DOCUMENT RESUME

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ABSTRACT

This document is an extension of the Kansas Curricular Standards for Mathematics. These standards, benchmarks, and examples are intended to be used in developing curricular materials for students who are eligible for the alternative assessment. One difference in the extended mathematics standards from the general education standards is that grade levels have not been specified for the indicators under each benchmark. Rather, the benchmarks and the indicators have been organized in a hierarchical fashion, reflecting the wide variation in performance expectations for these students. Each standard in the main body of the document contains a series of benchmarks that describe what students should know and be able to do. Each benchmark contains a series of indicators which identify what it means for students to meet a benchmark. Indicators are frequently followed by clarifying examples. (Contains 12 references.) (ASK)

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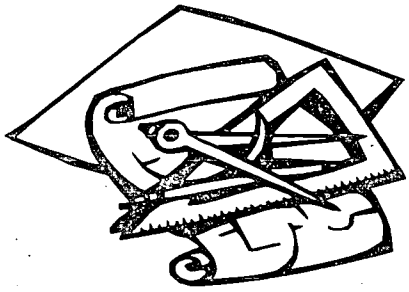
Kansas

ED 454 087

Extended

Curricular

Standards



for

Mathematics

Kansas Department of Education
March 2000
Reprinted September 2000

KSDE Kansas State Department of Education
120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

March 1, 1999

Dear Colleagues:

It is with great pleasure that the Extended Curricular Standards in Mathematics is offered to you. These standards reflect the belief that all students are to be held to the same challenging standards resulting in every student leaving school prepared to lead a productive life.

Thanks to the work of dedicated educators, this document represents the Kansas State Department of Education's effort to develop an accountability system that is sensitive to the progress of all students. The Kansas educational system has high goals and expectations for all students, including students with disabilities. To assist you in ensuring that all students are held to the same high challenging standards, this document offers guidance to you as you work with your local curriculum development and accountability efforts.

Thank you for all you do to support and enhance the education of all of our students. We hope the information provided in this document will be helpful to you and result in greater success for our students.

Sincerely,

Alexa Pochowski

Alexa Pochowski, Ph.D.
Team Leader, Student Support Services.

Student Support Services Team
785-296-3869 (phone)
785-296-1413 (fax)
785-296-6338 (TTY)
www.ksbe.state.ks.us

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Committee Members

Kerri Anderson	Graduate Student, University of Kansas
Shirley Armentrout	Parent Representative, Topeka
*Susan M. Bashinski	Curriculum Adaptations, Lawrence Public Schools USD 497
Gary Dannenbring	Consultant, Drake University, Iowa
Tammy Esposito	Principal, Levy Special Education Center, Wichita USD 259
Pauline Hintz	Principal, Lakemary Center, Paola
Joan Houghton	Education Program Consultant, KSDE
Kristy Jones	Education Program Consultant, KSDE
Nancy Mann	Special Education Teacher, Topeka, USD 501
Glenda Parma	Special Education Teacher, Sharon Learning Center Sharon, USD 605
Angie Reeder	Doctoral Student, University of Kansas
Linda Sullivan	School Psychologist, Chisholm Life Center, Wichita USD 259
Donna Wickham	Project Associate, Department of Special Education, University of Kansas
**Lynnett Wright	Education Program Consultant

*Susan Bashinski - Lead editor
** Lynnett Wright - Extended Standards and Alternate Assessment Lead Consultant

The writing committee would like to thank everyone who submitted written responses and input into the working drafts of this document. The committee has thoughtfully considered each response and felt that this input was invaluable to the development of this document.

In addition, the committee would like to thank the teachers, parents, school administrators, and community members who have worked and will continue to work, toward improving the education of students with significant disabilities.

General Introduction

Purpose

This document is an extension of the Kansas Curricular Standards for Mathematics. These extended standards, benchmarks, indicators, and examples are intended to be used in developing curricular materials for students who are eligible for the alternate assessment. In addition, the extended standards will be helpful in developing IEP goals, benchmarks, or objectives for students with the most significant disabilities and who will be eligible to take the Kansas Alternate Assessment. These standards are designed for students who require substantial adjustments to the general curriculum, yet allow that curriculum to maintain a clear connection to the general education standards.

As these extended standards were developed, the Kansas Curricular Standards for Mathematics were followed as closely as possible. The four basic standards appear here. The extended benchmarks, indicators, and examples have been developed to provide high expectations for these students.

One difference in the extended mathematics standards, from the general education standards, is that grade levels have not been specified for the indicators under each benchmark. Rather, the benchmarks and the indicators have been organized in a hierarchical fashion (where possible), reflecting the wide variation in performance expectations for these students. To understand the reason for this change, it is helpful to compare this approach with the one used in the general education standards. The general education standards establish challenging performance expectations through the use of indicators that become increasingly more difficult for higher grade levels. The state assessments are based on these indicators, resulting in a report of the percentage of students who successfully meet or do not meet the levels established for each grade level. Evidence of improvement is generated by reviewing and evaluating the increase in the percentage of students able to demonstrate their ability to meet the expectations of the standards, benchmarks, and indicators.

Because of the extremely wide range of abilities of students who are eligible to take the alternate assessment, it is not possible to establish grade-specific expectations and still maintain high standards. Instead, a range of indicators has been developed, which describe possible performance expectations for all of these students across grade or age levels. The range of indicators includes some that were established for the general education standards. Looking at changes in performance over successive years, rather than relative to grade-level expectations, will also generate evidence of improvement.

Background Information

The alternate assessment advisory committee began working in the fall of 1997. The purpose of the advisory committee was to provide input and suggestions to KSDE as they began to develop the various components of the Kansas Alternate Assessment.

The extended standards writing committee began working in the spring of 1999. The committee studied and evaluated the Kansas Curriculum Standards for Mathematics. The focus was to consider how these standards could be applied to students who were eligible to participate in the alternate assessment. Based on these standards the committee determined benchmarks, indicators, and examples.

IDEA Requirements

The reauthorized Individuals with Disabilities Act of 1997 (IDEA 97) resulted in a significant clarification of the educational expectations for students with disabilities. Specifically, the following requirements are made for performance goals and indicators and inclusion of students with disabilities in general state and district assessments:

> *Section 612(a)(16)(A)*: "The state has established goals for the performance of children with disabilities in the State that (ii) are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state;"

Accordingly, the Kansas Extended Standards have been developed to be consistent with the general standards, thus ensuring that the education of all students, including those with the most significant disabilities, is consistent with goals and standards for students as established by the Kansas State Board of Education. Further, the state is required to develop an alternate assessment for students with disabilities who are unable to participate in regular state and district assessments:

> *Section 612(1)(17)(A)*: In general - Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency -
>
> (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and
>
> (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

In keeping with this requirement, the extended standards serve as the basis for the development of the Kansas Alternate Assessment.

Definitions

The following definitions clarify the four levels of this extended standards document. These definitions are very closely aligned with the definitions that are used in the Kansas Curriculum Standards in Mathematics.

Standard: A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Example of a standard:
Numbers and computation - The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmarks: A specific statement of what a student should know and be able to do. Benchmarks are used to measure a student's progress towards meeting a standard. Benchmarks are listed in hierarchical order under a standard.

Example of a benchmark:
The learner demonstrates number sense in a variety of situations.

Indicators: A statement of the knowledge or skills that a student demonstrates in order to meet a benchmark. Indicators are critical to understanding the benchmarks and standards. Where possible, the indicators are listed in hierarchical order under a benchmark, from lower-level indicators to indicators of higher performance. This design allows every student from within the population covered by these extended standards to demonstrate a level of performance for the standards.

Example of an indicator:
The learner counts by rote.

Clarifying Examples: Examples show how a student might demonstrate an indicator, using practical, real-world examples. Clarifying examples are **NOT** listed in hierarchical order. These examples are taken from the domains of school, vocational / career, community, recreation / leisure, and home. These domains are those in which students receive instruction in order to practice and maintain skills. The clarifying examples should provide a clear connection between the standards and instructional practice.

Clarifying Example:
School – Counts math manipulatives
Vocational / Career – Counts numbers embedded in steps of a task
Community – Counts to self to calm anxiety or maintain temper
Recreation / Leisure – Joins in count down the seconds remaining on a game clock at a sporting event
Home – Counts numbers in sequence while handling own money

As extended standards for other curricular areas are determined, many cross-disciplinary or integrated examples will be developed, in keeping with the way in which instruction students with the most significant disabilities occurs. In addition, these integrated examples will allow for the development of an integrated alternate assessment, which simultaneously will assess content from a number of curricular areas, rather than having separate subject assessments.

Blank example pages are provided at the end of each benchmark. Teachers may use these pages to generate additional clarifying examples for their individual students.

Responses & Communication

The demonstration of mathematical competencies may be mediated through any of the following:

- Concrete objects
- Paper and pencil
- Calculators
- Assistive technology
- Mental mathematics

The extended standards are written to address the wide variety of communication methods used by students who qualify for the alternate assessment. These methods include, but are not limited to:

- Speech
- Augmentative communication
- Sign language
- Large print
- Braille
- Touch and / object cues
- Computer access
- Pictures (picture board, notebook, etc.)
- Vocal responses (cries, utterances, etc.)
- Written responses (handwritten, computer-generated, etc.)
- Eye gaze
- Body movements
- Other methods used by a student to demonstrate knowledge

The Kansas Alternate Assessment

One alternate assessment will be developed to assess the knowledge and skills described through the extended standards, benchmarks, indicators, and examples in all of the curricular standards. This does not mean that students eligible for the alternate assessment are assessed "less" than students taking the "regular" assessments are. The alternate assessment will reflect the ways in which concepts are normally taught and the environments in which they are taught. Thus, the assessment will tie closely to actual instruction, reflecting good assessment practice. In developing the alternate assessment, all sensory systems will be considered and specific assessment tasks will be designed to ensure that no bias exists toward individuals with sensory or physical disabilities.

Use of this Document

This document may be used for a variety of purposes. First, as with the general education standards, the document will assist Kansas' teachers in planning local curriculum and assessments for students with disabilities. Although the document is intended to provide a curricular focus, it is not a state mandated curriculum. In addition, the document provides a resource that can and should be used in developing the IEP, yet it is not intended that the document contain everything a student may need regarding mathematics or that may appropriately appear on a student's IEP.

It is also not expected that districts will develop curriculum to include every indicator; instead, the document has been developed to provide information to support a broad range of different local curricular emphases. It should be noted that if students are taught only the items that are assessed, a comprehensive individualized instructional plan has not been made available and the student does NOT have a quality program.

Further, the extended standards document will be used by The University of Kansas Center for Educational Testing and Evaluation in development of the Kansas Alternate Assessment. The extended standards determine the skills on which the students are assessed over time.

Kansas

Extended Curricular Standards

Mathematics

Standards, Benchmarks, & Indicators

Without Clarifying Examples

Kansas Extended Curricular

Standards, Benchmarks, and Indicators

Mathematics

Standard 1: **NUMBERS AND COMPUTATION** – The learner uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1 -- The learner demonstrates number sense in a variety of situations.

Indicators

The learner:

1. understands the concept of one
2. counts by rote
3. establishes one to one correspondence
4. identifies sub - sets
5. recognizes coins and currency
6. understands concepts of numbers greater than one
7. evaluates none, more, less, and/or equal ($\varnothing$, $<$, $>$, $=$, $\neq$)
8. understands the values of coins and currency
9. understands ordinal sequence
10. recognizes fractional parts of a whole object

1. The extended standards are written to address a wide variety of response and communication modalities or methods used by learners who qualify for the alternate assessment. These are individually determined by the IEP team. 1

2. Demonstration of mathematical competencies may be mediated through any of the following: concrete objects, paper and pencil, calculators, assistive technology, and / or mental mathematics.

Benchmark 2 -- The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicators

The learner:

1. matches like numerals
2. counts manipulatives or other objects
3. recognizes and / or labels numerals
4. generates whole numerals
5. establishes number / numerical correspondence
6. identifies place value
7. identifies symbols for dollar and cent notations

Benchmark 3 - The learner uses numerical estimation in a variety of situations.

Indicators

The learner:

1. identifies same and different
2. identifies and / or estimates: more, less, or equal
3. matches equivalent sets
4. rounds whole numbers
5. estimates amount of purchase
6. estimates quantities and checks reasonableness of results

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2. Demonstration of mathematical competencies may be mediated through any of the following: concrete objects, paper and pencil, calculators, assistive technology, and / or mental mathematics.

Benchmark 4 -- The learner demonstrates an understanding of computation in a variety of situations.

Indicators

The learner:

1. understands add means combine / put together; subtract means compare sets, find out how many or take-away
2. adds one more to a set
3. adds or subtracts to create new set
4. skip counts by 5's, 10's, and 25's
5. understands multiply means adding equal groups; divide means separating into equal groups
6. understands mathematical symbols (+, -, ÷, ×, =)
7. uses one or more computational methods to add, subtract, multiply, and / or divide whole numbers
8. performs computations with money amounts
9. performs one-step practical word problems

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2. Demonstration of mathematical competencies may be mediated through any of the following: concrete objects, paper and pencil, calculators, assistive technology, and / or mental mathematics.

Standard 2: **ALGEBRA** - The learner uses algebraic concepts and procedures in a variety of situations.

Benchmark 1 -The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicators

The learner:

1. identifies patterns presented in a variety of formats: numeric, visual, oral, kinesthetic, pictorial, tabular, graphical, or listing
2. creates a pattern
3. matches or generalizes patterns
4. generalizes cyclical patterns
5. recognizes patterns involving two changes or two simultaneous changes

Benchmark 2 - The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicators

The learner:

1. understands that a variable represents a single quantity that can change
2. understands that a constant represents a single quantity that remains the same
3. understands the equivalencies of coins and currencies
4. locates, matches, and plots distinct variables in sequence along a continuum
5. solves and / or sets up equations with missing number facts, using addition, subtraction, multiplication, and / or division
6. understands how changes in one variable affect other variables

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2. Demonstration of mathematical competencies may be mediated through any of the following: concrete objects, paper and pencil, calculators, assistive technology, and / or mental mathematics.

Benchmark 3 - The learner demonstrates the use of models to show relationships in a variety of situations.

