number of independent responses and number of opportunities. She also keeps track of the number of prompts required when there was not an independent response.	

Student 2: Jennifer	**RD1.10**	Match pictures to printed words to show printed words represent objects or pictures of objects
Goal	Jennifer will match five words to pictures and/or objects.	
Specific Task	Jennifer is working on the words book, pencil, toothbrush, glass, and spoon. Jennifer is shown a word and two pictures. She chooses the picture to match the word. Jennifer matches the words glass and spoon to the correct pictures without any prompts. Her teacher records either an independent response or prompted response. For prompted responses, the most intrusive prompt required is recorded.	

Student 3: Kathy	**RP3.2**	Question to clarify understanding: who, what, when, where, and why?
Goal	Kathy will answer comprehension questions about material she reads or material that is read to her.	
Specific Task	Kathy enjoys the weekly newspaper *News to You*. After reading the material, Kathy answers the questions about the story. She has difficulty with the what and when questions but answers the who and where questions correctly. The teacher records the number correct/number opportunities. She is also keeping track of the types of questions she answers correctly.	

Student 4: Jason	**RC6.2**	Follow a simple pictorial or written direction (e.g., symbols/icons on a cake mix)
Goal	Jason will follow directions written with words and/or symbols to complete various activities.	
Specific Task	Jason really enjoys the weekly cooking activities with his classmates. Jason's directions for the weekly recipe are written with a combination of words and icons. As his word recognition increases, icons are removed leaving only the direction words. Jason's teacher collects data on the number of steps in the recipe that Jason is able to follow independently.	

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA -4: writing formally (such as reports, narratives, and essays) and informally (such as outlines and notes).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-4: using objects, pictures, symbols, or written words to express thoughts.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

WP1.2	Explore a variety of graphic organizers and their purposes
WP1.7	Edit text, including capitalization and punctuation
WP2.1	Plan story with a beginning using personal experiences
WP2.5	Include a character in a setting
WP2.9	Attend to descriptions of objects
WP2.14	Describe differences using color, shape, and size
WP3.1	Express wants or needs
WP3.4	Write directions using words/pictures/symbols/objects/actions
WP4.4	Using words/pictures/symbols/objects/actions, write the main ideas in summary form
WP5.1	Identify who the writing is for
WP5.5a	Provide one main idea in a topic sentence
IL3.1b	Identify supporting details

Application of Show-Me Standard
Communication Arts 4

Student 1: Jimmy	**WP3.1**	Express wants or needs
Goal	Jimmy will use the BigMac Communicator (BMC) to indicate his want/need for lunch and to go home.	
Specific Task	Jimmy will indicate he is ready for lunch or to go home by hitting his BMC. His BMC is programmed to say, "I'm ready." The teacher will ask the question (i.e., "Do you want lunch?"). Initially, Jimmy required hand-over-hand assistance to hit the BMC. He is currently hitting his BMC with hand-over-wrist assistance. The teacher records the prompt required for each opportunity.	

Student 2: Jennifer	**WP3.1**	Express wants or needs
Goal	Jennifer will express wants or needs using her Binder Communication System (BCS).	
Specific Task	Jennifer has a bank of 12 pictures she can use without prompting to identify activities during the day. She is currently working on pictures to use to select her choice of activities during free time. The activity choices include paint, puzzle, computer, and music. The teacher records the number of pictures it takes Jennifer to identify the activity in which she wants to participate.	

Student 3: Kathy	**WP2.14**	Describe differences using color, shape, and size
Goal	Kathy will describe items observed including color, shape, and size.	
Specific Task	In science class, Kathy works with a partner to complete experiments. For example, during a unit on plants, the students planted seeds and placed them in different environments. Working with her partner, Kathy described the plants in her weekly plant journal. The teacher records both the number of details given as well as their accuracy.	

