

WEST VIRGINIA  
SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA  
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, § 2, and W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§ 29A-3B-1, et seq.; W. Va. Board of Education  
v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES \_\_\_\_\_ NO X

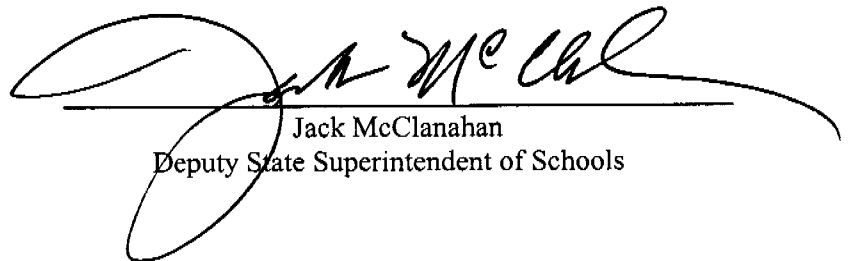
IF YES, SERIES NUMBER OF RULE BEING AMENDED: \_\_\_\_\_

TITLE OF RULE BEING AMENDED: \_\_\_\_\_

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44P

TITLE OF RULE BEING PROPOSED: Alternate Academic Achievement Standards  
for West Virginia Schools (2520.16)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS December 14, 2005.



Jack McClanahan  
Deputy State Superintendent of Schools

**126CSR44P**

**EXECUTIVE SUMMARY**

**FOR**

**WEST VIRGINIA BOARD OF EDUCATION POLICY**

**Policy Number and Title:** Policy 2520.16 Alternate Academic Achievement Standards for West Virginia Schools

**Background:**

Policy 2520.16 defines the alternate academic achievement standards for students with the most significant cognitive impairments as required by Policy 2510 and the federal No Child Left Behind Act.

**Reasons for New Policy:**

No Child Left Behind requires that a State adopt challenging alternate academic achievement standards that are linked to the State's grade-level academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

The West Virginia Alternate Assessment, under revision, must align with the State's alternate academic achievement standards.

**Impact:**

Students with the most significant cognitive disabilities will have instruction that is precisely linked to the West Virginia Content Standards and Objectives.

Assessment of students with the most significant cognitive disabilities will be accomplished through a technically sound instrument that is aligned with established instructional standards.

Substantial professional development must occur with teachers of this population of students so that instructional goals can be appropriately designed.

**Response to Comments:**

- Seventeen comments were received. Respondents included teachers, Higher Education Faculty and Special Education Administrators.
- One response was accepted. This recommended that the performance descriptor levels be named consistent with the performance descriptors for general education, i.e., Above Mastery, Mastery, Partial Mastery, and Novice. These changes are now reflected in the policy.
- Comments related to the design of the alternate assessment will be forwarded to the Office of Student Assessment Services.

126CSR44P

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44P  
ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS  
FOR WEST VIRGINIA SCHOOLS (2520.16)

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**§126-44P-1. General.**

1.1. Scope. West Virginia Board of Education 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.16 defines the alternate academic achievement standards across grades 3 – 8 and 10 in reading/language arts and in mathematics for students with the most significant cognitive disabilities and is inclusive of existing content standards, extended standards, and performance descriptors as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. November 14, 2005.

1.4. Effective Date. December 14, 2005.

1.5. Repeal of former rule. None. This is a new rule.

**§126-44P-2. Purpose.**

2.1. This policy defines the alternate academic achievement standards for the program of study required by Policy 2510 for students with the most significant cognitive disabilities, i.e., those who are typically assessed with the West Virginia Alternate Assessment.

**§126-44P-3. Incorporation by Reference.**

3.1. *The West Virginia Extended Academic Content Standards and Performance Descriptors* in reading/language arts and in mathematics across grades 3 – 8 and 10 is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Special Education.

## 126CSR44P

3.2. Summary (of Alternate Academic Achievement Standards.) The West Virginia Board of Education has the responsibility for establishing high quality educational standards for all education programs (W.Va. Code §18-9A-22). The alternate academic achievement standards provide a framework for teachers of students with the most significant cognitive disabilities to teach skills and competencies essential for independent living, employment, and postsecondary education. Policy 2520.16 links the existing content standards in reading/language arts and in math with the extended standards and includes performance descriptors that are aligned with the extended standards. These performance descriptors will be the basis for setting cut scores for the Alternate Assessment. The extended standards and performance descriptors included in Policy 2520.16 are applicable for students with the most significant cognitive disabilities, i.e., students who are assessed with the West Virginia Alternate Assessment

### **§126-44P-4. Severability.**

4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

***West Virginia Extended Academic Content Standards  
and Performance Descriptors***

**for**

**Students with the Most Significant Cognitive Disabilities**

**Incorporating**

**Reading and English Language Arts and Mathematics  
Grades 3 - 8 and 10**

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## Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.16: Alternate Academic Achievement Standards for students with the most significant cognitive disabilities.

A committee of general educators, special educators, and content specialists from across the state and the WVDE gathered to determine the essence of the content standards for reading/language arts and for math for grades 3 – 8 and 10 so that appropriate grade level extended standards could be developed for this population and performance descriptors could be defined. The committee's work was guided by the federal requirement that, for this population, the State must adopt challenging academic achievement standards that are linked to the State's grade-level academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

Throughout the process, the committee was sensitive to the requirement to include for each content area at least three levels of achievement. They ultimately included four levels of achievement. Descriptions of the competencies associated with each achievement level were also produced by the committee.

The essence of the content standards, extended standards, and performance descriptors included here combine to give teachers a powerful resource for planning instruction. Identification of the essence of the standards, derivation of the extended grade level standards that are appropriate for this group of students and creation of grade level performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on keeping expectations high, acquiring mastery of skills that are essential for independent living, and offering students with significant cognitive disabilities in West Virginia rigorous and challenging instruction.

This policy is unique in that it combines both reading/language arts and math standards. The West Virginia Content Standard in each of those areas for grades 3 – 8 and 10 is shown specifically and is then followed with the essence of the standard, the extended grade level standard, and then the performance descriptor which answers the question "How well does the student perform on the extended standard at any given grade level?"

**Steven L. Paine**  
**State Superintendent of Schools**

## Explanation of Terms

**Alternate Academic Achievement Standards** encompass the essence of State Content Standards, their linked extended standards, performance levels, performance descriptors aligned with the extended standards, and cut scores based on these extended standards and performance descriptors. As with State Content Standards, Alternate Academic Achievement Standards describe the level students with the most significant cognitive disabilities must reach to achieve proficiency on the extended standards when they complete their formal education.

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

**Extended Standards** evolve from the essence of the standard, which provides linkage to the fundamental content of the State Content Standard. This extension ensures that students with the most significant cognitive disabilities have access to, and make progress in, the general curriculum.

**Performance Descriptors** describe, in narrative format, how students demonstrate achievement of the extended standards. Four performance levels have been proposed for West Virginia's alternate academic achievement standards: Above Mastery, Mastery, Partial Mastery, and Novice. **Mastery is considered to be demonstrated at Levels III and IV** and is identified as meeting the proficient level specified in *No Child Left Behind*.

A general description of each of these categories is included below:

- **Level IV: Above Mastery**  
A student at this level performs complex tasks without assistance, i.e., independently.
- **Level III: Mastery**  
A student at this level performs tasks without assistance and is considered progressing toward independence.
- **Level II: Partial Mastery**  
A student at this level performs tasks with assistance.
- **Level I: Novice**  
A student at this entry level attempts to perform tasks with assistance.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance descriptors are also used to categorize and explain student performance on statewide assessment instruments.

#### Numbering of Extended Standards

The number for each extended standard is composed of five parts, each part separated by a period:

- The content area code is MA for Mathematics or RLA for Reading/Language Arts
- The grade level
- The Content Standard number
- The letter ES, for Extended Standard; and
- The Extended Standard number

Illustration: MA.10.1.ES.2: Mathematics, Grade 10, Standard 1, Extended Standard 2

#### Numbering of Performance Descriptors

The number for each group of four performance descriptors is composed of five parts, each part separated by a period:

- The content area is MA for mathematics or RLA for Reading/Language Arts;
- The letters PD, for Performance Descriptor;
- The grade level,
- The Content Standard number; and
- The Extended Standard number.

Illustration: RLA.PD.7.1.ES.1: Reading/Language Arts, Performance Descriptor, Grade 7, Standard 1, Extended Standard 1

#### Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.16 is available on the Web, each standard, each objective, and each group of four performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.16 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that particular versions of Policy 2520.1 and Policy 2520.2 are approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.16 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.16 are revised, UENs will be changed to reflect the new approval date.

UENs facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

#### **Alternate Academic Achievement Standards – Policy 2520.16**

Alternate academic achievement standards clarify appropriate knowledge and skills in reading/language arts and in mathematics for students with the most significant cognitive disabilities. These students are assessed with the West Virginia Alternate Assessment. The extended grade level standards distill the essence of the three reading/language arts and five mathematics standards that are included in the West Virginia Content Standards and then link extensions of those standards that are appropriate for this group of students. Performance descriptors for each grade describe observable behavior that meets Novice, Partial Mastery, Mastery and Above Mastery requirements. Cut scores based on the extended standards and their aligned performance descriptors define the thresholds between these performance levels.

These standards, written in collaboration by special education teachers, general education teachers, and WVDE content specialists, are based on the collective knowledge and expertise of this group with revisions by a statewide review team. The standards describe what students with the most significant cognitive disabilities should be able to accomplish across grade levels in the areas of reading/language arts and mathematics.

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE THREE EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and/or perform a task.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.3.1.1 recognize level appropriate sight words and content vocabulary.</p> <p>RLA.3.1.2 recognize level appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multi-meaning words).</p> <p>RLA.3.1.5 recognize the ways in which language is used in literary text (e.g., simile; metaphor; idioms).</p>	<p>RLA.3.1.ES.1 identify a picture that represents a word or object.</p>	<p>RLA.PD.3.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize sight words. EX: Play a game (e.g., Sight/Survival Word Bingo, Scrabble Jr.).</li> <li>EX: Concentration - matching vocabulary word with simple definition.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a picture that represents a word or object. EX: Find an object in the room that matches the word.</li> <li>EX: Concentration-match vocabulary word to vocabulary word or picture.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match picture or object with letter or sound. EX: Recognize initial letter sound of object or pictured object.</li> <li>EX: Recognize first letter of word that represents the object.</li> <li>EX: Touch object that begins with specified letter/sound.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize vocabulary. EX: Point to objects that represent various nouns.</li> <li>EX: Show signs for various vocabulary words.</li> <li>EX: Point to PECS or press button on communication device for various vocabulary words.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.3.1.3 use reading skills and strategies to comprehend a variety of literary passages and texts (e.g., fairy tales, folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; historical fiction; biographies; autobiographies; chapter books).</p>	<p>RLA.3.1.ES.2 recall an event from a story.</p>	<p>RLA.PD.3.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recall two or more events from a story. EX: Answer, "What happened first? What happened next?"</li> <li>EX: Locate pictures that depict events from the story (e.g., in a magazine).</li> </ul>
<p>RLA.3.1.4 use comprehension skills to understand a story (e.g., story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recall an event from a story. EX: Choose a picture that depicts an event from the story.</li> <li>EX: Tell about an event from the story.</li> <li>EX: Draw picture related to the story.</li> </ul>
<p>RLA 3.1.6 use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams) use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., action; events; story topic; behaviors).</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify an event from a story. EX: Point to pictures that represent an event in a story.</li> </ul>
<p>RLA.3.1.8 read with accuracy and comprehension instructional level texts designed for third grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).</p>		

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.3.1.9 read familiar stories, poems and passages with fluency and expression (e.g., rhythm; flow; meter; tempo; pitch; tone; intonation) and self-select a variety of literary works.</p>		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to literary stimuli. EX: Nod, smile or point in response to a picture.</li> </ul>
<p>RLA.3.1.10 explain a purpose for reading (e.g., for information; for pleasure; to understand a specific viewpoint).</p>		
<p>RLA.3.1.11 recognize author's purpose (e.g., to persuade; to inform).</p>		
<p>RLA.3.1.12 compare connections between characters or simple events in a literary work in own life and other cultures (e.g., events; characters; conflicts; themes). use reading skills and strategies to identify a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books). increase amount of independent reading.</p>		
<p>RLA.3.1.14</p>		

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE THREE EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).</p>	<p>RLA.3.2.ES.1 copy labels for pictures and objects.</p>	<p>RLA.PD.3.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Label pictures and objects. EX: Write the name of pictures and objects.</li> <li>• Label pictures that go with a seasonal theme.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy labels for pictures and objects. EX: Given word cards and objects, student will copy the word on paper or type it on the computer.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy or trace letters from models. EX: Use a template to trace letters. EX: Copy letters from models.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.3.2.2 use the five step writing process (e.g., graphic organizers for prewriting; descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level).</p> <p>RLA.3.2.3 use paragraph format to write compositions (e.g., beginning - middle - end; main ideas with relevant details; sentence variety - declarative, interrogative; descriptive and transitional words; indentations).</p> <p>RLA.3.2.4 use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming; list questions; use idea webs; organize prior knowledge about a topic; develop a course of action for writing; determine how to locate necessary information).</p>	<p>RLA.3.2.ES.2 recognize that proper names begin with capital letters.</p>	<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Use intentional movement to produce a graphics. EX: Make marks on a page. EX: Move a mouse around in Kid Pix to produce drawing.</li> </ul> <p>RLA.PD.3.2.ES.2</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Write names using capitals. EX: Capitalize names of classmates and friends. EX: Capitalize names of school, state and town.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Recognize that proper names begin with capital letters. EX: Given pictures of pet or family member, select capitalized name. EX: Copy first and last name information putting capitals letters where they belong.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.3.2.5 use a variety of sources to gather information (e.g., use dictionaries; encyclopedias; newspapers).</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Recognize objects or words that represent proper names, such as pictures of pets or family, versus objects or pictures of common nouns.</li> </ul>
<p>RLA.3.2.6 alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation)</p>		<p>EX: Sort pictures of family members and common objects. EX: Identify family names (sister or Betty). EX: Point to family member or pictures of self.</p>
<p>RLA.3.2.7 use conventions of spelling in written composition (e.g., spell high frequency words form appropriate grade level list; use letter/sound relationships to spell independently; make structural changes to spell words correctly; spell irregular verbs and irregular plural nouns). RLA.3.2.8 use conventions of capitalization in written composition (e.g., greeting - heading - closing of a letter; first word of a direct quotation).</p>		<ul style="list-style-type: none"> <li>Recognize a capital letter as a "big" letter and a non-capitalized letter as a "little" letter. EX: Shown a letter, indicate whether it is "big" or "little". EX: Sort letters of the alphabet into piles representing capital and small letters.</li> </ul>
<p>RLA.3.2.9 use conventions of punctuation in written composition (e.g., commas in dates and addresses; greeting/closing of a letter; quotation marks around titles and direct quotations; apostrophes for contractions and possessive nouns).</p>		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Touch upper case letters. EX: Given letter representation, touch capital letters (Braille letters, sandpaper, sand, finger paint, yarn letters, glue, etc).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.3.2.10 write a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).</p> <p>RLA.3.2.11 use specific mechanics of grammar in written composition (e.g., substitute pronouns for nouns; use pronoun agreements; adjectives; adverbs).</p> <p>RLA.3.2.12 write correctly formed sentences avoiding run-on sentences</p>		

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE THREE EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.3.3.1 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).</p> <p>RLA.3.3.2 define different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters; setting; sequence of events).</p>	<p>RLA 3.3.ES.1 respond to questions about recent experiences.</p>	<p>RLA.PD.3.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Tell about an event that happened at home. EX: Describe the activities that were completed at home the previous evening.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to questions about recent experiences. EX: Answers questions, such as, "What did you do in class today?" "What did you have for lunch?"</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Make a choice between two preferred activities. EX: Point to pictures between two preferred foods. EX: Select between choices of games, toys, etc.</li> <li>EX: Select a mood (e.g., Smiley or Frowny face; PEC pictures depicting mood).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize picture word or object cue to communicate a want. EX: Respond to pictures of food items, toys, people, etc.</li> <li>EX: Change behavior when presented with object from a preferred activity.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE FOUR EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and/or perform a task.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.4.1.1 identify level appropriate vocabulary (e.g., multiple meaning words; synonyms; antonyms; homonyms; content area vocabulary; context clues).</p>	<p>RLA.4.1.ES.1 recognize descriptive vocabulary words in print.</p>	<p>RLA.PD.4.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Associate descriptive words with nouns to make choices.</li> </ul> <p>EX: Select descriptive words to convey which condiment he or she wants on a hamburger. (Catsup-the “red” one; mustard – the “yellow” one; mayonnaise – the “white” one.)</p>
<p>RLA.4.1.2 apply structural analysis and context clues to decode and encode words.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize descriptive vocabulary words in print.</li> </ul> <p>EX: Select color word “red” from color words when directed.</p> <p>EX: Select shape word to describe the shape of an object (round, square).</p> <p>EX: Describe the weather for today and put the corresponding word on the daily weather bulletin board.</p> <p>EX: Select descriptive words from word cards that contain different sounds (e.g. “mad”, “sad”) when directed.</p>
<p>RLA.4.1.5 recognize the ways in which language is used in literary texts (e.g., simile; metaphor; idioms; analogies; and puns).</p>		
<p>RLA.4.1.6 use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams; non-verbal symbols).</p>		

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.4.1.3 recognize the defining characteristics of a variety of literary forms and genres (e.g., fairy tales; folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; biographies; autobiographies; chapter books).</p> <p>RLA.4.1.4 use comprehension skills to understand literary works (e.g., summarize; story elements; skim and scan; define expository text; compare/contrast; imagery; paraphrase; compose personal response; infer; fact and opinion; sequence).</p>	<p>RLA.4.1.ES.2 recognize the sequence of events in text.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize oral descriptive vocabulary words. EX: Give red crayon when directed; point to the yellow square.</li> <li>EX: Given a "big" object and a "little" object, pick up the big object when directed</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to activity demonstrating vocabulary. EX: Listen to color song; look at red balloon; touch yellow feather.</li> <li>EX: Use picture or object to communicate, e.g.. picture/object for swing to communicate swing</li> </ul>
		<p>RLA.PD.4.1.ES.2</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Sequence events from text. EX: Place picture cards in order of the events from text.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize the sequence of events in text. EX: Identify sequence of the beginning, middle and end of text.</li> <li>EX: Arrange picture cards to depict a sequence of events from a story or text.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.4.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).</p> <p>RLA.4.1.8 read with accuracy and comprehension instructional level texts designed for the fourth grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).</p> <p>RLA.4.1.9 read orally with fluent expression and silently literary texts across the curriculum.</p> <p>RLA.4.1.10 determine a purpose for reading across the curriculum.</p> <p>RLA.4.1.11 summarize the author's purpose (e.g., to persuade; to inform; to determine a specific viewpoint).</p> <p>RLA.4.1.12 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own and other cultures.</p> <p>RLA.4.1.13 increase amount of independent reading.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow two-step directions in a sequential order. EX: "Get the crayons and color the picture." EX: "Get your backpack and line up." EX: "Take your coat off and hang it up."</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to sequential activities. EX: Participate in activities such as Simon Says, Do as I Do, and Follow the Leader. EX: Presses button on Step Talker to say "Pledge of Allegiance".</li> </ul>

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**GRADE FOUR EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
RLA.4.2.1 use conventions of print (e.g., legibility; uniformity in all written work).	RLA.4.2.ES.1 copy personal information.	<p>RLA.PD.4.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Write first name and last name. EX: Write first and last name on paper. EX: Key first and last name.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy personal information. EX: Copy personal information from a model created by the teacher. EX: Assemble letter cards to form first name following a model.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy first letter of first name.</li> <li>EX: Use a picture card to represent his or her name.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a picture or symbol to identify self.</li> <li>EX: Use a picture card to represent his or her name.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.4.2.2 use the five step writing process (e.g., focused composition; coherent and logical progression of ideas; correct page format - title - paragraphs - margins - indentations).</p> <p>RLA.4.2.3 use proper paragraph form in written composition (e.g., indent the first word of a paragraph; use topic sentence; recognize a paragraph as a group of sentences about one main idea; use an introductory and concluding paragraph; write at least two related paragraphs).</p> <p>RLA.4.2.4 use strategies to gather and record information for research topics (e.g., notes- maps - charts - graphs - tables; summarize - paraphrase - describe in narrative form; gather direct quotes).</p> <p>RLA.4.2.5 use reference skills to identify words (e.g., alphabetical order, guide words, pronunciation, glossary).</p> <p>RLA.4.2.6 use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product; include simple facts - details - explanations - examples; draw conclusions from relationships and patterns that emerge from data of different sources; use appropriate</p>	<p>RLA.4.2.ES.2 create a picture/word sentence with a period at the end.</p>	<p>RLA.PD.4.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Add descriptive words to simple sentences. EX: Given a sentence with a blank, fill-in a descriptive word.</li> <li>EX: Write a simple sentence about the color, size, etc. of his/her pet.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Create a picture/word sentence with a period at the end. EX: Write sentence pictures of class trip.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.4.2.7 visual aids and media). use conventions of spelling in written composition (e.g., spell high frequency words; spell commonly misspelled words from appropriate grade level list; use dictionary and other resources to spell words; use syllable constructions to spell words; use vowel combinations for correct spelling; use contractions - compound words - roots - suffixes - prefixes in spelling). use conventions of capitalization in written composition (e.g., titles of people; proper nouns such as towns - cities - counties - countries - names of streets - holidays; first word of a direct quote; heading - salutation - closing of a letter). use conventions of punctuation in written composition (e.g., use colons in business letter salutations; use quotation marks in the title of poems - songs - chapters; underline book titles).</p> <p>RLA.4.2.8 use a variety of sentence structure correctly in writing (e.g., simple - compound - complex sentences; avoid sentence run-ons and fragments).</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Put noun and action word together to make a sentence. EX: Use words or pictures to make sentences.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify people, places or things. EX: Cut out pictures of people, places or things. EX: Indicate his or her favorite person on a communication board or device (favorite food, pet, toy).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.4.2.11 use the mechanics of grammar in written composition (e.g., avoid double negatives; correct verb tenses; use conjunctions - interjections - prepositions; correct subject verb agreement with regular and irregular verbs).</p>		