Indicators

The learner:

1. demonstrates understanding of same and different
2. demonstrates understanding of categorization
3. recognizes the same situation can be represented in more than one way
4. traces a route on a map

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Standard 3: **GEOMETRY** - The learner knows and uses geometric concepts and procedures in a variety of situations.

Benchmark 1 - The learner demonstrates an understanding of geometric figures and their properties.

Indicators

The learner:

1. matches three dimensional shapes
2. sorts three dimensional shapes with specific attributes
3. recognizes and / or labels shapes
4. combines and / or separates shapes into different configurations

Benchmark 2 - The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicators

The learner:

1. orders by a geometric attribute
2. selects and uses appropriate measurement vocabulary and / or tool(s)
3. uses the calendar
4. tells time
5. converts within the same measurement system
6. estimates geometric quantities and checks reasonableness of results

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2. Demonstration of mathematical competencies may be mediated through any of the following: concrete objects, paper and pencil, calculators, assistive technology, and / or mental mathematics.

Benchmark 3. The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicators

The learner:

1. uses proprioceptive feedback to determine response
2. recognizes the conservation of continuous / discontinuous substances
3. understands common spatial sense language
4. demonstrates ability to make necessary transformation in real-life situations
5. recognizes two or three-dimensional objects as they would appear from near far or different angles
6. gives or follows directions from one location to another
7. uses map to find location

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Standard 4: DATA - The learner knows and uses concepts and procedures of data analysis in a variety of situations.

Benchmark 1 - The learner uses probability to make predictions and decisions in a variety of situations.

Indicators

The learner:

1. understands cause and effect
2. recognizes whether an outcome of a simple event is possible or impossible
3. recognizes the likelihood of possible results or outcomes of a simple event
4. predicts what should happen in a given situation and compares what does happen

Benchmark 2 - The learner collects and uses data to make decisions and solve problems.

Indicators

The learner:

1. makes a decision based on appropriateness or preferences, given information on possible choices
2. gathers data related to familiar experiences by counting, tallying, observation, interview, etc., appropriate for the situation
3. records numerical relations in tables
4. answers questions about data
5. describes data with graphs, charts, or physical displays
6. recognizes credible sources in contrast to misleading representation of information
7. recognizes appropriate conclusions generated from information collected

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Kansas

Extended Curricular Standards

Mathematics

Standards, Benchmarks, & Indicators

With Clarifying Examples

Standard 1

Numbers and Computation

The learner uses numerical and computational concepts and procedures in a variety of situations.

Clarifying Examples

Clarifying examples show how a learner MIGHT demonstrate an indicator, using practical, real-world examples.

Clarifying examples are NOT listed in hierarchical order.

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 1
The learner understands the concept of one.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Selects one item from container of many (milk from milk cooler, book from library shelf)	Puts one price tag on each item	Takes one free sample at store's display	Selects one bowling ball to use during game	Adds only one scoop of detergent to washing machine load
Presses switch or designated key one time to produce message	Offers each customer who enters store one shopping cart	Chooses one side dish from menu that accompanies entrée	Moves appropriate distance on game board when one is selected	Removes correct quantity of ingredient from refrigerator when recipe calls for one egg, one carrot, etc.
Labels work to be turned in by using his or her name stamp once	Activates time clock lever only one time when checking in for work	Rings bell at customer service counter only one time	Complies with rule to take only one bounce on diving board entering swimming pool	Chooses one friend to come and visit when told by parent that both friends named cannot be invited at the same time

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 2
The learner counts by rote.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts aloud or by sign as paraeducator handles mathematical manipulatives	Uses numbers embedded in steps of task sequence to direct self regarding what is to be done (One, get the ___; two put in the ___)	Begins to count aloud to try and determine how many people are ahead of him or her in a waiting line	Rote counts while turning pages as he or she looks at a catalog or magazine	Sets plates laid out for family dinner and counts as doing so
Participates in singing the refrain of a selection in music / chorus that includes a number sequence	Counts aloud or by sign as job coach or supervisor checks his or her piece work	Counts by rote in answer to the question, "How old are you?"	Counts steps in a repetitive dance pattern (1-2-3-4-, 1-2-3-4) while performing the movement	Imitates parents' or caregiver's "You have five seconds warning" to family pet ("1, 2, 3, 4, 5")
Uses rote counting as self-talk, when asked a question, to think and keep from blurting out a wrong answer	Verbalizes directions to "Hold 1, 2, 3, 4, 5, release" when using tools on the job (mop squeezer, sealer)	Counts to self to calm anxiety and / or maintain his or her temper	Joins in, with crowd, to count down the seconds remaining on a game clock at a sporting event	Says or signs numbers in sequence while handling own money he or she is saving

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 3
The learner establishes one to one correspondence.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Distributes one paper or piece of equipment to each member in class	Requires one ticket from each person entering the movie theater	Puts one quarter in each slot on the coin-operated washing machine	Gives each person a colored game piece	Counts the number of shirts to pack for vacation (one needed for each day)
Offers one milk carton to each person that passes through the cafeteria line	Counts the number of items that remains on a storeroom shelf	Attempts to use only one discount coupon per item for purchase	Prepares a sufficient number of party invitations for each friend to have one	Counts the number of towels to place in bathroom so that each person in the home will have one
Counts the number of lockers in a row from a designated point to locate own locker	Puts a single card in the check-out pocket of each book, CD, videotape at library	Counts the correct number of blocks traveled in one direction before making a turn to the right or left	Puts one seed in each starter pot	Counts the number of candles on a family member's birthday cake

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Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 4
The learner identifies sub – sets.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Identifies either chocolate milk or white milk as two available choices with school lunch	Shelves similar items together in storeroom	Identifies items from shopping list that can be located within same department of store	Identifies all CDs or audiotapes of favorite artist from friend's collection	Locates all the items (metal washers, long screws) from the bag of hardware items packaged with "ready to assemble" furniture
Divides mathematical manipulatives into groups according to attribute teacher or paraeducator designates	Realizes that red, yellow, and green are all varieties of apples to stock in produce section of grocery store	Realizes that various coin denominations are "money" or "change"	Separates cards in given suit from a deck of playing cards	Identifies own personal clothing items from baskets of the family's laundry
Separates recyclable items from trash collected when cleaning cafeteria after lunch period	Separates books coded as part of the "children's collection" when retrieving materials from the library's return box	Differentiates breakable and non-breakable items (flower pots, soda or pop bottles)	Assembles materials needed for favorite craft activity from cabinet of art supplies	Places dirty dishes in dishwasher, grouping similar items together in racks

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 5
The learner recognizes coins and currency.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Identify pennies, nickels dimes, and quarters in school cafeteria	Puts a rubber band around like bills	Puts genuine coins in donation boxes	Discriminates between genuine currency and play money packaged in table games	Puts genuine coins into coin sorter machine
Identifies one, five, ten, and twenty dollar bills in mathematics class	Understands paycheck must be exchanged for coins and currency	Recognizes that bus tokens are an alternate form of money	Recognizes coins appropriate for insertion into a vending machine	Removes money received in greeting cards before throwing the card or envelope away
Recognizes that different countries have different coins and currency	Recognizes that employee lunch ticket substitutes for currency in the cafeteria at his or her workplace	Discriminates currency from coupons, checks, etc. by system of folds	Differentiates video game token from United States quarters	Participates with sibling or parent in wrapping coins for exchange at the family's banking institution

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Extended Standard 1 – NUMBERS AND COMPUTATION

General Curriculum Standard 1 – Numbers & Computation

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 6
The learner understands concepts of numbers greater than one.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Joins group of two peers when teacher directs class to "Divide yourselves into groups of three"	Records tally marks correctly, in groups of five (four lines and diagonal slash) to keep track of completed work	Places three decorative arrangements on each table when assisting with set-up for community dinner or event	Realizes that in order to complete a distance of one mile, he or she must circle the track four times	Ingests proper dosage of medication that specifies "Take two tablets" at a designated time
Double clicks (i.e., two times) with computer mouse to open desired file	Wraps two forks in each napkin prepared for restaurant supply	Exits bus at designated number of stops after notable landmark (three stops after ballpark, two stops after certain grocery store)	Participates in card games that require players to collect four matching cards	Pairs up socks from laundry in sets of two
Holds a musical note for four beats, half note for two beats during music or band class	Cross-stacks papers in groups of a specified number	Complies with "buddy system" on community trip, staying with a partner to make group of two	Identifies plants that have three leaves when on the look-out for poison ivy	Adds correct number of measures of ingredients called for in recipe (two cups, three eggs)

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 7
The learner evaluates none, more, less, and/or equal (∅, <, >, =, ≠).

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Gives appropriate answer in mathematics class when directly asked, "What does this mean?" (∅,<, >, =, ≠)	Recognizes the need to add more items to complete a set for packaging	Understands the universal symbol (∅) means "none" of the crossed out picture is allowed" (no smoking, no skateboards)	Understands that a "tie" in a game means that the players or teams have an equal number of points	Recognizes that more dishes will be required for lunch if friends have been invited to stay and eat
Identifies quantities being weighed on a balance scale that is uneven as "not equal" in science class	Recognizes that the reason two preschoolers in day care might be crying at snack time is because the number of cookies each has is not equal	Realizes that the price he or she pays for an item, if no coupon is used, will be more than the price paid using a coupon	Recognizes that more weight is on one side than the other when a picnic table tips as person or heavy object is placed on it	Understands, when looks in the cookie jar and finds it empty, that none are currently available
Compares the sizes of two sets of manipulatives in mathematics class by matching one item from each group until runs out	Understands that, when a sack breaks as he or she is bagging groceries, it must be re-sacked with less inside	Reads a menu to locate selections that cost less than the money he or she has available	Understands that a field goal in a football game is worth less points than a touch down	Recognizes that he or she and siblings each receive equal gifts of money from family member

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Extended Standard 1 – NUMBERS AND COMPUTATION

General Curriculum Standard 1 – Numbers & Computation

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 8
The learner understands the values of coins and currency.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
States the value of penny, nickel, dime, or quarter	Realizes that it is not appropriate to question coworkers about their salaries	Recognizes situations when coins are needed or preferred (pay phone, laundromat, vending machines)	Assists sibling with locating coins needed to complete his or her collection	Performs extra chores around the house to earn money for a specific purchase he or she wants to make
States the values of: one, five, ten, and / or twenty dollar bills	Refrains from leaving wallet or purse lying around unsupervised in the break room	Realizes, when shopping, that it is not necessarily a good idea to always spend all the money he or she has with him or her	Understands that an admission fee is required to many entertainment activities (movie, sporting event, museum)	Recognizes that cash should not be sent through the mail
Identifies when he or she can expect to receive change following cafeteria purchase	Understands that working extra hours, beyond the "normal work week" can result in overtime pay	Gives bills sufficient size or number to cover purchase cost	Recognizes that he or she has to have money to play a video game in an arcade	Opens a savings account and / or makes regular deposits into it

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Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 9
The learner ordinal sequence.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Goes to the start of the line when told by the teacher to, "Please go first"	Writes first and last names in appropriate locations on job-related forms (application, withholding form)	Understands that, to reach higher numbered floors in a building, he or she must go up stairs or use the elevator	Locates song in a given ordinal position on a music CD	Requests seconds of a favorite food at mealtime only after everyone has been served first
Follows regular hourly schedule to get to classes at appropriate periods of the day	Identifies pay days as the 2nd and 4th Fridays on a calendar page	Responds correctly when addressed by store clerk, "Who was here first?"	Identifies the number of outs or strikes a batter has, or outs in an inning, in a baseball game (first, second, third)	Describes own place correctly, in birth order of siblings (older siblings were born first, second)
Identifies steps of procedure to be followed in science class in linear order	Locates a specified letter in each word by which filing is to be completed (first, second, third)	Recognizes that numbered streets in downtown area are not random, but go in order	Understands that team or player "standings" refer to the linear order of who has won the most games	Uses ordinals to guide caregiver in steps of his or her own personal care routine

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator: 10
The learner recognizes fractional parts of a whole object.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Recognizes that chapters are parts of one, same story	Recognizes that his or her work crew is doing just one part of a bigger production job or service project	Realizes that he or she will pay only a portion of the advertised price, 3 for $1.00, if he or she purchases only one of that item	Identifies a popular music group when shown a picture of only two of the group's members	Realizes, when "To be continued" is shown at the end of a television broadcast, that he or she has viewed only a part of the whole story
Explains that two halves of a object or item are equal to one another and combine to make a whole	Reports hours worked in one-half or one-quarter hour increments of time	Understands the use of frequent buyer cards - that all symbols or boxes must be punched in order to receive the free item or discount	Understands that a relay team in track consists of four members, who run equal distances	Divides the remaining portion of a favorite dessert into pieces and checks to see if the pieces are essentially equal
Assembles correct number of smaller mathematics manipulatives, end-to-end, to equal one longer manipulative	Understands that if a packing slip says "one box of two" that the shipment in not complete until both packages arrive	Realizes that purchasing a "round-trip" ticket will pay his or her fare both to his or her destination and back home again	Realizes that, at the intermission following Act II of a three act play, two parts of the program are over, but one part remains	Copies a model of tri-folding paper before attempting to insert letter in envelope for mailing

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 1
The learner demonstrates number sense in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 1
The learner matches like numerals.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Matches bus number on ID card to numerals on side of school bus parked in school loading area	Matches times for break written on schedule card to digital clock	Locates post office box that matches numeral on personal ID	Depresses buttons on telephone that match friend's written phone number to place a call	Sets kitchen timer to correspond with cooking time printed on recipe
Matches locker number on personal schedule card to locker in hallway	Matches dates on written work schedule to dates on personal calendar	Matches price tag on article of clothing to price printed on receipt	Matches seat number printed on ticket stub and numerals on stadium or auditorium seat	Matches expiration date stamped on milk carton with date on calendar
Matches numerals on intra-school mail to numerals on staff mailboxes	Hangs clothing on rack by matching tag sizes to numbers on racks	Presses button in elevator that corresponds with numeral on appointment card	Makes matched pairs with playing cards during game	Matches channel on television remote that corresponds with numeral printed on program guide

