

The word "Alaska" is written in a large, black, cursive font. Above the letters, there is a series of pink stars of varying sizes, arranged in a curved path that follows the outline of the state of Alaska.

# Alaska

## Science Extended Grade Level Expectations



For Students with Significant Cognitive Disabilities

Version 8, Updated July 2014  
Department of Education & Early Development  
State of Alaska



**Alaska State Board of Education & Early Development**

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## **INTRODUCTION**

### **History and Purpose of Alaska’s Extended Grade Level Expectations (ExGLEs)**

In 1993, Alaskans embarked on a campaign to bring higher standards and accountability to their public school system. The cornerstone of this effort was the development of content standards in ten core subject areas. The standards represent what Alaskans want students to know and be able to do as a result of their public schooling.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities must be provided access to the general education content standards and curriculum. Teams of educators reviewed the general education standards for use by students with significant cognitive disabilities and developed Alternate Performance Standards. The purpose of these standards and assessments were to ensure that students with significant cognitive disabilities were being provided access to the general education curriculum in a way that was meaningful. Students are assessed annually on their progress toward attaining these goals using an Alternate Assessment.

To fulfill the requirements of the federal law known as No Child Left Behind Act of 2001(NCLB), the Department of Education and Early Development (EED) continued this work of articulating clear expectations for student learning by developing the Grade Level Expectations (GLEs) for the general student population. Following this work, EED brought together content specialists and special educators in 2005 to develop Extended Grade Level Expectations (content standards) and Proficiency Level Descriptors (descriptions of achievement) for students with significant cognitive disabilities.

The Extended Grade Level Expectations (ExGLEs) consist of foundational skills that are linked to the general education content. The content is reduced in complexity to provide entry points to the general education Grade Level Expectations (GLEs) while still providing challenging academic expectations for students with significant cognitive disabilities. The ExGLEs provide a blueprint for the development of the test items for the Alternate Assessment, and the ExGLEs provide guidance to teachers in developing and aligning curriculum and instruction. For students who cannot perform the skills listed in the ExGLEs, Early Entry Points are provided. Early Entry Points are the prerequisite skills that lead to the Extended Grade Level Expectations.

In 2010, the state began an analysis, and revision, of the content standards (Grade Level Expectations) to determine if the standards adequately prepare students for college and career. As part of its review of the Common Core standards, Alaska compared its Grade Level Expectations (GLEs) for reading, writing, and mathematics to the Common Core standards. These changes in the general education standards will prompt a review, and possible revision, of the Extended Grade Level Expectations for students with significant cognitive disabilities.

Early Entry Points have been added to this document following the work of a committee and development of assessment items. They consist of pre-requisite skills and are for students who have difficulty accessing the ExGLEs. The early entry points provide strategies for teaching the grade level skills identified in the ExGLEs.

For the alternate assessment two types of items were created: Standard items and Expanded Level of Support (ELOS) items. The ELOS items were created to ensure participation and allow the assessor to ascertain a student's level of independence. These items also allow maximum participation for students with the most significant cognitive disabilities and provide information for assessors on what level of support is necessary for the student to interact with the assessment materials. The ELOS items were developed using the Early Entry Points as guidelines.

### **Response Methods and Presentation Modes**

There are a wide variety of communication methods used by students who are eligible to take the alternate assessment. The ExGLEs use the terms read and write, but it is understood that IEP teams determine the response methods, and may include, but are not limited to the following: speech, large print, Braille, augmentative communications, sign language, touch and/object cues, computer access, pictures, vocal responses (cries, utterances, etc.), written responses (handwritten, computer generated, etc.), eye gaze, body movements, tactile symbols, calculators, keyboards and adapted keyboards.

A variety of presentation modes are allowed. Presentation modes may include, but are not limited to: speech, print, large print, sign language, touch and object cues, tactile symbols, Braille, computer with voice output, individualized phrases to elicit eye gaze or other body responses, and pictures.

### **Sample Pages Showing How to Read the ExGLE Tables (pages 9 and 10)**

The Extended Grade Level Expectations (ExGLEs) are grouped by the content areas: Reading, Writing, Mathematics, and Science. Each page contains all the grade bands: 3-4, 5-6, 7-8, and 9-10. A bolded statement called the stem communicates the main curriculum focus and is followed by a list of the extended grade level expectations. The skills move in a continuum across the grade bands.

The numbering system follows that of the Grade Level Expectations. The grade band is shown in brackets followed by the performance standard number and the ExGLE number. The following page contains the Early Entry Points. Early Entry Points are not numbered but are listed beginning with the early symbolic level to the pre-symbolic and awareness levels. See the Glossary for an explanation of the symbolic levels. Refer to the following page for a visual layout of the Extended Grade Level Expectations and Early Entry Points.

Changes to the ExGLEs since the last version are highlighted.

# SAMPLE Pages Showing How to Read the ExGLE Pages

## Reading Performance Standards Extended Grade Level Expectations For Grades 3-10

Some Extended GLEs are repeated with no changes across grade levels. They are marked with asterisks. This indicates the Extended GLE assumes a variety of text and increasing complexity to indicate the growth in the Extended GLE.

Each ExGLE includes a bolded statement called the “stem.” Each stem is the same or similar across the grades for a given Extended GLE and is meant to communicate the main curriculum and instructional focus of the Extended GLE across the grades.

The first row of each table includes a heading that refers to the content standard, and the second row includes a heading that refers to the performance standard. (The content standard is a broad statement of what students should know; the performance standards state what students should know and be able to do at ages 5-7, 8-10, 11-14, and 15-18.) The second box includes the complete performance standards.