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE FOUR EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Objectives</b>	<b>Performance Descriptors</b>
<p>RLA.4.3.1 listen and respond to different literary forms (e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas).</p> <p>RLA.4.3.2 define a variety of messages conveyed through visual media (e.g., provide information by observing main concept - details - themes or lessons - viewpoints; recognize intended audience).</p>	<p>RLA.4.3.ES.1 listen to and restate information.</p>	<p>RLA.PD.4.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Listen to and respond to information.</li> </ul> <p>EX: Listen to multi-step directions for getting ready for lunch and follows steps. EX: Listen to story and state opinion about story.</p>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Objectives	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Listen to and restate information. EX: Listen and restate a one-step direction, such as "Get out your math book." EX: Listen to a short paragraph and restate in own words.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Indicate choice between preferred and non-preferred items. EX: Shown two pictures, choose an item to make a choice. EX: When told it is time to get ready for lunch, pick the lunch symbol on his/her communication device.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize words, pictures, gestures and/or objects to make a request. EX: Gesture for teacher to come over. EX: Uses a communication device to request "more" of an item or activity.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE FIVE EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

- Students will use skills to read for literacy experiences, read to inform and read to perform a task by:
- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
  - employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Objectives</b>	<b>Performance Descriptors</b>
<p>RLA.5.1.11 use resource materials (e.g., dictionary; glossary) to determine the meaning of unknown words or multiple meaning words.</p> <p>RLA.5.1.12 use denotation to understand meaning.</p> <p>RLA.5.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.</p> <p>RLA.5.1.14 spell correctly commonly misspelled and easily confused words from appropriate grade level list.</p>	<p>RLA.5.1.ES.1 use the root word to identify a new word.</p>	<p>RLA.PD.5.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Modify root words to produce new words.</li> <li>EX: Produce plural forms of words.</li> <li>EX: Add prefix or suffix to a root word.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use the root word to identify a new word.</li> <li>EX: Identify word(s) as singular or plural.</li> <li>EX: Match words with the same root word (unlock/lock, do/redo).</li> <li>EX: Match verbally presented word to printed word with the same root.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Objectives	Performance Descriptors
<p>RLA.5.1.6 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.</p> <p>RLA.5.1.7 identify figurative language in text (e.g., hyperbole; alliteration).</p> <p>RLA.5.1.8 make text connections to self, to other text and to the world.</p> <p>RLA.5.1.9 identify literary techniques used to interpret literature (e.g., compare/contrast; cause/effect).</p>	<p>RLA.5.1.ES.2 identify main character from text or story.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify whether picture card is singular or plural. EX: Group picture cards by whether representations are singular or plural.</li> <li>EX: Use cards with pictures and words to distinguish between singular and plural.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to sets of objects/pictures that are more than one. EX: Point to the picture that has more than one of an item.</li> <li>EX: Give choice at lunch or snack, choose to have one chip or cracker or more than one.</li> </ul>
<p>RLA.5.1.ES.2 identify main character from text or story.</p>	<p>RLA.PD.5.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of character in a text or story. EX: Respond correctly to questions about the main character, such as "What does the bunny do?"</li> <li>EX: Draw a picture of the main character, (based on text description) and create a sentence about him/her/it. EX: Answer, "Are you and the main character alike or not alike?"</li> </ul>	<p>RLA.PD.5.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of character in a text or story. EX: Respond correctly to questions about the main character, such as "What does the bunny do?"</li> <li>EX: Draw a picture of the main character, (based on text description) and create a sentence about him/her/it. EX: Answer, "Are you and the main character alike or not alike?"</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Objectives	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify main character from text or story. EX: After listening to a story or viewing a story with pictures and words, tell who the story was about.</li> <li>EX: Select correct choice to tell who the story was about.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select picture card representing a character in text. EX: After listening to a story, pick out the bunny from the cat, dog and bunny pictures.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to the story/text. EX: Point to the picture of the bunny as the story is being read.</li> <li>EX: Demonstrate a level of alertness by reacting to the story or event in the story (reacting to the sound of the ghost during a Halloween story).</li> <li>EX: Press a switch to say, "Turn the page please."</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Objectives	Performance Descriptors
<p>RLA.5.1.1 identify defining characteristics, build background knowledge and develop reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myth; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).</p> <p>RLA.5.1.2 increase amount of independent reading.</p> <p>RLA.5.1.3 determine main idea and locate supporting details in a literary passage and across the curriculum.</p> <p>RLA.5.1.4 analyze text to determine time and sequence.</p> <p>RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize).</p> <p>RLA.5.1.10 read types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).</p>	<p>RLA.5.1.ES.3 retell a simple story.</p>	<p>RLA.PD.5.1.ES.3</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Retell a simple story and identify the main idea of the story.</li> </ul> <p>EX: Read a simple story and retell it in his or her own words, identifying the main idea.</p> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Retell a simple story.</li> </ul> <p>EX: Listen to a simple story and then retell the story in his/her own words.</p> <p>EX: Retell the story while someone transcribes it.</p> <p>EX: Draw a picture that describes what happened in the story.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select picture card(s) representing the story.</li> </ul> <p>EX: After listening to a story, choose pictures from examples and non-examples that go with the story.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a picture/object related to the story.</li> </ul> <p>EX: When asked to point to an object from the story, select "hat" (object) to represent "Cat in the Hat".</p>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE FIVE EXPANDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.5.2.1 use pre-writing and drafting strategies to generate topics and plan approaches to writing tasks.</p>	<p>RLA.5.2.ES.1 write a simple sentence using initial capitalization and ending punctuation.</p>	<p>RLA.PD.5.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p>
<p>RLA.5.2.2 use the writing process to develop a composition that contains specific, relevant details.</p>		<ul style="list-style-type: none"> <li>• Write two related sentences using capitalization and ending punctuation. EX: After attending an event, write two sentences about the event.</li> </ul>
<p>RLA.5.2.3 use editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.</p>		<p>EX: Write two sentences after listening to a story or watching a movie.</p>
<p>RLA.5.2.4 use strategies to write for a specific purpose (e.g., creative; narrative; informative; persuasive).</p>		<p>Level III students perform the following without assistance: Student will:</p>
<p>RLA.5.2.5 use strategies to address specific types of writing (e.g., journal; friendly letter; business letter).</p>		<ul style="list-style-type: none"> <li>• Write a simple sentence using initial capitalization and ending punctuation. EX: Identify correct punctuation for “asking” and “telling” sentences.</li> </ul>
<p>RLA.5.2.6 develop a 3-5 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.</p>		<p>EX: Given two sentences, pick the sentence that begins with a capital letter.</p>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.5.2.7 use a variety of sentence types (e.g., simple; compound; declarative; exclamatory; imperative; interrogative) avoiding run-on sentences and sentence fragments.</p> <p>RLA.5.2.8 apply capitalization rules (e.g., abbreviations; titles of people; initials).</p> <p>RLA.5.2.11 identify correct pronoun case and pronoun/antecedent agreement.</p> <p>RLA.5.2.12 identify action, helping and linking verbs while using correct verb tense and subject/verb agreement.</p> <p>RLA.5.2.13 identify adjectives and adverbs in their comparative and superlative forms.</p> <p>RLA.5.2.14 organize information by correctly combining subjects, predicates, modifiers and phrases in sentences.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Group capital letters together. EX: Given upper case and lower case letters, pick all capital letters.</li> <li>EX: Use magnetic letters to group capital letters on a board.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Focus on letters. EX: Visually focus on presented letter.</li> <li>EX: Trace presented letter.</li> <li>EX: Lace capital letters using lacing cards.</li> <li>EX: Using different materials to trace, such as website programs and software programs. EX: Use sand, sandpaper, finger paint, shaving cream, pudding, macaroni, yarn, glue, etc. to trace.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.5.2.15 identify the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).</p> <p>RLA.5.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms).</p> <p>RLA.5.2.17 use card catalog, either hard copy or computer database, to locate sources for research/report topics by title, author and/or subject.</p> <p>RLA.5.2.18 identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).</p>	<p>RLA.5.2.ES.2 identify basic reference materials.</p>	<p>RLA.PD.5.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify and use reference resources. EX: When asked the definition of a word, get a dictionary, find the word and either state the definition or write it down.</li> <li>EX: Look up information on the Internet.</li> <li>EX: Locate a chapter using the Table of Contents.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify basic reference materials. EX: Tell what you would use to look up a word that you did not know how to write.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a reference resource from a non-reference book. EX: When asked, point to dictionary when shown a dictionary and a storybook.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a reference resource from an unrelated object. EX: Given a dictionary and an unrelated object, select the dictionary.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE FIVE EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.5.3.1 recognize and exhibit oral communication skills (e.g., rate, audience etiquette).</p> <p>RLA.5.3.2 identify and correct usage errors in oral communication (e.g., word choice; grammar - I have seen, not I have saw).</p> <p>RLA.5.3.3 deliver recitations.</p> <p>RLA.5.3.4 relate personal experiences to oral/visual information.</p> <p>RLA.5.3.5 listen to understand a topic (e.g., of a guest speaker; informational video; televised interview; radio news program).</p> <p>RLA.5.3.6 contribute to group discussions by exhibiting active listening skills.</p>	<p>RLA.5.3.ES.1 engage in a conversation with a familiar person.</p>	<p>RLA.PD.5.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to group discussion with classmates.</li> </ul> <p>EX: During morning opening, participate in discussion with classmates regarding daily events.</p> <p>EX: Engage in conversation that involves more than two people.</p> <p>EX: Follow discussion and respond appropriately (wait turn, answer questions, provide related response).</p>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Engage a in a conversation with a familiar person. EX: Initiate morning greeting.</li> <li>EX: Talk to a peer about common activity.</li> <li>EX: Role-play scripted conversations, engage in turn-taking and maintain personal space.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Answer conversational questions from familiar people. EX: “How are you doing?”; “Have you seen the movie?”; “What did you do in class today?”</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to conversation. EX: Focus on speaker-eyes on speaker</li> <li>EX: Track speaker-follow speaker movement</li> <li>EX: Respond to speaker: eye gaze, hand wave, clapping, pressing a button.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE SIX EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and perform a task.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.6.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.</p> <p>RLA.6.1.11 use connotation and denotation to understand meaning.</p> <p>RLA.6.1.12 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.</p> <p>RLA.6.1.13 spell correctly commonly misspelled words, easily confused words and words with irregular endings across the curriculum.</p>	<p>RLA.6.1.ES.1 identify vocabulary words from a variety of sources.</p>	<p>RLA.PD.6.1.ES.1</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Apply vocabulary from a variety of sources.</li> </ul> <p>EX: Select the correct vocabulary word/picture to complete a sentence. EX: Order food from a menu.</p> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify vocabulary words from a variety of sources.</li> </ul> <p>EX: Look up meaning of word in a picture dictionary. EX: Identify vocabulary words on a menu.</p>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.6.1.1 know the defining characteristics, build background knowledge and use reading skills to understand a variety of West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).</p> <p>RLA.6.1.2 increase amount of independent reading.</p> <p>RLA.6.1.3 determine theme and locate supporting details in a literary passage and across the curriculum.</p> <p>RLA.6.1.4 analyze text to determine transitional words/language.</p> <p>RLA.6.1.5 use comprehension skills (e.g., draw conclusions; interpret meaning).</p>	<p>RLA.6.1.ES.2 answer questions related to the main idea of a text.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match word/picture to vocabulary words.</li> </ul> <p>EX: Select current activity from schedule and go to correct area. EX: Locate one item on a picture menu. EX: Identify his or her name from a choice of three.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Point to items representing vocabulary words related to text.</li> </ul> <p>EX: Select the picture in a story that represents a vocabulary word from the text when directed.</p>
<p>RLA.PD.6.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify specific details related to the main idea of a text.</li> </ul> <p>EX: After reading a simple passage, identify the main idea and two supporting details. EX: Read a poster and state main idea and two supporting details. EX: Read Weekly Reader type magazine and answer questions about the main idea and supply supporting details.</p>		

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.6.1.6 determine the elements of literature (e.g., external conflict; mood) to construct meaning and recognize author's and/or reader's purpose.</p> <p>RLA.6.1.7 identify figurative language in text (e.g., simile; metaphor; personification).</p> <p>RLA.6.1.8 explain text connections to self, to other text and to the world for understanding a literary passage.</p> <p>RLA.6.1.9 identify and classify types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Answer questions related to the main idea of a text. EX: After reading a simple passage in text or pictures and text, answer questions related to the main idea.</li> <li>EX: Read a poster and answer questions about the main idea.</li> <li>EX: Read Weekly Reader type magazine story and answer questions about the main idea. (News - 2 - You.com is a weekly newsletter that uses picture symbols for it's text)</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use pictures/symbols/ objects from text to represent the main idea of the story. EX: Given three pictures, point to the one that represents the main idea of the story.</li> <li>EX: After listening to a paragraph on tape, draw a picture describing the paragraph.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match pictures related to the main idea of the text. EX: After the teacher presents pictures/symbols/objects from the story, match objects with pictures or like objects that relate to the story.</li> <li>EX: Select an object from a set of two objects that relate to the story.</li> </ul>

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**GRADE SIX EXPANDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.6.2.1 use pre-writing and drafting strategies (e.g., drawing; clustering; brainstorming; discussion) to generate topics and plan approaches to writing tasks.</p> <p>RLA.6.2.2 from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.</p> <p>RLA.6.2.3 use writing strategies to address specific writing purposes (e.g., creative; journalistic; essay; narrative; informative; persuasive) and address various audiences (e.g., peers; teachers; employers).</p> <p>RLA.6.2.4 edit own writing as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.</p>	<p>RLA.6.2.ES.1 extend a sentence using descriptive words and correct capitalization and punctuation.</p>	<p>RLA.PD.6.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Compose sentence (s) using specific details. EX: Journal writing from a prompt.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Extend a sentence using descriptive words and correct capitalization and punctuation. EX: Given a sentence that contains a blank space, fill it in with a descriptor.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify picture/object to indicate choice of descriptor. EX: Select a card with the word "red" to go with a black and white picture of a catsup bottle.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match descriptive words. EX: Match color cards and other descriptive cards.</li> <li>EX: Match items of the same colors (yellow banana and yellow ball).</li> <li>EX: Given a yellow block, pick out the yellow block from red, green and blue blocks.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.6.2.15 use the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).</p> <p>RLA.6.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; atlas; almanac, encyclopedia; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms; audiovisual resources).</p> <p>RLA.6.2.17 begin to demonstrate the ability to identify the source, location, media type, relevancy and content validity of available resource information.</p> <p>RLA.6.2.18 identify title, author, subject, call number, publisher and copyright of resources using the card catalog, either hard copy or computer database.</p> <p>RLA.6.2.19 use traditional organizers to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts.</p> <p>RLA.6.2.20 organize information into an outline by being able to categorize information into topic, subtopic and detail.</p> <p>RLA.6.2.21 identify and use correct note taking skills.</p>	<p>RLA.6.2.ES.2 identify the use of different types of resource materials.</p>	<p>RLA.PD.6.2.ES.2</p> <p>Level IV students perform the following complex task without assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Utilize resource material to complete a task.</li> </ul> <p>EX: Indicate the need of a cookbook to locate a recipe when cooking.</p> <p>EX: Look up a number in a phone book to order flowers.</p> <p>Level III students perform the following without assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify the use of different types of resource materials.</li> </ul> <p>EX: Identify use of different resource materials during a BINGO game.</p> <p>EX: Given a choice of two resources, identify the correct resource for a specified task.</p> <p>EX: Tell where to find a cookie recipe.</p> <p>Level II students perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Match information found in resource to the correct resource.</li> </ul> <p>EX: Given a choice between a dictionary and phonebook, identify the resource where a phone number will be found.</p> <p>Level I students attempt to perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify a resource.</li> </ul> <p>EX: Identify a cookbook as a place to find food.</p> <p>EX: Select desired grooming items from newspaper advertisement.</p>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE SIX EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.6.3.1 recognize and exhibit oral communication skills (e.g., volume; rate; audience etiquette).</p> <p>RLA.6.3.2 retell simple and detailed stories sequentially.</p> <p>RLA.6.3.3 listen in order to comprehend topic and purpose (e.g., of a guest speaker; informational video; televised interview; radio news program).</p> <p>RLA.6.3.4 reach consensus in group discussions or settings.</p>	<p>RLA.6.3.ES.1 engage in communication with familiar and unfamiliar people.</p>	<p>RLA.PD.6.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Initiate communication in order to obtain information or perform a task. EX: Ask teacher or peers a question. EX: Ask a waitress where the restroom is. EX: E-mail a friend to meet after school.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Engage in communication with familiar and unfamiliar people. EX: Respond to situational questions being asked in unfamiliar settings (fast food restaurant). EX: Answer questions from a unfamiliar person. EX: Use different means of communication (phone, e-mail).</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Communicate needs and wants with familiar and unfamiliar people. EX: Ask for silverware from cafeteria helper. EX: Request break time from substitute teacher.</li> <li>EX: Respond appropriately to a greeting from school staff.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Attend to a variety of communication attempts. EX: Respond to speaker with head turn or eye contact. EX: Focus attention on variety of media. EX: Attend to radio. EX: Listen to principal announcements.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE SEVEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.7.1.10 recognize and understand clipped or shortened words and their meaning (e.g., bio for biography; auto for automobile).</p> <p>RLA.7.1.11 compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and passages.</p> <p>RLA.7.1.12 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.</p> <p>RLA.7.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.</p>	<p>RLA.7.1.ES.1 recognize and comprehend frequently used sight or common words.</p>	<p>RLA.PD.7.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Apply frequently used sight/common words. EX: Follow a daily schedule.</li> <li>• EX: Given a set of word cards, find the item in school (Library, gym, cafeteria)</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and comprehend frequently used sight or common words. EX: Select correct vocabulary to answer questions or complete a task. EX: Fill in sentence blanks using choices supplied.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.7.1.1 classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).</p> <p>RLA.7.1.2 increase amount of independent reading.</p> <p>RLA.7.1.3 relate common themes across a variety of literature.</p>	<p>RLA.7.1.ES.2 identify three elements of a story (characters, main idea, setting).</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match frequently used sight/common words with verbal or picture representations.</li> </ul> <p>EX: Match sight word to picture or object. EX: Hand the teacher the correct sight word from two or more choices. EX: Play Concentration with two pairs of words. EX: Play Bingo using sight words.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select object/picture of a given vocabulary word.</li> </ul> <p>EX: Hand the teacher the PEC symbol that corresponds to word. EX: Use object cues for school routines.</p>
<p>RLA.7.1.2 increase amount of independent reading.</p> <p>RLA.7.1.3 relate common themes across a variety of literature.</p>	<p>RLA.7.1.ES.2 identify three elements of a story (characters, main idea, setting).</p>	<p>RLA.PD.7.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify four elements of a story or text, EX: Answer questions regarding the characters, main idea, setting and problem. EX: Complete a graphic organizer of the story.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify three elements of a story (characters, main idea, setting) EX: Answer who, what, where questions related to the text. EX: Draw picture of who, what, where</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.7.1.4 use comprehension strategies (e.g., generalize; evaluate; infer; paraphrase).</p> <p>RLA.7.1.5 determine the elements of literature (e.g., internal conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.</p> <p>RLA.7.1.6 identify figurative language in text (e.g., jargon; idioms).</p> <p>RLA.7.1.7 make text connections to self, to other text and to the real world.</p> <p>RLA.7.1.8 identify literary techniques used to interpret literature (e.g., flashback; stereotype; foreshadowing; propaganda).</p> <p>RLA.7.1.9 read types of poetry and the use of inversion, rhyme and rhythm in narrative poems, ballads and lyrics.</p>		<p>from story.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify two elements of a story (character, main idea). EX: Given three pictures, point to the one that shows the character doing an activity from the story.</li> <li>EX: Select two objects from an object bag, one that represents the character and one that represents the main idea.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify one element of a story. EX: Press a Big Mac switch whenever a certain character is mentioned in the story. EX: Point to a picture that shows the story's setting.</li> </ul>

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**GRADE SEVEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.7.2.1 from a prompt, use the writing process to develop a focused composition that contains specific, relevant details and transition.</p>	<p>RLA.7.2.ES.1 write two related sentences.</p>	<p>RLA.PD.7.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Write three or more related sentences. EX: After talking about a movie or field trip, write three sentences.</li> </ul>
<p>RLA.7.2.2 use editing and revision techniques to vary sentence length, change sentence order, use vivid and concise words and eliminate organizational errors.</p>		<p>EX: Write three sentences describing events in a story he/she has listened to. EX: Write sentences in a card to give someone for a Thank you, birthday or holiday.</p>
<p>RLA.7.2.3 use the writing process to compose various types of writing (e.g., creative; informative; expository; persuasive; articles; essays; journals; letters; poetry; research/reports).</p> <p>RLA.7.2.4 apply capitalization rules (e.g., languages; school subjects; regions of the U.S.; dialogue; lines of poetry).</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Write two related sentences. EX: Given a prompt, write two sentences. EX: Using word cards, combine to make two sentences.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.7.2.5 apply punctuation rules (e.g., commas; apostrophes in possessives and contractions; colons; semicolons; hyphens; dashes; parentheses).</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Arrange subject and action word to form sentence.</li> </ul>
<p>RLA.7.2.6 use pronouns, pronoun cases and antecedents in correct form.</p>		<p>EX: Given two parts of sentences with matching pictures, put the two halves together correctly.</p>
<p>RLA.7.2.7 use and apply correct forms of adjectives and adverbs and/or complex sentence.</p>		<p>EX: Match word cards to corresponding picture to form a simple sentence, e.g., Sally runs.</p>
<p>RLA.7.2.8 recognize and avoid use of double negatives.</p>		
<p>RLA.7.2.9 compose and punctuate simple, compound and complex sentences with and without conjunctions.</p>		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Manipulate preferred writing instrument with proper positioning.</li> </ul>
<p>RLA.7.2.10 organize information by combining subjects, predicates, modifiers and appositives in a sentence.</p>		<p>EX: Write name on paper.</p>
<p>RLA.7.2.11 use correct verb tense and subject verb agreement (e.g., irregular verbs; compound subjects; indefinite pronouns; intervening phrases).</p>		
<p>RLA.7.2.12 edit to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.</p>		