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 2
The learner counts manipulatives or other objects.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Determines the number of steps he or she must take from the classroom to reach another designated location in the school	Counts number of tally marks recorded to represent the amount of piecework completed	Counts the number of "dings" in an elevator to determine the floor at which the doors are preparing to open	Counts the number of repetitions he or she performs of an exercise when completing a fitness routine	Counts the number of greeting cards he or she received for a birthday or other holiday
Counts the number of peers in the class who will be taking part in an upcoming activity (hot lunch, class trip)	Counts the number of shifts completed during the current pay period	Counts the bills returned to him or her in change by a store clerk	Counts the beats in a given piece of music, to know when to "come in" with his or her voice or instrument	Determines the current time by counting the hourly chiming of the family's grandfather or cuckoo clock
Counts the number of items answered correctly on a given assignment	Participates in completing inventory of stock at job site	Complies with check-out limit for books-on-tape by counting the number of selections he or she wishes to request	Determines the total number of objects included in his or her favorite collections	Counts the number of days until a special event marked on the calendar will take place (vacation, sibling returning from college)

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 3
The learner recognizes and / or labels numerals.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Locates homeroom by reading numerals posted on the side of classroom doors	Tells time (for break, lunch, quitting time) by reading a digital clock display	Identifies costs of various items in a store by reading numerals posted on pricing tags	Reads score posted on scoreboard at sporting event	Reads parent's posted work telephone number correctly
Presses numeral keys on a calculator to coincide with numbers named by peers or paraeducator during a lesson	Locates items in stock room according to shelf or bin number, as directed by job coach	Orders combination meal at fast food restaurant by meal number as displayed on menu	Identifies favorite athlete, in a televised or live game, by identifying the numerals on his or her jersey	Sets radio dial to favorite local station
Identifies specified volume in a series of books (reference or fiction series)	Reads his or her home address from personal ID card to taxi or van driver who is transporting him or her	Locates aisle designated by store employee in which item he or she wishes to purchase is shelved	Locates proper weights to be used during an exercise routine by reading numerals imprinted on them	Sets microwave timer for specified number of minutes, as requested by parent or caregiver

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 4
The learner generates whole numbers.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Keys in numerals on voice output device, to correct answer during classroom discussion	Copies birth date in numerical form from personal identification card	Copies amount of money earned from pay stub onto checking account deposit slip	Writes own telephone number on paper and gives it to a friend	Makes note of phone caller's telephone number for absent parent or sibling
Copies mathematics problem displayed on classroom overhead	Uses a rubber stamp to put the date on each piece of mail received at work on a given day	Writes down date of special event, from community bulletin board that he or she wants to attend	Records scores in table game or as spectator at sporting event	Copies time for medical exam from appointment card onto personal calendar
Produces numeral representations correctly, using brailler	Sets dial(s) on imprinting tool to numerals, as directed by job coach, for making price tags	Participates in preparing address labels by typing numerals on computer keyboard	Makes list of page numbers in catalog that includes items of interest to him or her	Writes his or her weight on diet record

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 5
The learner establishes number / numerical correspondence.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts school newsletters according to number of students in homerooms	Labels boxes with appropriate stickers to show the number of pieces of contents	Puts the correct number of each purchase itemized on grocery list into shopping cart	Counts check marks and records the total number of items collected in scavenger hunt	Assembles correct number of ingredients, as indicated on picture recipe
Gets equipment for cooperative group's lab activity from written numeric list of necessary supplies (4 straws, 1 ruler)	Packages items accurately following pictorial guide with numeric entries (2 wing nuts, 2 bolts, 4 screws)	Utilizes express check-out in store only when he or she has posted number of items or fewer	Keeps a written record of the number of times he or she performs each exercise in fitness routine	Feeds pet designated amount of food each day (2 scoops), according to posted chore list
Follows assignment written on board and produces requested number of practice repetitions (2 sentences, write facts 4 times)	Prepares plant food or fertilizer mixture by combining designated measures of chemicals (4 capfuls, 2 cups)	Checks with posted signs regarding the number of garments allowed, at one time, in the fitting room	Checks completeness of newly purchased model kit, comparing contents with numerical list of parts	Participates in preparation of own daily or weekly medications (counting out pills according to written dosages)

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 6
The learner identifies place value.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that the order of numerals in any given number makes a difference in their value (05≠50, 371≠173)	Records a zero in front of single digit numerals used to represent the months January - September on computerized forms	Identifies the floor on which an office is likely to be located by the numeral in the 100's place (farthest to the left) in the written room number	Locates friend's apartment by the numeral in the units place (farthest to the right)	Enters a zero before a single digit channel number when using a remote control to select a television program
Exchanges a bundle of 10 unit blocks (using base 10 block manipulatives) for 1 ten	Files numerically by 1's, 10's, and / or 100's	Realizes that outdoor temperatures may be recorded as either above or below zero	Chooses appropriate weights for use with fitness machines (10lbs vs 100 lbs)	Uses the correct number of zeros following a numeral to enter the appropriate microwave cooking time
Lines up numerals vertically in a problem when copying from the overhead	Enters nine numerals that comprise his or her social security number appropriately with dashes in correct places	Enters two zeros following even dollar amounts, when using calculator (on grocery store cart) to total purchases	Realizes that some telephone calls (long distance) require that he or she dial three extra digits for the area code	Uses final two digits of the year's four (not random numerals) on forms or official papers to designate year

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator: 7
The learner identifies symbols for dollar and cent notation.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Correctly identifies the $ and ¢ as indicating money amounts	Understands the difference between an hourly wage and a piece work rate of pay	Locates decimal point correctly within a numeral sequence when using an ATM machine	Differentiates price tags and sizing tags on clothing displayed for sale	Enters dollar amount in appropriate column when preparing deposit slip
Understands that a decimal point separates dollars and cents values in a written money expression	Locates prices for items displayed in break room vending machine, even if $ and ¢ are not noted	Locates the price of food or drink item he or she wishes to order on menu	Checks flyer / notice regarding an entertainment event for printed admission fee	Differentiates numeral representing quantity in multiple purchase newspaper ads from price notation (2 for $1.00)
Realizes that $30 and $.30 (or 30¢) do NOT represent the same amount of money	Identifies total amount of money earned during pay period from among many numerals on pay stub	Understands conventions used in check writing to denote cents (00/100, XX/100)	Differentiates money amounts from other numeric references (spaces to move, turns to take) in table game components	Understands that account balance on statement received in the mail represents the total amount of money he or she has in the bank

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 2
The learner demonstrates an understanding of number systems and their properties in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 3
The learner uses numerical estimation of a variety of situations.

Indicator: 1
The learner identifies same and different.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Uses pan balance to determine amounts of materials that have similar weights in science class	Restocks shelves appropriately, grouping new stock with items of similar size / shape	Attempts to distribute weight of purchases evenly among sacks when bagging own groceries	Attempts to sink a goal from the same distance as his or her successful opponent in basketball shooting contest	Fills individual snack bowls, for each of his or her guests with similar amounts of popcorn
Attempts to take his or her place in line when teacher directs the group to "line up according to height"	Identifies pieces of mail that have same designated zip code digits as model	Chooses a differently priced item from menu when companion says his or her first choice costs too much	Attempts to locate hobby shop item on store shelves that was advertised in sale ad	Divides vacuuming to be done around the house with siblings, so that each does approximately the same amount
Locates similar textures of surfaces in his or her physical environment to those found on orientation and mobility map	Follows model to place address labels appropriately (similar distance from lower edge on envelopes for mailing)	Discriminates series of weather alert sirens from regularly scheduled test of emergency broadcast system	Compares prices of various styles or brands of clothing items when window shopping	Complains that sibling was allowed to engage in some preferred activity longer than he or she (talking on telephone, playing video game)

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 3
The learner uses numerical estimation of a variety of situations.

Indicator: 2
The learner identifies and/or estimates: more, less, or equal.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Complies with teacher request to use less glue or paint on the art activity	Serves customers equal amounts of food in restaurant or cafeteria	Realizes that larger quantities or containers of food are likely to cost more than smaller ones of the same item	Compares scores of all players in game to identify the winner at the game's conclusion	Cuts equally-sized pieces of cake for all in attendance at a birthday party
Determines if one set of objects has more, less, equal, or about the same number as the second set of the same kind of objects	Compares time sheet from current pay period to last and estimates if paycheck should be more, less, or approximately equal	Recognizes that going to a popular restaurant at a busy meal time will likely result in his or her encountering more people and having a longer wait	Realizes that the cost of catalog, mail order, or internet purchase will be more than suggested retail price, due to shipping and handling	Recognizes that if he or she is cooking for self, less food is needed than if cooking for entire family
Selects appropriately from a one-digit, two-digit, and three-digit number (3, 30, 300) to estimate the amount of objects in a set	Identifies which bag, shelf, or bin should hold more or less of equally sized inventory items	Uses scale in post office and determines if envelope weights more or less than the allowed limit for one stamp	Recognizes which person (including him or herself) is doing more or less talking in social conversation	Calls parents' attention to situation in which sibling receives more of one of his or her preferred privileges, food, etc., than he or she does

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Benchmark: 3
The learner uses numerical estimation of a variety of situations.

Indicator: 3
The learner matches equivalent sets.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Distributes an equivalent set of supplies or materials to each class member	Places one salt and one pepper shaker on each table by matching model	Buys package of hot dogs buns that matches the number of hot dogs he or she is purchasing	Packs a matching number of shirts or sweaters and slacks or skirts when packing for an out of town trip	Takes an equivalent number of notes and envelopes from a drawer in preparation for writing thank you notes
Stores chairs in equivalent stacks of four when cleaning up after extracurricular meeting	Packages advertised number of items in each container utilizing packing jig (shoes in shoebox)	Assembles centerpieces matching model for appropriate number of each element included	Joins group or team that needs one more member in order to play in a game	Gets a matching number of nuts and bolts as requested, when participating in the assembly of a book-shelf with parent or sibling
Groups equal sets of manipulatives that have 2, 3, 5, or 10 elements	Places a complete set of towels (bath, hand, washcloth) in each guest's room	Staples front and a back on each placard, matching model, while preparing signs advertising a community event	Participates in a game that involves matching tiles with equivalent dot configurations	Sets table with appropriate number or type of utensils at each place setting, as modeled by parent

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 3
The learner uses numerical estimation of a variety of situations.

Indicator: 4
The learner rounds whole numbers.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts a partially read page as one when recording the number of pages read in her or her reading log	Fills an order with a sufficient number of packages of an item to cover the number requested	Gives clerk one dollar more than the total amount to cover costs of his or her purchase	Selects the 10 lb. weight nearest the poundage prescribed in his or her therapy regimen	Cooks two pieces of toast, if he or she is supposed to eat 1-1.5
Records distances using numbers in the tens / hundreds place when reading mileage from a map	Records hours worked on time sheet, rounding up to the next hour when a job takes more than 30 minutes; not showing additional hour if job takes less than 30 minutes	Buys appropriate number of multiple-item packages to get the quantity of items he or she needs (2 packages of 8 count plates to get 10)	Adds the total number of miles he or she walked during a week and rounds the total for recording purposes	Uses one egg when preparing half of a recipe that calls for one egg
Rounds a decimal number to the nearest whole number	Includes a partial grouping of five tally marks (as "one") when totaling work accomplished at end of his or her shift	Rounds time required for travel to next larger increment when arranging van transportation to take him or her to an appointment	Buys smallest package available, when purchasing craft supplies and only one of a particular item is needed	Feeds pet full scoop more than the written number that includes a fraction, if he or she is unsure of meaning

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Benchmark: 3
The learner uses numerical estimation of a variety of situations.

Indicator: 5
The learner estimates amount of purchase.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that items displayed during book fair, school spirit week sales, are not free but do cost money	Estimates the weekly cost of work-related transportation, counting both getting there and returning home	Understands that each item he or she puts into the shopping cart will cost him or her something in order to take it home	Realizes that purchase of a movie ticket covers only the cost of admission and that additional money is required to purchase snacks	Requests to purchase a realistically priced gift for a friend (CD vs car stereo system, holiday pin vs diamond ring)
Realizes that whenever a purchase is made, the amount he or she will be required to pay will be more that the price shown, due to tax	Directs customer to departments in store according to money they wish to spend (designer clothes, store brand, fine jewelry, costume)	Estimates the total purchase price of several of the same item (4 candy bars @ 50¢ each will cost $2.00)	Estimates the cost of a catalog, mail order, Internet purchase by referring to shipping and handling chart and adding those costs to item's price	Estimates the amount of money he or she will need in order to purchase all ingredients to make favorite snack
Chooses items for lunch that correspond with the amount of money he or she has available to spend	Estimates the number of hours / days her or she will need to work in order to have enough money for a desired purchase	Realizes that when purchasing only one of an item priced 2 for a given dollar amount, he / she may have to pay more than half of the advertised cost	Adjusts expectation for purchase price of admission ticket according to day of week or time of day attendance at activity is planned (weekend rate)	Divides the total amount of money he or she has available to purchase holiday gifts, in order to determine how much can be spent on each family member

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 3
The learner uses numerical estimation of a variety of situations.
Indicator: 6
The learner estimates quantities and checks reasonableness of results.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Recognizes that he or she cannot purchase a full lunch in the school cafeteria if he or she has only $1.00	Estimates the amount of money he or she would like to make in a regular two week pay period, then checks this total against typical pay stub	Adds rounded-up prices of items for purchase on shopping cart calculator and compares total with amount billed by clerk	Guesses how many pennies are in his or her collection of loose change, then rolls pennies in bank wrappers to check his or her estimation	Guesses how long it will take to dust four rooms in the house then compares this estimate to the time required to finish one room
Divides a class assignment into segments over several days, and tries to accomplish the amount of work that is projected for the first day	Projects the number of hours he or she would like to work in a given month and compares this number with previous time sheets	Gathers the number of programs he / she thinks will be needed to give one to each person in a row, then checks to ensure that each person received one	Estimates the amount of time needed to complete a latch hook project, then checks the number of rows that can be completed in one block of time	Serves self what he or she believes to be a reasonable portion during a family meal and compares to size of other's servings
Estimates the amount of time he or she will need to be dismissed early in order to change into gym clothes for P.E. class, then compares the actual time changing took on first day	Estimates the amount of extra money he or she should earn by working on a Sunday, and checks by multiplying typical daily rate by 2	Arranges for transportation to arrive an estimated number of minutes prior to appointment time, then checks the appropriateness of his or her estimation upon actual arrival at destination	Suggests putting together a "pick up" game based on the number of peers in the area (peers confirm if a sufficient number of players are present)	Projects the number of boxes he or she thinks will be needed to pack his or her bookshelf for moving, then packs 1 or 2 to check the accuracy of prediction