Student 4: Jason	**WP4.4**	Using words/pictures/symbols/objects/actions, write the main ideas in summary form
Goal	Jason will summarize the main ideas from stories or articles.	
Specific Task	Each week, Jason reads the *News to You* article on the computer with a partner. After reading an article, Jason and his partner work together to complete a comprehension activity, usually a set of comprehension questions. He then fills in a graphic organizer with the main idea of each paragraph for the article. He receives one point for each accurate main idea in the organizer.	

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA-5: comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, and multi-media productions).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-5: attending and/or responding to oral and visual presentations.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

LS1.1	Attend and listen for enjoyment
LS1.5	Attend and listen for directions to complete a two- or three-step task
LS2.1	Use appropriate body language and facial expressions to indicate reactions
IL5.1	Attend to oral and/or visual media
IL5.3	Explain oral and/or visual media

Application of Show-Me Standard
Communication Arts 5

Student 1: Jimmy	**IL5.1**	Attend to oral and/or visual media
Goal	Jimmy will attend to the reading of a story for 10 minutes. Attending behavior for Jimmy includes looking at the material that is being read. Jimmy's teacher will record in one-minute intervals whether or not Jimmy is attending. If he is not, he will be prompted to return attention to the material.	
Specific Task	During library, the librarian reads to the students from material related to the current science theme of the classroom. As she reads, Jimmy's teacher watches him and records his attention to the book in one-minute intervals for a five-minute period, recording prompts required for Jimmy to maintain his attention. Once Jimmy is able to attend for five minutes, the teacher will begin to work on 10 minutes.	

Student 2: Jennifer	**LS1.1**	Attend and listen for enjoyment
Goal	Jennifer will attend to a 10-minute video or a book that is read aloud.	
Specific Task	Jennifer listens to a story or watches a video for an average of seven minutes before she loses focus and needs to be redirected. She attends better to a read-aloud than a video. Jennifer's teacher redirects her with a slight touch of her hand. The teacher records the amount of time Jennifer attends before needing a prompt. Then, she records the number of prompts to keep her focused for the duration of the video or read-aloud (up to 10 minutes).	

Student 3: Kathy	**LS1.5**	Attend and listen for directions to complete a two- or three-step task
Goal	Kathy struggles to follow oral directions without picture cues. She can follow three-step directions with visual prompts. Kathy will follow two-step directions without a picture cue.	
Specific Task	Kathy's teacher works with her to follow the directions for science experiments. Kathy currently completes the first step of directions without a cue. Kathy is given 10 seconds to begin the second step before a visual cue is given (i.e., teacher points to material for second step). The teacher continues cueing until Kathy is able to follow the second step of the directions. The teacher records a (+) for independent and a (-) for steps not completed independently.	

Student 4: Jason	**IL5.3**	Explain oral and/or visual media
Goal	Jason will watch short (two- to five-minute) news clips that have been videotaped and answer a series of five questions about what he has watched.	
Specific Task	Jason watches the short news clips. His teacher then asks him five questions about what he has watched. Jason's teacher records the answers and corrects them for accuracy.	

Show-Me Standard: Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

CA-6: participating in formal and informal presentations and discussions of issues and ideas.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential receptive and expressive communication skills by:*

Alt CA-6: participating in communicative exchange/interaction.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

LS1.2	Attend and listen for information
LS1.6	Attend and listen to identify tone, mood, and/or emotion of verbal and non-verbal communication
LS2.1	Use appropriate body language and facial expressions to indicate reactions
LS3.1	Use physical means to respond
LS3.7	Use simple phrases and/or sentences
LS3.11	Use appropriate volume and maintain clear focus and pace
LS4.2	Identify a task that requires more than one step
LS4.4	Identify that directions are the steps to complete a task

Application of Show-Me Standard
Communication Arts 6

Student 1: Jimmy	**LS3.1**	Use physical means to respond
Goal	Jimmy will respond to questions using his BigMac Communicator (BMC).	
Specific Task	Jimmy will indicate he is ready for lunch or to go home by hitting his BMC. His BMC is programmed to say, "I'm ready." The teacher will ask the question (e.g., "Do you want lunch?"). Initially, Jimmy required hand-over-hand assistance to hit the BMC. He is currently hitting his BMC with hand-over-wrist assistance. The teacher records the prompt required for each opportunity.	