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.7.2.13 use title page, copyright page, table of contents, appendix, bibliography, glossary and index to locate specified information.</p> <p>RLA.7.2.14 identify and use traditional reference sources for different types of information (e.g., <i>Reader's Guide</i>; <i>Books In Print</i>; newspapers; schedules; advertisements; audiovisual resources).</p> <p>RLA.7.2.15 recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.</p> <p>RLA.7.2.16 identify the source, location, media type, relevancy and content validity of available information.</p> <p>RLA.7.2.17 demonstrate the ability to use the card catalog in hard copy or database to identify title, author, subject, call number, publisher and copyright resources.</p> <p>RLA.7.2.18 develop an outline using prepared notes to write a paragraph</p>	<p>RLA.7.2.ES.2 use resource media to obtain information.</p>	<p>RLA.PD.7.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Produce written text based on research information. EX: After researching "horses" on the Internet, produce a story.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use resource media to obtain information. EX: Find and use "Google" to obtain information on a topic. EX: Take digital pictures of places in the community. EX: Create a picture collection of horses from Internet.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify information found in resource media. EX: Given a choice, identify the correct resource for the subject (telephone numbers from personal phonebook). EX: Identify friend found in photo book.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a media tool to complete an activity. EX: Use adapted mouse to start media presentation on selected topic. EX: Activate switch to advance to next PowerPoint slide.</li> </ul>

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**GRADE SEVEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.7.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; audience etiquette).</p> <p>RLA.7.3.2 perform dramatizations.</p> <p>RLA.7.3.3 use oral/visual information to foster exploration, questioning and imagining of a topic.</p> <p>RLA.7.3.4 listen in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).</p> <p>RLA.7.3.5 play a variety of roles in group discussions including active listener and discussion leader.</p> <p>RLA.7.3.6 distinguish between private and public information in research and reporting.</p>	<p>RLA.7.3.ES.1 listen and communicate in order to obtain information or perform a task.</p>	<p>RLA.PD.7.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Seek clarification of information.</li> <li>EX: Raise hand to ask for help with a task.</li> <li>EX: Ask nurse to reshown how to check blood sugar levels.</li> <li>EX: Ask a peer to review the assignment.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Listen and communicate in order to obtain information or perform a task.</li> <li>EX: Listen to directions for completing craft project and restate steps.</li> <li>EX: Ask for directions for the local store.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to spoken communication to perform part of a task. EX: Follow a one-step direction.</li> <li>EX: Pick lunch from choices stated during morning routine.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Attend to a variety of communication with familiar and unfamiliar people. EX: Focus attention to a variety of speakers.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE EIGHT EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.8.1.9 recognize and understand acronyms.</p> <p>RLA.8.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.</p> <p>RLA.8.1.11 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.</p>	<p>RLA.8.1.ES.1 use a variety of resources to identify meaning of vocabulary words.</p>	<p>RLA.PD.8.1.ES.1</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify more than one meaning of vocabulary words. EX: Given more than one meaning of vocabulary words, select the one that best matches the reading passage. EX: Use a dictionary to find more than one meaning of vocabulary words.</li> </ul>
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a variety of resources to identify meaning of vocabulary words. EX: Use a picture dictionary to look up word. EX: Use the computer to find word meaning.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.8.1.1 analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).</p> <p>RLA.8.1.2 relate literary theme to global situations.</p> <p>RLA.8.1.3 use comprehension strategies (e.g., make judgments; hypothesize; critique; analyze).</p> <p>RLA.8.1.4 determine the elements of literature (e.g., internal/external conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.</p> <p>RLA.8.1.5 identify figurative language in text (e.g., onomatopoeia; pun).</p>	<p>RLA.8.1.ES.2 identify details from text needed to make decisions.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use resources to ask for items. EX: Point to item on picture menu to order in restaurant. EX: Use CheapTalk to make a choice.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use picture/object to represent words. EX: Use object or picture cue to request item or activity.</li> </ul> <p>RLA.PD.8.1.ES.2</p> <p>Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify two supporting details the character used to make a decision. EX: Given several details from a story, select two that relate to a decision made by the character.</li> <li>• Use details from text to perform a task. EX: Read daily schedule to determine activity. EX: Use details such as first and last name and street name in a phone book to locate a phone number.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.8.1.6 make text connections to self, to other text and to the real world.</p> <p>RLA.8.1.7 identify literary technique used to interpret literature (e.g., irony; satire; persuasive language; analogies).</p> <p>RLA.8.1.8 read and identify types of poetry and the use of inversion, rhyme and rhythm (e.g., narrative poem; ballad; lyric; epic).</p> <p>RLA.8.1.12 increase amount of independent reading.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify details the character used to make a decision. EX: Agree or disagree with a character's actions.</li> <li>• Identify details from informational text to make decisions. EX: Follow rules of a game. EX: Use weather forecast to decide clothing to wear that day.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given two choices, indicate which happened in the story. EX: Shown two objects/pictures, one that represents the story and one that does not, choose the correct object/picture.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate focused attention to pictures/symbols/objects from the text. EX: Orient toward speaker. EX: Respond to story (touch item/picture related to the story).</li> </ul>

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**GRADE EIGHT EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.8.2.1 use the writing process to demonstrate the ability to compose a variety of written work (e.g., creative; informative; expository; persuasive; chronological explanatory; compare/contrast; cause/effect; article; essay; journal; letters; reports; poetry).</p> <p>RLA.8.2.2 from a prompt, develop a focused composition that contains specific, relevant details, smooth transition and vivid, precise words.</p> <p>RLA.8.2.3 use revision and editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.</p> <p>RLA.8.2.4 recognize and write a simple thesis statement.</p> <p>RLA.8.2.5 apply all capitalization rules in writing.</p> <p>RLA.8.2.6 apply punctuation rules in writing (e.g., appositives; phrases; clauses).</p>	<p>RLA.8.2.ES.1 using a resource, compose a paragraph with three related sentences.</p>	<p>RLA.PD.8.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Using a variety of resources, compose a paragraph and self-correct capitalization and punctuation EX: Publish written piece by editing. EX: Write a paragraph about NASCAR using information found on the Internet. EX: Write about dinosaurs using information from encyclopedia or picture book.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Using a resource, compose a paragraph with three related sentences. EX: Given topic choices, select a topic and create a paragraph.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.8.2.7 compose and punctuate grammatically correct simple, compound and complex sentences.</p> <p>RLA.8.2.8 identify and correct faulty parallel sentence structure such as phrases and clauses.</p> <p>RLA.8.2.9 edit and revise to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.</p> <p>RLA.8.2.10 conduct research using parts of a book to gather, evaluate and synthesize data from a variety of sources (e.g., print; non-print; people).</p> <p>RLA.8.2.11 identify and use traditional reference sources for different types of information.</p> <p>RLA.8.2.13 demonstrate the ability to identify the source, location, media type, relevancy and content validity of available information.</p> <p>RLA.8.2.15 use an outline to develop a written and/or oral presentation using graphic representation.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy provided text.</li> </ul> <p>EX: Dictate a story to the teacher who would transcribe it, then give it back to the student to copy.</p> <p>EX: Copy name, address, telephone number and other identifying information.</p> <p>EX: Copy a short paragraph, including capitals and punctuation.</p> <p>EX: Use word cards to copy sentence written by teacher.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select preferred writing instrument.</li> <li>EX: Choose a pencil with a pencil grip over a standard pencil to participate in a writing activity.</li> </ul>
<p>RLA.8.2.12 independently resolve information conflicts and validate information through assessing, researching and comparing data.</p> <p>RLA.8.2.14 apply use of card catalog and/or computer databases to identify title, author, subject, call number, publisher and copyright resources to gather information for a presentation.</p>	<p>(These objectives are not developmentally appropriate for this population.)</p>	

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**GRADE EIGHT EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.8.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; speaking etiquette; audience etiquette).</p> <p>RLA.8.3.2 present an oral report with graphic aids (e.g., tables; graphs; diagrams; charts).</p> <p>RLA.8.3.3 think critically about oral/visual information presented; relate personal experiences and apply the information to global situations.</p> <p>RLA.8.3.4 listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).</p> <p>RLA.8.3.5 play a variety of roles in group discussions including active listener, discussion leader and/or facilitator.</p> <p>RLA.8.3.6 Properly use private and public information.</p>	<p>RLA.8.3.ES.1 listen to and communicate with a variety of speakers in order to answer questions regarding the content.</p>	<p>RLA.PD.8.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Actively participate in group discussion to explore, question, and present information. EX: Ask and answer questions related to a topic. EX: Tell purpose of conversation/story. EX: Tell a short story. EX: Tell a joke.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Listen to and communicate with a variety of speakers in order to answer questions regarding the content. EX: After attending an assembly, answer multiple-choice questions. EX: During a presentation by a police officer, discuss the duties of a police officer.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Respond to information presented by unfamiliar person. EX: Complete simple task provided directions.</li> <li>EX: Follow directions from intercom during fire drill.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow class rules for behavior during presentation. EX: Clap hands when speaker is finished talking.</li> <li>EX: Move head to follow speaker when he/she moves around during presentation.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE TEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

**Essence of Standard:** The student will use listening skills, words, symbols, pictures, objects and gestures to obtain information and/or perform a task.

<b>Grade Level Objective</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>10.1.5 continue to use context clues to establish word meaning (e.g., including words with multiple meanings)</p> <p>10.1.10 expand vocabulary through reading classic literature.</p> <p>10.1.11 apply knowledge of word etymologies to determine meaning of words.</p> <p>10.1.12 explain word etymologies to determine word meaning</p>	<p>RLA.10.1.ES.1 determine word meaning through a variety of strategies.</p>	<p>RLA.PD.10.1.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Generalize the meaning of a word through various activities. EX: Use the word correctly in a sentence. EX: Use homonyms correctly (two, too, to). EX: Use the word correctly in oral language. EX: Use the words to complete a crossword puzzle/word search.</li> </ul>

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Grade Level Objective	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine word meaning through a variety of strategies. EX: Identify the definition of the word.</li> <li>EX: Select correct definition of the word given three choices. EX: Fill in the blank in a sentence with the correct word.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Associate word with meaning. EX: Match a word with its picture. EX: Match corresponding picture/words to the intended purpose (e.g., sock to shoe; hat to head; mitten to hand).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify the word. EX: Point to the word or picture of the word when presented. EX: Touch an actual item that represents the word.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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<b>Grade Level Objective</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA. 10.1.1 analyze and research historical, cultural and biographical influences of literary works.</p> <p>RLA. 10.1.2 compare and contrast literary styles according to genre.</p> <p>RLA. 10.1.3 increase the amount of independent reading with emphasis on American, British and World literature.</p> <p>RLA. 10.1.6 recognize characteristics of author's style, purpose and tone.</p> <p>RLA. 10.1.7 form supportable predictions, opinions, inferences and conclusions based on a text and/or implicit ideas.</p> <p>RLA 10.1.8 recognize and interpret the author's choice of literary devices (e.g., personification; symbolism; imagery; metaphor; simile; humor; rhythm; rhyme; meter; alliteration; assonance)</p>	<p>RLA.10.1.ES.2 comprehend and infer meaning from literary materials to make predictions and answer questions.</p>	<p>RLA.PD.10.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Apply meaning of the story to real life. EX: Determine whether the character's action could happen in real life.</li> <li>EX: Determine whether character's action is right or wrong/good or bad.</li> <li>EX: Find ways a character in the story is the same or different from himself/herself.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Comprehend meaning from literary materials to make predications and answer questions. EX: Answer who, what, where, when questions from the text. EX: Predict what will happen next.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Distinguish fact from fiction. EX: Compare a newspaper to a fairy tale. EX: Distinguish real people from fictional characters. EX: Distinguish real from fantasy actions in the story (i.e., "Peter Pan is flying, can you fly?" "Joey is running in the story, can you run?").</li> </ul>

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Grade Level Objective	Extended Grade Level Standards	Performance Descriptors
<p>RLA.10.1.4 employ reading strategies necessary for various reading purposes (e.g., literary experience; information; and task.</p> <p>RLA.10.1.9 recognize persuasive language and techniques (e.g., advertisements; junk mail; news stories).</p>	<p>RLA.10.1.ES.3 apply information from a variety of sources.</p>	<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Distinguish actual and representational items.</li> </ul> <p>EX: Identify real items. EX: Identify representational items. EX: Identify from a group of items - real and representations. EX: Watch grade appropriate literature depicted in visual media (i.e., video, movie, DVD).</p>
	<p>RLA.PD.10.1.ES.3</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Locate and use information from a variety of sources.</li> </ul> <p>EX: Locate site and find information on the Internet on how to change the oil in a car. EX: Find information on health and beauty from magazines. EX: Locate information on a map (school map, town, state). EX: Complete job application. EX: Use personal information for its intended purpose. EX: Identify two differences between a Mexican and Italian restaurant.</p>	

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Grade Level Objective	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Apply information from a variety of sources. EX: Follow high school rules.</li> <li>EX: Look up friends phone number in school directory.</li> <li>EX: Select from school menu.</li> <li>EX: Select information from personal resources.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use materials to complete a task. EX: Locate and use material(s) to prepare a food item.</li> <li>EX: Locate and use material(s) to complete a task. EX: Locate personal information.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify material for intended purpose. EX: broom to sweep EX: marker on paper EX: cup to drink</li> </ul>

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**GRADE TEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Essence of Standard:** Students will communicate effectively using a variety of writing strategies.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.10.2.1 employ writing strategies to address specific audiences (e.g., narrative; expository; descriptive; persuasive). use pre-writing strategies to generate topics and plan approaches to writing by using timed writing tasks.</p>	<p>RLA.10.2.ES.1 produce writing for practical uses with correct punctuation and capitalization.</p>	<p>RLA.PD.10.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Produce multiple types of writing, apply proper conventions of writing and self-correct.</li> </ul> <p>EX: Consistently punctuate sentences correctly (i.e., comma in dates; comma after greetings; question marks and periods).</p>
<p>RLA.10.2.2 use various points of view (e.g., omniscient or limited) to create a well-developed composition from a writing prompt. use a clearly worded and correctly placed thesis statement which is supported by relevant details to develop a composition that addresses the topic.</p>		
<p>RLA 10.2.4 develop timed and untimed writing that is focused and coherent and has a clear, logical progression of ideas</p>		
<p>RLA 10.2.5</p>		

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>RLA.10.2.6 use different transitional devices (e.g., introductory and internal transitional phrases/conjunctions).</p> <p>RLA 10.2.7 develop a composition that contains sentence variety.</p> <p>RLA 10.2.8 develop a composition where word choice is vivid, precise and economical.</p> <p>RLA 10.2.9 correct errors in timed and untimed writing correct errors in organization, content usage, mechanics (e.g., capitalization; punctuation) and spelling using revision and editing strategies.</p> <p>RLA. 10.2.10 access and evaluate a variety of sources (e.g., <i>Reader's Guide</i>, card catalog, electronic media, newspapers).</p> <p>RLA 10.2.11 apply note-taking skills to process and organize information (e.g., paraphrase; summary, quote).</p> <p>RLA 10.2.12 explain the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; public/private domain).</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Produce writing for practical uses with correct punctuation and capitalization.</li> </ul> <p>EX: Write paragraphs with correct punctuation and capitalization. (handwritten, communication devices, IntelliKeys, <i>Writing with Symbols 2000</i>).</p> <p>EX: Using correct capitalization and punctuation, complete a job application.</p> <p>EX: Compose a letter using correct capitalization and punctuation.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Arrange words to make phrases or simple sentences.</li> </ul> <p>EX: Arrange words to make phrases (i.e., word cards)</p>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>RLA.10.2.13 organize text and composition information in outline by selecting main points and supporting details.</p> <p>RLA 10.2.14 practice correct use of bibliographic format in research documentation (e.g., MLA; APA).</p> <p>RLA.10.2.15 compare and contrast pronunciation of words and different spelling (e.g., dictionary; spell check; thesaurus).</p> <p>RLA.10.2.16 classify the parts of speech within a sentence.</p> <p>RLA.10.2.17 recognize the parts of a sentence (e.g., direct object; predicate adjective; gerund; infinitive; word usage variations).</p> <p>RLA.10.2.18 recognize and correct errors in subject/verb agreement with emphasis on indefinite pronouns.</p> <p>RLA 10.2.19 use correct verb tense by recognizing appropriate situations for tense shifts.</p> <p>RLA 10.2.20 recognize and correct errors in sentence structure (e.g., parallelism; redundancy; misplaced modifiers; subordination).</p>		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Write name or other personal information.</li> <li>EX: Arrange letters to make name.</li> <li>EX: Use alternate modes of writing name (stamp).</li> <li>EX: Use adapted pencil/pen to write information.</li> </ul>

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**GRADE TEN EXTENDED READING  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Reading and English Language Arts Content Standards and Objectives**

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Essence of Standard:** Students will communicate in different ways and for different purposes.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
RLA.10.3.1 communicate and follow intricate directions.	RLA.10.3.ES.1 listen in order to communicate effectively in different ways and for different purposes.	RLA.PD.10.3.ES.1 Level IV students perform the following complex task without assistance: Student will:
RLA.10.3.2 employ appropriate classroom communication skills (e.g., asking and answering questions to foster comprehension and communication in appropriate tone and at the appropriate time).		<ul style="list-style-type: none"> <li>• Listen in order to communicate effectively in different ways and different purposes within school and community.</li> </ul>
RLA.10.3.3 listen to a speech (e.g., funeral orations from Shakespeare's <i>Julius Caesar</i> ) to identify specific examples of central idea, fact versus opinion and persuasive devices).		<ul style="list-style-type: none"> <li>EX: Develop a short presentation (i.e., through pictures, speaking, computers).</li> <li>EX: Interact with non-typical peers and other adults in a variety of settings (other school settings and community settings)</li> </ul>
RLA.10.3.4 recognize and correct usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang - formal versus informal).		<ul style="list-style-type: none"> <li>EX: Ask a grocery store clerk where the flour is located.</li> <li>EX: Send an invitation to a party to friends and family.</li> </ul>
RLA.10.3.5 practice and master listening, speaking and viewing by using a variety of techniques (e.g., videos, power point presentations; audiotape; web pages).		<ul style="list-style-type: none"> <li>EX: Send an email to Internet source to request information.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Listen in order to communicate effectively in different ways and for different purposes. EX: Communicate directions (i.e., orally, pictorially, etc.).</li> <li>EX: Listen to and follow directional commands (i.e., going to another room in the school, leaving the building during a fire drill, gathering materials for completing a task). EX: Send a friend an e-mail.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Communicate with a variety of people through different means. EX: Call someone on the telephone.</li> <li>EX: Use personal communication system to engage in conversation with multiple people. EX: Send a personal note, made using a model from the teacher (words, pictures, drawing).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Communicate a response through communication system. EX: Use object or communication system to answer questions and make requests. EX: Turn head to indicate “yes” or “no”. EX: Smile.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE THREE EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - demonstrate meaning of operations and how they relate to one another; and
  - compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.3.1.1 read, write, order, and compare numbers to 10,000.	MA.3.1.ES.1	MA.PD.3.1.ES.1
MA.3.1.2 read, write, order, and compare decimals to hundredths with models.	count and recognize whole numbers to nine.	Level IV students perform the following complex tasks without assistance: Student will:
MA.3.1.3 identify place value of each digit utilizing standard and extended form to 10,000.		<ul style="list-style-type: none"> <li>• Recognize whole numbers to 20.</li> <li>EX: Identify correct numbers in a Bingo game with numbers to 20.</li> </ul>
MA.3.1.4 estimate to nearer 10,000 and 1,000 using rounding, benchmarks, and compatible numbers to determine reasonableness of an answer.		<ul style="list-style-type: none"> <li>• Count to 20.</li> <li>EX: Count fingers and toes (20).</li> </ul>
MA.3.1.5 identify fractions as part of a whole/one and as part of a group using models and pictorial representations.		

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.3.1.6 compare and order fractions with like and unlike denominators using concrete models.</p> <p>MA.3.1.8 recognize and model equivalent fractions using concrete materials.</p> <p>MA.3.1.9 recognize and model proper and improper fractions and mixed numbers.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize whole numbers to nine. EX: Identify numbers on a telephone.</li> <li>EX: Identify whole numbers using pictures cards that show objects represented.</li> <li>• Count to nine. EX: Draw number of objects indicated (draws five circles, two balls, eight stars, etc. and count the objects).</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize whole numbers to five. EX: Identify numbers one through five on a clock.</li> <li>• Count to five. EX: Match counters to pictures (i.e., picture of four balls place a counter on top of each ball).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the concept of one. EX: Hit the switch one time; give me one, etc.</li> </ul>
<p>MA.3.1.7 add and subtract fractions with like denominators using concrete models and pictorial representations.</p> <p>MA.3.1.10 add and subtract 2- and 3-digit whole numbers and money without and with regrouping.</p> <p>MA.3.1.11 understand multiplication as repeated addition and division as repeated subtraction.</p>	<p>MA.3.1.ES.2 solve single-digit addition problems with sums to nine.</p>	<p>MA.PD.3.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Translate written number to a set of objects and then combine sets of objects. EX: Identify written numbers of two separate groups by showing them with objects and adding them together.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.3.1.12 understand meanings of operations and the relationship between multiplication and division (e.g., identity element of multiplication, commutative property, property of zero, fact families, associative property).</p> <p>MA.3.1.13 memorize basic multiplication facts 0-5 and the corresponding division facts.</p> <p>MA.3.1.14 model multiplication of 2- and 3-digit numbers by a 1-digit number.</p> <p>MA.3.1.15 model division of 2- and 3-digit numbers by a 1-digit number.</p> <p>MA.3.1.16 solve grade level appropriate story problems using multiple strategies.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve single-digit addition problems with sums to nine.</li> </ul> <p>EX: Count two sets of objects with a sum of less than ten.</p> <p>Level II students perform the following with assistance:: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of addition as combining collections/counting on things.</li> </ul> <p>EX: Given two separate sets of objects, count both sets as one.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate one-to-one correspondence between sets of objects.</li> </ul> <p>EX: Match similar sets of objects.</p>

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**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.3.2.1 analyze and complete a geometric pattern.</p> <p>MA.3.2.3 identify and write number patterns of three's and four's.</p> <p>MA.3.2.4 identify and write the rule of a given pattern.</p> <p>MA.3.2.5 write equivalent numerical expressions.</p> <p>MA.3.2.6 represent the idea of a variable as an unknown quantity using a symbol.</p>	<p>MA.3.2.ES.1 recognize and complete a two-object pattern.</p>	<p>MA.PD.3.2.ES.1</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Find a missing part of a pattern. EX: In a repeated two-object pattern, find the missing element.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and complete a two-object pattern. EX: Using a calendar, continue a pattern using shapes and / or colors.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy a pattern. EX: Given a set of beads on a card, match beads to card.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.3.2.2 use input/output model with grade appropriate functions.	(This objective is not developmentally appropriate for this population.)	Level I students attempt to perform the following with assistance: Student will: <ul style="list-style-type: none"> <li>• Identify a repeated event.</li> </ul> EX: Put book-bag in appropriate place each day.