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Benchmark: 3
The learner uses numerical estimation in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 1
The learner understands add means combine / put together; subtract means, compare sets, find out how many more or take-away.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Moves two or more groups of manipulatives together physically when teacher or peer says to "add"	Adds each hour of work completed each day to weekly total, by combining day's tally marks with those already recorded on weekly sheet	Understands that a combination platter in a restaurant involves the addition of extra or other items to the order of a particular meal	Adds tally marks in groups of five to a running record to keep his or her score in a game	Puts one penny at a time into a bank
Removes item from a group of manipulatives when teacher or peer directs learner to "subtract one"	Understands that making a deposit adds money to his or her account; making a withdrawal subtracts (takes away) money	Continues depositing coins into a vending machine until money adds to the amount required for purchase	Processes "lose one life" during a video game by subtracting one to determine the total number of chances remaining	Removes one penny at a time from a bank while expressing or saying the words "take away"
Understands that teacher's directive to "add minutes" to his or her free time allocation involves a bonus / reward of more time (not less)	Takes the item a customer just named from the group of items prepared for an original order, when the customer requests that an item be subtracted	Understands that a finance charge will be added to your bank account means that more debt will be combined with the money he or she already has	Understands that fitness instructor wants him or her to combine a new exercise with the old work-out routine when told to "add this exercise"	Understands that when parent says, "I'll add that to your wish list," it means that the item will be combined with what is already wanted

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 2
The learner adds one more to a set.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Hands peer a single item when asked to "give me one more" of the manipulatives being used during the lesson	Answers customer's request for another packet of ketchup / mustard/ by giving him one more	Requests a single additional side dish with food order when waitress explains that his or her meal choice comes with one more side dish	Increases the number of repetitions he or she completes of each exercise by one	Gives pet one additional measure of food when told by sibling or parent that amount originally given was not enough
Adds one microscope slide to each lab group's supplies when given 12 slides by teacher and told that each set of partners will need one more	Puts an additional item into the box he or she is packing when notices that one slot among the dividers is vacant	Applies one additional stamp to a letter or package he or she is mailing when told by clerk that there is not enough postage	Puts one additional piece of candy into each party bag when he or she notices that several pieces remain after initial preparation	Adds an additional place setting to dinner table when told there will be one more for dinner tonight
Adds one sheet of graph paper to the cubbies that include each student's work materials as directed by the teacher	Adds one blue sheet to each stack of collated papers when told by job coach that the blue ones were mistakenly left out	Complies with companions directive, by taking only one, when told he or she may have one more of favored food item	Adds one seed to the pair he or she had already put in each of the starter pots he or she is planting	Distributes one additional napkin to each person eating when handed a stack of napkins

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 3
The learner adds or subtracts sets to create new set.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Combines the number of students requesting hot lunch and those bringing sack lunch to get the total lunch order for a class	Subtracts the total number of hours of sick leave taken during a pay period from the number of work hours scheduled to determine number of hours actually worked	Adds the number of his or her personal suitcases to the number each family member has to determine the total number of bags that must be retrieved from luggage pick-up	Crosses out the names of teams that have been eliminated from a sports tournament until ultimately left with only the winner	Combines two or more types of canned foods to create a new dish for dinner (fruit salad, casserole)
Subtracts the number of animal species from the total number of living things in a scene to determine the number of plants	Circles the notations of parts (fractions) of hours worked that can be added to the reported number of hours when totaling hours worked on time sheet	Removes commemorative quarters (for personal collection) from his or her change to determine the amount of money that remains to be spent	Combines pre-measured amounts of two primary color paints to create a secondary color (yellow + blue = green)	Removes all white pieces of clothing from pile of dirty laundry to assemble one load for the washing machine
Notices change in beat of selection in music class when drums are taken away (not played)	Assembles sets of 10 washers, 10 wing nuts, and 10 bolts into 10 units for packaging	Combines three different forms to be turned in to one particular office (home health, social security) into one envelope	Mixes plant food concentrate with water to make a mixture of appropriate strength for watering houseplants	Combines dry ingredients and liquid ingredients to make cake batter

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 4
The learner skip counts by 5's, 10's, and 25's.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Skip counts by 5 to 100, while peer assists with a hundreds chart	Arranges quarters in $1.00 stacks, counting "25, 50, 75, 100"	Count dimes to reach amount of purchase that is evenly divisible by 10	Skip counts by 10 to total the amount of points that remains in his or her hand in face cards during a game	Skip counts by 5 the numerals on a traditional clock face, to determine the number of minutes after the hour
Uses repetitive addition function on calculator to skip count by 5, 10, or 25	Skip counts by 5 to determine how many five lb. bags of sugar are needed to make a given number of pounds (divisible by 5)	Totals number of envelopes stuffed for volunteer event by counting tally marks recorded in groups of five	Calls out the distance a runner gains on the football fields in increments of 10 yards	Skip counts by 10 as he or she sets the timer on the microwave by repeatedly pressing the 10 second button
Combines 10-unit blocks (using base 10 manipulatives), while skip counting by 10 to 100	Skip counts by 10 when participating in inventory of items that are sold in packages of 10	Inserts quarters into vending machine, counting by 25¢, until he or she reaches or exceeds posted price of desired item	Skip counts by 5 to total the amount of money he or she has saved in nickels	Counts the number of pieces of candy that were distributed to children by skip counting the empty bags using increments of 25

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 5
The learner understands multiply means adding equal groups; divide means separating into equal groups.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Arranges a set of manipulatives into groups of two, then skip counts by 2 to determine the total amount of items in the set	Calculates the total number of hours worked in one week by multiplying the number of days worked times the number of hours worked in one day	Understands that multiplying the number of dollars spent by a given tax amount (rate) is the same as adding that many cents tax for each dollar spent	Shares a dozen cookies among self and three friends by distributing them, one at a time to each person until all are given out and checks for equality	Understands parent request that the money be divided equally among siblings means that each will receive the same amount
Understands that multiplying a group of objects by 10 is going to result in a significantly larger number that if only 10 objects were added to the number in the group	Interprets job supervisor's report that "the vote was divided" to mean that equal numbers of workers preferred each of the choices offered	Realizes that some advertising flyers might be left over after he or she helps distribute an equal number to each of the businesses on a given block	Interprets the reference that his or her "flowering plants are multiplying" to mean that the plants are growing at a very rapid rate- instead of the blooms increasing one at a time	Realizes that in four weeks, he or she will have four times as much allowance money as he or she is given this one week
Follows teacher's instructions to divide your paper in half by folding the paper into two equal parts	Understands that the phrase division of labor, refers to a group of employees each completing an equal portion of work	Determines the number of people in attendance at a meeting by skip counting the tables at which people sat by 5	Follows peer's suggestion to divide the pieces when working on a puzzle together, by separating border and interior pieces	Cuts the remaining portion of a pie into pieces so that each person present receives an equal amount

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 6
The learner understands mathematical symbols (+, -, ÷, x, =).

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Locates matching symbols on calculator (+, -, ÷, x, =)	Locates "+" and "-" on the computer keyboard	Translates a numerical expression written 3/99¢	Places battery in radio, CD player, or TV remote, correctly matching the "+" and "-" symbols	Follows picture recipe written with symbols "+ 1 egg"
Realizes the interchange-ability of "x" and "*" symbols	Recognizes correct columns on inventory forms to enter "extra" (+) and "missing" (-) items	Looks on receipt to check accurate recording of "taking away" (-) money owed on a lay-away payment	Uses mathematical symbols to identify points carried / won (+) and penalized / lost (-) on game score sheet	Locates mathematical symbols (+, -, ÷, x) on a computer-based calculator
Associates mathematical symbols with the correct operation ("+" = add, "X"= multiply, etc.)	Records hours worked, to be added to pay total (+), and hours missed, to be deducted from total (-)	Hits the "+" key on calculator on grocery cart (when companion enters numbers) to keep a running total of purchases	Recognizes power doubler (multiplier) in a video game, as denoted by "*2"	Identifies temperatures as above (+) or below (-) zero, based on mathematical symbols

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 7
The learner uses one or more computational methods to add, subtract, multiply, and / or divide whole numbers.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Completes written assignment given in mathematics class (+, -, ÷, x)	Determines how many additional work tasks need to be completed to reach a pre-set quota (-)	Rounds $ and ¢ amounts to the next dollar figure to add the total of desired purchases (+)	Splits the group of friends / peers into equal teams (÷)	Helps to keep a running record of the number of miles traveled on a family car trip (+)
Moves from whole number to whole number (skipping intermediate markings) on number line, when using finger/pointer to mark steps of computation process	Participates in figuring what the amount of his / her paycheck should be for the first pay period following a new pay raise (+ or x)	Computes the price per item when he or she encounters pricing written (2 for ____ ,4 for ____(÷)	Totals the number of collector cards in his or her collection by calculating the number of pages X the number of cards per page (*)	Subtracts the amount of time he or she has just watched TV from the total allotment of viewing time he or she has, to see how much time remains
Participates in keeping track of classes or credits completed at the end of each semesters work (+)	Computes the number of items to be packed per box when the job coach instructs him or her to pack only 1/2 as many	Figures out the necessary departure time, in order to arrive at a school or community event punctually (-)	Keeps score at a sporting event (+)	Participates in doubling a recipe when guests are coming for dinner (*)

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 8
The learner performs computations with money amounts.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Keeps a running total of lunch items selected, so as not to exceed the amount of money he or she has available	Multiplies the number of hours worked by his or her hourly wage, to determine the amount of money to expect in next paycheck	Subtracts withdrawals made from savings account to determine remaining balance	Pays for two admission tickets - one for self and one for invited friend (movie, sporting event, concert)	Participates in developing a personal budget: savings, gifts for others, personal entertainment
Calculates the total late fee due for overdue library materials	Determines the appropriate amount of postage required for outgoing mail	Figures appropriate tip to leave for waiter or waitress in restaurant	Adds shipping and handling costs to a purchase he or she helped a peer / family member make from a catalog or the Internet	Totals personal profits from the family's garage sale
Works with peers in a cooperative group to total profits / losses in an "exchange city" / economics / business class project	Brings his or her checking account up to date following automatic deposit of payroll check	Tracks money spent at the laundromat doing laundry over a designated period of time (1 visit: 1 month)	Participates in totaling the amount of money raised from a team fundraising activity	Participates in figuring out how many weeks he or she will have to save allowance in order to have enough money to make a major personal purchase

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator: 9
The learner performs one-step practical word problems.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Asks for the correct number of additional items needed when asked to distribute same to classmates, but comes up short (I need ___ more)	Determines how much time he or she has to complete a designated task, given job start and end times	Determines correct amount when companion asks, "How much more money would you need to buy a second ____?"	Figures out the number of bowling pins needed for a "spare," given the number he or she knocked down with first ball	Answers parent's question regarding how many loads of laundry have been completed
Calculates the amount of money he or she needs to borrow from a peer (to add to own money) in order to purchase a special school spirit item	Responds with correct answer when supervisor asks, "How many more tables do you need to restock?" (salt, napkins)	Answers the question, "How many more stamps do you need to get a free _____?" (from frequent buyer card)	Calculates the amount of remaining money he or she has to spend after making a purchase at a hobby / sports store	Determines how much money can be spent on each family member's gift, from his or her shopping fund, in order to have a gift for all
Determines the number of his or her cooperative group has remaining to turn in a major social studies project by the due date	Figures own new hourly rate of pay after seeing employee class raises posted	Calculates the time for departure, in order to reach his or her destination punctually, when given travel time	Calculates a correct answer to the question, "How long have you been on the phone?"	Determines what time a dish (he or she has put into the oven) should finish baking, given required cooking time

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Extended Standard 1 – NUMBERS AND COMPUTATION

Benchmark: 4
The learner demonstrates an understanding of computation in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Standard 2
Algebra

The learner uses algebraic concepts and procedures in a variety of situations.

Clarifying Examples

Clarifying examples show how a learner MIGHT demonstrate an indicator, using practical, real-world examples.
Clarifying examples are NOT listed in hierarchical order.

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Extended Standard 2 – ALGEBRA

Benchmark: 1
The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator: 1
The learner identifies patterns presented in a variety of formats: numerical, visual, oral, kinesthetic, pictorial, tabular, graphical, or listing.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Uses a combination lock on locker (right to left to right pattern)	Points out that chairs are all stacked in uniform groups (4 high, 6 high)	Understands that numbered streets go one way and named streets go the other, in community's downtown area	Recognizes the patterns that indicates a game he or she is playing has been won (three-in-a-row; all alike)	Comments that silverware on the dinner table is arranged in same traditional pattern by each plate
Points out similarity of units' digits in any given column on a hundreds chart	Identifies a packet of printed materials that is not the same as the others	Identifies the weather pattern forecast on television news	Recognizes the dot pattern that represents each numeral on a number cube	Calls sibling's attention to refrigerator magnets arranged in a pattern (A-B-A-B)
Identifies a pattern of notes played on an instrument in music or chorus class	Identifies an entry that is out-of-order in alphabetic or numeric file (braille or Arabic)	Recognizes that house numbers are odd on one side of street and even on the other side	Comments on the repetitive nature of the movement pattern in a prescribed dance step	Notices digital time displays that comprise particular patterns (12:12, 3:33, 11:11)

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Extended Standard 2 – ALGEBRA

Benchmark: 1
The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator: 2
The learner creates a pattern.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Plays a repetitive beat on a musical instrument in music / band / orchestra class	Schedules deliveries according to some logically patterned route	Arranges shopping list in correspondence with aisle sequences and item locations in grocery store	Plants flowers to result in some type of decorative arrangement (color, height, type)	Arranges personal stuffed animal / beans collection on shelves according to criterion of choice (size, type, animal family)
Constructs a reasonable schedule for re-visiting his or her locker between classes	Shelves items by ordering the same variety of items according to some criterion (small to large, large to small)	Creates a decorative design with colored napkins, on the serving table, for a reception or club party	Arranges craft materials (quilt pieces, tiles, appliqué) to create a product with an alternating color / texture pattern	Participates in labeling own clothing according to what, together, would comprise a coordinated outfit
Creates a word family by combining various initial consonant cards with ending "word chunks"	Participates in the creation of a mnemonic rhyme / saying to help him or her remember key steps of a work routine	Determines a series of patterned movements that will allow him or her to active handicapped entrances switches to gain access to community buildings	Lines peers up, for a game, in order of height (ascending / descending)	Produces a series of patterned sounds with computer multimedia software