Student 2: Jennifer	**LS3.7**	Use simple phrases and/or sentences
Goal	Jennifer will use her Binder Communication System (BCS) to express complete thoughts.	
Specific Task	Jennifer is currently working on responding to questions with a phrase using her BCS. She is able to accurately respond to the questions "Do you want lunch?" and "What job do you want to do?" with the phrases "I want lunch" and "I want to ___" respectively. She is working on the phrase "I want to go home" as well.	

Student 3: Kathy	**LS3.7**	Use simple phrases and/or sentences
Goal	Kathy will respond to interactions from others with phrases and/or sentences.	
Specific Task	Kathy responds to interactions from others with one- and two-word replies. For example, if someone says, "Hello, Kathy. How are you?" her response might be, "Good." Her teacher will prompt her with an additional word such as, "I am____." Her teacher collects data on the number of phrases she uses independently and the number of prompts required to get a phrase or sentence response.	

Student 4: Jason	**LS3.11**	Use appropriate volume and maintain clear focus and pace
Goal	During oral presentations, Jason will speak clearly with appropriate volume and stay on topic.	
Specific Task	Jason chooses one journal entry or other "written" assignment each week to share with his classmates. He tends to rush through his presentation and is very difficult to hear. During his presentations his teacher uses an oral speaking rubric to track his progress. Jason is prompted to slow down and/or speak more loudly as needed. His rubric score is based on the number of prompts required.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-1: addition, subtraction, multiplication, and division and other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-1: counting and grouping strategies, number sense, addition, subtraction, estimation, and application used to solve problems encountered in the activities of daily living.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

NO1.0	Explore quantity using manipulatives
NO1.4	Represent and number collections of items
NO1.6	Represent a number or quantity
NO1.18	Recognize or request more and less of something (e.g., which glass has more)
NO1.26	Associate the number 0 with empty sets
NO2.1	Demonstrate an understanding of a whole unit
NO2.6	Compare fractions by comparing portions with two area models
NO2.10	Identify percent notation
NO3.1	Demonstrate that one symbol can represent the whole amount (cardinality)
NO3.9	Represent quantities in different ways (e.g., 14=7 + 7; 14=9 + 5)
NO4.2	Skip count by 5's and 10's using concrete and semi-concrete materials
NO4.6	Show multiples of a number by skip counting
NO5.1	Nonverbally demonstrate combining problems
NO5.7	Represent multiplication situations with arrays or sets
NO6.1	Verbally describe and demonstrate combining and separating problems
NO6.3	Use representation such as concrete materials or pictures to describe multiplication and/or division problems
NO7.1	Recognize 3+5=5+3 (commutative of addition)
NO8.1	Represent a number or quantity
NO8.8	Communicate three digit numbers
NO8.17	Make change from $1.00 or less
NO9.1	Use concrete materials (cubes) to show one or two more or less than the original number
NO9.9	Show multiples of a number by skip counting (e.g., skip counting on a 100's chart)
NO11.2	Identify more or less
NO11.6	Estimate a solution to a multiplication and/or division problem
NO12.2	Show proportion using a real life situation
ME3.1	Identify coins
ME3.4a	Select needed coins or bills to make a purchase

Application of Show-Me Standard
Mathematics 1

Student 1: Jimmy	**NO1.6**	Represent a number or quantity
Goal	Jimmy will match numbers to quantities up to five.	
Specific Task	Jimmy's teacher is working with him to identify numbers and the quantities they represent up to five. The teacher counts a set of objects with Jimmy. She then holds up two numbers. Jimmy chooses the number by eye gaze. His teacher always prompts him to the correct number and she records the number of prompts required to get the correct number. He is able to correctly and independently identify the numbers one and two with 80% accuracy and is working on the number three.	