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**GRADE THREE EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
MA.3.3.1 identify basic polygons and their components through decagon.	MA.3.3.ES.1 identify basic plane geometric shapes and spatial relationships, including square, circle, triangle.	MA.PD.3.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:
MA.3.3.2 identify and describe a cube, rectangular solid, cylinder, cone and pyramid according to the number of faces, edges and vertices.		<ul style="list-style-type: none"> <li>• Label a circle, square, triangle.</li> <li>EX: When name of shape is verbally given, pick the shape that is said.</li> <li>• Describe spatial relationships of over, under, left and right.</li> </ul>
MA.3.3.3 from a plane drawing, construct and identify the solid figure.		EX: While going through an obstacle course, student will say which relationship he/she is doing.
MA.3.3.4 identify, determine and draw lines of symmetry.		<ul style="list-style-type: none"> <li>• Recognition of a rectangle.</li> <li>EX: Identify rectangle in the classroom.</li> </ul>
MA.3.3.5 model and describe lines and rays.		
MA.3.3.6 identify and draw right, obtuse and acute angles.		
MA.3.3.7 given a model, draw an example of a flip, slide and turn (reflection, translation, and rotation).		

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Name a square, circle, triangle. EX: Point to the shape named.</li> <li>• Perform spatial relationships, over under, left, right. EX: Using felt board, place circles, squares and triangles in relative position named (e.g. square above circle, triangle below square).</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize that shapes are similar and different. EX: Sort the shapes by attributes.</li> <li>• Describe in and out. EX: Indicate that they are putting a shape toy (circle, square, triangle) in or out of box.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Manipulate concrete geometric shapes. EX: Touch and/or look at circle, square, triangle, rectangle.</li> <li>• Perform in and out relationships. EX: Put objects in box when directed.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
MA.3.3.8 name the location of a point on a one-quadrant grid.	(This objective is not developmentally appropriate for this population.	

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**GRADE THREE EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.3.4.1 estimate, measure, compare, order and draw lengths using inches (to the nearest <math>\frac{1}{2}</math> inch), feet, yards, centimeters and meters.</p> <p>MA.3.4.2 estimate and count the number of cubes in a rectangular solid to determine volume.</p> <p>MA.3.4.3 discover through modeling the formula for determining the area of a rectangle.</p> <p>MA.3.4.4 understand appropriate grade level conversions within a system of measure.</p> <p>MA.3.4.5 estimate and measure results of mass/weight in ounces, pounds, grams, and kilograms.</p> <p>MA.3.4.6 read time to 5-minute intervals using analog and digital clocks.</p>	<p>MA.3.4.ES.1 recognize measurement devices (ruler, scale, thermometer, and clock) and identify what they measure.</p>	<p>MA.PD.3.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine which measurement tool will be used in certain circumstances. EX: When shown picture of winter weather, determine which measurement tool would be used to find out temperature. EX: When it is time to change classes, which measurement tool would be used to determine this?</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.3.4.7 calculate elapsed time to quarter-hour.</p> <p>MA.3.4.10 estimate, read, and recognize common temperatures of Celsius and Fahrenheit.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Recognize a ruler, scale, thermometer, and clock.</li> </ul> <p>EX: Take picture cards of a ruler, scale, thermometer, and clock, and place them beside correct device.</p> <ul style="list-style-type: none"> <li>Given a measurement task (telling time), identify the correct measurement device (clock).</li> </ul> <p>EX: when asked when it is time to go home, select picture of a clock as opposed to unrelated item.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Match a ruler, scale, thermometer, and clock.</li> </ul> <p>EX: Point to or pick up a ruler on command.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Manipulate a ruler, scale, thermometer, and clock.</li> </ul> <p>EX: When shown a ruler, pick up a ruler.</p>
<p>MA.3.4.8 read and write amounts of money to \$100.00.</p> <p>MA.3.4.9 role-play making change up to \$10.00.</p>	<p>MA.3.4.ES.2 identify coins as a penny, nickel, dime and quarter.</p>	<p>MA.PD.3.4.ES.2</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Identify value of a coin.</li> </ul> <p>EX: When shown a penny, say "one cent." EX: When directed "Give me one cent," offer a penny from a group of coins.</p>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify coins as a penny, nickel, dime and quarter.</li> </ul> <p>EX: When shown a penny, nickel, dime or quarter, indicate their name. EX: Draw coin from brown bag and be able to name each one correctly.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Discriminate between a penny, nickel, dime and quarter.</li> </ul> <p>EX: Sort the change into 4 different piles. (Pennies, nickels, dimes, and quarters).</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine if object is a coin.</li> </ul> <p>EX: Given a coin and a block, point to the coin.</p>

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**GRADE THREE EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.3.5.1 collect data from observation, surveys, and experiments, and construct and label a graph.</p> <p>MA.3.5.2 use a timeline to determine a sequence of events.</p> <p>MA.3.5.4 analyze data represented on a graph using grade level appropriate questions.</p>	<p>MA.3.5.ES.1 use interviews and observations to collect data.</p>	<p>MA.PD.3.5.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Develop a graph. EX: From data collected build a graph to represent information.</li> <li>• Identify patterns in a graph. EX: Given a graph, respond to questions “Which one is more?”</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.3.5.3 experiment and describe concepts of probability and chance and list possible outcomes from a sampling.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use interviews to collect data. EX: Given picture of dog/cat, student will ask peer which one he/she likes.</li> <li>• Use observation to collect data. EX: Observe daily weather. EX: Record daily weather using picture symbols.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given objects, sort into categories. EX: Given weather symbols, sort into categories.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Add an object to similar collection. EX: From choice of two objects, eye gaze / touch the object that belongs to the collection on the desk.</li> </ul>

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**GRADE FOUR EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - demonstrate meanings of operations and how they relate to one another; and
  - compute fluently and make reasonable estimates
  - through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.1.1 read, write, order, and compare numbers to the millions place.</p> <p>MA.4.1.2 read, write, order, and compare decimals to thousandths with and without models and pictorial representations.</p> <p>MA.4.1.3 identify place value of each digit utilizing standard and expanded form through 1,000,000.</p>	<p>MA.4.1.ES.1 count and recognize two-digit whole numbers to twenty and halves as two equal parts.</p>	<p>MA.PD.4.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize whole numbers greater than 20. EX: Looking through a book, identify the page numbers one to 20.</li> <li>• Identify two equal parts as the fractional part <math>\frac{1}{2}</math>. EX: Given a piece of paper, fold and cut in <math>\frac{1}{2}</math> and label each piece as <math>\frac{1}{2}</math>.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.4.1.4 estimate to nearer 10,000 using rounding, benchmarks, and compatible numbers and identify over and under estimates to determine reasonableness of an answer.</p> <p>MA.4.1.5 compare and order fractions with like and unlike denominators using pictorial representations.</p> <p>MA.4.1.7 recognize and model equivalent fractions using pictorial representations.</p> <p>MA.4.1.9 understand the relationship of fractions to decimals using concrete objects and pictorial representations.</p> <p>MA.4.1.10 round decimals to the nearest whole, 10<sup>th</sup>, or 100<sup>th</sup>.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize two-digit whole numbers to 20. EX: Give corresponding card for the number.</li> <li>• Identify two equal parts as a whole. EX: Divide an object into two equal parts. EX: Color half a circle red and half green.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize whole numbers to ten. EX: Place the number of beans on the paper that corresponds to that number.</li> <li>• Recognize equal parts. EX: Given a group of manipulatives, divide into two equal groups.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a number from a non-number. EX: Shown an apple and a foam number, student will identify the number.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.1.6 add and subtract fractions with like and unlike denominators using pictorial representations.</p> <p>MA.4.1.8 model addition and subtraction of mixed numbers without and with regrouping.</p> <p>MA.4.1.11 add and subtract decimals to the 100<sup>th</sup> place.</p> <p>MA.4.1.12 apply the distributive property of multiplication over addition.</p> <p>MA.4.1.13 memorize basic multiplication facts and corresponding division facts.</p> <p>MA.4.1.14 multiply 2-and 3-digit numbers by 1- and 2-digit numbers.</p> <p>MA.4.1.15 divide 2-and 3-digit numbers by 1-and 2-digit numbers.</p> <p>MA.4.1.16 apply the order of operations in solving problems.</p> <p>MA.4.1.17 solve grade level appropriate story problems using multiple strategies.</p> <p>MA.4.1.18 develop fluency in addition and subtraction of all whole numbers.</p>	<p>MA.4.1.ES.2 solve addition problems with sums to 19 and model subtraction.</p>	<p>MA.PD.4.1.ES.2</p> <p>Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve addition problems with sums greater than twenty independently. EX: Correctly solve written addition problems.</li> <li>• Solve basic single-digit subtraction independently. EX: Correctly solve subtraction problems.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve addition problems with sums to nineteen. EX: Shown addition flash cards, give answer.</li> <li>• Model subtraction problems with or without manipulatives. EX: Choose two gummy bears from a group of eight. State how many are left.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve addition problems with sum of nine using manipulatives. EX: Given two groups of counters, add the two groups.</li> <li>• Compare two quantities as more or less. EX: Given two separate quantities, determine which is more or less.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize one-to-one correspondence. EX: Given cards with two dots, place an object on each dot.</li> <li>• Give objects away as directed. EX: Hand pencil to teacher when asked.</li> </ul>

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**GRADE FOUR EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.4.2.1 solve problems involving patterns.</p> <p>MA.4.2.3 understand the relationship between number patterns and multiples.</p> <p>MA.4.2.4 use patterns to predict the nth term.</p> <p>MA.4.2.5 represent the idea of a variable as an unknown quantity using a letter.</p>	<p>MA.4.2.ES.1 recognize and complete a three-object / item pattern.</p>	<p>MA.PD.4.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Predict and extend a pattern. EX: Predict next three objects in a continuing pattern.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and complete a three-object / item pattern. EX: Using three colored blocks, extend pattern to the next 3 places. EX: Follow a daily lunch routine, by picking up fork, napkin, straw on a daily basis.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.4.2.2 use input/output model with grade appropriate functions.	(This objective is not developmentally appropriate for this population.)	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Duplicate a pattern. EX: Given a word card, match individual letters to copy word.</li> <li>EX: Given pre-printed shape pattern and shape cards, match individual shape in pattern – circle, square, circle, square, etc.</li> <li>EX: For a Mother’s Day present make a necklace with beads as demonstrated by teacher.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify items in a pattern. EX: Touch objects as teacher identifies them.</li> </ul>

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**GRADE FOUR EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.3.1 identify plane figures and their components.</p> <p>MA.4.3.2 compare and contrast quadrilateral shapes.</p> <p>MA.4.3.3 describe three-dimensional objects from different perspectives.</p> <p>MA.4.3.4 identify and draw intersecting, parallel, and perpendicular lines.</p> <p>MA.4.3.5 draw, label, compare, and classify acute, right, and obtuse angles.</p> <p>MA.4.3.6 draw a design with one line of symmetry.</p> <p>MA.4.3.8 draw and identify parts of a circle: center point, diameter, and radius.</p>	<p>MA.4.3.ES.1 identify and replicate basic geometric shapes including square, circle, triangle, and rectangle.</p>	<p>MA.PD.4.3.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between geometric shapes. EX: When given two different shapes, determine how are they alike and different. EX: When given two different size of same shape, determine attributes that are the same (i.e., two rectangles that are different colors, size, but same shape).</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.4.3.7 graph/plot ordered pairs on a one-quadrant grid.	(This objective is not developmentally appropriate for this population.)	<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify and replicate circle, square, rectangle, triangle.</li> </ul> <p>EX: Correctly name shape when shown an object, such as a quarter. EX: Participate in playing shape bingo by covering correct shape when called. EX: Given the shape, draw the shape.</p> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize shapes circle, square, rectangle and triangle.</li> </ul> <p>EX: Name shapes on gym floor- circle, square. EX: Students will build a shape by pressing clay into a mold. EX: Show me the circle, square, etc. from two choices.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Matching identical shapes of circle, square or triangle.</li> </ul> <p>EX: When given a shadow of a shape, put matching item over shadow. EX: Sort and trace shapes.</p>
MA.4.3.7		

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**GRADE FOUR EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.4.1 estimate, measure, compare, order and draw lengths using customary and metric units.</p> <p>MA.4.4.4 understand appropriate grade level conversions within a system of measure.</p> <p>MA.4.4.5 read scales of weight, capacity, and temperature and select appropriate unit.</p> <p>MA.4.4.2 determine and compare areas of rectangles and squares by multiplying length and width.</p>	<p>MA.4.4.ES.1 recognize length as long/short, weight as heavy/light, and temperature as hot /cold.</p>	<p>MA.PD.4.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Compare length, mass temperature of objects. EX: Determine which object is the longest, i.e., ruler/yardstick.</li> <li>EX: Determine which object weighs more, i.e., apple/pumpkin.</li> <li>EX: Determine which object is the coldest, i.e., ice/coffee.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize length as long/short, weight as heavy/light, and temperature as hot/cold. EX: Pick up piece of paper and indicate if it is heavy or light.</li> <li>EX: Look at a piece of yarn and indicate if it short or long.</li> <li>EX: Look at a picture of ice cream and indicate if it is hot or cold.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Sort items by their length, and temperature. EX: Place all pictures of items that are hot in a pile.</li> <li>EX: Place all short items in a pile.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Touch the picture of the item that is short, long, hot, cold. EX: Use object board, touch the picture of the cold item, etc.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.4.6 read time to the minute. MA.4.4.7 determine elapsed time in hours/ minutes within a 24-hour period.</p>	<p>MA.4.4.ES.2 recognize time in relationship to a daily schedule.</p>	<p>MA.PD.4.4.ES.2 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Indicate time to the hour when presented with two clocks. EX: When shown two clocks, touch the clock that reads five o'clock, etc.</li> <li>• When shown a digital or analog clock, indicate time to the hour. Ex: Complete paper and pencil activities filling in time or drawing hands on clock.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize time in relationship to a daily schedule. EX: When asked what five o'clock is, indicate dinnertime. EX: When asked what three o'clock is, indicate time to go home.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Show appropriate action at a specific time, when associated with a timer. EX: Change learning station when timer goes off.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Associate an object with a scheduled activity. EX: Given a spoon and a ball, indicate which means gym. EX: Place object in "Finish" box when completed.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.4.4.8 count coins and bills and determine correct change.</p>	<p>MA.4.4.ES.3 identify values of coins.</p>	<p>MA.PD.4.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify mixed coins by values. EX: Given pile of mixed coins, find the coins said by picking it up and then indicate its value.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify values of coins. EX: When shown a penny, indicate it is worth one cent; nickel /five cents.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match coin to its value. EX: Given a value cards, place the correct coin on its card.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Place coins into correct value container. EX: Pick up penny and drop into the one-cent can, etc.</li> </ul>
<p>MA.4.4.3 discover through modeling the formula for volume of a rectangular prism.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	

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**GRADE FOUR EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.4.5.1 understand and reason about the use and misuse of statistics in our society.</p> <p>MA.4.5.2 read and interpret information represented on a circle graph.</p> <p>MA.4.5.3 collect, organize, display, read and interpret data from a problem solving situation in line graphs, bar graphs, tally charts and tables with scale increments greater than one.</p> <p>MA.4.5.4 list all possible outcomes for an experiment using a tree diagram.</p> <p>MA.4.5.5 determine mean, median, mode and range from collected data.</p>	<p>MA.4.5.ES.1 develop and interpret picture or object graphs.</p>	<p>MA.PD.4.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Develop and interpret graphs using words and numbers. EX: Record daily temperature on a chart.</li> <li>EX: Record data from interview questions, answer questions about graph, complete fill-in statement about graph (more girls or boys like to eat ice cream).</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Develop and interpret graphs using objects or pictures. Ex: Track daily weather using pictures and identify weather patterns. EX: Answer simple questions about graphs. (How many sunny days?)</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Fill in appropriate areas of graph.</li> <li>EX: Place picture, sticker, or color in area of graph.</li> </ul> <p>Ex: Place picture of cold weather in cold weather column. EX: Color in appropriate square to indicate today's weather.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify items to be graphed.</li> <li>Ex: Select dictated picture to complete graph.</li> </ul>

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**GRADE FIVE EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- Demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - Demonstrate meaning of operations and how they relate to one another; and
  - Compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.5.1.1 read, write, order and compare all whole numbers.	MA.5.1.ES.1 recognize two-digit whole numbers to 40 and the fractional part $\frac{1}{2}$ .	MA.PD.5.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:
MA.5.1.2 read, write, order and compare all decimals.		<ul style="list-style-type: none"> <li>• Identify fractional parts <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math>.</li> <li>EX: Color a fractional part of a diagram.</li> </ul>
MA.5.1.3 identify place value of each digit utilizing standard and expanded form in any whole number.		<ul style="list-style-type: none"> <li>• Recognize two-digit numbers to 50.</li> <li>EX: Read numbers from computer.</li> </ul>
MA.5.1.4 estimate with whole numbers and decimals, including money, to determine reasonableness of an answer.		Level III students perform the following without assistance: Student will:
MA.5.1.6 compare and order fractions, improper fractions and mixed numbers with like and unlike denominators (e.g., greatest common factor, lowest common multiple).		<ul style="list-style-type: none"> <li>• Recognize two-digit whole numbers to 40.</li> <li>EX: Use flashcards to read numbers.</li> <li>• Identify the fractional part <math>\frac{1}{2}</math>.</li> <li>EX: Cover one-half of a whole using manipulatives.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.5.1.7 model and write equivalencies of fractions, decimals, percents, and ratios.</p> <p>MA.5.1.8 add and subtract fractions and mixed numbers.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize two-digit numbers to 30. EX: Point to number on a calendar.</li> <li>• Identify that two equal parts make a whole. EX: Given two half circles, when put together, it makes a whole.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match single-digit numbers to five. EX: Given a number, find its match located in the room.</li> <li>• Identify a picture as complete. EX: Point to the picture that is a whole.</li> </ul>
<p>MA.5.1.5 identify and use the divisibility rules of 2, 3, 5, 9 and 10.</p> <p>MA.5.1.9 model multiplication and division of fractions to solve the algorithm.</p> <p>MA.5.1.10 model multiplication of decimals and division of decimals by a whole number divisor.</p> <p>MA.5.1.11 develop fluency in addition, subtraction, multiplication and division of whole numbers.</p> <p>MA.5.1.12 solve grade level appropriate story problems using multiple strategies.</p>	<p>MA.5.1.ES.2 solve double-digit addition without regrouping and single-digit subtraction.</p>	<p>Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve double-digit addition with regrouping. EX: Use paper and pencil calculations.</li> <li>• Subtract two-digit numbers. EX: Use a calculator to solve two-digit subtraction.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve double-digit addition without regrouping. EX: Use paper and pencil calculations</li> <li>• Subtract single-digit numbers. EX: Use an abacus to subtract three from eight.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve single-digit addition without regrouping</li> <li>EX: Using manipulatives solve one-digit addition problems.</li> <li>• Model single-digit subtraction.</li> <li>EX: Take one object away from a set.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Model one more and one less.</li> <li>EX: Add one more to a set of objects; take one away from a set of objects.</li> </ul>

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**GRADE FIVE EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.5.2.1 explore a variety of patterns with missing elements (e.g., square numbers, powers, triangular numbers, arithmetic sequences).</p> <p>MA.5.2.3 write an equation using a variable to solve problems.</p> <p>MA.5.2.4 evaluate an expression given a value for the variable.</p>	<p>MA.5.2.ES.1 recognize and complete a four-object/step pattern.</p>	<p>MA.PD.5.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Extend a pattern. EX: Given a pattern, add an item to enlarge the pattern.</li> <li>EX: Use M&amp;M's (candy) and put in rows of four colors.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.5.2.2 use input/output model with grade appropriate functions.		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Complete a four-step pattern. EX: Following pattern of music, clap, stomp, jump, tap as directed.</li> <li>• Describe a four-object / step pattern. EX: Verbally identify each object in a continuing pattern by its attributes. EX: Using a communication talker, push matching pattern.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow a pictorial pattern. EX: Follow daily routine by using pictures of everyday schedule.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Continue a pattern based on a single attribute such as color, shape or rhythm. EX: Given an object on table, lay down matching object from choice of two.</li> </ul>
MA.5.2.2 use input/output model with grade appropriate functions.	(This objective is not developmentally appropriate for this population.)	

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**GRADE FIVE EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.5.3.1 classify and compare polygons.	MA.5.3.ES.1	MA.PD.5.3.ES.1
MA.5.3.2 construct a 3-dimensional figure from different views (orthogonal drawings).	match three-dimensional objects (cube, sphere, pyramid) to their corresponding plane shapes (square, circle, triangle).	Level IV students perform the following complex task without assistance: Student will:
MA.5.3.3 measure angles using a protractor.		<ul style="list-style-type: none"> <li>• Describe the attributes of plane and three-dimensional shapes.</li> </ul>
MA.5.3.5 recognize the images of figures after reflections, translations and rotations.		EX: Count the number of points on a given shape.
MA.5.3.6 draw a similar figure using a scale.		Level III students perform the following without assistance: Student will:
		<ul style="list-style-type: none"> <li>• Match three-dimensional shapes to their corresponding plane shape.</li> </ul> EX: Shown a square, place cube with it. EX: Given a circle, pick out sphere.