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Extended Standard 2 – ALGEBRA

Benchmark: 1
The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator: 3
The learner matches or generalizes patterns.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Moves to his or her new position correctly, following rotation pattern, during volleyball game in physical education class	Stores tools used on the job by replacing them in the appropriate form-fitting plastic holders / designated silhouette outlines at the conclusion of a day's work	Determines which direction to walk on the street, to locate a certain address, by taking note of the progressively increasing /decreasing street numbers	Duplicates the arrangement he or she creates for elements of a personal collection in every subset of that collection (card sequence in each set, dates of each coin denomination)	Prepares the dining table for his or her family's evening meal by duplicating the model place setting set- up by parent or sibling at each family member's seat
Follows the established number pattern to complete empty cells in a hundreds chart	Cuts materials into designated lengths from marked pattern(s) (plastic, fabric, wire)	Locates the up or down escalators on each floor of a particular store by familiarity with their locations on other floors	Constructs a model according to the schematic provided in craft kit	Loads dishwasher at relative's home following the same guidelines that he or she uses to load own family's dishwasher at home
Places food in designated sections of divided lunch tray when working on serving line in school cafeteria	Scans each column or row (in a bank of mailboxes) utilizing the same pattern when attempting to locate a particular mailbox	Prepares flyers for mailing by tri-folding papers through a series of patterned movements	Repeats a particular move in game (board game, sporting event) that, in the past, proved to be successful for him or her	Folds all hand towels and bath towels according to pattern demonstrated by parent or sibling

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Extended Standard 2 – ALGEBRA

Benchmark: 1
The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator: 4
The learner generalizes cyclical patterns.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Understands that four seasons must past before his or her next birthday	Understands that he or she goes to work and gets off at the same time each work day	Understands that most stores open in the morning and close in the evening	Realizes that an amusement park ride will return to the point where he or she got on	Identifies that the morning is when he or she gets up to go to work or school
Understands the routing of going to school Monday through Friday and staying home on Saturday and Sunday	Understands that he or she receives a paycheck after every two weeks of work	Anticipates viewing holiday lights and decorations after the Thanksgiving season	Follows the sequences for completing a ceramic project at the community center	Understands that after a room is cleaned, it will get dirty and will need to be cleaned again
Follows class schedule when moving from class to class	Recognizes that he or she will be dropped of at home according to the same route (after Mary, before John)	Realizes that when a traffic light turns yellow, red will follow shortly	Realizes, when playing a game with three friends, that he or she will have every fourth turn	Prepares for menstrual cycle needs each month

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Extended Standard 2 – ALGEBRA

Benchmark: 1

The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator: 5

The learner recognizes patterns involving two changes or two simultaneous changes.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that on early dismissal days, a particular caregiver will pick him or her up because his or her parent will still be at work	Understands that, when he or she changes from a piece work job to one with an hourly rate, the amount of money earned will depend on number of hours, rather than productivity	Understands that special merchandising offers of "Buy one, get a second for same price" will involve his or her always having to pay for the more expensive item of the two	Realizes that the number of points each basket counts in a basketball game is determined by its nature (foul / regulation) and the location from which it was shot (relative to 3-pt.line)	Anticipates eating dinner at a restaurant, with all family members present on a particular day / time of the week
Attends classes in correct sequence on seminar / non-seminar school days	Re-shelves like items, arranging merchandise according to both color and size (hand & bath towels of various colors)	Realizes that museum hours of operation vary by both day of the week and special holiday schedules	Recognizes that rules of some sports competitions change during an overtime period (first team to score wins, free kicks series)	Realizes that, when parent is working second or third shift, his or her caregiver / sibling will prepare evening meal
Participates and contributes to cooperative learning project when he or she is assigned a new role as class groups are re-configured	Realizes that the list of clean-up responsibilities to be completed during a particular work shift will be dependent upon the day of the week	Waits for bus at appropriate time and place, realizing that bus stop locations vary by days of the week (M - F, week-end) and different times of day	Understands that the amount of time a piece will be fired in a kiln will not always be the same, but is determined by its: size, stage in the process, medium	Cooperates with amount of television viewing time he or she is allowed, according to day of the week

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Extended Standard 2 - ALGEBRA

Benchmark: 1
The learner demonstrates an understanding of relationships in patterns in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 2 – ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 1
The learner understands that a variable represents a single quantity that can change.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts only the learners who are present to determine daily attendance that will be recorded	Realizes that the amount of money received in his or her paycheck is always determined by the amount of work he or she completes during a given pay period	Understands that the temperature outside changes throughout the course of the day and chooses clothing appropriately	Demonstrates patience with self while learning to perform some new motor skill (ride bike, play instrument) understanding that performance will improve with practice	Realizes that the number of family members home for dinner each evening will not always be the same, as siblings / parents will be away
Realizes that some choices on school food / salad bar will change from day to day (not available every day)	Understands that he or she may not be assigned with the same coworkers every day, thereby accepting changes in membership of work crew	Realizes that his or her favorite store will not be open for business every evening after dinner	Increases number of repetitions he or she performs of a given exercise (strengthening, ROM) over time	Sets the water level on washing machine to match the size of a load of clothing to be laundered
Understands that the teacher to whose class he or she is assigned for a particular subject may change from semester to semester	Realizes that the number of items to be packaged as a unit is determined by the model supplied by job coach / supervisor on any given day	Compares prices of a particular item he or she wishes to purchase, realizing that costs are likely to vary from store to store	Records the number of strokes it takes him or her to sink the ball for each hole on a miniature golf course	Understands that his or her age will change each time he or she has a birthday

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Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 2
The learner understands that a constant represents a single quantity that remains the same.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Understands that a ruler will always be 12 inches in length, though items vary in length	Understands that, as an employee, he or she will always be required to file United States income taxes	Realizes that sales tax will always be added to the posted prices of items purchased commercially, for personal use	Understands that a strikeout in baseball will always consist of a batter receiving three pitches the umpire calls "Strike!"	Understands that it is never acceptable to put metal containers / items into microwave oven
Realizes that there are always seven days in a week, though the number of school days each week may vary	Realizes that he or she is required to follow the directives of the job coach and supervisor, even when he or she doesn't really "feel like" doing so	Understands that getting a hair cut at the barber / beauty shop always costs someone money	Realizes that his or her favorite television show will always be the same length, even though he or she would like it to continue longer	Understands that the date of his or her own birthday will always be the same, though the day of the week on which it falls will change
Understands that school attendance is not optional-he or she is expected to attend every day unless he or she is ill	Leaves the work site by the same entrance at the end of each work day, in order to meet his or her ride	Follows posted "Keep Out" warning in all situations, even when he or she is tempted to explore what is behind them	Understands that he or she is expected to stop his or her bicycle at every stop sign and red light	Realizes that Mom and Dad will always be his or her parents, even if they are not alive or do not live with him or her

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Extended Standard 2 – ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 3
The learner understands the equivalencies of coins and currencies.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Sees through peer's offer to give him or her a hand-full of pennies and nickels for his or her own $5.00 bill	Contributes two dimes and one nickel to coffee jar in break room at work to cover the cost of a 25¢ cup of coffee	Counts bills received back from bank teller when he or she has requested two fives for a $10.00 check	Inserts nickels, one at a time, into vending machine until able to purchase an item priced with a "5" in the ones place	Turns down sibling's request to exchange his or her quarter for ten pennies
Understands that the number of pennies required to equal a certain amount of money is exactly the same as the number of cents in that expression	Asks coworker if he or she has five ones to exchange for a five dollar bill, in order to use vending machine	Enters $1.00 on shopping cart calculator when places two items, each marked with a price of 50¢ into the cart	Places four quarters in receptacle at entrance to an exhibition where sign is posted, "Suggested donation, $1.00"	Counts out fifty pennies from own "change jar" to be rolled in a single 50¢ money wrapper, for exchange at the bank
Demonstrates four different ways to combine coins to equal $1.00 (four quarters, 10 dimes)	Deposits two nickels in container by company's copy machine to cover the 10¢ cost	Inserts one quarter and one dime in order to use pay telephone with posted charge of: local calls 35¢	Selects five - 5¢ pieces of candy at a community carnival and gives the vendor one quarter	Buys 25¢ drink at neighborhood lemonade stand, giving the children operating it one nickel and two dimes

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Extended Standard 2 – ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 4
The learner locates, matches, and / or plots distinct variables in sequence along a continuum.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Finds locker in a row of lockers numbered 1 - 20 outside of home room	Finds the correct numbered isle to restock items on the lower shelves at the job site	Locates own post office box by numbers on all boxes	Tells peer about the best fame he or she bowled in a completed bowling game	Checks off completed tasks (make bed, clean sink) on job chore chart
Crosses off completed events or tasks on a daily or weekly schedule	Inserts mail in the appropriate mailbox at the job site	Locates own transportation in parking lot when leaving the public library	Measures the growth of newly planted seeds with a ruler	Indicates height of helping dog compared to the height of his or her wheelchair
Places object on the appropriate number on the number line in math class	Returns videos to correct alphabetical location while restocking shelves at video store	Selects favorite food from buffet line in restaurant	Identifies the best inning in a completed baseball game	Opens correct day's medication box lid from a 7 day pill dispenser

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Extended Standard 2 – ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 5
The learner solves and / or sets up equations with missing number facts, using addition, subtraction, multiplication, and / or division.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Identifies how many students in his or her classroom are absent	Identifies how many hours he or she needs to work before the end of the work-day	Tells how many floors the elevator will pass before reaching desired floor when entering on the 3rd floor	Identifies how many more coins are needed to make a purchase from a vending machine	Determines how to cut a pizza to serve the number of friends at a sleep over
Identifies how many bags of candy (10 pieces in a bag) to bring to include everyone in the class (the learner, teacher)	Determines how many days worked this pay period when he or she has missed two days of work due to illness	Saves the correct number of seats needed for friends joining him or her at a concert	Identifies how many more players are needed to make a complete team	Doubles a recipe to serve twice as many people as stated when more friends than expected arrive for party
Cuts food item (cake, candy) in enough pieces to share with two or three friends	Asks job coach for the correct number items needed to complete the task (3 more please)	Determines how much money is saved on a single item when he or she uses a coupon to lower the price of the desired item	Determines how many more theater tickets are needed when additional friends join the group	Identifies how many place settings to remove when the expected number of guests do not arrive for dinner

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Extended Standard 2 – ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator: 6
The learner understands how changes in one variable affect other variables.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Recognizes how favorite class may be canceled because of a school assembly	Understands that for piece-work, the more work he or she does the more he or she will get paid	Adjusts departure time when weather or construction could cause delays	Initiates new activity when planned activity is canceled or sold out	Adjusts his or her departure time when going shopping with a friend in accordance with weekend or weekday bus schedules
Understands that he or she cannot use the computer if it is broken (crashed, bad disk)	Understands that when he or she is absent from the job that he or she will have a decrease in pay check	Changes plans to go to a concert with a friend when the outdoor concert is canceled because of bad weather	Makes another selection when desired video is not in stock or has already been checked out	Understands that the plans for meals or food preparation may change with items that are available in pantry and / or refrigerator
Understands how bad weather affects school activities (recess, ball games, bus schedule)	Makes another selection from vending machine during break time when item of his or her first choice is not available	Demonstrates that he or she can use pay telephone when it is different than the telephone at home or at school (picture phone, large print key pad)	Adapts to consequences of misplacing his or her concert tickets (lost, forgotten, stolen)	Realizes that family illness can change the learner scheduled activities (family member has the flu)

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Extended Standard 2 - ALGEBRA

Benchmark: 2
The learner demonstrates an understanding of variables, equations, inequalities, and functions in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Benchmark: 3
The learner demonstrates the use of models to show relationships in a variety of situations.

Indicator: 1
The learner demonstrates understanding of same and different.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Recognizes a miniature 3-D object / photographic representation as the same essential item as the real object itself	Performs inspection job, pulling production items that do not match the model provided by job coach	Understands that the actual departments in a store / stores in a mall exist in the same layout as the one displayed on a kiosk / map	Turns own reversible uniform shirt to match the color of his or her teammates' shirts, and not the opposing teams'	Notices change in usual family routine (mealtime, nighttime) and calls it to parent's attention
Discriminates rhyming words from a list read by paraeducator or peer	Recognizes that empty and full packing boxes, though they appear the same, have different weights	Requests, of store clerk, a different size of the same clothing item to try on	Moves game piece along spaces of same color / number as card drawn on own turn	Follows parent's instructions to fold all towels in the same three-fold pattern
Stops scanning device when indicator reaches a choice that matches (is the same as) the item provided	Gives each plant in the greenhouse the same amount of fertilizer	Remarks having been at this same place before when returns to a theater / auditorium / arena for a show	Performs the correct movement sequence when told by dance instructor to, "Do the same thing again" (aerobics, square dance)	Tells family member that he or she is different when learner first encounters him or her with new hairstyle / cologne / outfit

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Extended Standard 2 – ALGEBRA

Benchmark: 3
The learner demonstrates the use of models to show relationships in a variety of situations.

Indicator: 2
The learner demonstrates understanding of categorization.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Classifies instruments as percussion / brass / string by their sounds, as these are demonstrated	Bundles mail for post office according to letter size	Identifies leaves that are alike, according to palmate or pinnate classification	Arranges collector cards according to a consistent standard in his or her notebooks or display	Puts clean dishes away, grouping items of like size / shape in kitchen cabinets (dinner plates, saucers, cups, glasses)
Uses a Venn diagram to sort objects / items according to two attributes	Sorts recyclable plastic materials according to triangled coding symbols imprinted on items	Uses department signs displayed in a discount store to help him or her locate items of particular type (hardware, garden, cosmetics, electronics)	Looks for videotape he or she wishes to rent in the appropriate section of rental store (sci-fi, new releases, children's)	Hangs like items together in his or her closet (shirts, slacks, dresses)
Sorts base ten blocks into groups of like manipulatives (units, tens, hundreds)	Restocks item bins by filling each with the appropriate contents	Sorts coins collected through patron donations according to denomination	Differentiates professional / NCAA / high school sports leagues and teams	Participates in planning a menu be selecting items from various food groups

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Benchmark: 3
The learner demonstrates the use of models to show relationships in a variety of situations.