Student 2: Jennifer	**ME3.1**	Identify coins
Goal	Jennifer will identify the penny, nickel, dime, and quarter.	
Specific Task	Jennifer likes to shop at the school store. She carries her coin purse with her. The store clerk tells Jennifer what coins she needs and Jennifer has to locate the correct coin. The coins are on her tray and she looks to the one she wants. The teacher records the number of prompts required for Jennifer to identify the correct coins. She recognizes the penny and nickel but is still working on the dime and quarter.	

Student 3: Kathy	**NO4.2**	Skip count by 5's and 10's using concrete and semi-concrete materials
Goal	Kathy will skip count by 5's and 10's using coins up to 100.	
Specific Task	Kathy works in the school store once a week. Her job is to count the money the students give her. She sorts out the coins and then counts each set. She is able to count nickels by 5's up to 20 and dimes by 10's up to 40 without prompts. Another student working in the store counts with Kathy, prompting her as needed. Her teacher records how high she counts without prompts.	

Student 4: Jason	**ME3.4a**	Select needed coins or bills to make a purchase
Goal	Jason will use the correct coins and/or bills to make a purchase.	
Specific Task	Jason practices counting out varying amounts of money for different purchases, including grocery shopping, buying lunch, and shopping at the school store. Data is taken once a week at random times and from different activities. Once Jason has chosen his items and given them to the "clerk," he counts out the correct money for the purchase. Jason does very well with dollar amounts but struggles with the coins. Data is taken on the number and type of prompts required as well as Jason's accuracy in using the coins and bills.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-2: geometric and spatial sense involving measurement (including length, area, and volume), trigonometry, and similarity and transformation of shapes.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-2: applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

AR3.1a	Given a class of objects, engage with informal sorting experiences
GS1.1a	Use 2-D shapes for informal play (e.g., pattern blocks)
GS1.2c	Represent a 2-D shape by its attributes
GS1.3b	Informally describe, compare, and/or sort 3-D objects
GS2.1a	Use shapes in isolation (concrete or semi-concrete) to make a picture (e.g., use pattern blocks or paper pattern blocks to make a picture)
GS2.2c	Predict the results of putting together 3-dimensional shapes (geo-blocks)
GS3.1b	Use directions with positional descriptions to identify location of objects in space
GS3.2c	Draw a simple sketch map of familiar area
GS3.3d	Use coordinate labels to locate objects or pictures in simple situations
GS4.1a	Move shapes informally to compare their parts and size
GS4.2	Predict outcomes of transformations on 2-D shapes
GS5.1	Recognize, create, and/or identify symmetry
GS6.1a	Observe and explore geometric solids
GS6.1g	Identify the different perspectives (views) of the 3-D shape or structure
DP2.1b	Engage in sorting activities that focus with identified attributes of objects
ME1.1b	Compare and communicate weight of two objects directly using language such as “heavier,” “lighter”
ME1.1h	Use appropriate unit for the attribute being measured
ME2.1c	Begin to describe passage of time using terms such as “today,” “yesterday,” “tomorrow”
ME2.2e	Tell time
ME4.1e	Engage in experiences to connect number with weight using balance and spring scales
ME4.2	Use tools to measure (size, temperature, time, weight, and capacity) to the nearest unit

Application of Show-Me Standard
Mathematics 2

Student 1: Jimmy	**GS1.1a**	Use 2-D shapes for informal play (e.g., pattern blocks)
Goal	Jimmy will explore pattern blocks with prompting as needed for up to five minutes.	
Specific Task	Jimmy has difficulty attending to objects or activities for extended time periods. Initially, Jimmy did not attempt to explore the shapes so his teacher assisted him using hand-over-hand prompts. Now, Jimmy's teacher uses hand-over-wrist to prompt Jimmy to explore the blocks. He manipulates the blocks with his hand for one minute.	