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.5.3.4 draw a design with more than one line of symmetry.	(This objective is not developmentally appropriate for this population.)	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Sort three-dimensional plane shapes.</li> <li>EX: Given a pile of three-dimensional and plane shapes, sort plane from three-dimensional.</li> <li>EX: Put shapes in brown bag. Reach in and name shape being pulled out as three-dimensional or plane.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize geometric shapes as plane or three-dimensional.</li> <li>EX: Teacher will ask to show me the three-dimensional shapes.</li> </ul>

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**GRADE FIVE EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.5.4.1 estimate, measure, compare, order and draw lengths of real objects in parts of an inch up to 1/8 of an inch and millimeters.</p> <p>MA.5.4.2 determine and compare area of triangles and parallelograms using appropriate formula solving situations.</p> <p>MA.5.4.5 understand appropriate grade level conversions within a system of measure and apply to problem</p> <p>MA.5.4.6 evaluate and/or measure the weight/mass of real objects in ounces, pounds, tons, grams, and kilograms.</p> <p>MA.5.4.8 select appropriate customary and metric units and the tools for measuring to desired degree of precision.</p>	<p>MA.5.4.ES.1 measure length and weight using nonstandard forms of measurement (i.e. paperclips, counting bears).</p>	<p>MA.PD.5.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use actual device to measure given items. EX: Use a ruler to measure the length of an object to an inch. EX: Use a scale to measure the weight in pounds.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Measure length and weight using nonstandard forms of measurement (paperclips, counting bears, etc.). EX: Use paperclips to measure the length of a book and then count number of paperclips. EX: Use a scale/balance to determine which is heavier.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.5.4.9 determine actual measurement from scale drawings.</p> <p>MA.5.4.4 understand the relationship between area and perimeter of a plane figure.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine longer/shorter or heavier/lighter using nonstandard forms of measurement.</li> </ul> <p>EX: Using teddy bear counters, place in a straight line to cover the length of two pieces of paper. Select the longer one. EX: Pick up the heavier object from the choice of two.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Position items for measurement.</li> <li>EX: Place objects in a line on a felt board.</li> </ul>
<p>MA.5.4.7 calculate elapsed time.</p>	<p>MA.5.4.ES.2 identify time to the hour.</p>	<p>MA.PD.5.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify time to the half hour.</li> </ul> <p>EX: Given a clock place the hands to read a specified half hour time.</p> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify time to the hour.</li> </ul> <p>EX: Given an hour time card, move the clock hands to the specified hour. EX: Given a clock face draw the hour said.</p>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.5.4.3 solve problems using the formulas for determining volume of a rectangular prism.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match the clock to the hour.</li> <li>EX: Match clock picture to the hour card.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Manipulate a clock.</li> <li>EX: Move the clock hands to different positions.</li> </ul>

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**GRADE FIVE EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
MA.5.5.1 collect, organize, display, read and interpret data from a problem-solving situation in a stem and leaf plot.	MA.5.5.ES.1 develop bar graphs and interpret data.	MA.PD.5.5.ES.1 Level IV students perform the following complex task without assistance: Student will:
MA.5.5.2 identify probabilities and solve problems involving the probability of an event by using tree diagrams or by construction of a sample space representing all possible results.		<ul style="list-style-type: none"> <li>• Interpret data from a bar graph containing multiple bars. EX: Use a bar graph and determine which graph is the most and least, out of three or more bars.</li> </ul>
MA.5.5.3 construct, read, and interpret tables, charts, and graphs to draw reasonable inferences or verify predictions.		Level III students perform the following without assistance: Student will:
MA.5.5.5 construct a circle graph.		<ul style="list-style-type: none"> <li>• Develop bar graphs and interpret data. EX: Given data, color in a bar graph. EX: Given a completed bar graph, compare value of data.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.5.5.4 carry out experiments to determine probability.	(This objective is not developmentally appropriate for this population).	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Copy a bar graph.</li> <li>EX: Using manipulatives (M&amp;M, post-it-notes), replicate a model of a bar graph.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize a paper graph from two items.</li> <li>EX: Given two pieces of paper, select the one showing the graph.</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE SIX EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

Students will:

- Demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
- Demonstrate meaning of operations and how they relate to one another; and
- Compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.1.1 read, write, order, and compare numbers using scientific notation.</p> <p>MA.6.1.2 identify prime and composite numbers up to 100.</p> <p>MA.6.1.4 identify and represent integers on a number line</p>	<p>MA.6.1.ES.1 recognize whole numbers to 60 and fractional parts <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>MA.PD.6.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Connect numerals to number words. EX: Write (stamp) numbers 1 – 10 under the word for the same number.</li> <li>• Recognize that <math>\frac{1}{3}</math> is more than <math>\frac{1}{4}</math>. EX: Given a diagram representing <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math>, identify which is more.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize numbers one – 60.</li> <li>EX: Using flashcards, recognize number displayed.</li> <li>• Assign numbers one – 60 to corresponding set of objects.</li> <li>EX: Show a set of objects, label with corresponding numbers.</li> <li>• Identify the fractional part <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math>.</li> <li>EX: Cover one-fourth of a whole and one-third of a whole using manipulatives.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Compare two quantities of objects.</li> <li>EX: Given two sets of objects determine which is more or less or if they are equal.</li> <li>• Identify that <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math> are less than a whole.</li> <li>EX: Given one cup of milk, pour into four <math>\frac{1}{4}</math> and/or three <math>\frac{1}{3}</math> measuring cups.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Count with one-to-one correspondence.</li> <li>EX: Pass out materials for class.</li> <li>• Identify <math>\frac{1}{4}</math> of a whole.</li> <li>EX: Given a picture of a pizza divided into fourths, select <math>\frac{1}{4}</math> as directed.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.1.3 use prime factorization to determine the greatest common factor and least common multiple.</p> <p>MA.6.1.5 use estimation to solve problems with whole numbers, fractions, and decimals.</p> <p>MA.6.1.6 solve problems in context involving addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers and decimals.</p> <p>MA.6.1.8 convert between fractions, mixed numbers, decimals and percents.</p> <p>MA.6.1.9 find the percent of a number.</p>	<p>MA.6.1.ES.2 solve two-digit numbers addition with and without regrouping and two-digit subtraction without regrouping.</p>	<p>MA.PD.6.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Apply addition and subtraction to solve real world problems. EX: Determine total cost of snacks from a vending machine.</li> <li>EX: Given a specific amount of money, determine which snacks that can be purchased.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Add two-digit numbers with and without regrouping. EX: Work problems on a worksheet.</li> <li>• Subtract two-digit numbers without regrouping. EX: Solve problems on a worksheet.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Model addition and subtraction problems using single-digit numbers. EX: Use manipulatives to model basic addition and subtraction facts using single-digit numbers.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify the number from a set of unrelated objects. EX: Given three objects and a foam numeral, identify the number from among other choices.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.1.7 identify, demonstrate, and apply the distributive, commutative, associative and identity properties.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	

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**GRADE SIX EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.6.2.1 simplify numerical expressions using order of operations.	MA.6.2.ES.1 recognize and complete a pattern.	MA.PD.6.2.ES.1 Level IV students perform the following complex task without assistance: Student will:
MA.6.2.2 identify missing elements in arithmetic and geometric patterns.		<ul style="list-style-type: none"> <li>• Complete patterns by shapes/colors/numbers, more than 1 item in a pattern.</li> </ul>
MA.6.2.3 explore a variety of patterns, including perfect squares, square roots and exponents.		<ul style="list-style-type: none"> <li>EX: Use colors to create pattern.</li> <li>EX: Use shapes (circle, square, triangle) to create pattern.</li> </ul>
MA.6.2.4 use input/output models and spreadsheets to evaluate functions.		Level III students perform the following without assistance: Student will:
MA.6.2.5 solve a proportion using cross multiplication.		<ul style="list-style-type: none"> <li>• Recognize and complete a pattern.</li> </ul>
MA.6.2.6 identify like terms and monomials.		<ul style="list-style-type: none"> <li>EX: Count by rote by ten's.</li> <li>EX: Group objects by ten's.</li> </ul>
MA.6.2.7 model addition, subtraction, multiplication and division of integers.		<ul style="list-style-type: none"> <li>EX: Complete a pattern by shapes and color.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.2.9 use variables to represent and solve real world problems appropriate for the 6<sup>th</sup> grade using multiple strategies.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow a pictorial/geometric pattern. EX: Using parquetry blocks, imitate a pattern provided by the teacher.</li> <li>• Continue a pattern. EX: Given an arrangement of manipulatives continue the pattern.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given a pattern, replicate/copy the pattern. EX: Match objects to a given pattern.</li> </ul>
<p>MA.6.2.8 locate and plot points within the four quadrants.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	

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**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.3.1 classify lines as parallel, intersecting, perpendicular or skew.</p> <p>MA.6.3.2 determine the sum of measures of angles in polygons.</p> <p>MA.6.3.3 bisect a line segment using a compass and straightedge</p> <p>MA.6.3.4 draw an angle of a given measure.</p> <p>MA.6.3.6 define and sketch similar and congruent plane geometric figures.</p>	<p>MA.6.3.ES.1 recognize and replicate right angles.</p>	<p>MA.PD.6.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select pictorial representations of objects with right angles. EX: Find pictures in a magazine that have right angles.</li> <li>• Draw a right angle. EX: Given draft paper, draw a right angle.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and replicate right angles. EX: Identify right angles in the environment. EX: When given a set of objects, sort into right angles and non-right angles. EX: Replicate a right angle by using a piece of string.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.6.3.5 identify line symmetry and rotational symmetry in plane figures.	(This objective is not developmentally appropriate for this population.)	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given two items, select the one with an angle. EX: Given a ball and a book, identify the book as having angles.</li> <li>• Trace a right angle. EX: Given a model of a right angle, trace the angle with a finger, crayon, or other writing tool.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Match three-dimensional shapes. EX: Given a set of blocks match similar shapes.</li> </ul>

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**GRADE SIX EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.4.2 apply formulas to determine perimeter, circumference and/or area of plane figures including compound figures.</p> <p>MA.6.4.4 investigate and model volume and surface area.</p>	<p>MA.6.4.ES.1 determine perimeter or area of an object.</p>	<p>MA.PD.6.4.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Find the area of a figure by multiplying its length by its width. EX: Measure the length and width of a table and multiply to find the area.</li> <li>• Determine and measure the perimeter of a rectangle. EX: Measure length and width of classroom and find perimeter.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Find the perimeter or area for an object using nonstandard measurements. EX: Using graph paper, sketch polygon around word, count # of squares around figure, count squares inside figure.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.4.5 select appropriate units and determine length, weight/mass and capacity/volume using metric and customary systems.</p> <p>MA.6.4.6 construct scale drawings.</p>	<p>MA.6.4.ES.2 use a ruler to measure length in inches.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given an object with squares, count the squares for area or perimeter. EX: Count the floor tiles in a given area.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Color within the lines of a polygon. EX: The student will color in various polygon shapes.</li> </ul>
		<p>MA.PD.6.4.ES.2</p> <p>Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Measure real world objects with an inch ruler. EX: Use a ruler to measure objects in the environment.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a ruler to measure length in inches. EX: Arrange 1 inch blocks in a row. Then measure with an inch ruler to determine length.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Sort by length. EX: Arrange classmates in order from shortest to tallest.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.4.3 understand the appropriate grade level conversions.</p> <p>MA.6.4.5 select appropriate units and determine length, weight/mass and capacity/volume using metric and customary systems.</p>	<p>MA.6.4.ES.3 tell time to the half hour.</p>	<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a ruler from a non-ruler.</li> <li>EX: Given two objects, choose the ruler.</li> </ul>
		<p>MA.PD.6.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Tell time to five-minute intervals.</li> <li>EX: Read a clock to 5 minutes intervals.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Tell time to the half hour.</li> <li>EX: Read a clock to 30 minutes intervals.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Tell time to the hour.</li> <li>EX: Read a clock to the hour.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a clock.</li> <li>EX: Given a clock and another item student will point, touch, or name a clock.</li> </ul>
<p>MA.6.4.1 derive approximation for pi using actual measurements.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	

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**GRADE SIX EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.6.5.1 collect, organize, display, and read data using appropriate graphs and tables.</p> <p>MA.6.5.2 interpret data using mean, median, mode, and range.</p> <p>MA.6.5.3 determine the probability of a given event and express that probability as a ratio, decimal or percent.</p>	<p>MA.6.5.ES.1 collect, display and read data using appropriate graphs (pictorial, bar and line graphs).</p>	<p>MA.PD.6.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Interpret graphs.</li> <li>EX: Given a graph from a newspaper or magazine interpret information.</li> </ul>
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Collect, display and read data using appropriate graphs (pictorial, bar and line graphs).</li> <li>EX: Conduct a simple survey. (What is your favorite candy?) Record data. Create a bar graph. Compare findings-most, least, equal.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.6.5.4 determine combinations, permutations and probability using sample spaces (by listing and tree diagrams).	(This objective is not developmentally appropriate for this population.)	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Fill in bars on a graph.</li> <li>EX: Given a piece of one inch grid paper, color in a specified number of squares.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a bar graph.</li> <li>EX: When given a choice between two objects, choose a graph.</li> </ul>

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**GRADE SEVEN EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- Demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - Demonstrate meaning of operations and how they relate to one another; and
  - Compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.7.1.1 compare and order integers, decimals, and fractions using symbols (<math>&lt;</math>, <math>&gt;</math>, <math>=</math>) manipulatives and graphing on a number line.</p> <p>MA.7.1.4 recognize and write rational numbers in the form <math>a/b</math>.</p> <p>MA.7.1.7 solve application problems with whole numbers, decimals, fractions and percents.</p>	<p>MA.7.1.ES.1 recognize whole numbers to 100 and the difference among <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{8}</math>.</p>	<p>MA.PD.7.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Write numbers up to 20. EX: Using pencil and paper or stamps "write" the numbers 1 – 20.</li> <li>• Recognize <math>\frac{1}{2}</math> as greater than <math>\frac{1}{3}</math> and <math>\frac{1}{3}</math> as greater than <math>\frac{1}{4}</math>. EX: Given three flashcards with <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math>, place in order from greatest to smallest.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize numbers up to 100. Recognize whole numbers 1 to 100 and the difference among <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{3}</math>.</li> <li>EX: Using flash cards, recognize the number.</li> <li>• Assign a number 1 – 100 to a correct value.</li> <li>EX: Count number of erasers in a container and select correct number.</li> <li>EX: Use number line to plot whole numbers.</li> <li>EX: Given the number, place point on number line.</li> <li>• Match fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math>) with corresponding picture or object.</li> <li>EX: Given diagrams depicting <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math>, match with corresponding flashcards.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize numbers to 20.</li> <li>EX: Given a number, identify using flashcards.</li> <li>• Identify whole numbers on a number line</li> <li>EX: Identify where a particular point is located.</li> <li>• Identify <math>\frac{1}{2}</math> as one of two parts, <math>\frac{1}{3}</math> as one of three parts and <math>\frac{1}{4}</math> as one of four parts.</li> <li>EX: Using manipulatives, separate an object into two equal parts, three equal parts and four equal parts.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.1.2 find powers, squares, and square roots using manipulatives, models, calculators, tables and mental math.</p> <p>MA.7.1.3 define absolute value and determine its effect on a number or expression.</p> <p>MA.7.1.5 perform operations with integers (e.g., addition, subtraction, multiplication, division).</p> <p>MA.7.1.6 apply the commutative, associative, distributive, identity and inverse properties.</p> <p>MA.7.1.8 use appropriate estimation strategies in problem situations including evaluating the reasonableness of a solution.</p>	<p>MA.7.1.ES.2 solve two-digit addition and subtract with and without regrouping and single-digit multiplication.</p>	<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Point to a given point on a number line.</li> <li>EX: Match number cards to number on the number line and point to the number.</li> <li>• Select <math>\frac{1}{2}</math> of a picture or object representation</li> <li>EX: Given a picture or object depicting <math>\frac{1}{2}</math>, select the fractional part as directed.</li> </ul>
		<p>MA.PD.7.1.ES.2</p> <p>Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the concept of multiplication. EX: <math>4 \times 4 = 4 + 4 + 4 + 4</math>.</li> <li>• Use more than one operation (add, subtract, multiply) to solve practical problems. EX: If you purchase two drinks at 2 drinks at \$1.00 each and 3 chips at \$.70 each, what is your change, if you pay with a \$5.00.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Multiply single-digit numbers. EX: <math>3 \times 5 = 15</math>.</li> <li>EX: Using blocks, grid paper, build rectangular by arranging blocks. EX: Complete worksheets.</li> <li>• Use addition and subtraction to solve an application problem. EX: "If you have \$10 and you buy item for \$6, what is the change?" EX: Use blocks or objects to represent the problem or solution.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Multiply single-digits up to 5.</li> <li>EX: Using blocks, grid paper, build rectangle by arranging blocks (4 x 2).</li> <li>• Recognize and indicate whether items are added or subtracted from group.</li> <li>EX: Given four items, remove two items when instructed.</li> <li>EX: Given eight items, add 3 items when instructed.</li> </ul> <p>Level I students attempt to perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Multiply 1 and 2.</li> <li>EX: Using blocks, show 1 x 2 and 2 x 2.</li> <li>• Recognize that when items are added to or subtracted from the results is more or less.</li> <li>EX: Given four items, indicate whether the result is more or less after two are removed.</li> <li>EX: Given two items, indicate whether the result is more or less when one item is added.</li> </ul>

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**GRADE SEVEN EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p><b>MA.7.2.1</b> find missing elements in a variety of arithmetic and geometric patterns including algebraic sequences and series.</p> <p><b>MA.7.2.2</b> simplify and evaluate numerical and algebraic expressions with whole numbers, integers, absolute value and exponents using the order of operations and exponential rules.</p> <p><b>MA.7.2.3</b> add, subtract, multiply and divide monomials with no more than two variables and no exponent greater than two.</p>	<p><b>MA.7.2.ES.1</b> recognize and complete a counting pattern.</p>	<p><b>MA.PD.7.2.ES.1</b> Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Predict a pattern. EX: Given a specific day, predict the next day in a month.</li> <li>EX: Given a schedule, predict what activity comes next.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and complete a counting pattern. EX: Count by two's, five's and ten's. EX: Use manipulatives to model counting by two's, five's or ten's.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.2.4 find and use the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of a set of monomials or algebraic fractions using prime factorization and exponent rules.</p> <p>MA.7.2.5 input data into a spreadsheet to create input/output function tables.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Sort, manipulate, and group by number values.</li> <li>EX: Place items in groups of two's, five's ten's.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Group like colors and shapes.</li> <li>EX: Use blocks, color cards, squares, circles, etc.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
MA.7.2.6 use ratios and proportions to represent and solve application problems.	MA.7.2.ES.2 given two whole numbers identify which is greater than/less than.	MA.PD.7.2.ES.2 Level IV students perform the following complex task without assistance: Student will:
MA.7.2.7 write and evaluate complex algebraic expressions for word phrases.		<ul style="list-style-type: none"> <li>• Represent an inequality.</li> <li>EX: Represent five is greater than three using blocks, grid paper, objects and worksheets.</li> </ul>
MA.7.2.8 use and apply scientific notation containing positive and negative exponents.		<ul style="list-style-type: none"> <li>• Represent an inequality.</li> <li>EX: Represent five is greater than three using blocks, grid paper, objects and worksheets.</li> </ul>
MA.7.2.9 solve one-step linear equations containing whole numbers, fractions, decimals and integers with integer solutions.		<ul style="list-style-type: none"> <li>• Given two whole numbers which is greater or less than.</li> <li>EX: Given two partial items (glass that is <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> full), indicate which is greater or less.</li> </ul>
MA.7.2.10 solve basic inequalities using inverse operations and graph solutions.		<ul style="list-style-type: none"> <li>• Given two whole numbers which is greater or less than.</li> <li>EX: Given two partial items (glass that is <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> full), indicate which is greater or less.</li> </ul>
MA.7.2.13 represent and solve real world problems appropriate for 7 <sup>th</sup> grade using multiple strategies.		<ul style="list-style-type: none"> <li>• Given groups of items, indicate which is more.</li> <li>EX: Using two blocks and three blocks, indicate which is greater.</li> <li>EX: Using four pretzels and one pretzel, indicate which is greater.</li> </ul>
		<ul style="list-style-type: none"> <li>• Given a whole item and a partial item, indicate which is bigger.</li> <li>EX: Use whole cookie, partial cookie, whole paper, partial paper, etc.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.7.2.11 plot lines within the Cartesian coordinate plane from a table of values.</p> <p>MA.7.2.12 determine the slope of a line from its graphical representation.</p>	<p>(These objectives are not developmentally appropriate for this population.)</p>	

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**GRADE SEVEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AN PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
MA.7.3.1 identify and construct angle-pairs (e.g., adjacent, complementary, supplementary, vertical).	MA.7.3.ES.1 recognize and replicate angles: right, acute, obtuse.	MA.PD.7.3.ES.1 Level IV students perform the following complex task without assistance: Student will:
MA.7.3.2 use a formula to determine the sum of the measures of the interior angles of a polygon.		<ul style="list-style-type: none"> <li>• Identify and locate different angles in this classroom.</li> </ul> EX: Find and name the different angles in the classroom (corner blocks, doorframes, tables, windows).
MA.7.3.3 use 2-dimensional representations of 3-dimensional objects to visualize and solve problems.		Level III students perform the following without assistance: Student will:
MA.7.3.4 identify and construct congruent segments and angles, perpendicular bisectors of segments and angle-bisectors.		<ul style="list-style-type: none"> <li>• Recognize and replicate different types of angles: right, acute, and obtuse.</li> </ul> EX: Use manipulation to represent the angles (e.g., Geoboard, sand, shaving cream, grid paper).
MA.7.3.5 apply and demonstrate line symmetry. MA.7.3.6 apply transformations (rotations, reflections, translations) to plane figures using graph paper.		