Indicator: 3
The learner recognizes the same situation can be represented in more than one way.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that a number line, manipulatives, or a calculator can all be used to compute a correct answer to an addition / subtraction problem	Understands that a productivity graph represents the work he or she has produced in a given period, just as do the tally marks he or she records on the job	Recognizes that a situation in which he or she needs to exercise particular care might be indicated by flashing yellow light or a direct "Caution" sign	Inserts batteries correctly (in CD player, TV remote) whether connections are marked with "+" and "-" or "pos" and "neg"	Realizes that a "correct" place setting might include more than one fork (salad + regular) and more than one spoon (2 or 3) for a formal / holiday meal
Understands that written quantities may be represented by alphabetic (fifteen) or numeric (15) symbols or braille	Realizes that the check he or she receives on payday has the exact value of the same amount of money represented by coins and bills	Interprets the universal symbol "ø" superimposed over a picture of an object to mean the same thing as "NO" (skateboarding, bicycling, smoking)	Realizes that votes from a consumer poll in which he or she participated might be summarized by pie chart, frequency table, or bar graph	Understands that the correct time may be represented by a circular clock (traditional, with /without numbers) and a digital / clock watch
Works assigned problems in mathematics class, whether these are presented in vertical or horizontal forms	Processes the steps through which he or she is to complete a work task, whether these are provided verbally, by job coach or in pictorial (graphics) form	Realizes that outdoor temperatures may be represented by numerals followed by a small raised circle (as on a time / temp display) as well as by various temperature gauges	Understands that whether his or her weekly allowance is provided in bills, coins, or a combination thereof, the $3.00 still has the same value	Recognizes that chores for which he or she is responsible might be indicated by " " beside his or her name on family chart and / or written on a separate list

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Benchmark: 3
The learner demonstrates the use of models to show relationships in a variety of situations.

Indicator: 4
The learner traces a route on a map.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts and records steps to correspond with distances between all designated locations on a travel map, with orientation and mobility instructor	Traces the emergency exit route from own work station to safe location, from general safety procedures posted at his or her job site	Locates favorite stores in mall by returning to familiar base point after each store visit, then resuming travel to subsequent destination	Locates wheelchair accessible restroom on state fairground's map, and participates in planning a route to arrive there	Uses a highlighter pen to mark the highways on which the family will travel during an upcoming car trip, as parent points these out to him or her
Marks, with peer, the flow of the cafeteria line on a schematic of the school cafeteria	Marks on restaurant floor plan the sequence he or she will follow to ensure that each table's condiments are refreshed for next day's business	Makes note (written or mental) of stores he or she must pass in order to reach desired destination, by identifying start / end points from kiosk / mall map	Uses a map with numbered viewing stops to complete entire route of walking garden tour / fitness trail hike	Repeats to parent / caregiver the route he or she is to follow to evacuate the family's home in case of fire emergency
Discerns the route followed by a particular explorer on a color-coded map in a social studies unit	Develops, with job coach's assistance, a written / brailled sequence of room numbers to which he or she can refer when delivering	Assists in planning an efficient route for completing errands, using modified map of key community landmarks	Uses tactile cards, matched to tactile cues mounted in recreation center, to direct self to room for fitness / crafts class	Follows a parent's hand-drawn map, that includes colored houses (matched to own neighborhood) to reach neighbor's house on same block

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Benchmark: 3
The learner demonstrates the use of models to show relationships in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Standard 3
Geometry

The learner knows and uses geometric concepts and procedures in a variety of situations.

Clarifying Examples

Clarifying examples show how a learner MIGHT demonstrate an indicator, using practical, real-world examples.
Clarifying examples are NOT listed in hierarchical order.

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Extended Standard 3 - GEOMETRY

Benchmark: 1
The learner demonstrates an understanding of geometric figures and their properties.

Indicator: 1
The learner matches three-dimensional shapes.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Inserts appropriate disks into various computer disk drives (floppy, CD)	Shelves folded laundry with like items in linen supply (sheets, blankets, gowns, towels)	Inserts coins into appropriate slots on parking meter, according to size of opening	Identifies spherical shapes in environment when playing 20 questions game and shown a model sphere	Puts dishes away grouping similarly sized glasses, plates together
Returns laboratory equipment (test tubes, Petri dish) to proper location at conclusion of science class by matching items to those that remained in storage	Separates letters from parcel post packages in mail sorting room	Locates #2 can of a particular vegetable on supermarket shelf when companion provides a #2 can of different item, and the request, "Get one this size"	Matches type of music / movie source he or she wishes to play with the appropriate piece of equipment (compact disc with CD player, videotape with VCR)	Inserts electrical plug correctly into outlet, aligning three prongs with three holes or widths of connectors on polarized two-prong plug
Groups similarly-shaped attribute blocks, as requested by teacher / paraeducator (cylinders, spheres, cubes, pyramids)	Sorts silverware he or she removes from dishwasher	Adjusts pencil sharpener guide to accommodate size of the pencil he or she wishes to sharpen	Puts away game pieces at the conclusion of a board game, matching like pieces with the model peers placed in each storage slot	Stores tools he or she used in a building project with a sibling by replacing them in the appropriate form-fitted locations of tool box

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Extended Standard 3 - GEOMETRY

Benchmark: 1
The learner demonstrates an understanding of geometric figures and their properties.

Indicator: 2
The learner sorts three-dimensional shapes with specific attributes.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Separates objects into two classes -- those that roll and those that do not roll	Stacks clean linens with similarly sized items - bath towels, hand towels, washcloths	Separates US coins, video game tokens and bus tokens	Separates jigsaw puzzle border pieces, which have at least one straight edge, from those that do not	Locates appropriately sized batteries for replacement in CD player / flashlight / remote control / smoke alarm
Sorts rock samples into groups of those heavier than a designated weight and those lighter	Restocks dowel rods in hardware/ hobby store by diameter	Sorts recyclable materials by primary medium (glass, plastic, cardboard, paper)	Moves only one game piece while playing checkers with a friend	Pairs up laundered white tube socks according to their lengths
Returns balls to proper storage location at the end of physical education class according to ball size / type	Separates screws (pointed end) from bolts (flat straight end)	Returns clothing he or she has tried on to sales racks, according to garment size	Differentiates chairs that do / do not have arms, and stacks those that do not in preparation for closing time at recreation center	Groups similar canned goods in family's pantry / kitchen cabinets

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Extended Standard 3 - GEOMETRY

Benchmark: 1
The learner demonstrates an understanding of geometric figures and their properties.

Indicator: 3
The learner recognizes and / or labels shapes.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Answers the question, "What shape is the earth?" in social studies class	Brings customer a package of napkins of the shape he or she requested for purchase	Recognizes traffic signs by their shapes (Stop, Yield, Railroad Crossing)	Identifies the shape of a baseball stadium's infield as a diamond	Chooses appropriate baking dish that is called for in recipe (square, round)
Gives the name of a shape shown him or her, when asked to identify same by teacher or paraeducator	Follows job coach's request to select a particular work item from a variety of shapes	Selects for purchase the shape(s) of throw pillows that correspond with mother's request (square, cylinder, circle)	Locates geometric shapes in hidden pictures activities	Brings parent / caregiver the laundry basket(s) he or she requested by shape
Participates in playing shape bingo - either by covering the shapes called or by calling the game	Fills order, from a written requisition (specified in words) with the appropriately shaped picture frames	Recognizes the various shapes painted on a gymnasium floor - circle rectangle (lane), half circle (free throw area)	Makes clay shapes, as requested by instructor during pottery / ceramics class	Recognizes that dog's pen in backyard is a representation of a particular shape

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Extended Standard 3 - Geometry

Benchmark: 1
The learner demonstrates an understanding of geometric figures and their properties.

Indicator: 4
The learner combines and / or separates shapes into different configurations.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Completes Tangrams exercises, using manipulatives and design outlines	Stacks boxes only to a prescribed height in work storeroom	Helps to push adjacent empty tables together in a restaurant, in order to accommodate large party, of which he or she is a member	Combines tiles of a variety of shapes to create a pleasing mosaic design	Participates with parents or sibling(s) in creating photo collage pages for a family album
Utilizes a pull-down menu when working on the computer in a familiar software application	Inserts / removes cardboard box dividers, as directed by job coach, to accommodate the number of items to be packed for shipping	Realizes that if he or she selects a food package from the bottom of a grocery store display, the entire display is likely to fall	Makes a variety of structures with construction set materials	Cuts shapes from a baked rectangular cake, then reassembles pieces to create a new design before icing it
Cuts pizza into pieces, as designated by school cafeteria workers (wedges, squares)	Assembles / breaks down cardboard boxes in warehouse	Assists with rearranging tables and chairs according to a particular configuration for an upcoming meeting	Participates in combining a variety of small quilting pieces to create one large design	Builds a snow person with sibling

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Extended Standard 3 – GEOMETRY

Benchmark: 1
The learner demonstrates an understanding of geometric figures and their properties.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 1
The learner orders by a geometric attribute.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Orders manipulatives in mathematics class from shortest to longest	Puts away curlers (hair rollers) on posts in beauty salon storage compartment according to size	Sacks groceries, putting heaviest items on the bottom of the bag and lightest ones on top	Arranges baseball bats in bat rack according to length	Reassembles series of take- apart decorative wooden figurines, one enclosing the next, without having any left over when he or she is finished
Assumes correct position in line-up of all classmates, by height	Stores pans used for baking tiers of wedding cake by nesting them according to diameter	Stacks fire wood at local park / campground by size -- largest logs on bottom, medium logs, kindling, tinder on top	Fills jars / bottles with liquid to varying heights in order to create different tones when the containers are struck	Maximizes cabinet space by stacking empty plastic food storage containers of same shape (but different sizes) one inside the other
Plays hand bells in sequence, according to tonal quality (high to low, low to high) during music / orchestra class	Stocks fishing rods on store shelves, according to length	Makes winter decorations for nursing / retirement home by stacking styrofoam balls, by size to create snow people	Returns free weights / dumbbells at fitness center to original locations, according to weight progression	Returns all sockets (from socket wrench set) to slots in correct order by size

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 2
The learner selects and uses appropriate measurement vocabulary and / or tool(s).

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes liquids may be measured in liters or gallons	Sets beeper on own wristwatch to alert him or her to the end of break time	Locates hanging scale to weigh produce priced by the pound in the grocery store	Uses measuring tape to measure distance in softball throw	Uses measuring cup to add number of ounces of ingredient called for in recipe
Selects a set of measuring spoons for adding small amount of ingredients (tsp., 1/2 Tbs.) to recipe in food class	Uses ruler to cut materials to desired centimeter length	Uses blood pressure monitoring machine in local store or mall to monitor own blood pressure	Refers to odometer on stationary bicycle to see how far he or she has ridden	Sets microwave timer to monitor time for cooking a frozen dinner
Understands that distances on maps (between cities) are reported in miles and or kilometers	Reports own height on job application in feet and inches	Steps on scale in physician's office or clinic to determine own weight	Understands that progress in a football game is measured in yards	Goes to get thermometer when parent or caregiver says, "Let's take your temperature."

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 3
The learner uses the calendar.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Locates the current month of the year / date on a calendar that has one month per page	Records the number of hours worked each day in the box for that date, on a monthly calendar	Locates calendar of events at community recreation center	Uses a calendar to keep track of scheduled entertainment events for which he or she has tickets	Uses a calendar to count down how many weeks remain until an important date arrives / special event occurs
Marks due date for a major project of his or her cooperative group, so that work can be projected evenly throughout the available time period	Uses a calendar to keep track of the days he or she is scheduled to work during the upcoming week	Marks dates of his or her group's fundraising project on calendar, in order to estimate how much he or she will need to do each day to accomplish his or her goal	Records his or her sports team's practice schedule on a calendar so he or she will know when to report for practice	Marks family members' birthdays on a calendar, to keep track of how much time he or she has left in order to complete card / gift shopping
Refers to calendar to determine days physical education class is scheduled, so he or she will know to take gym shoes / uniform to school	Marks pay dates on the calendar, so he or she will know when to expect having additional money to spend	Records scheduled medical appointment times on a calendar to refer to in order to estimate required departure times for punctual arrival	Marks dates of future movie / video game releases on a calendar to count down the number of days until a favorite is available for purchase	Uses calendar to keep track of the day(s) on which he or she is to set out trash for pick up

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 4
The learner tells time.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Tells time by 5 minute, 15 minute, and / or 30 minute increments on an analog (traditional) clock	Identifies when it is his or her lunch time, by reading clock in work area	Determines how long it will be until a store / office opens, by comparing sign that displays business hours and current time shown on his or her watch	Tells friend the correct time that an entertainment event is scheduled to begin, after reading same in newspaper or flyer	Turns on television when clock shows the time his or her favorite program is scheduled to begin
Notices correct time(s) on clock that he or she is to report to the school clinic for medication or special health procedure	Uses own watch to attend to the time and return to work after taking a break of the length suggested by job coach / supervisor ("Take a 10 minute break and come back…")	Watches for community van at appropriate time, as directed by driver in telephone conversation (look for the van right after 3:30)	Looks for guests at appropriate time, after having been told that their arrival will be sometime between 7:00 and 7:30	Sets alarm clock appropriately, in order to rise in time to arrive at school / work punctually
Understands the basic difference between A.M. and P.M (A.M. refers to morning; P.M. refers to afternoon or evening)	Understands that 30 minutes of work is equivalent to 1/2 hour of work (for reporting on time sheet)	Reads time correctly from digital clock or watch	Realizes that, at a sporting event, the displayed time clock counts time down (backwards)	Understands meaning of time-related terms commonly used by family members (noon, midnight)

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 5
The learner converts within the same measurement system.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Counts the number of days, weeks, months until school is out for summer vacation	Understands that 2 work weeks equal 10 days	Makes a $1.00 purchase using 4 quarters or a 1 dollar bill	Understands that during a game of bowling if when he or she knocks down 10 pins that it is a strike	Uses a calculator to double the ingredients in favorite cookie recipe
Counts the number of minutes until lunch or the end of a class period	Understands that 6 months equals the probationary or trial period on a new job	Counts the number of blocks to a mile	Understands that when he or she attends a double feature (2 movies) at 90 minutes each that he or she will be in the theater 3 hours	Goes to the store and purchases 2 quarts of milk when the single ½ gallon size is not available
Counts the number of rooms to get to the lunch room	Understands that his or her paycheck will convert to currency and coins when cashed at the bank	Understands that if you take the elevator or the escalator up or down one floor you end up on the same floor	Recognizes that at the community swimming pool, 3 feet of water is shallow and safe while 9 feet of water is deep and over my head (unsafe)	Understands that digital number time and the time on a clock face are the same (9:55 = 5 minutes until 10:00)

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Extended Standard 3 - GEOMETRY

Benchmark: 2
The learner estimates and measures using standard and nonstandard units in a variety of situations.