Student 2: Jennifer	**DP2.1b**	Engage in sorting activities that focus with identified attributes of objects
Goal	Jennifer will sort objects by single attribute.	
Specific Task	Jennifer is working on learning to sort the laundry by colors. When shown an item, she is to look at the basket where she wants the item put. Currently, she is given only two baskets from which to choose. For example, she will sort white and blue towels into a white basket and a blue basket. When she is able to do this correctly for all 10 items, the colored baskets will be replaced by cardboard boxes, thus removing a cue for her. The teacher records the number correctly sorted independently.	

Student 3: Kathy	**ME4.2**	Use tools to measure (size, temperature, time, weight, and capacity) to the nearest unit
Goal	Kathy will use tools to accurately measure temperature, weight, and time when completing science labs.	
Specific Task	During weekly science labs, Kathy completes different measurements according to the activity. She correctly weighs items but needs assistance when measuring time and temperature. Her teacher records the measurement unit and both Kathy's measurement and the actual measurement.	

Student 4: Jason	**ME2.2e**	Tell time
Goal	Jason will identify time to the 15 minutes on an analog clock.	
Specific Task	Jason's daily schedule uses icons/words and time written in standard form (e.g., 10:30). Jason matches the time on the schedule to the analog clock in the classroom to follow the schedule. He is able to independently match time to the hour and ½ hour. He has difficulty with time to the ¼ hour. His teacher keeps track of the times on the schedule he identifies independently.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-3: data analysis, probability, and statistics.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-3: gathering and using quantitative information.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

DP1.1a	Identify what information would be interesting to know (e.g., favorite TV show, ice cream, etc.)
DP1.2a	Attend to another person collecting and recording data
DP1.2g	Collect data by observing
DP2.1a	Given a class of objects, engage with informal sorting experiences
DP3.1a	Attend to charts, graphs, or tables
DP3.2b	Make observational statements about the data (e.g., identifying one category in data set has the most)
DP4.1a	Indicate an understanding of comparison words to describe collections in the school setting
DP4.1e	Compare categories of data using comparison words (e.g., more boys than girls wear jeans)
DP5.1b	Identify graphical representation for a data set
DP6.1b	Discuss events related to the student's experiences using prediction language such as "likely" and "unlikely"
DP7.1a	Attend to another person using a chance device (e.g., spinner) and to a person recording outcomes of a chance device
DP7.1d	Participate in activities involving chance

Application of Show-Me Standard
Mathematics 3

Student 1: Jimmy	**DP7.1d**	Participate in activities involving chance
Goal	Jimmy will participate in games in the classroom involving the use of a spinner. Jimmy will spin the spinner with assistance as needed.	
Specific Task	Jimmy enjoys playing games with his typical peers. He especially likes to play the game Twister. He is the spinner for the game. Even though he initially required hand-over-hand to spin the spinner, he is now able to spin with hand-over-elbow assistance. A peer calls out the moves as Jimmy spins. The students try to predict what the spinner will land on, the likelihood or chance of a specific item, and the accuracy of their predictions.	

Student 2: Jennifer	**DP1.2g**	Collect data by observing
Goal	Jennifer will observe and correctly identify the daily weather.	
Specific Task	Each day, the class observes the weather and the students take turns identifying the weather symbol for the day. Jennifer selects the correct weather symbol from a field of three. She is able to correctly identify sunny and rainy. Cloudy has been introduced. The teacher records independent and prompted responses.	

Student 3: Kathy	**DP3.2b**	Make observational statements about the data (e.g., identifying one category in data set has the most)
Goal	After collecting data during various activities, Kathy will give description statements about the data.	
Specific Task	Kathy participates in data collection during various activities throughout her day, including science class, daily weather charting, and mathematics graphing. Once a week Kathy completes a data comparison assignment for one of the graphing activities. For example, at the end of a month, she completes a comparison activity on the weather graph (e.g., What weather did we have most often?). Her teacher records the number of opportunities and accurate responses.	