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.3.7 solve ratio and proportion problems including scale drawings and similar polygons.</p>		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a specified angle on a familiar object.</li> </ul> <p>EX: Trace the angle on tangible items: corner of book/angle copied on paper.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Duplicate an angle.</li> </ul> <p>EX: Complete shapes, trace angles.</p>

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**GRADE SEVEN EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.7.4.1 use and apply formulas in problem solving situations involving perimeter, circumference, area, surface area, distance and temperature (Celsius, Fahrenheit).</p> <p>MA.7.4.2 use the concept of volume for prisms, pyramids, and cylinders as the relationship between the area of the base and height.</p> <p>MA.7.4.3 use the Pythagorean Theorem to find the length of any side of a right triangle.</p>	<p>MA.7.4.ES.1 determine the volume of an object using non-standard measurement.</p>	<p>MA.PD.7.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Predict volume.</li> </ul> <p>EX: Predict the number of objects that can fit in a given container and test.</p> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine the volume of a given object using non-standard measurement.</li> </ul> <p>EX: Given a set of blocks and 2 containers of differing sizes, select the appropriate container.</p> <p>EX: Given a rectangular box, determine how many blocks it can hold.</p> <p>EX: How many cups does it take to fill a bucket?</p>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.4.4 convert units of measurement within and between customary and metric systems.</p>	<p>MA.7.4.ES.2 measure length with a customary ruler and yardstick.</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine capacity: more or less. EX: Given two containers, determine which will hold more.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Place objects in containers. EX: Manipulate objects to fill containers of varying sizes.</li> </ul>
		<p>MA.PD.7.4.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Select which item for measuring is more appropriate when measuring an object. EX: Given an object student will state whether a ruler or yardstick would be used to measure object.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a ruler or yardstick to measure length. EX: Measure line or object to nearest inch.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a ruler and a yardstick. EX: Given a ruler, a yardstick and two unrelated items, identify the yardstick and the ruler.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.4.4 convert units of measurement within and between customary and metric systems.</p>	<p>MA.7.4.ES.3 tell time to the nearest five-minute intervals.</p>	<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a ruler.</li> <li>EX: Given a ruler and an unrelated item, identify the ruler.</li> </ul>
		<p>MA.PD.7.4.ES.3 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify time to the nearest 15 minute intervals. EX: Given a clock, indicate the specified time (e.g., 5:15; 10:30; 1:45).</li> <li>EX: Manipulate the hands of the clock to indicate a specified time.</li> <li>EX: Sketch hands of a clock on a worksheet to indicate a specified time.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Tell time to the nearest five minute intervals. EX: Given a clock, indicate the specified time (e.g., 5:05; 10:35; 1:45).</li> <li>EX: Manipulate the hands of the clock to indicate a specified time.</li> <li>EX: Sketch hands of a clock on a worksheet to indicate a specified time.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify time in the hour and half-hour intervals.</li> </ul> <p>EX: Given a clock, indicate the specified time (e.g., 5:00; 10:30; 1:00).</p> <p>EX: Manipulate the hands of the clock to indicate a specified time to the hour and the half hour.</p> <p>EX: Sketch hands of a clock on a worksheet to indicate a specified time.</p> <p>Level I students attempt to perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Identify time in hour intervals.</li> </ul> <p>EX: Given a clock, indicate the specified time (e.g., 4:00; 10:00; 3:00).</p> <p>EX: Manipulate the hands of the clock to indicate a specified time to the hour.</p> <p>EX: Sketch hands of a clock on a worksheet to indicate a specified time.</p>

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**GRADE SEVEN EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.7.5.2 construct sample spaces by listing, tree diagrams, and frequency distribution tables to determine combinations and permutations.</p> <p>MA.7.5.3 collect, organize, graphically represent, and interpret data displays including: frequency distributions, line-plots, scatter plots, box and whiskers, and multiple-line graphs.</p> <p>MA.7.5.4 solve application problems involving measures of central tendency (mean, median, mode) and dispersion (range) from data, graphs, tables, and experiments using appropriate technology.</p>	<p>MA.7.5.ES.1 organize given data by category, frequency, and range.</p>	<p>MA.PD.7.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given data, categorize it, determine frequency of occurrence for each category, and organize by range. EX: Given pictures of fall, winter, spring, and summer, categorize pictures to determine the number for each season, and arrange to form a bar graph from fewest to most.</li> </ul>
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given data, organize into frequency of occurrence and range. EX: Given two-weeks of temperatures, organize by category of weather, how often of each type of weather occurs and from high to low.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.7.5.1 determine experimental and theoretical probability of an event using appropriate technology.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Given a category, identify items that belong in the category.</li> </ul> <p>EX: Give the student the category, find items or objects from magazines, flashcards, pictures, books, etc.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify objects in a category.</li> </ul> <p>EX: Identify forks, spoons, identify seasons and colors, etc.</p>

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**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- Demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - Demonstrate meaning of operations and how they relate to one another; and
  - Compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.8.1.1 compare and order rational and irrational numbers.</p> <p>MA.8.1.2 utilize the properties of terminating, repeating, and non-repeating decimals, and conversions between fractions, mixed numbers, and decimals.</p>	<p>MA.8.1.ES.1 recognize numbers to 100 including fractional halves, fourths, tenths and their decimals.</p>	<p>MA.PD.8.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize numbers through 100 and match them with their word name. EX: Using flash cards, match numbers with their word name.</li> <li>• Count groups of 10s to 100. EX: Given a group of objects, which are divisible by 10, student will sort them into groups of 10s and count.</li> <li>• Recognize decimal, fraction, percent equivalences. (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>). EX: Given flash cards, group the equivalent numbers together (e.g. <math>\frac{1}{2}</math>, 0.5, 50% or <math>\frac{1}{2}</math> and <math>\frac{1}{2}</math> = \$0.50).</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize numbers up to 100. EX: Using flashcards, name the number.</li> <li>• Use a 100s chart, counts by 10s to 100. EX: Given a 100s chart, highlight the multiples of 10 then count to 100.</li> <li>• Recognize decimal and fraction equivalences. (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>). EX: Given flash cards, group the equivalent numbers together (e.g. <math>\frac{1}{2} = \\$0.50</math>).</li> </ul> <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> <li>• Compare sets of objects to find more, less, equal. EX: Given two groups of paperclips, determine which group has more.</li> <li>• Recognize that 0.5 (<math>\frac{1}{2}</math>) is less than a whole. EX: Recognize that \$0.50 is less than a dollar.</li> <li>• Recognize single-digit numbers and match them with the number word. EX: Using flash cards, match numbers with their word name.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify numbers 1 - 5 with corresponding objects. EX: Using flash cards, match numbers with their word name.</li> <li>• Identify a part of an object versus a whole object. EX: Indicate the partial object (i.e., cookies) when asked.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.1.4 use powers, squares, and square roots to solve problems.</p> <p>MA.8.1.5 use estimation techniques with whole numbers, decimals, percent, fractions and mixed numbers to solve and verify solutions in application problems.</p> <p>MA.8.1.6 solve application problems with whole numbers, decimals, fractions, percents and integers including, but not limited to, rates, tips, discounts, sales tax and interest.</p> <p>MA.8.1.7 develop computational strategies based on the commutative, associative, and identity properties with emphasis on the inverse and distributive properties.</p>	<p>MA.8.1.ES.2 apply various strategies and operations to solve practical problems involving whole numbers.</p>	<p>MA.PD.8.1.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Choose the correct operation for a given problem. EX: Eight servings are in a box but only four servings are needed.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Use various strategies and operations to solve problems involving real numbers. (addition, subtraction and multiplication). EX: Given a number between 1 and 25, use different combinations of numbers to represent the number (<math>24 + 1</math>, <math>25 - 1</math>, <math>5 \times 5</math>, etc.). EX: Regroup 10 items into different sums (<math>8 \text{ apples} + 2 \text{ apples} = 10 \text{ apples}</math> just as <math>7 \text{ apples} + 3 \text{ apples} = 10 \text{ apples}</math>).</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Combine items to create a specified number. EX: In the grocery store, select various fruits to equal ten.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Match a number to a given set. EX: The number four to a set of four forks.</li> </ul>

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<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
MA.8.1.3 extend scientific notation to numbers with a wide range of values using a calculator when appropriate.	(This objective is not developmentally appropriate for this population.)	

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**GRADE EIGHT EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.8.2.6 apply inductive and deductive reasoning to write a rule from data in a function table.</p> <p>MA.8.2.7 graph linear equations and inequalities within the Cartesian coordinate plane using ordered pairs table of values and appropriate technology.</p> <p>MA.8.2.8 formulate and apply a rule to generate arithmetic, geometric and algebraic pattern.</p>	<p>MA.8.2.ES.1 recognize and extend mathematical patterns.</p>	<p>MA.PD.8.2.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Extend a counting pattern. EX: Given a pattern of 20, 22, 24, 26, __, __. What fills in the blank?</li> </ul> <p>Level III students perform once in one setting without support the following: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and extend mathematical patterns. EX: Given three packs of gum containing five pieces in each, extend the pattern by adding packs containing equal numbers of pieces. EX: Given a pattern of two, four, six, eight, __. What fills in the blank?</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.2.1 use order-of-operations and exponents rules to solve problems with numerical and algebraic expressions containing whole numbers, integers, absolute value, fractions and exponents.</p> <p>MA.8.2.2 solve one and two step linear equations and inequalities with integers, fractions, and decimal solutions.</p> <p>MA.8.2.3 use ratio and proportion to create and solve equations.</p>	<p>MA.8.2.ES.2 given fractions one-half, one third, one-fourth, and decimal .5, .25, .75 identify which is greater than/less than.</p>	<p>Level II students perform without assistance the following: Student will:</p> <ul style="list-style-type: none"> <li>• Follow a counting pattern by counting two's, five's, ten's.</li> </ul> <p>EX: If you have two packs of gum with five pieces each, how many pieces of gum do you have? EX: Using a number line, starting with the number five, add five and give the next number.</p> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow a counting pattern.</li> <li>EX: Repeat a counting pattern stated by the teacher by counting two's to ten.</li> </ul> <p>MA.PD.8.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the concept of one-half, one third, and one-fourth through daily activities and decimals .5, .25, .75 through provided coins.</li> <li>EX: Pass out <math>\frac{1}{3}</math> of the pencils and <math>\frac{1}{2}</math> of the stack of paper, and <math>\frac{1}{4}</math> of the erasers.</li> <li>EX: Given a jar of coins select .5, .75, .25, which is more money?</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.2.10 represent and solve real world problems appropriate for eight-grade using multiple strategies.</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>Given fractions one-half, one third, one-fourth, and decimals .5, .25, .75 identify which is greater than/less than. EX: Represent <math>\frac{1}{2} &gt; \frac{1}{3}</math> using blocks, grid paper, objects and worksheets and <math>.5 &lt; .75</math>.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Given fractional representation of two objects identify with is more. EX: Given <math>\frac{1}{2}</math> a stick of gum and <math>\frac{1}{3}</math> a stick, identify which is greater, which is less.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>Given a whole object and a partial object, identify which is "more than" which is "less than". EX: Given a whole sandwich and a half of a sandwich, which is more than/less than?</li> </ul>
<p>MA.8.2.4 add and subtract polynomials limited to two variables and positive exponents. MA.8.2.5 apply algebraic equations and expressions to solve application problems. MA.8.2.9 determine the slope of a line given two-points or slope/y-intercept equation (<math>y=mx+b</math>).</p>	<p>This objective is not developmentally appropriate for this population.</p>	

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**GRADE EIGHT EXTENDED MATHEMATICS  
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**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.3.1 investigate the relationship between corresponding, alternate interior, and alternate exterior angles when parallel lines are cut by a transversal using models, pencil/paper and graphing calculator.</p> <p>MA.8.3.2 classify polyhedrons according to the number and shape of faces; determine the relationship between vertices, faces and edges.</p> <p>MA.8.3.3 identify, apply, and construct perpendicular and angle bisectors.</p> <p>MA.8.3.5 use coordinate geometry to represent and examine properties of similar and congruent figures and graph transformations.</p>	<p>MA.8.3.ES.1 identify angles and lines in the environment.</p>	<p>MA.PD.8.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify and locate different kinds of angles. EX: Find the different angles in the classroom (table, book, etc.).</li> <li>EX: Given a rectangle and a triangle, tell which figure has a right angle.</li> <li>EX: Identify the number of angles in a stop sign.</li> <li>• Identify parallel lines. EX: While walking in the community, indicate the streets that are parallel to a stated street.</li> </ul>

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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify the angles of an object in the environment. EX: Tell which angles in the classroom are right angles (corners of the room, corner of a picture frame, bulletin board, etc.)</li> <li>• Identify lines. EX: Find examples of lines in the community.</li> </ul> <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> <li>• Assemble different kinds of angles. EX: Use manipulatives (e.g. Geoboard) to create angles.</li> <li>• Assemble lines. EX: Arrange erasers in lines.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize an angle. EX: Given a drawing or shape, student will point to an angle.</li> <li>• Recognize points. EX: Move to a specific location when directed (work station, restroom, lunchroom, etc.).</li> </ul>

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For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.3.4 create geometric patterns including tiling, art design, tessellations and scaling using transformations (rotations, reflections, translations).</p> <p>MA.8.3.6 create scale models including ratio, proportion and similar figures using pencil/paper and dynamic geometry software.</p>	<p>(These objectives are not developmentally appropriate for this population.)</p>	

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE EIGHT EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**  
Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.8.4.1 estimate and solve application problems involving perimeter, area, surface area and volume of plane and solid geometric figures.</p> <p>MA.8.4.3 solve problems involving missing measurements in plane and solid geometric figures using formulas and drawings including irregular figures, models or definitions.</p>	<p>MA.8.4.ES.1 apply the concepts of area, perimeter and time to real-life situations.</p>	<p>MA.PD.8.4.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Determine and measure the perimeter of a rectangle. EX: Measure length and width of classroom and find perimeter.</li> <li>• Given the area formula, find the area of a figure. EX: <math>A = s \times s</math>   <math>S = 3</math> in. <math>A = l \times w</math>   <math>l = 2</math>ft.   <math>w = 3</math> ft.</li> <li>• Identify and use the measurement tool needed to measure different lengths. EX: Select the tool needed to measure the classroom (ruler, meter or yard stick, tape measure, etc.). EX: Use the measure of time with clocks and calendars to manage daily life activities; show knowledge of scheduled times of daily events (lunch time, play time, toileting time).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• With or without a calculator, determine the perimeter and area of a rectangle. EX: A rectangular yard is 50 feet long and 30 feet wide, if you wanted to enclose the yard with fencing, how much fence would be needed?</li> <li>• Utilize the concept of time in real life. EX: Use a picture-symbol or written schedule to manage daily activities.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Compare objects by linear features. EX: Stand back to back to determine who is taller.</li> <li>• Follow a daily schedule of two or more events. EX: Respond to directives of "snack time" or "time to go to P.E."</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Follow a daily schedule for a minimum of one activity. EX: Follow daily schedule established by the teacher in which there are specific lengths of time for each activity (e.g. meal time, toileting, PT exercises, independent work time).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.4.2 use the concept of volume for cone and pyramids as one-third the product of the area of the base and the height.</p> <p>MA.8.4.4 solve right triangle problems using the Pythagorean Theorem, indirect measurement and definitions.</p>	<p>(These objectives are not developmentally appropriate for this population.)</p>	

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For Students with the Most Significant Cognitive Disabilities*

**GRADE EIGHT EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.8.5.1 use appropriate technology to solve application problems involving combinations and permutations.</p> <p>MA.8.5.2 investigate the experimental and theoretical probability including compound probability of an event.</p> <p>MA.8.5.3 create and extrapolate information from multiple-bar graphs, box and whisker plots, and other data displays using appropriate technology.</p> <p>MA.8.5.4 analyze problem situations, games of chance, and consumer applications using statistical samplings to determine probability and make predictions.</p>	<p>MA.8.5.ES.1 solve problems to determine possible combinations.</p>	<p>MA.PD.8.5.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Make a graph from a survey. EX: Survey at least ten students and make a bar graph showing the results.</li> <li>• Make a prediction based on a real-life situation. EX: If the weatherman says 70% chance of rain, take a raincoat. EX: Use manipulatives to find combinations, then predict that an event will occur (e.g. predict that a blue shirt and red pants will be chosen).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.8.5.5 draw inferences and construct convincing arguments, including misuses of statistical or numeric information, based on data analysis.</p>	<p>(This objective is not developmentally appropriate for this population.)</p>	<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve problems to determine possible combinations. EX: Use shirts and pants (no more than three of each) made of construction paper and pair them to show different combinations. EX: How many different dinner combinations can be made from three food groups?</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Make a prediction based on two choices. EX: Predict which colored blocks will be pulled out after teacher places a blue block and a red block in a container. EX: Having two choices of drinks, predict which will be chosen the most.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Predict the effect of an action. EX: Touch the on "button" of a toy, anticipate what will happen.</li> </ul>

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**GRADE TEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 1: Number and Operations (MA.S.1)**

- Students will:
- Demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems;
  - Demonstrate meaning of operations and how they relate to one another; and
  - Compute fluently and make reasonable estimates through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** Students will demonstrate an understanding of numbers, meanings of operations, compute, and make reasonable estimates.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.10.1.1 solve computational and practical problems using properties of numbers, order of operation, computation, and estimation with decimals, fractions, integers, and mixed numbers, including ratio, proportion, and percents. (AM1.1, AGP.1, AGP.2, AGP.17)</p> <p>MA.10.1.2 write numbers involving scientific notation and combine numbers written in scientific notation to solve practical problems. (AM1.2)</p> <p>MA.10.1.3 estimate and simplify square roots into both exact and approximate forms. (AM1.14, A1.16)</p>	<p>MA.10.1.ES.1 solve problems with whole numbers, fractions and decimals.</p>	<p>MA.PD.10.1.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Chooses correct operations to solve application problems. EX: Determine amount of money need to purchase two items. EX: Determine how much money is needed to purchase more than two items.</li> <li>• Divide whole unit into equal portions. EX: Divide candy (M &amp; Ms, Skittles) into equal parts for your group. EX: Given a pizza, divide it into equal parts for your group (fractional part not given).</li> <li>• Determine amount of dollars/change needed for a purchase. EX: Determine how much money is needed to purchase a drink or snack from a vending machine. EX: At various stores, determine if he/she has enough money to purchase an item. EX: Use next dollar strategy to make a purchase at various stores.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
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Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Calculate groups of numbers using four basic operations. EX: Complete worksheet of problems, (same operations moving to mixed operations).</li> <li>EX: Add and subtract money problems, (items on a menu, grocery items, etc.).</li> <li>EX: Make an inventory of items.</li> <li>• Divide a whole unit into <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{2}</math>. EX: Divide a whole item into parts according to direction. EX: Divide a whole cup of sugar into two (three, four) equal parts.</li> <li>• Find the value of a combination of coins/currency. EX: Count by nickels, dimes and quarters to one dollar. EX: Count mixed currency from \$1.00 to \$20.00. EX: Count money from a vending machine or cashier's money drawer.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Use manipulatives to add or subtract whole numbers up to twenty. EX: Using real items (make-up, earrings, CDs, candy bars), complete addition and subtraction problems.</li> <li>• Arrange parts to complete a whole. EX: Use a template to place parts on whole (slices on pizza). EX: Place parts (puzzle/picture divided into equal parts) together to make a whole without a template.</li> <li>• Identify name and value of money: coins – one, five, ten, and 25 cents and dollars - \$1, \$5, \$10 and \$20. EX: State name or point to name when shown sample. EX: Given money, indicate amount. EX: Given amount, indicate coin or dollar. EX: Given amount, indicate name of coin or dollar.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level I students attempt to perform the following with assistance:</p> <p>Student will:</p> <ul style="list-style-type: none"> <li>• Given a quantity of objects, recognize when items are added or taken away. EX: Using piles of real items – candy, money, etc., add or subtract by one. EX: Increase number of items removed or added.</li> <li>• Differentiate between a whole unit and a fraction. EX: Whole cookie versus a part of a cookie. EX: Whole glass versus partly empty glass. Differentiate between a coin and a non-coin. EX: Coin versus book (non-coin-like objects).</li> <li>• EX: Poker chip versus coins (other coin-like objects).</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
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**GRADE TEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 2: Algebra (MA.S.2)**

Students will:

- demonstrate understanding of patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships; and
- analyze change in various contexts through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand patterns and relations in numbers and able to analyze them in various contexts.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.10.2.1 define variables and solve multi-step linear equations and one-variable inequalities, interpret results on a number line and apply the skills toward solving practical problems. (AM1.10, AM1.11, AGP.18, A1.2, A1.3)</p> <p>MA.10.2.2 solve literal equations for a given variable and apply the skills toward solving practical problems. (AM1.8, A1.4)</p> <p>MA.10.2.3 solve practical problems using a four-step problem solving approach, justifying steps based on the properties of real numbers. (AM1.9, AM1.7)</p>	<p>MA.10.2.ES.1 solve problems using algebraic symbols (&lt;, &gt;, =).</p>	<p>MA.PD.10.2.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Find missing addends represented by <b>variables</b>. EX: Given practical problems, written out with a <b>variable</b> for the missing number, the student will solve for the variable (days to an event, how much more money is needed to buy an item).</li> <li>• Demonstrate the concepts of greater than, less than, and equal to when dealing with money. EX: Go to the grocery store determine if there is enough money or if the item will cost more than amount of money.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.10.2.4 evaluate and simplify algebraic expressions using</p> <ul style="list-style-type: none"> <li>• Grouping symbols;</li> <li>• Order of Operations;</li> <li>• Properties of real numbers with justification of steps;</li> <li>• Laws of Exponents. (AGP.17, AM1.5, AM1.15, A1.7)</li> </ul> <p>MA.10.2.5 solve absolute value equations in one variable and interpret the results on a number line. (AM1.12, A1.6)</p> <p>MA.10.2.9 factor and perform basic operations on simple polynomials. (AM2.7, AM2.8, AM2.9, A1.13, A1.14, A1.15)</p>		<p>Level III students perform without assistance the following Student will:</p> <ul style="list-style-type: none"> <li>• Find missing addends represented by a <b>box</b>. EX: Given practical problems written out with a <b>box</b> for the missing number the student will determine the missing number (days to an event, how much more money is needed to buy an item).</li> <li>• Use algebraic symbols (<math>&lt;</math>, <math>&gt;</math>, <math>=</math>) to compare two sets. EX: Recognize that a dime is less than a quarter; a nickel is less than a dime, etc.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a missing part in a sequence. EX: Given a (piecework) work task that requires the student to put something together, identify for the missing part.</li> <li>• Show “more than”, “less than”, “most”, “least”, “same”. EX: Distinguish between two groups (objects, sports records, money).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify a missing part. EX: Given a set of objects, indicate that an object is missing (utensils, shoes, socks, hearing aids).</li> <li>• Show “more than”. EX: Look at two groups of items and indicate which group is more (food items, CDs, work related items).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.10.2.6 analyze a given set of data for the existence of a pattern numerically, algebraically, and graphically (AM2.1, A1.6).</p> <p>MA.10.2.7 determine the slope of a line given</p> <ul style="list-style-type: none"> <li>• an equation of a line;</li> <li>• the graph of a line;</li> <li>• two points to be identified. (AM2.2, A1.8)</li> </ul> <p>MA.10.2.8 write and graph linear equations. (AM2.3, AM2.4, A1.9, A1.10)</p>	<p>MA.10.2.ES.2 use a graph to represent relations in numbers.</p>	<p>MA.PD.10.2.ES.2 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify the slope of a line graph (rising, falling, constant). EX: Given a line graph of temperature, the student will indicate the trend.</li> </ul> <p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use a graph to represent relations in numbers. EX: Plot data on a line graph (earnings, weight, test scores). EX: Using pictorial models of thermometers marked with temperatures, student will connect temperature markings to form a line graph. EX: Plot information on bar graph.</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Model horizontal and vertical lines. EX: Using a game (Connect Four, checkers, chess), place same-colored pieces in a row to make a vertical or horizontal line.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize lines as going “up” or “across” (vertical/horizontal). EX: Touch a line as directed (up or across).</li> </ul>