Indicator: 6
The learner estimates geometric quantities and checks reasonableness of results.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Understands that when school has been in session for 4 days, that it is not time for winter break	Understands that if it is 9:00am that it is not time to go home	Estimates the size of a doorway to determine if wheelchair will fit through the door	Invites others to join in a game that requires several people to make the teams even	Estimates if wheelchair will fit under the table at a friend's home
Understands that he or she can't carry all of his or her books and supplies around the school building throughout the entire day due to the weight	Understands that he or she has to work for a while before it is break time	Determines that when 3 coins in coin operated washing machine even though 4 coin slots appear to be available that the washing machine will not work	Estimates if wheelchair will fold to fit in friend's trunk of car when normal van transportation is not available	Understands that the more people plan to come to his or her home to watch a move a larger pizza and more money will be needed
Estimates if the size of stage for school play allows enough room for wheelchair movement	Estimates that an object weighs 200 pounds that he or she will need to ask for help to lift it	Determines if he or she can walk / wheel to destination or if additional transportation is needed	Estimates the length of wagon ruts on the Oregon Trail based on the student's shoe length	Estimates the height of stair to assure that you are taking a large enough step

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Benchmark: 2
The learner estimates and measures using standard and non-standard units in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 1
The learner uses proprioceptive feedback to determine response.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Demonstrates awareness that his or her hands are parts of own body by which he or she can interact with environment	Adjusts body movements when carrying his or her table bussing tray, so as not to run into patrons as he or she moves about dining room	Stands / Positions self in wheelchair in line at movie theater without bumping into persons in front of / behind him or her	Maintains sitting balance when seated on backless bleacher	Retracts his or her arm, when reaching too far forward in an attempt to pick up an object causes him or her to start to loose balance
Uses appropriate amount of pressure to activate switch	Recognizes and maintains the appropriate personal distance from coworkers and customers	Raises food sufficiently high to step up on curb, when crossing street, without stumbling	Pedals exercise bike with reciprocal leg motion	Extends the extremity prompted by family member / caregiver in order to assist in dressing
Moves successfully across balance board in physical education class	Grips screwdriver sufficiently firm to turn screws (that have not been over-tightened)	Adjusts body posture to maintain balance when moving up / down at incline or ramp with walker / wheelchair	Uses legs in a pumping movement pattern to gain / maintain momentum in swing	Supports self upright, in standing position, to maintain balance to parent / caregiver can raise / lower the slacks he or she is wearing

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 2
The learner recognizes the conservation of continuous / discontinuous substances.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Understands that he or she has the same amount of milk, whether it is drunk from a carton or poured into a glass	Recognizes that cutting an 8-foot piece of lumber into eight, 1-foot sections still leaves him or her with 8 feet of lumber	Realizes that a segmented candy bar, divided into individual pieces, is still the same amount of candy	Rolls skein of yarn into a ball, realizing that no yarn is lost, though its size may be physically smaller	Realizes that when an ingredient is poured into a mixing bowl from a measuring cup, it remains the same amount, but is just spread out
Realizes that he or she still has the same amount of cheese with which he or she prepared a sandwich, after cooking grilled cheese in family & consumer science class	Understands that no more dog food exists when a large bag is divided among several dogs' dishes at the veterinarian's office	Understands that one dozen flowers collected in a single vase is just as many flowers as if each were displayed in its own individual vase	Understands that a completed jigsaw puzzle represents the same number of pieces as were in a heap before the puzzle was assembled	Understands that all the lather on his or her head, when washing hair, came from the small amount of shampoo used
Understands that ice transforms into water as it melts, and is not lost - the same amount of water remains	Assists with using a leaf mulcher, realizing that the leaves don't magically disappear - they just change shape	Recognizes that the amount of available seating in a room remains the same, regardless of how the same number of chairs is arranged	Realizes that he or she has no more clay when one large mass is divided into many smaller pieces	Realizes that fruits blended in a smoothie drink are still there even though they might not be recognizable

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 3
The learner understands common spatial sense language.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Follows instructor's directives for moving through an obstacle course in physical education ("around" the cones, "under" the rope)	Draws a circle "around" the pictures / words describing all the jobs that are of potential interest to him or her on a career awareness inventory	Complies with posted signs to clear "off" own table at shopping mall food court or in a fast food restaurant	Understands that he or she is to release the ball "behind" the foul line at the bowling alley	Identifies the "front" and "back" door of own / relatives' home(s)
Takes place in line, as requested to do by paraeducator / peer ("between" two designated persons, at the "back")	Follows supervisor's directive to go and work "beside" a named coworker	Walks "between" the lines to cross a downtown street	Knows that the rules require a player to hit a volleyball / badminton birdie "over" the net	Understands mother's request that he or she vacuum "under" the table in order to clean all of the crumbs
Follows a picture schedule to return to put books and supplies "into" his or her locker	Stacks boxes "on top" of pallets, according to job coach's instructions	Puts right hand "on" heart during recitation of the Pledge of Allegiance	Understands the need to hit a croquet ball "through" a particular wicket in order to proceed in the game	Follows parent's / caregiver's request to put clothes "in" dresser / closet

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 4
The learner demonstrates ability to make necessary transformation in real-life situations.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Turns over-sized library book on its side in order to successfully re-shelve it	Angles or turns sideways, a double-wide janitorial push boom to sweep a relatively narrower space	Changes grip on handle of suitcase in order to carry it in different position while walking down aisle of bus / train / plane	Rotates folded game board 1/4 turn in order to put it away in a game board storage box	Turns own shirt / pants around if happens to put a piece of clothing on backwards
Maneuvers own wheelchair into appropriate position at table or desk	Adjusts own body position to allow another person to move past him or her in a crowded area	Turns table on its side when helping volunteers move it through a doorway	Rotates or turns over, videotape in order to successfully return it to its plastic case for storage	Rotates a packed box in order to have it fit in limited automobile trunk space
Inverts key, after first attempt to insert it into padlock on school locker fails	Moves push button latch (with thumb, typically) to open file cabinet drawer	Turns over, or rotates, one dollar bill in order to get vending machine to accept it for purchase	Angles own AFOs / braces to successfully maneuver them into locker at the swimming pool	Folds his or her own jeans in half, lengthwise to fit them into narrow dresser drawer

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 5
The learner recognizes two or three-dimensional objects as they would appear from near, far or different angles.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Selects the appropriate books and supplies for next class from his or her locker regardless of how the materials are arranged inside (standing on end, laying flat with spine out)	Matches inventory items to be restocked with those displayed appropriately on shelf, when packing box is opened from the top	Locates cash register, for the purpose of paying for purchases from any location in store from which check-outs are within eyesight / ear shot	Identifies his or her favorite amusement rides from their representation on a theme park map	Recognizes familiar person (parent, caregiver) from the front, back, side, regardless of the environmental context in which he or she encounters that person
Locates his or her own locker whether approaches it from the right or the left	Recognizes his or her safety glasses, whether these are laying on work service, hanging up, wrapped in elastic band	Recognizes general shape of restroom symbols from a distance	Recognizes the basketball hoop from various places on the court (free throw line, baseline)	Recognizes his or her school bus from the front, as it moves down the street toward his or her home
Identifies the actual item from a clear photograph of that item, taken for a variety of angles and / or top view	Recognizes own work station, regardless of the direction from which he or she approaches the area	Identifies pedestrian crosswalk from a distance, though painted lines appear narrower and not-parallel	Identifies various musical instruments when viewed from side, front, top (base drum, piano, cello)	Locates his or her backpack regardless of the position or place in which it was last left

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 6
The learner gives or follows directions from one location to another.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Tells school visitor how to get to office through verbal description and pointing	Directs customer to the department regarding which inquiry is being made in referencing him or her to adjacent departments and departments to pass by	Responds to question re: the location of city park/ tourist attraction by referring the person in its general direction and or to prominent landmarks	Explains to person seated next to him or her at an entertainment event how to find the concession stand where he or she purchased snacks	Gives pizza delivery person correct directions to a particular neighbor's house
Tells new student (peer) where to go to pay for purchases in school cafeteria	Inquires of job coach where he or she can find restroom at a new job site, and successfully locates the it (restroom)	Stops at service desk and makes inquiry re: where a particular item is located in the store then proceeds to find it	Asks uniformed zoo docent how to get to a particular animal exhibit then successfully locates it	Retrieves mother's purse from location she describes within the house / yard and brings it tc her
Asks peer / media specialist behind library reference desk where he or she would find certain materials and finds correct location	Asks worker where he or she needs to go in order to turn in a job application, then follows turn right / left directions to personnel office	Follows usher's directions to the area of arena where a particular young adults' group is seated and joins them	Follows coded directional signs along a fitness / nature trail to complete the entire walking tour	Takes something to a designated neighbor's home, following directions based on familiar items as guideposts

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator: 7
The learner uses map to find location.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Locates the state of Kansas on the map of United States	Recognizes landmarks at his or her place of employment and squares off at appropriate locations	Traces emergency exit route on motel floor plan with family members then executes it	Locates wheelchair accessible restroom on an amusement park map	Marks places / states visited on previous family vacations on a map of the United States
Locates his or her hometown and / or the nearest town of substantial size on a Kansas map	Participates with sibling on paper route, throwing papers only to those houses marked with an "X" on schematic of route	Uses the diagram of a department store's layout to locate the type(s) of items he or she wishes to buy	Accompanies peers in his or her youth group as they follow a treasure hunt map during a party	Uses a picture map of his or her neighborhood, coded with neighbors' pictures, to locate the person's house to which he or she is interested in going
Locates own classroom on floor plan of his or her school	Uses a modified copy of town's bus route(s) to determine when to exit bus in order to report for work	Locates elevator in community / office building from schematic	Uses a map of the campground / state park to direct self and companion to rangers' station	Rides bicycle only in areas designated on a map created for him or her by parent or caregiver

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Extended Standard 3 - GEOMETRY

Benchmark: 3
The learner demonstrates an understanding of spatial properties and relationships in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Standard 4
Data

The learner knows and uses concepts and procedures of data analysis in a variety of situations.

Clarifying Examples

Clarifying examples show how a learner MIGHT demonstrate an indicator, using practical, real-world examples.
Clarifying examples are NOT listed in hierarchical order.

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Extended Standard 4 - DATA

Benchmark: 1
The learner uses probability to make predictions and decisions in a variety of situations.

Indicator: 1
The learner understands cause and effect.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that pushing the bar / button on a drinking fountain will make the water available to drink	Squeezes lever on window cleaner spray bottle to get the solution to come out	Understands that automatic doors slide open because he or she has stepped on (wheeled chair on) mat	Depresses or releases switch to activate CD / tape player	Looks for light switch, upon entering a room in order to turn on the light
Understands that no snacks will be available from vending machine unless he or she puts designated amount of money in it	Activates handicapped switch at accessible entrance to place of employment to get the door to open	Realizes that if he or she pulls a fire alarm, sounds and lights will activate and the fire department will appear on the scene	Realizes that he or she can advance to first base in t-ball game only when he or she hits the beeper ball into fair territory	Understands that depressing the telephone receiver button when someone is on the line will result in the call being disconnected
Associates disciplinary action that finds him or her in principal's office with own previous behavior	Pushes elevator button that corresponds to desired floor in order to get the elevator to stop there	Uses button at pedestrian crosswalk to activate lights to stop traffic and make it safe to cross the street	Understands that the friend he or she is visiting will answer the door only after he or she rings the doorbell and / or knocks	Presses the "Power" button on the television remote and expects the TV to turn on

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Extended Standard 4 - DATA

Benchmark: 1
The learner uses probability to make predictions and decisions in a variety of situations.

Indicator: 2
The learner recognizes whether an outcome of a simple event is possible or impossible.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Realizes that continuing to press the lever on ice machine in cafeteria, when nothing is dispensing, will not result in full glass of ice	Recognizes that mastery of the skills addressed in his or her transition plan should result in his or her getting the kind of job he or she wants after graduation	Chooses appropriate store to purchase a specific type of item (ice cream sundae)	Recognizes that if he or she goes out in the rain without an umbrella, he or she will get wet	Realizes that he or she will not be able to see the ending of a television program when parent says, "Dinner in five minutes!"
Recognizes that his or her request to check materials out from school's media center will not be honored without library card	Recognizes that he or she cannot walk home and return to work punctually when given only a ten-minute break	Recognizes that pressing harder and harder on button beside "sold out" light on vending machine will not result in a can of soda or pop	Recognizes that both teams in a championship game cannot take home the winner's trophy	Realizes that an electrical appliance will not work unless it is plugged into a socket or electrical outlet
Realizes that skipping class and / or failing to turn in work makes it impossible to earn high grades	Recognizes that repeatedly turning the knob on a locked door will not result in door opening	Recognizes that it is possible to be injured if street crossing rules are not followed	Realizes that if he or she arrives at the theater 1/2 hour after show time, he or she will not see the beginning of the movie	Understands that reaching into a bag of apples cannot result in the retrieval of an orange

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Benchmark: 1
The learner uses probability to make predictions and decisions in a variety of situations.