Student 4: Jason	**DP6.1b**	Discuss events related to the student's experiences using prediction language such as "likely" and "unlikely"
Goal	Jason will make predictions based on personal experience.	
Specific Task	Jason participates in science class with his typical peers. He enjoys the experiments and other hands-on science activities. His teacher focuses on assisting Jason to make predictions based on previous experience and information. Jason is asked to explain his predictions and his teacher scores his use of prediction language.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-4: patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-4: recognizing, extending, creating, and analyzing patterns; classifying objects and representations; representing and describing mathematical situations (with and without manipulatives); using mathematical models; and analyzing change in the environment.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

AR1.1a	Engage in pattern-related activities in the everyday environment (e.g., sound, movement, visual)
AR 1.1d	Recognize simple repeating (A,B and A, B, C) patterns with concrete materials (e.g., blue cube, red cube, blue cube, red cube)
AR1.1j	Recognize a growing numeric pattern with tables, charts, or graphs (e.g., counting sequence pattern, such as skip-counting on a hundreds chart)
AR1.1l	Recognize two patterns as being the same, such as "blue, blue, red, blue, blue, red" is the same as "clap, clap, step, clap, clap, step" (i.e., both have the AABAAB form)
AR2.1b	Create a simple growing pattern with concrete or semi-concrete representation
AR2.2a	Describe a simple repeating pattern
AR2.2e	Predict "what comes next" for a growing pattern
AR4.1a	Use objects, pictures, words, or numbers to represent a mathematical situation
AR4.1f	Find missing addends represented in a number sentence
AR6.1a	Use pictures, objects, or symbols to enact stories or model situations involving whole numbers
AR7.1a	Recognize change in the environment (e.g., taller, colder, darker, or heavier)
AR7.1d	Identify some changes are predictable and others are not

Application of Show-Me Standard
Mathematics 4

Student 1: Jimmy	**AR1.1d**	Recognize simple repeating (A,B and A, B, C) patterns with concrete materials (e.g., blue cube, red cube, blue cube, red cube)
Goal	Jimmy will identify the next piece of a repeating pattern (ABAB, ABCABC) during classroom activities.	
Specific Task	The calendar in the classroom is completed with numbers on pattern pieces in an ABAB pattern. The children take turns identifying the correct piece to add to the calendar. Jimmy is not able to recognize the numbers, but he is doing very well in choosing the correct pattern piece. He eye gazes to the pattern piece he thinks should be next and correctly identifies the correct piece from a field of two with 75% accuracy.	

Student 2: Jennifer	**AR7.1a**	Recognize change in the environment (e.g., taller, colder, darker, or heavier)
Goal	Jennifer will identify the temperature as being hotter or colder from the previous day during the classroom weather observations.	
Specific Task	After recording the temperature each day, Jennifer and her teacher discuss if it feels colder or hotter than the day before. This is very difficult for Jennifer. Usually, the teacher ties the question to the kind of coat or jacket Jessica wore to school. If there is a big difference in the temperature, Jennifer does OK. She will describe the environmental change by choosing the kind of coat she wore that day from a field of two. The teacher records the number correct out of the number of opportunities (e.g., three of five days).	

Student 3: Kathy	**AR4.1a**	Use objects, pictures, words, or numbers to represent a mathematical situation
Goal	Kathy will count different given items and represent the items with a number sentence that includes the correct signs, correct number of items, and correct answer.	
Specific Task	In her inclusion classroom, Kathy alternates with other students to do two different jobs: attendance and lunch count. For attendance, Kathy writes a number sentence indicating the number of girls + number of boys=total number of students. The lunch count includes hot and cold lunches. For both of these, the students have cards they move to the correct spot ("here" pocket for attendance and "hot/cold" pockets for lunch). Kathy counts the cards, writes the number sentence, and turns it in to the teacher. Each number sentence is worth five points, one for each correct number and one point each for the correct signs.	