*West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities*

**GRADE TEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 3: Geometry (MA.S.3)**

Students will:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships,
- specify locations and describe spatial relationships using coordinate geometry and other representational systems,
- apply transformations and use symmetry to analyze mathematical situations, and
- solve problems using visualization, spatial reasoning, and geometric modeling through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will be able to understand geometric shapes, spatial relationships, and symmetry to solve problems.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.10.3.1 use appropriate tools to make geometric constructions. (AGP.9)</p> <p>MA.10.3.2 identify angle relationships and apply in solving problems (complementary, supplementary, vertical and adjacent as well as relationships formed by parallel lines cut by a transversal). (AGP.13, AGP.14)</p> <p>MA.10.3.3 investigate similar figures and apply proportions in problem solving situations. (AGP.15)</p> <p>MA.10.3.4 explore circle relationships, emphasizing the vocabulary of circles. (AGP.16)</p>	<p>MA.10.3.ES.1 solve problems involving spatial relationships (geometric shapes, forms and figures, i.e., points, lines, angles, and shapes).</p>	<p>MA.PD.10.3.ES.1 Level IV students perform the following complex tasks without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize and use lines in real-life situations. EX: Identify and follow boundary lines in community (bowling lanes, parking spaces, road lines, crosswalks, ticket lines, etc.).</li> <li>• Use lines and points to follow directions within the community. EX: Follow oral, written, visual directions to locate various places in the community (includes concepts such as parallel streets, intersections, etc.).</li> <li>• Find and name different angles within the community (right, straight, obtuse, acute). EX: Find and name different angles within the community (intersections, utility poles, fences).</li> <li>• Apply spatial relations in real-world settings EX: Pack a lunch box, choose correct size container for leftovers, etc.).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.10.3.5 solve right triangle problems using the Pythagorean Theorem. (MA8.4.4)</p>		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Identify lines and points on a grid. EX: Locate specific points using a map or grid with directions provided.</li> <li>• Name and locate different angles within the school (right and straight). EX: Find and name different angles within the school. (corner, blocks, door frames, tables, etc.).</li> <li>• Apply spatial relations in school setting. EX: Identify which items will fit in designated container shapes (locker, desk, backpack some items need to be turned in order to fit through a space).</li> </ul> <p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Model lines within the environment. EX: Arrange desks in parallel lines. EX: Place containers of supplies in a straight line.</li> <li>• Reproduce (copy) different kinds of angles. EX: Use various manipulatives to copy different types of angles (geo-boards, popsicle sticks).</li> <li>• Locate geometric shapes in the environment. EX: Lunchbox, storage containers, locker, desk, CD.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize lines.</li> <li>EX: Discriminate between a line and non-line (point, object, shape).</li> <li>• Represent angles.</li> <li>EX: Imitate hand positions/body gestures that create angles (peace sign).</li> <li>• Sort objects according to shapes.</li> <li>EX: Sort real-life objects according to shape (cans vs. boxes, football vs. baseball, plates vs. glasses, Frisbees vs. Nerf balls).</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE TEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AND ACHIEVEMENT DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 4: Measurement (MA.S.4)**

Students will:

- demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement; and
- apply appropriate techniques, tools and formulas to determine measurements through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The Student will be able to understand the concept of measurement.

<b>Grade Level Objectives</b>	<b>Extended Grade Level Standards</b>	<b>Performance Descriptors</b>
<p>MA.10.4.1 calculate the missing measures of angles and lengths of sides of a polygon from given data, using formulas.</p> <p>MA.10.4.2 estimate, measure, and perform operations involving length, mass, and capacity using customary and metric units. (AGP.7)</p> <p>MA.10.4.3 use appropriate tools to measure geometric figures. (AGP.8)</p> <p>MA.10.4.4 develop and apply formulas for area, perimeter, surface area, and volume and apply them in solving practical problems. (AGP.10, AGP.11, AGP.12)</p>	<p>MA.10.4.ES.1 solve practical problems involving length, weight and capacity.</p>	<p>MA.PD.10.4.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use measurement skills to perform in real life situations. EX: Identify and use appropriate tool and correct measures for the task in a given situation (measuring cups and spoons for recipes; measuring container for gas, kerosene, etc.; rulers or tape measures for home and personal purchases such as clothing or carpeting).</li> </ul>
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Solve practical problems involving length, weight and capacity. EX: Use liters and gallons to measure liquids, use pounds and ounces to measure weight, use inches, feet, yards, and miles to measure length.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level II students perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use appropriate tools for measurement. EX: Match the correct measuring cup size to recipe direction; scale to weigh themselves or the produce at the grocery, etc.</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize the differences in measure terminology. EX: When given select objects, identify long/short, heavy/light, full/empty.</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

**GRADE TEN EXTENDED MATHEMATICS  
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**

**Math Content Standards and Objectives**

**Standard 5: Data Analysis and Probability (MA.S.5)**

Students will:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- develop and evaluate inferences and predictions that are based on models; and
- apply and demonstrate an understanding of basic concepts of probability through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics.

**Essence of Standard:** The student will use data collection methods to collect, analyze, and display results after making inferences and predictions.

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
<p>MA.10.5.1 collect, organize, interpret data, and predict outcomes using the mean, mode, median, range, and standard deviation. (AM1.13, AGP.5)</p> <p>MA.10.5.4 read, interpret and construct graphs to solve problems. (AGP.4)</p> <p>MA.10.5.2 find the probability of conditional events and mutually exclusive events. (AGP.6)</p> <p>MA.10.5.3 predict the outcomes of simple events using the rules of probability. (AM1.16)</p>	<p>MA.10.5.ES.1 collect, organize and utilize numerical information and data.</p>	<p>MA.PD.10.5.ES.1 Level IV students perform the following complex task without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Use collected data to make personal decisions. EX: Based on their budget, can a desired item be purchased? EX: Based on their work schedule, can they attend the movie on Saturday?</li> </ul>

**West Virginia Extended Academic Content Standards and Performance Descriptors  
For Students with the Most Significant Cognitive Disabilities**

Grade Level Objectives	Extended Grade Level Standards	Performance Descriptors
		<p>Level III students perform the following without assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Collect, organize and utilize numerical information and data. EX: Create and maintain a personal phone book, birthday list.</li> <li>EX: Create and maintain a calendar (personal planner) with doctors/therapy appointments, work schedules, sporting events, school holidays, etc. EX: Create and maintain a budget.</li> </ul> <p>Level II students perform the following with assistance:</p> <ul style="list-style-type: none"> <li>• Classify information using charts, logs, checklist. EX: Record similar events such as doctors appointments, birthdays or holidays with visual cues (such as stickers, stamps or pictures). EX: Identify like items for grouping (pets, favorite music, food).</li> </ul> <p>Level I students attempt to perform the following with assistance: Student will:</p> <ul style="list-style-type: none"> <li>• Recognize like items. EX: Match real-life items (picture of a spoon with a spoon).</li> </ul>

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT \_\_\_\_\_ FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONGRANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$81,550.00	\$30,000.00	Included within OSE teacher training on standards-based IEP development
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$81,550.00	\$30,000.00	Included within OSE teacher training on standards-based IEP development
2. EST TOTAL REVENUES	\$	\$	Not Applicable	Not Applicable	Not Applicable

**3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONGRANGE EFFECT):**

The primary financial impact will be on the WVDE/Office of Special Education. The OSE will provide professional development to approximately 400 teachers of students with whom the extended standards will be used. This professional development will be most intensive from September through December 2005 and then will be incorporated into ongoing professional development related to instruction, instructional strategies, building IEP goals, and completing the WV Alternate Assessment.

The Total Costs for the FY 2006 are expected to be \$81,550.00. These include

- Printing of Standards \$10,000.00
- Training (through RESAs) of all teachers using the extended standards (October through December 2005) \$71,550.00
  - Substitutes
  - Travel for Teachers
  - Hospitality
  - Materials

Anticipated costs for FY 2007 are \$30,000.00. These include

- Training of all new teachers using the Extended Standards (August 2006)
  - Travel for Teachers
  - Hospitality
  - Materials

Thereafter, professional development costs will be subsumed within professional development for all special education teachers on standards based IEPs.

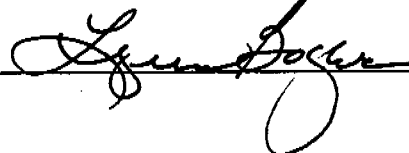
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9/1/05

West Virginia Department of Education



**Policy 2520.16**  
**Alternate Academic Achievement Standards**  
**for West Virginia Schools**

126-44P-1. General  
COMMENT LOG

<b>ACTION</b>	<b>TYPE</b>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	0 Neutral

<b>Date</b>	<b>Individual/Organization</b>	<b>Comments</b>	<b>Action /Type</b>	<b>Rationale</b>
9/27/05	Emily Fenton, Teacher New Martinsville School 20E Benjamin Drive New Martinsville 26155	Explanation of Terms.. Please use the following: Above Mastery, Mastery, Below Mastery, and Novice. This is in alignment with WESTEST terms.	A/0	Consistency with the performance descriptor titles for general education
10/3/05	Melissa Browning Spec. Ed. Teacher Ripley Middle School	I have a few concerns that I hope are addressed. I do not understand where Profound Mentally Handicapped students fit into this assessment. All of the levels are too high for them to even get close to mastery. It looks like you are insuring that this subgroup does not meet a mastery level (Level III). I feel they have a mastery level, but it is not reflected in your standards. Another concern that I have, is that the level of instructional mastery for any student on alternate assessment should be on a functional level. These students do not receive a regular diploma and should have objectives that will assist in their secondary education. For most students, that means assisted living and supervision of tasks. Next, the standards you have are above what they will be able to obtain within one year. These students require longer periods of time to grasp and apply the knowledge taught in the classroom. Also, I feel the standards jump too quickly to a higher level. When seeing what students are able to accomplish and the standards set for mastery, the standards you have move rapidly to the next level. The standards on the mastery level are looking as though you are testing the average Mildly Mentally Handicapped student. Just because the Moderate Level looks easy to others, it doesn't mean it will be easy for the moderate and profound students. I hope what I have written will fall on someone who has worked with moderate to profound students and understands that their level of mastery is as challenging as the general education level of mastery.	N/-	The point of view expressed was included in the development of the standards. The standards developed group included thirty-six teachers, twenty of whom have students taking alternate assessment as well as twenty reviewers with knowledge of population and content.
10/3/05	Diane Allison Spec. Ed. Teacher Braxton County Middle School	I was on the committee that helped to develop this document this summer. I think it looks great – it should be very helpful. I do not think it is clear that the Extended Standards go w/several grade level objectives. Sometimes we chunked several objectives (like p. 86) and other times we chunked many objectives (like p. 31).	N/+	Consolidation of objectives is covered in training.

Date	Individual/ Organization	Comments	Action /Type	Rationale
10/4/05	Vic Fisher, Supervisor Pupil Services Harrison Co. Schools PO Box 1370 Clarksburg WV 26301	<p>As a general comment I am complimentary of the effort put forth regarding the extension of the CSOs to the Alternate Academic Achievement Standards. They, in general, appear to provide as much flexibility as allowable while maintaining the requirement of an extension of math and reading/language arts CSOs.</p> <p>However, I do not believe that an extension of grade level CSOs in reading/language arts and math result in an appropriate assessment of students with the most significant cognitive disabilities. An assessment instrument that evaluates communication, socialization, self-help, and other types of functional skills representative of skills leading toward adult independence, as well as functional academic skills, would be more appropriate.</p> <p>I am also supportive of the Performance Descriptors within the Explanation of Terms section: Entry, Supported, Progressing Toward Independence, Independent. I bring attention to these performance descriptors because of their relation to my next comment. <i>(See Comment Log for 126-44P-3. Incorporated by Reference.)</i></p>	N/+  N/-  NA/0	<p>This is a comment related to assessment and not the standards of this policy.</p> <p>Performance descriptors will be renamed to be consistent with descriptor titles in general education..</p>
10/5/05	Terri A. Holley Cabell County Schools SPMI teacher 923 1st Street Huntington, WV 25701	<p>Upon review of the new extended CSOs for Alternate Assessment, numerous concerns have arisen regarding my student's and their ability to demonstrate acquired skills under the proposed changes for Alternate Assessment. I had the opportunity to participate in the scoring process this past June and it was obvious at that time that changes needed to be made, however, under this proposed method of assessment, it will be extremely difficult for my students to demonstrate any progress towards the CSOs that have been identified. This is extremely unfortunate for them in that they have, for the past two years, performed in the generalized range. We have worked extremely hard to increase their exposure to regular curriculum through the use of assistive technology, and I have seen marked improvements in their attention to task, their ability to activate the correct labeled switches/voice output devices, and their overall attitudes toward school. Under the proposed method of assessment, these small, but extremely important improvements will not be assessed and my students will no longer have a positive impact on our schools AYP. Many of the extended activities are not written low enough for my students to perform, and it was not clear how or whether assistive technology, a very important component of our program, will be incorporated into the new assessment process. My students may not be able to identify an object, but they can utilize technology to access activities and information. I feel it is imperative that the assessment process be developed so that it celebrates even the lowest functioning students abilities instead of highlighting their inadequacies.</p>	N/-	<p>The standards development team reached consensus on the performance descriptions. These comments will be shared with the Office of Student Assessment as they develop the alternate assessment.</p>

Date	Individual/ Organization	Comments	Action /Type	Rationale
10/9/05	Sherill Morris, EMI Teacher McKinley Middle 203 Berry Hills Winfield, WV 25213	Overall, I really like the set up and the examples given to demonstrate knowledge of subject matter. I liked the way it was set up so that all students who are given Alternate Assessment can succeed. My question is that will this be a standardized type of test where students mark answers or will it be portfolio style testing?	N/+	
10/10/05	Mary P. Burton/N. Hartman SCHS Teachers S.Chas, WV 25309	Overall the instructional guide is well written. Our concern is how involved the documentation will need to be. In the past the requirements have not been realistic for the teachers.	N/+	
10/10/05	Claudia Starr 19514 Cortez Blvd #307 Brooksville, FL 34601	I am considering a move to Charleston because of the IB program at S. Charleston High. However, I would encourage you to implement lower grade IB programs to feed into this program. Foreign language is a big part of the world vision of the IB program. When I contacted a couple of the elementary Schools they told me that they don't teach a foreign language. This is the best age to integrate a Spanish program into the system.	N/0	
10/10/05	Hannah Palmer hpalmer@boe.kana.k12.wv. us	In response to a review of the proposed Alternate Academic Achievement Standards for WV Schools, I am pleased with the appropriate standards for the 10th graders. The reading skills are applicable and functional. The writing strategies include items most students need to practice and use daily. They are also skills that frequently are overlooked for our population. The area of math is covered well. My review was quick so I may have missed the subject of money and time skills. These skills continue to elude many of my students and need to be constantly addressed. In the "real" world these skill are more useful and necessary than some others presented. My reaction to this Policy is positive. It is seldom that we have standards that apply to a broad range of MI students. This appears to be accomplished. Now, my question is concerning the evaluation process. Will this be as user friendly as possible? This will free the teacher up and have the time needed to teach and reteach. I teach students in grades 9 through 12 at St. Albans High School. I have been a Special education teacher for 23 years. I value my students and agree that it is important to validate their accomplishments.	N/+	
	Barbara Ludlow WV University Professor of Special Education PO Box 6122 Morgantown, WV 26506- 6122	As the coordinator of the graduate certification and degree program in Severe/Multiple Disabilities at WVU, which is designed to prepare teachers to work with students with significant cognitive disabilities, I am very familiar with the prior alternate assessment procedures in WV and with alternate assessment process and issues across the US. I think the new policy proposed here is an improvement over the existing one and solves many of the problems that have been occurring. Students with significant cognitive disabilities are admittedly a difficult group to assess and their achievement level is open to debate. The old system, though carefully designed and well-intentioned, was extremely cumbersome to administer,	N/+	

Date	Individual/ Organization	Comments	Action /Type	Rationale
		<p>resulting in too much student learning time and teacher instructional time focused on the alternate assessment process itself. In addition, the standards and achievement indicators led to lessons that incorporated learning goals that were not especially relevant for the student and ignored more important real-life skills. The new system appears to be focused on more reasonable standards for students in this group and a streamlined method of collecting data. I think this will benefit both students and disabilities and allow a better balance between ensuring educational outcomes and guaranteeing an individualized education.</p> <p>A quick review of the alternate academic achievement standards themselves shows that they have been adjusted to address the unique characteristics of these students, who experience many learning challenges. The performance descriptors show a reasonable differentiation between levels of proficiency, with sufficient distribution to accommodate the abilities of this very heterogeneous group, which ranges from students with low moderate mental retardation, through severe mental retardation, to profound mental retardation (as well as various accompanying problems, such as physical disabilities, hearing and sensory impairments, and autism and other pervasive developmental disorders). Although the professional community recognizes that individuals in this category are not likely to perform at grade level, it is nevertheless important to set high (but achievable) expectations for them to maximize learning opportunities.</p> <p>I realize that some people might argue that setting standards is a waste of time for these students because of their severe disabilities. However, this is a group of children and adults who have had their personal accomplishments and overall quality of life significantly enhanced in the 30 years since the passage of EHA. These new requirements set the bar a little higher to stimulate schools and educators to help them achieve a little more and to focus efforts on critical skills. If, through these alternate academic achievement standards and alternate assessment process, we are successful in increasing their achievement further, we may someday be faced with the happy task of setting new, more challenging standards for this group that come just a little closer to the standards set for their peers.</p> <p>I support this change in policy and believe it is a positive development in educational programming for students with significant cognitive disabilities. As with all innovations, I'm sure there will be problems and issues that arise in its implementation and I suspect that for some standards, even the entry level performance descriptors may be more than a few children with very serious conditions may be able to meet. But I know that applying the new standards and assessment process will provide us with feedback on how it works and suggest modifications that can tailor it for future use.</p>	(con't)	

Date	Individual/ Organization	Comments	Action /Type	Rationale
10/17/05	Vickie L. Damron Lincoln County BOE Educational Diagnostician P.O. Box 413 5428 Guyan River Road Salt Rock, WV 25559	I fully understand the need for the extended standards as dictated by NCLB; however, I do not think most students with significant disabilities will be able to achieve the mastery levels. I do not see how schools who have students participating in the Alt. Assessment will be able to make AYP.	N/-	The standards development team reached consensus on the performance descriptions. These comments will be shared with the Office of Student Assessment as they develop the alternate assessment.
10/20/05	Terry Keenan Hurricane Middle BD Teacher 518 Midland Trail Hurricane, WV 25526	We just received notification of the chance to comment, so I hope this isn't too late. I have always been disturbed by the fact that kids who have learning disabilities and/or test taking problems have their academic performances judged by standards that are stacked against them. When all research and studies indicate that alternative measures are needed to get a true picture of their academic progress. I am for raising academic expectations, but we shouldn't ignore individual differences because of political pressure.	N/0	
10/20/05	Ron Cantley Raleigh County Schools 136 Sullivan Road Glen Morgan WV 25847	I am concerned about what defines mastery in this system. For some of our most severe pupils entry level may represent a practical ceiling. Will this effect schools making AYP? This process seems infinitely more manageable than what I understood the previous process to be.	N/0	This comment will be passed to the Office of Student Assessment Services.