Indicator: 3
The learner recognizes the likelihood of possible results or outcomes of a simple event.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Tells paraeducator or peer the possible outcomes of he or she not completing all of the assigned class-work	Calls the work site to report if he or she will be late or absent	Understands that when he or she removes a can from the bottom of the display stack the remainder of the cans will fall	Recognizes the likelihood of which team will win, when the score in the game is very uneven (52 - 10)	Refrains from placing a hot pad on top of the stove when he or she is cooking a snack, meal
Waits to pass through a door one at a time instead of all students cramming through the door	Accepts help from coworker when he or she is unable to complete task in predetermined time	Knows and follows safe street crossing rules when he or she is attempting to cross a street (crossing light, stop light)	Joins in when the crowd will cheer when points are scored at a sporting event	Asks parent or caregiver to place a lid on his or her drinking cup to avoid spills
Provides input into the outcome of his or her completing his or her behavior plan	Understands the importance of job skills training when participating in his or her transition planning during his or her IEP meeting	Understands that if he or she does not pay for desired items in store that the police will be called (shop lifting)	Quiets prolonged laughter at movie theater following a comical event on the screen	Takes his or her required medications at designated times

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Extended Standard 4 - DATA

Benchmark: 1
The learner uses probability to make predictions and decisions in a variety of situations.

Indicator: 4
The learner predicts what should happen in a given situation and compares what does happen.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Marks his or her behavior chart to compare to acceptable standards	Expects to find work materials in a designated place and reports to his or her supervisor when items are not there	Recognizes when elevator stops on a floor different from the number button he or she has pushed	Understands that he or she cannot attend the baseball game since it is canceled because of rain but it will be rescheduled	Expects water on stove to boil when temperature is high enough, then adds desired ingredients (spaghetti)
Adjusts to not swimming on Friday because his or her school is not in session because of parent/ teacher conferences	Reports to supervisor after attempting to complete his or her job task when job coach is unavailable	Makes another selection after he or she realizes that desired vending machine item is not available	Understands that he or she cannot attend an event when the desired event tickets are not available (sold out)	Expects that house will be warm on a cold winter day but the furnace is not working so the house is cold
Understands that his or her favorite seats are not available during an assembly when the front row of seats is reserved for special guests	Gets additional supplies independently when supply has not been replenished	Changes food order when wait person tells him or her that the they are out of the special for the day	Understands that when the swimming pool temperature is too cool, that he or she will have to select another activity	Recognizes that when a different person answers the telephone that he or she may have dialed the wrong number

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Extended Standard 4 - DATA

Benchmark: 1
The learner uses probability to make predictions and decisions in a variety of situations.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 1
The learner makes a decision based on appropriateness or preference, given information on possible choices.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Participates in choosing the desired courses to take for the next school year during his or her IEP meeting	Participates in his or her person centered planning activity where job opportunities are being discussed to express own desires (work with animals, plants)	Chooses closest recreation center to bus line that offers the desired activities in which he or she would like to participate	Chooses preferred movie and time at a theater that is accessible when planning an outing for friends	Indicates preferences about food being prepared by sibling or caregiver
Chooses which peer to sit with at school assembly after surveying the crowd	Gives suggestions or opinions about employment options during transition IEP	Compares the prices of similar items at various grocery stores and chooses to shop at the store with the best values	Chooses desired extra curricular activity during his or her IEP meeting	Chooses own clothing to wear for a special occasion that he or she is planning to attend (prom, picnic, sledding)
Chooses his or her desired food from school cafeteria menu	Explains why one job choice is preferred instead of another	Chooses most appropriate seating for self and peer at community concert (front, middle, rear)	Chooses not to participate in activity suggested by his or her peers (personal choice)	Chooses recipe to prepare for sibling's special celebration (pie, cookies, milk shake)

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems

Indicator: 2
The learner gathers data related to familiar experiences by counting, tallying, observing, interviewing, etc., appropriate for the situation.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Places marks on chart to record his or her personal data of own behavior	Interviews or observes people doing various jobs to determine his or her vocational interests	Records the number of days before the books on tape are due back at the library	Keeps own teams records when working as the team manager (strikes per person, number of baskets made)	Determines categories from which data could be gathered about family members (shoe size, color of eyes, etc.)
Participates in classroom data collection of a science experiment during cooperative learning activity	Reports the results of his or her behavior based on behavior chart at his or her person centered planning meeting	Calls bus station to inquire about the bus schedule to allow him or her the time needed to get to the matinee concert and return before dark	Asks peers their opinion about a movie before deciding if he or she would like to see the same movie	Marks days of a calendar leading toward his or her special event (days until graduation, days until family vacation)
Participates in school uniform survey by interviewing peers	Records one tally mark for each package of materials that he or she places in the correct slot in the shipping container	Counts items in grocery cart to determine if he or she has the correct amount of groceries to use the check out line for 15 items or less	Comments about the number of people attending a sporting event who are wearing the team colors (including him or her self)	Sets timer for the amount of time allotted for him or her to play videogames

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Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 3
The learner records numerical relationships in tables.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Records the noon time temperature of the days of the week with the highest and / lowest temperatures	Records actual hours that he or she has worked in the correct location on his or her time sheet	Understands that the goal of a community fund raising effort is near when the red line on the thermometer graph is near the top	Records the number of miles that he or she has walked when working toward a specific goal in his or her exercise program	Records his or her weight on wall chart while on fitness program to loose weight
Records results of class elections	Records the number of days on calendar that he or she is responsible for coffee clean-up (rinse pot, refill cups)	Records the number of individuals who have agreed to walk in the community walk-a-thon	Records the number of medals teams win in sporting events (Olympic teams)	Records the times and TV stations of favorite programs when new caregiver has been hired
Records the number of males and females who use the computers in the school library during the class period in which he or she is the library proctor	Accepts production award for the employee with the largest increase in the number of items completed or boxes packed on a given day he or she is at work	Records the number of people who attend each meeting of the community living organization's monthly meetings that he or she attends	Records the number of home runs hit by his or her favorite teams during the baseball season	Records the day, time, and hours that caregiver has worked each week

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 4
The learner answers questions about data.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Reports to the class the results of his or her group experiment in science class	Retrieves more shopping bags from supply room to replenish the supply of bags at each check out station or lane	Determines if the desired person in the community assistance office is available by reading the in / out board	Identifies who won the game after he or she has heard the scores reported on the local sports news broadcast	Reads family chore chart to determine if his or her daily responsibilities have changed
Assists with attendance reporting and answers questions about which of his or her peers are absent	Decides that there is enough time for him or her to complete current job task and begin another before lunch time	Purchases the correct postage that is needed for a package by reading the chart posted on the post office wall	Listens to the weekly weather forecast to determine which day he or she should go swimming	Adjusts thermostat for furnace in winter and air conditioning in summer
Explains improvements in chart of number of yards walked in PT session during his or her IEP meeting	Determines that additional time will be needed to complete a task since some of the work group members are not present	Determines that the dry cleaners is not open by reading the hours of operation posted on window	Identifies what exercises to complete by reading his or her individual exercise chart at local fitness center	Adds additional items that are needed to make a favorite dessert to parent or caregiver's grocery list

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 5
The learner describes data with graphs, charts, or physical displays.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Determines the number of children who have on specific colored shoes	Brings chart of hours worked at community job site for the semester to transition planning meeting and describes the contents of the chart	Realizes that there will be a long wait outside of the arena when he or she sees the long line of people waiting to purchase tickets	Completes his or her fund raising progress chart when desiring to raise money to join the team on a trip to amusement park	Completes graph of weekly behavioral goals
Places star stamp on the classroom attendance chart to record the number of students present each day	Places one object (marble) in a container with the completion of each step in the job task until entire job is complete	Selects the size of beverage that he or she would like to purchase from cups mounted or displayed on counter	Adds current victory to his or her team chart of season records	Arranges his or her shoes in accordance with weekly weather forecast (sneakers, boots, dress shoes)
Makes poster of group science project results with peers	Describes weather forecast when he or she notices that everyone at the job site has brought an umbrella to work that day	Describes how many more purchases are needed to get one free on restaurant punch card (buy 10 get one free)	Indicates when goal is reached for desired activity (reading a book, lifting weights)	Locates nutrition facts on food labels when he or she is recording the amount of salt they consume on a daily basis

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 6
The learner recognizes credible sources, in contrast to misleading representations of information.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Understands that if his or her hearing aids are not working that the battery may be dead and need to be replaced	Submits a letter of resignation to leave his or her current position to take a more desired job offer	Exercises great caution when a stranger approaches him or her (moves to the side, checks locks on car door)	Listens to the radio to determine if the baseball / soccer game that he or she was planning to attend has been rained out	Seeks appropriate medical attention when what appears to be a minor illness does not improve
Asks peer to give him or her their glasses when working on group project in history class	Ask job coach or supervisor for clarification when coworker says that there is no work tomorrow and it is not a weekend or a holiday	Compares stories told by peers about community events to what he or she has heard on the local news broadcast	Re-tells jokes that a peer has told, as humor not a source of information or fact	Recognizes that an appliance may be unplugged and not broken when that appliance malfunctions
Asks teacher if he or she may leave classroom to return book that he or she has been using	Recognizes when coworker is spreading gossip about another coworker and does not repeat it	Listens to the issues that are important to him or her during political debate in order to determine for whom he or she should vote for in upcoming election	Understands that his or her student identification must be shown to get a discount (sporting events, movie)	Completes all of his or her prescribed medications even when symptoms have decreased

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Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator: 7
The learner recognizes appropriate conclusions generated from information collected.

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home
Locates another place to sit in the cafeteria when peers are sitting in his or her usual spot	Recognizes the need to change his or her behavior when he or she sees the job coach or supervisor approaching the break room	Concludes that the vending machine is empty or broken after he or she has pushed all of the buttons	Locates the designated seating area for people in wheelchairs at the football stadium	Takes his or her umbrella on an outing to the mall after observing dark clouds and / or hearing thunder
Chooses another activity during free time in PE class when all of the basketballs are being used	Refrains from opening the door upon reading the "do not disturb" sign on the supervisor's office door	Locates his or her caregiver's car by the row signs that are posted in the mall parking lot (A, B, 3, 4, Elephant, Cow)	Enters the correct line to order food or to order just ice cream by reading the signs	Realizes that he or she will have to use the extra dishes in the sink when the dishwasher is full
Understands that the number of snack items for him or her to bring to school on Fat Friday is the same as the number of students in the class	Realizes that he or she will not be able to take the same bus route when he or she has a new job on the other side of town	Realizes that there is a crowd at the concession stand and that you have to get into the correct line in order to get service	Asks librarian if favorite video is available when he or she is unable to find it in its usual location	Closes his or her bedroom window when the breeze is too cold

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Extended Standard 4 - DATA

Benchmark: 2
The learner collects and uses data to make decisions and solve problems.

Indicator:

EXAMPLES ARE NOT HIERARCHICAL

This is evident, for example when the learner:

School	Vocational Career	Community	Recreation & Leisure	Home

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Appendix A

Glossary of Terms

Extended Curricular Standards
Mathematics

Glossary of Terms

Augmentative communication - a communication system used by students who are unable to communicate through speech or writing; these systems include but are not limited to, manual signs, communication board, and high-tech electronic communication devices

Braille - tactile system for reading and writing with an official code or "alphabet" composed of braille characters or braille cells that consist of various patterns of raised dots that roughly correspond to alphabetic letter, punctuation marks, and other symbols

Child with a disability - means a child having mental retardation, etc., and who, by reason thereof, needs special education and related services. (Federal regulations definition, 1997)

Communication modalities or methods - Communication modes, modalities, or methods: an integrated group of components, including symbols, aids, strategies, and techniques used by individuals to enhance communication

Communication device - a physical object or technology used to transmit or receive messages (e.g., communication book, board, chart, mechanical or electronic device, computer)

Data - Figures, facts, or information

Eligible - qualified

Extended or Extension - a part forming a continuation of addition

Eye gaze - often referred to as visual fixation-able to regard a stimulus, which is in a fixed position.

Kinesthetic - self awareness of movement resulting from the synthesis of tactile sensations with motor activity; essential for acquisition of communication skills

Large Print - print-size ranging from 18 to 24 points, may also have specially designed spacing between lines, special contrast between print and page.

Natural gestures - communication-non-vocal systems, which require movement of the body, typically the arms and hands, but do not require access to equipment or devices separate form the body. Gestures are non-symbolic, intentional communication forms that do not have a universal meaning except for the user and those who are familiar with the student

Number - a mathematical idea contained in a set

Numeral - The symbolic representation of a number

Sign language - a visual-gestural system of language involving facial expressions, hand shapes, body movements, and gestures

Appendix B

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Kansas State Board of Education
Adopted 2/99

Education Priorities for a New Century

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all state educational institutions under its jurisdiction.

With this in mind the Board has adopted the following mission:

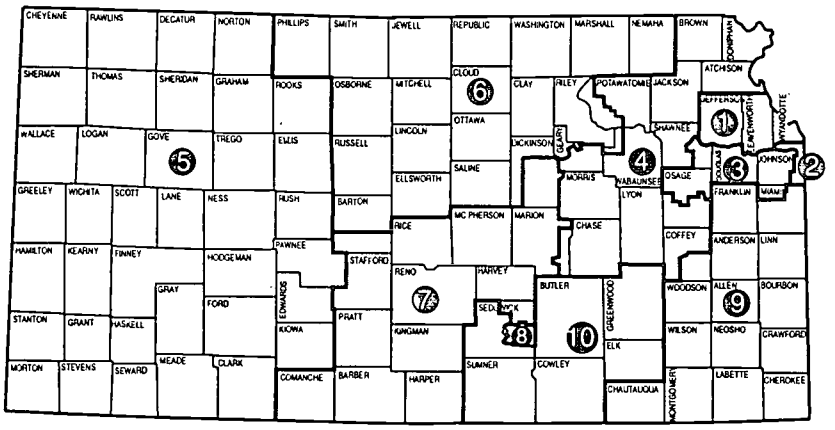
The Kansas State Board of Education promotes student academic achievement by providing educational vision, leadership, opportunity, accountability, and advocacy for all.

The Board believes that focusing on this mission will lead to an educational system which is embodied in the following vision statement:

Schools will work with families and communities to prepare each student with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our changing society.

To this end the State Board has established the following priorities to guide its work to begin a new century:

- **Improve teaching in Kansas schools utilizing performance measurement for teachers and creative approaches to effective teacher recruitment, preparation, and development.**
- **Raise the achievement of students with an emphasis on low achievers to acquire basic academic skills.**
- **Continuously improve state curriculum standards and assessments.**
- **Address the needs created by changing enrollment trends.**
- **Ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions.**
- **Ready children to learn by supporting families with quality early childhood and primary programs.**



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