Student 4: Jason	**AR4.1a**	Use objects, pictures, words, or numbers to represent a mathematical situation
Goal	Jason will solve problems by creating a mathematical equation.	
Specific Task	Jason works to solve real life problems by creating the number sentence required. He then uses a calculator to solve it. All of the problems are presented to Jason within the context of an activity. For example, during cooking class Jason determines the amount of each item needed and then what the total will be. He writes the number sentence and solves it. He receives five points per problem.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-5: mathematical systems (including real numbers, whole numbers, integers, and fractions), geometry, and number theory (including primes, factors, and multiples).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-5: using the relationships between whole numbers, fractions, and shapes in real-life situations.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

NO6.1b	Subtract some items from a larger set
NO6.2a	Use sums to six and corresponding differences
NO7.2	Recognize that when adding three or more numbers it does not matter whether the first pair or the last pair is added first (associative for addition)
NO10.2	Use concrete materials to show addition or subtraction with two-digit multiples of ten
NO10.6	Recognize grouping situations
NO10.12	Compute with the operations of multiplication and/or division
AR5.1	Recognize 3+5=5+3 (commutative of addition)
ME2.1a	Participate in calendar activities and start to identify days, months, and years
ME2.1g	Develop concepts of "how long" for time units (e.g., second, minute, hour)
ME2.2b	Time familiar events in one's life with a timer
ME2.2e	Tell time
ME3.1a	Match or identify a penny
ME3.2	Know value of coins
ME3.3c	Find possible combinations of coins to equal 25 cents and 50 cents
ME3.3g	Make change
ME4.1a	Compare and communicate length of two objects directly using language such as "bigger," "smaller," longer," etc.
ME4.1i	Use appropriate unit for the attribute being measured

Application of Show-Me Standard
Mathematics 5

Student 1: Jimmy	**ME2.1a**	Participate in calendar activities and start to identify days, months, and years
Goal	Jimmy will attend to/participate in calendar activities in the classroom including identifying the day of the week, month, and date.	
Specific Task	During calendar time, Jimmy takes turns with his classmates in identifying the day of the week. Jimmy chooses from a field of two using eye gaze to select his choice. At this time, Jimmy's teacher uses a proximity prompt for Jimmy.	

Student 2: Jennifer	**ME3.2**	Know value of coins
Goal	Jennifer will identify the penny, nickel, dime, and quarter and their values.	
Specific Task	Jennifer likes to shop at the school store. She carries her coin purse with her. The store clerk tells Jennifer what coin she needs (e.g., five cents, one cent, etc.) and Jennifer has to locate the correct coin. The coins are on her tray and she looks to the one she wants. The teacher records each coin as correct or incorrect. She identifies the one-cent and five-cent coin but is still struggling with the 10-cent coin.	

Student 3: Kathy	**ME2.2e**	Tell time
Goal	Kathy will follow her daily schedule with the time written in hours and minutes (e.g.,10:30).	
Specific Task	Initially, Kathy's schedule included both a clock face with the time and the time written in hours and minutes (e.g.,10:30) for each activity icon. (The written time is on a separate card and placed over the clock face.) As she masters a time, her schedule is modified by the removal of the clock face, leaving only the written version. Kathy currently has written time for all of the o'clocks. The teacher records the number of times she is able to use the written version without looking at the clock face. She is currently at 100% accuracy on the hour and 60% on the half-hour. Kathy's level of independence on this activity is also tracked.	

Student 4: Jason	**ME3.3g**	Make change
Goal	Jason will make change from $1.00 using any combination of coins.	
Specific Task	Jason has two different school jobs that involve making change. He works in the school store at the register and in the cafeteria at the beverage area. He is assisted by a partner as needed. His teacher collects data once a week. She records the correct amount of money needed, how much money he counts independently, and the number of prompts required to get the correct change.	