**Policy 2520.16**  
**Alternate Academic Achievement Standards**  
**for West Virginia Students**

126-44P-3. Incorporated by Reference  
 COMMENT LOG

<b>ACTION</b>	<b>TYPE</b>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	0 Neutral

<b>Date</b>	<b>Individual/ Organization</b>	<b>Comments</b>	<b>Action/Type</b>	<b>Rationale</b>
10/4/05	Vic Fisher, Supervisor Pupil Services Harrison Co. Schools PO Box 1370 Clarksburg WV 26301	<p>I am concerned that the difficulty level of several grade level performance descriptor examples will prevent students with the most significant cognitive disabilities from scoring in the proficient range. For example, RLA.PD.6.2.ES.1, requires students to compose a sentence (Level IV) and extend a sentence (Level III), RLA.PD.7.2.ES.1, Level III and Level IV require students to write sentences, RLA.PD.8.2.ES.1, requires, at Levels III and Level IV, students to write a paragraph. Rather than increase the difficulty level of the tasks perhaps it would be possible to vary the levels' examples by changing the amount of assistance required/involved or by specifying a greater level of generalization at levels III and IV.</p> <p>I realize that some of the difficulty levels may be adjusted by setting of cut scores but I would also encourage field-testing of the examples to determine their appropriateness with this population.</p>	N/0	All of these comments are related to design of the alternate assessment. These comments will be forwarded to the Office of Student Assessment Services.
10/5/05	Sandy Furbee, MMI Ritchie Co Middle 224 Danser Lane Friendly, WV 26146	<p>I'm not sure what I am supposed to be counting on, as I did not fully understand what the assessment is supposed to be. From what I understand from my Special Ed director, our students will be assessed on all of the standards listed under a particular grade. If I only had one student, it would probably be okay. However, I have 21 additional students that I am responsible for. I barely have time now to take a breath. How on earth will I ever find the time to work on all of these standards? I do know I am not going to stress myself out for one student. Maybe after I have been trained I will feel better about the whole thing. I do hope the aides as well will be trained because I don't know how anything will be done without their help. This sounds ten times worse than what we have been doing the last 3 years.</p>	N/-	
10/9/05	Sherill Morris, EMI McKinley Middle 203 Berry Hills Winfield, WV 25213	Great use of CSO with students and their skills they can do.	N/+	

<b>Date</b>	<b>Individual/ Organization</b>	<b>Comments</b>	<b>Action/Type</b>	<b>Rationale</b>
10/10/05	Melinda DiCarlo Kanawha Co Schools Teacher, VI South Charleston Middle School 400 Third Ave. Charleston, WV 25303	<p>I have not done Alternate Assessment before, since, as a VI teacher, the students I case manage generally have VI as their primary eligibility, are in academic settings, and participate in standard testing with appropriate modifications. So I am unable to compare the current proposed Extended content standards and performance descriptors with the previous system.</p> <p>In reviewing the standards, however, I am concerned that the student I will be assessing will be unable to perform above level 2, in any except perhaps one or two of the language arts areas that can be accomplished entirely orally/aurally. The reason is that the combination of this student's visual and orthopedic impairments make it impossible to perform most tasks "without assistance," which is by definition necessary to score at levels 3 and 4. This student requires assistance throughout the day for mobility, self-care (feeding, toileting), access to curriculum (primarily auditory) and work output. For example, the student is unable to manipulate objects to group them by 10 or to measure using a ruler. In addition, the student's visual loss precludes reading print, while the motor difficulties have rendered Braille also unworkable, so that the student is an "auditory reader" (using materials that are read aloud, on tape or CD, etc.). Does it fit with the intention of the Alternate Assessment that this student be limited to performance at level 2 or below? If not, is there any work-around, e.g. any extent to which the student could be provided physical assistance and auditory access to print to perform tasks, which are credited at a higher level? If so, how/could this be specified?</p> <p>Thank you for your consideration and feedback.</p>	N/-	Although this does not address standards as included in this policy, the distinction between assistance and supports routinely used to access content is being addressed in training.
10/17/05	Vickie L. Damron Diagnostician 5428 Guyan River Rd Salt Rock, WV 25559	<p>In looking at the extended standards, I do not foresee many students achieving mastery level. I do not think that our students with severe disabilities will be able to identify the various types of angles, i.e. acute, obtuse, and right. I also do not think they will be able to write sentences with correct capitalization and punctuation.</p>		The standards development team reached consensus on the performance descriptions. These comments will be shared with the Office of Student Assessment as they develop the alternate assessment.

**Jacqui Young**

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Monday, October 03, 2005 8:22 AM  
**To:** 'Jacqui Young'  
**Cc:** acarey@access.k12.wv.us; Mary Nunn (Mary Nunn); Mary Pat Farrell  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-09-30 13:26:33)

Jacqui, for inclusion in comments file. Others, fyi

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Friday, September 30, 2005 12:27 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-09-30 13:26:33)

Please save this email in a "Comments Received Online" folder.  
Your folder will be a backup. All comments are saved in our database.  
The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=99643bdf80fe6c70a207fbeeaa108d8d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.16

#####  
#####

#  
Name: Melissa Browning  
Organization: Ripley Middle School  
Email: melissabrwnng71@yahoo.com  
Title: Special Education Teacher  
Address1: Rt. 2 Box 75A  
Address2:  
City/State/Zip: Ripley, WV 25271  
Role: Teacher  
Posted: 2005-09-30 13:26:33  
Posted from IP: 168.216.76.63

Comments for section 126-44P-1 General

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I have a few concerns that I hope are addressed. I do not understand where Profound Mentally Handicapped students fit into this assessment. All of the levels are too high for them to even get close to mastery. It looks like you are insuring that this subgroup does not meet a mastery level (Level III). I feel they have a mastery level, but it is not reflected in your standards. Another concern that I have, is that the level of instructional mastery for any student on alternate assessment should be on a functional level. These students do not receive a regular diploma and should have objectives that will assist in their secondary education. For most students, that means assisted living and supervision of tasks. Next, the standards you have are

above what they will be able to obtain within one year. These students require longer periods of time to grasp and apply the knowledge taught in the classroom. Also, I feel the standards jump too quickly to a higher level. When seeing what students are able to accomplish and the standards set for mastery, the standards you have move rapidly to the next level. The standards on the mastery level are looking as though you are testing the average Mildly Mentally Handicapped student. Just because the Moderate Level looks easy to others, it doesn't mean it will be easy for the moderate and profound students.

I hope what I have written will fall on someone who has worked with moderate to profound students and understands that their level of mastery is as challenging as the general education level of mastery.

Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended Academic Content Standards and Performance Descriptors -  
Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades  
3 8 and 10

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## Jacqui Young

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**From:** Lynn Boyer [lboyer@ACCESS.K12.WV.US]  
**Sent:** Wednesday, October 05, 2005 4:22 PM  
**To:** 'Jacqui Young'  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-04 19:21:50)

For collection file

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Tuesday, October 04, 2005 6:22 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-04 19:21:50)

Please save this email in a "Comments Received Online" folder.  
Your folder will be a backup. All comments are saved in our database.  
The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?pid=99643bdf80fe6c70a207fbecaa108d8d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.16

#####  
#####  
#

**Name:** Sandy Furbee  
**Organization:** Ritchie County Middle School  
**Email:** hfurbee@rcvideo.com  
**Title:** MMI teacher  
**Address1:** 224 Danser Lane  
**Address2:**  
**City/State/Zip:** Friendly, WV 26146  
**Role:** Teacher  
**Posted:** 2005-10-04 19:21:50  
**Posted from IP:** 65.78.226.41

Comments for section 126-44P-1 General  
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Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended Academic Content Standards and Performance Descriptors -  
Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades  
3 8 and 10  
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I'm not sure what I am supposed to be counting on, as I did not fully understand what the assessment is supposed to be. From what I understand from my Special Ed director, our students will be assessed on all of the standards listed under a particular grade. If I only had one student, it would probably be okay. However, I have 21 additional students that I am

responsible for. I barely have time now to take a breath. How on earth will I ever find the time to work on all of these standards? I do know I am not going to stress myself out for one student. Maybe after I have been trained I will feel better about the whole thing. I do hope the aides as well will be trained because I don't know how anything will be done without their help. This sounds ten times worse than what we have been doing the last 3 years.

**Jacqui Young**

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Wednesday, October 05, 2005 4:08 PM  
**To:** 'Beth Judy'; jbarth@access.k12.wv.us; mnnun@access.k12.wv.us; ehider@access.k12.wv.us; acarey@access.k12.wv.us; Mary Pat Farrell  
**Cc:** 'Jacqui Young'  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-05 14:14:50)

Some of the comments we're receiving are very articulate and comprehensive in their scope. This is one of them. There have been others with the same concern, but this is the best written. I'll pass along others from time to time.

LB

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Wednesday, October 05, 2005 1:15 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-05 14:14:50)

Please save this email in a "Comments Received Online" folder. Your folder will be a backup. All comments are saved in our database. The Complete Comments Report from the database can be found here: <http://129.71.2.32/r.html?pid=99643bdf80fe6c70a207fbeeaa108d8d> This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.16

#####  
#####

#

**Name:** Terri A. Holley  
**Organization:** Cabell County Schools  
**Email:** tholley@access.k12.wv.us  
**Title:** SPMI teacher  
**Address1:** 923 1st Street  
**Address2:**  
**City/State/Zip:** Huntington, WV 25701  
**Role:** Teacher  
**Posted:** 2005-10-05 14:14:50  
**Posted from IP:** 168.216.102.33

Comments for section 126-44P-1 General

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Upon review of the new extended CSO's for Alternate Assessment, numerous concerns have arisen regarding my student's and their ability to demonstrate aquired skills under the proposed changes for Alternate Assessment. I had the opportunity to participate in the scoring process this past June and it was obvious at that time that changes needed to be made, however, under this proposed method of assessment, it will be

extremely difficult for my students to demonstrate any progress towards the CSO's that have been identified. This is extremely unfortunate for them in that they have, for the past two years, performed in the generalized range. We have worked extremely hard to increase their exposure to regular curriculum through the use of assistive technology, and I have seen marked improvements in their attention to task, their ability to activate the correct labeled switches/voice output devices, and their overall attitudes toward school. Under the proposed method of assessment!

ent, these small, but extremely important improvements will not be assessed and my students will no longer have a positive impact on our schools AYP. Many of the extended activities are not written low enough for my students to perform, and it was not clear how or whether assistive technology, a very important component of our program, will be incorporated into the new assessment process. My students may not be able to identify an object, but they can utilize technology to access activities and information. I feel it is imperative that the assessment process be developed so that it celebrates even the lowest functioning students abilities instead of highlighting their inadequacies.

Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended Academic Content Standards and Performance Descriptors -  
Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades  
3 8 and 10

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**Jacqui Young**

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Tuesday, October 11, 2005 9:47 AM  
**To:** Jacqui Young; mnnun@access.k12.wv.us; 'Annette Carey'; Mary Pat Farrell; ehider@access.k12.wv.us  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-09 14:13:23)

Please place in comment log

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Sunday, October 09, 2005 1:13 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-09 14:13:23)

Please save this email in a "Comments Received Online" folder.  
Your folder will be a backup. All comments are saved in our database.  
The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=99643bdf80fe6c70a207fbeeaa108d8d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.16

#####  
#####

#  
Name: Sherill Morris  
Organization: McKinley Middle School  
Email: slmorris@kcs.kana.k12.wv.us  
Title: EMI Teacher  
Address1: 203 Berry Hills  
Address2:  
City/State/Zip: Winfield, WV 25213  
Role: Teacher  
Posted: 2005-10-09 14:13:23  
Posted from IP: 152.163.100.73

Comments for section 126-44P-1 General

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Overall, I really like the set up and the examples given to demonstrate knowledge of subject matter. I liked the way it was set up so that all students who are given Alternate Assessment can succeed. My question is that will this be a standardized type of test where students mark answers or will it be portfolio style testing?

Comments for section 126-44P-3 Incorporation by Reference West Virginia Extended Academic Content Standards and Performance Descriptors - Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades 3 8 and 10

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Great use of CSO with students and their skills they can do.



## Jacqui Young

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Tuesday, October 11, 2005 9:50 AM  
**To:** Jacqui Young  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-10 11:44:31)

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Monday, October 10, 2005 10:45 AM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-10 11:44:31)

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The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=99643bdf80fe6c70a207fbecaa108d8d>  
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.16

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#####

#

**Name:** Claudia Starr

**Organization:**

**Email:** go2claudia@yahoo.com

**Title:**

**Address1:** 19514 Cortez Blvd #307

**Address2:**

**City/State/Zip:** Brooksville, FL 34601

**Role:** Parent-Family

**Posted:** 2005-10-10 11:44:31

**Posted from IP:** 70.152.60.88

Comments for section 126-44P-1 General

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I am considering a move to Charleston because of the IB program at S. Charleston High. However, I would encourage you to implement lower grade IB programs to feed into this program. Foreign language is a big part of the world vision of the IB program. When I contacted a couple of the elementary schools they told me that they don't teach a foreign language. This is the best age to integrate a Spanish program into the sytem.

Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended Academic Content Standards and Performance Descriptors -  
Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades  
3 8 and 10

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**Jacqui Young**

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Tuesday, October 11, 2005 9:50 AM  
**To:** Jacqui Young; mnnun@access.k12.wv.us; ehider@access.k12.wv.us; 'Annette Carey'; Mary Pat Farrell  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-10 14:41:04)

For comment log

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Monday, October 10, 2005 1:41 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-10 14:41:04)

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Comment Received for Policy 2520.16

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#  
**Name:** Mary P. Burton/N. Hartman  
**Organization:** SCHS  
**Email:**  
**Title:** Teachers  
**Address1:**  
**Address2:**  
**City/State/Zip:** S.Charleston, WV 25309  
**Role:** Teacher  
**Posted:** 2005-10-10 14:41:04  
**Posted from IP:** 168.216.28.16

Comments for section 126-44P-1 General

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Overall the instructional guide is well written. Our concern is how involved the documentation will need to be. In the past the requirements have not been realistic for the teachers.

Comments for section 126-44P-3 Incorporation by Reference West Virginia Extended Academic Content Standards and Performance Descriptors - Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades 3 8 and 10



## Jacqui Young

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Tuesday, October 11, 2005 9:49 AM  
**To:** Jacqui Young; mnnun@access.k12.wv.us; ehider@access.k12.wv.us; 'Annette Carey'; Mary Pat Farrell  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-10 14:57:44)

For comment log

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Monday, October 10, 2005 1:58 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-10 14:57:44)

Please save this email in a "Comments Received Online" folder.  
Your folder will be a backup. All comments are saved in our database.  
The Complete Comments Report from the database can be found here:  
<http://129.71.2.32/r.html?id=99643bdf80fe6c70a207fbecaa108d8d>  
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Comment Received for Policy 2520.16

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#

**Name:** Melinda DiCarlo  
**Organization:** Kanawha County Schools  
**Email:** mdicarlo@kana.kcs.k12.wv.us  
**Title:** Teacher, Visually Impaired  
**Address1:** South Charleston Middle School  
**Address2:** 400 Third Ave.  
**City/State/Zip:** South Charleston, WV 25303  
**Role:** Teacher  
**Posted:** 2005-10-10 14:57:44  
**Posted from IP:** 168.216.122.54

Comments for section 126-44P-1 General

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Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended Academic Content Standards and Performance Descriptors -  
Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades  
3 8 and 10

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I have not done Alternate Assessment before, since, as a VI teacher, the  
students I case manage generally have VI as their primary eligibility, are  
in academic settings, and participate in standard testing with appropriate

modifications. So I am unable to compare the current proposed extended content standards and performance descriptors with the previous system.

In reviewing the standards, however, I am concerned that the student I will be assessing will be unable to perform above level 2, in any except perhaps one or two of the language arts areas that can be accomplished entirely orally/aurally. The reason is that the combination of this student's visual and orthopedic impairments make it impossible to perform most tasks "without assistance," which is by definition necessary to score at levels 3 and 4. This student requires assistance throughout the day for mobility, self-care (feeding, toileting), access to curriculum (primarily auditory) and work output. For example, the student is unable to manipulate objects to group them by 10 or to measure using a ruler. In addition, the student's visual loss precludes reading print, while the motor difficulties have rendered braille also unworkable, so that the student is an "auditory reader" (using materials that are read aloud, on tape or CD, etc.).

Does it fit with the intention of the Alternate Assessment that this student be limited to performance at level 2 or below? If not, is there any work-around, e.g. any extent to which the student could be provided physical assistance and auditory access to print to perform tasks which are credited at a higher level? If so, how/could this be specified?

Thank you for your consideration and feedback.

**Jacqui Young**

---

**From:** lboyer@access.k12.wv.us  
**Sent:** Sunday, October 16, 2005 11:30 AM  
**To:** jlyoung@access.k12.wv.us; mnunn@access.k12.wv.us  
**Subject:** Fwd: Comment Received for Policy 2520.16 (2005-10-15 11:37:37)

Forwarded Message:

> To: fibanez@wvde.state.wv.us, lboyer@access.k12.wv.us  
> From: Nobody <nobody@wvde.state.wv.us>  
> Subject: Comment Received for Policy 2520.16 (2005-10-15 11:37:37)  
> Date: Sat, 15 Oct 2005 11:37:37 -0400  
> -----  
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>  
> Comment Received for Policy 2520.16  
> #####  
> #####  
> Name: Barbara Ludlow  
> Organization: West Virginia University  
> Email: bludlow@mail.wvu.edu  
> Title: Professor of Special Education  
> Address1: 608 Allen Hall  
> Address2: PO Box 6122  
> City/State/Zip: Morgantown, WV 26506-6122  
> Role: Community Member  
> Posted: 2005-10-15 11:37:37  
> Posted from IP: 141.153.81.155  
>  
>  
> Comments for section 126-44P-1 General  
> -----  
> As the coordinator of the graduate certification and degree program in Severe/Multiple Disabilities at WVU, which is designed to prepare teachers to work with students with significant cognitive disabilities, I am very familiar with the prior alternate assessment procedures in WV and with alternate assessment process and issues across the US. I think the new policy proposed here is an improvement over the existing one and solves many of the problems that have been occurring.  
>  
> Students with significant cognitive disabilities are admittedly a difficult group to assess and their achievement level is open to debate. The old system, though

carefully designed and well-intentioned, was extremely cumbersome to administer, resulting in too much student learning time and teacher instructional time focused on the alternate assessment process itself. In addition, the standards and achievement indicators led to lessons that incorporated learning goals that were not especially relevant for the student and ignored more important real-life skills. The new system appears to be focused on more reasonable standards for students in this group and a streamlined method of collecting data. I think this will benefit both students and disabilities and allow a better balance between ensuring educational outcomes and guaranteeing a individualized education.

>

> A quick review of the alternate academic achievement standards themselves shows that they have been adjusted to address the unique characteristics of these students, who experience many learning challenges. The performance descriptors show a reasonable differentiation between levels of proficiency, with sufficient distribution to accommodate the abilities of this very heterogeneous group, which ranges from students with low moderate mental retardation, through severe mental retardation, to profound mental retardation (as well as various accompanying problems, such as physical disabilities, hearing and sensory impairments, and autism and other pervasive developmental disorders). Although the professional community recognizes that individuals in this category are not likely to perform at grade level, it is nevertheless important to set high (but achievable) expectations for them to maximize learning opportunities.

>

> I realize that some people might argue that setting standards is a waste of time for these students because of their severe disabilities. However, this is a group of children and adults who have had their personal accomplishments and overall quality of life significantly enhanced in the 30 years since the passage of EHA. These new requirements set the bar a little higher to stimulate schools and educators to help them achieve a little more and to focus efforts on critical skills. If, through these alternate academic achievement standards and alternate assessment process, we are successful in

increasing  
their achievement further, we may someday be faced with the happy task of  
setting new,  
more challenging standards for this group that come just a little closer to  
the standards  
set for their peers.

>  
> I support this change in policy and believe it is a positive development in  
educational  
programming for students with significant cognitive disabilities. As with all  
innovations, I'm sure there will be problems and issues that arise in its  
implementation  
and I suspect that for some standards, even the entry level performance  
descriptors may be  
more than a few children with very serious conditions may be able to meet.  
But I know  
that applying the new standards and assessment process will provide us with  
feedback on  
how it works and suggest modifications that can tailor it for future use.

>  
> Comments for section 126-44P-3 Incorporation by Reference West Virginia  
Extended  
Academic Content Standards and Performance Descriptors - Reading and  
English Language Arts  
Grades 3 8 and 10 - Mathematics Grades 3 8 and 10

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>  
>  
>  
>  
>

**Jacqui Young**

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**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Tuesday, October 18, 2005 9:19 AM  
**To:** 'Jacqui Young'; 'Erin Hider'; 'Mary Nunn'; 'Annette Carey'; Mary Pat Farrell  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-17 19:03:24)

FYI This may be the last one.

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Monday, October 17, 2005 6:03 PM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-17 19:03:24)

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Comment Received for Policy 2520.16

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#  
**Name:** Vickie L. Damron  
**Organization:** Lincoln County BOE  
**Email:** vdamron@access.k12.wv.us  
**Title:** Educational Diagnostician  
**Address1:** P.O. Box 413  
**Address2:** 5428 Guyan River Road  
**City/State/Zip:** Salt Rock, WV 25559  
**Role:** School System Staff  
**Posted:** 2005-10-17 19:03:24  
**Posted from IP:** 205.188.116.131

Comments for section 126-44P-1 General

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I fully understand the need for the extended standards as dictated by NCLB; however, I do not think most students with significant disabilities will be able to achieve the mastery levels. I do not see how schools who have students participating in the Alt. Assessment will be able to make AYP.

Comments for section 126-44P-3 Incorporation by Reference West Virginia Extended Academic Content Standards and Performance Descriptors - Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades 3 8 and 10

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In looking at the extended standards, I do not foresee many students achieveing mastery level. I do not think that our students with severe

disabilities will be able to identify the various types of angles, i.e. acute, obtuse, and right. I also do not think they will be able to write sentences with correct capitalization and punctuation.

**Jacqui Young**

---

**From:** Lynn Boyer [lboyer@access.k12.wv.us]  
**Sent:** Saturday, October 22, 2005 8:12 PM  
**To:** 'Jacqui Young'; 'Mary Nunn'  
**Subject:** FW: Comment Received for Policy 2520.16 (2005-10-20 10:05:34)

For the log

-----Original Message-----

**From:** Nobody [mailto:nobody@wvde.state.wv.us]  
**Sent:** Thursday, October 20, 2005 9:06 AM  
**To:** fibanez@wvde.state.wv.us; lboyer@access.k12.wv.us  
**Subject:** Comment Received for Policy 2520.16 (2005-10-20 10:05:34)

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Comment Received for Policy 2520.16

#####  
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#  
Name: Terry Keenan  
Organization: HMS  
Email: tkeenan@access.k12.wv.us  
Title: BD Teacher  
Address1: 518 Midland Trail  
Address2:  
City/State/Zip: Hurricane, WV 25526  
Role: Teacher  
Posted: 2005-10-20 10:05:34  
Posted from IP: 168.216.25.187

Comments for section 126-44P-1 General

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We just received notification of the chance to comment, so I hope this isn't too late. I have always been disturbed by the fact that kids who have learning disabilities and/or test taking problems have their academic performances judged by standards that are stacked against them. When all research and studies indicate that alternative measures are needed to get a true picture of their academic progress. I am for raising academic expectations, but we shouldn't ignore individual differences because of political pressure.

Comments for section 126-44P-3 Incorporation by Reference West Virginia Extended Academic Content Standards and Performance Descriptors - Reading and English Language Arts Grades 3 8 and 10 - Mathematics Grades

