

The Extended Standards are initially based on the General Education standards, and extended to reflect development of skills/knowledge as well as foundational skills/knowledge associated with the standards. Students whose curriculum is based on the Extended Standards are those whose educational programs are very individualized, and reflect both the functional and academic curricula in which these students are involved. The Alternate Assessment is individually developed for each student, with consideration given to the individual student's abilities and his/her Individualized Education Program.

READING

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

3rd Grade Reading

With high levels of adult support, the 3rd grade student will use reading and receptive communication skills in the school and home domains. To understand text, the 3rd grade will most likely use the following appropriate cognitive skills (not a definitive list): **awareness, imitation, listening, and responding.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

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Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

4th Grade Reading

With high levels of adult support, the 4th grade student will use reading and receptive communication skills in the school and home domains. To understand text, the 4th grade student will most likely use the following appropriate cognitive skills (not a definitive list): **imitation, listening, responding, choice, recognize, follows (calendar, schedule, directions, etc.)**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

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- Respond to a variety of text, materials, and/or modalities
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Academic Warning

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- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

5th Grade Reading

With moderate levels of adult support, the 5th grade student will use numbers and computation, algebra, geometry, and data skills in the school and home domains. To understand text, the 5th grade student will most likely use the following appropriate cognitive skills (not a definitive list): **imitation, listening, responding, choice, recognize, follows (calendar, schedule, directions, etc.), label.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

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- Respond to a variety of text, materials, and/or modalities
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Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

6th Grade Reading

With moderate levels of adult support, the 6th grade student will use reading and receptive communication skills in the school, community, recreation/leisure, and home domains. To understand text, the 6th grade student will most likely use the following appropriate cognitive skills (not a definitive list): **demonstrates, describe, identify, classify, understand, predict**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

7th Grade Reading

With moderate levels of adult support, the 7th grade student will use reading and receptive communication skills in the school, community, recreation/leisure, and home domains. To understand text, the 7th grade student will most likely use the following appropriate cognitive skills: **demonstrate, describe, identify, classify, understand, predict, extends, solve**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

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Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

8th Grade Reading

With moderate levels of adult support, the 8th grade student will use reading and receptive communication skills in the school, community, recreation/leisure, vocational, and home domains. To understand text, the 8th grade student will most likely use the following appropriate cognitive skills: **solve, use, demonstrate, apply, generalize, extends**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

A student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of **appropriate** information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

Communicate receptively including reading and understanding text

Respond to a variety of text, materials, and/or modalities

Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed

11th Grade Reading

With minimal levels of adult support, the 11th grade student will use reading and receptive communication skills in the school, community, recreation/leisure, vocational, and home domains. The 11th grade student will most likely understand text using, but not limited to, the following cognitive skills: **solve, use, demonstrate, apply, generalize, extends, integrate, summarize.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of appropriate information presented to them, and will struggle to communicate in a variety of contexts. Based on the Extended Reading Standards, the student may not be able to:

- Communicate receptively including reading and understanding text
- Respond to a variety of text, materials, and/or modalities
- Communicate appropriately in a variety of contexts.

Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

The Extended Standards are initially based on the General Education standards, and extended downward/expanded. Students whose curriculum is based on the Extended Standards are those whose educational programs are very individualized, and reflect a need for functional application of academic information. The Alternate Assessment is individually developed for each student, with consideration given to the individual student's abilities.

MATH

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

3rd Grade Mathematics

With high levels of adult support, the 3rd grade student will use numbers and computation, algebra, geometry, and data skills in the school and home domains. To understand and apply appropriate mathematical concepts, the 3rd grade student will most likely use the following appropriate cognitive skills (not a definitive list): **awareness, imitation, listening, and responding.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

4th Grade Mathematics

With high levels of adult support, the 4th grade student will use numbers and computation, algebra, geometry, and data skills in the school and home domains. To understand apply appropriate mathematical concepts, the 4th grade student will most likely use the following appropriate cognitive skills (not a definitive list): **imitation, listening, responding, choice, recognize, follows (calendar, schedule, directions, etc.).**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

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- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

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- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

5th Grade Mathematics

With moderate levels of adult support, the 5th grade student will use reading and receptive communication skills in the school, recreation/leisure, and home domains. To understand and apply appropriate mathematical concepts, the 5th grade student will most likely use the following appropriate cognitive skills: **imitation, listening, responding, choice, recognize, follows (calendar, schedule, directions, etc.), label.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

6th Grade Mathematics

With moderate levels of adult support, the 6th grade student will use numbers and computation, algebra, geometry, and data skills in the school, community, recreation/leisure, and home domains. To understand apply appropriate mathematical concepts, the 6th grade student will most likely use the following appropriate cognitive skills (not a definitive list): **demonstrates, describe, identify, classify, understand, predict**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

7th Grade Mathematics

With moderate levels of adult support, the 7th grade student will use numbers and computation, algebra, geometry, and data skills in the school, community, recreation/leisure, and home domains. To understand apply appropriate mathematical concepts, the 7th grade student will most likely use the following appropriate cognitive skills: **demonstrate, describe, identify, classify, understand, predict, extends, solve**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

8th Grade Mathematics

With moderate levels of adult support, the 8th grade student will use numbers and computation, algebra, geometry, and data skills in the school, community, recreation/leisure, vocational, and home domains. To understand apply appropriate mathematical concepts, the 8th grade student will most likely use the following appropriate cognitive skills: **solve, use, demonstrate, apply, generalize, extends.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.

High School Mathematics

With minimal levels of adult support, the 10th grade student will use numbers and computation, algebra, geometry, and data skills in the school, community, recreation/leisure, vocational, and home domains. The 10th grade student will most likely understand apply appropriate mathematical concepts using, but not limited to, the following cognitive skills: **solve, use, demonstrate, apply, generalize, extends, integrate, summarize.**

Exemplary

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Exemplary level will most likely demonstrate a full understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 5 of the 5 individually-selected assessed indicators.

Exceeds Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Advanced level will most likely demonstrate a consistent understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 4 of the 5 individually-selected assessed indicators.

Meets Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Proficient level will most likely demonstrate an overall understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student will:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- knows and use geometric concepts and procedures
- knows and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has a consistent understanding of 3 of the 5 individually-selected assessed indicators.

Approaches Standard

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Basic level will most likely demonstrate a limited understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may:

- use some numerical and computational concepts and procedures
- use some algebraic concepts and procedures, including patterns and equalities,
- know and use some geometric concepts and procedures
- know and use some concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 2 of the 5 individually-selected assessed indicators.

Academic Warning

Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the Unsatisfactory level will most likely demonstrate an insufficient understanding of mathematical information in a variety of contexts. Based on the Extended Math Standards, the student may not be able to:

- use numerical and computational concepts and procedures
- use algebraic concepts and procedures, including patterns and equalities,
- know and use geometric concepts and procedures
- know and use concepts and procedures of data analysis

in a variety of situations. Evidence is presented that demonstrates the student has an understanding of 1 of the 5 individually-selected assessed indicators.