Show-Me Standard: Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

M-6: discrete mathematics (such as graph theory, counting techniques, and matrices).

Alternate interpretation of the Show-Me Standard: *Students will acquire essential quantitative concepts and skills which include:*

Alt M-6: using comparison, sequencing, counting, and classifying to solve problems related to daily living.

Sample Alternate Performance Indicators

(For a full list, refer to the Alternate Grade-Level Expectations for the content area)

NO1.1b	Recognize a small collection (up to four items)
NO1.2a	Start counting sequence with one (e.g., one, two…)
NO1.3b	Keep track of counted and uncounted objects so that each object is tagged only once
NO1.4a	Show 1 to 100 items and beyond
NO1.5	Flexibly cite numbers for counting
NO1.8	Identify/recognize numerals 1-10 (e.g., is able to point out a five given a choice of numbers)
NO1.17	Identify the larger of two written numbers
NO1.20	Use counting to compare two quantities (up to four items) as same or more
NO1.25	Identify the larger of two written numbers
AR3.1b	Engage in sorting activities that focus with identified attributes of objects
AR5.2	Recognize that when adding three or more numbers it does not matter whether the first pair or the last pair is added first (associative for addition)
ME2.1d	Start to understand time is the duration of an event from beginning to end
ME2.2d	Identify time for an event that is one hour away from the actual time
ME3.1c	Match or identify a dime
ME3.2d	Identify the value of a quarter as 25 pennies
ME3.3b	Add collections of like coins together to a sum no greater than $1.00
ME3.3e	Add coins together to $1.00
ME4.1b	Compare length transitively (length of two objects can be compared by representing each using string or paper strips)
ME4.1f	Select and identify appropriate tool for the attribute being measured

Application of Show-Me Standard
Mathematics 6

Student 1: Jimmy	**NO1.1b**	Recognize a small collection (up to four items)
Goal	Jimmy will recognize sets of items up to four.	
Specific Task	Jimmy and his teacher work on number collections during different times of the day. He counts items with his teacher to identify how many are in a group. He currently recognizes sets of two correctly and is working on identifying a set of three. He requires hand-over-hand assistance to count the items. He then uses eye gaze to identify the group number.	

Student 2: Jennifer	**NO1.8**	Identify/recognize numerals 1-10 (e.g., is able to point out a five given a choice of numbers)
Goal	Jennifer will identify the numerals 1-10 when given a choice from a field of three.	
Specific Task	Jennifer works on identifying the correct number to show how many students are present on the day her job is to take attendance. With the help of the teacher, Jennifer takes role. She then counts the number of students and selects the card with the matching number. She then gives the card to the teacher for the attendance chart. The teacher keeps track of the correct responses out of the total opportunities. If a response is incorrect, she is prompted to the correct one and the number of prompts is then recorded.	

Student 3: Kathy	**ME3.3b**	Add collections of like coins together to a sum no greater than $1.00
Goal	Kathy will add sets of like coins up to $1.00.	
Specific Task	Kathy works in the school store once a week. Her job is to count the money the students give her. She sorts out the coins and then counts each set. She is able to count nickels by fives up to 20 and dimes by 10s up to 40 without prompts. Another student working in the store counts with Kathy, prompting her as needed. Her teacher records how high she counts without prompts.	

Student 4: Jason	**ME3.3e**	Add coins together to $1.00
Goal	Jason will add coin amounts up to and including $1.00.	
Specific Task	Jason has two different school jobs that involve making change and/or counting coins. He works in the school store at the register and in the cafeteria at the beverage area. He is assisted by a partner as needed and also uses a calculator to add up purchases. His teacher collects data once a week. She records the correct amount of money needed, how much money he counts independently, and the number of prompts required to get the correct amount.	