The number indicates the Performance Standard and the Extended Grade Level Expectation number. Thus [9/10] 4.1-1 represents Performance Standard 4.1, and the first Extended GLE for that Performance Standard for grades 9 and 10.

<b>The student uses strategies to decode or comprehend meaning of words in text.</b>			
<b>R1.1</b> a. Distinguish, reproduce, and manipulate the sounds in words; b. Use a combination of the following to read and comprehend text: <b>knowledge of phonics</b> , alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; <b>pictures and visual cues</b> ; <b>sight recognition</b> of high frequency vocabulary words; <b>word structure</b> , e.g., root words, prefixes, suffixes, rhyming words; <b>language structure</b> , e.g., word order, grammar; <b>meaning structure</b> , e.g., prior knowledge and context; <b>text structure</b> , e.g., read left to right. E.B.1			
Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
<b>The student uses strategies to decode or comprehend meaning of words in text by</b> [3/4] 1.1, 2.1-1 Identifying signs and symbols [3/4] 1.1, 2.1-2 Identifying at least 10 letter-sound relationships [3/4] 1.1, 2.1-3 Blending at least 5 sounds to make words [3/4] 1.1, 2.1-4 Identifying own name in print [3/4] 1.1, 2.1-5 Displaying an understanding of print directionality (L)	<b>The student uses strategies to decode or comprehend meaning of words in text by</b> [5/6] 2.1-1 Identifying or reading simple sight words [5/6] 2.1-2 Reading simple sentences of 2-3 words	<b>The student uses strategies to decode or comprehend meaning of words in text by</b> [7/8] 3.1-1 Reading a simple sentence of 4-5, or more, words [7/8] 3.1-2 Obtaining information using text features including pictures, (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text) [7/8] 3.1-3 Identifying or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables)	<b>The student uses strategies to decode or comprehend meaning of words in text by</b> [9/10] 4.1-1 Decodes unfamiliar words using knowledge of letter-sound relationships, phonemic awareness, and word structure (base word, prefix, suffix)
<b>See the following page for related Early Entry Points</b>			

Some Extended GLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard.



# SAMPLE Pages Showing How to Read the ExGLE Pages

## Early Entry Points

Early Entry Points for topics/skills first introduced in Grades 3/4	Early Entry Points for topics/skills first introduced in Grades 5/6	Early Entry Points for topics/skills first introduced in Grades 7/8	Early Entry Points for topics/skills first introduced in Grades 9/10
<p><b>[3] 1.1-1; [4] 2.1-1 Identifying signs and symbols</b></p> <ul style="list-style-type: none"> <li>--Responds to one sign or symbol (e.g., logo, symbol of favorite restaurant)</li> <li>--Make movement to cause effect (e.g., press button, pointing, eye/head movement)</li> <li>--Attend to signs/symbols.</li> <li>--Attend to the presenter.</li> </ul> <p><b>[3] 1.1-2; [4] 2.1-2 Identifying at least 10 letter-sound relationships</b></p> <ul style="list-style-type: none"> <li>--Correctly identifies five or more letters of the alphabet and the sound they make</li> <li>--Correctly identifies one letter of the alphabet and the sound it</li> <li>--Imitates/repeats with cue when looking at letter_____</li> <li>--Identifies letters as separate from pictures, numerals, or other objects</li> <li>--Make movement to cause effect (e.g., press button, pointing, eye/head movement)</li> <li>--Attend to letters-sounds (Braille, ASL, written text)</li> <li>--Attend to the presenter.</li> </ul>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p><b>[7/8] 3.1-2 Obtaining information using text features including pictures, (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text)</b></p> <ul style="list-style-type: none"> <li>-Demonstrates ability to handle books (e.g., knows how to turn pages)</li> <li>-Identify title of book when asked</li> <li>-Points to words in books</li> <li>-Identify pictures in books</li> </ul>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>

Topics and skills are shown in the first grade band they are introduced in; these are listed mostly in grades 3-4..

Occasionally, a new topic/skill is introduced in other grade bands

If a student is not currently working at grade level, refer to the previous grade band's ExGLEs or early entry points to teach the skill.

Extended Grade Level  
Expectations for  
**SCIENCE**

## Organization of Science Extended Grade Level Expectations

There are 7 science strands with sub-strands which are the same across all grade levels.

The strand notation of SA for example indicates: S for Science, A for Content Standard A. In strand SB, the S stands for Science, the B stands for Content Standard B, and so on through Strand G.

### Grades 3-10

Content Standard	Strand	Sub-Strands
<b>A1</b> Science as Inquiry and Process	<b>SA</b> -Understand the processes and applications of scientific inquiry.	<b>SA1</b> – Investigate problems, design and conduct repeatable scientific investigations, defend scientific arguments. <b>SA2</b> – Scientific processes require integrity, logical reasoning, skepticism, openness, communication, peer review. <b>SA3</b> – Understand culture, local knowledge, history, interaction with the environment, local applications provide opportunity for understanding scientific concepts and global issues.
<b>B1</b> -Concepts of Physical Science	<b>SB</b> -Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	<b>SB1</b> -Understand the concepts, models, theories, universal principles, and facts that explain the physical world. <b>SB2</b> -Understand the characteristic properties of matter and the relationship of these properties to their structure and behavior. <b>SB3</b> -Understand the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems. <b>SB4</b> -Understand motions, forces, their characteristics, and relationships, and natural forces and their effects.
<b>C1</b> -Concepts of Life Science	<b>SC</b> -Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	<b>SC1</b> -Understand how science explains changes in life forms over time, including genetics, heredity, the process of natural selections, and biological evolution. <b>SC2</b> -Understand the structure, function, behavior, development, life, cycles, and diversity of living organisms. <b>SC3</b> -Understand that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
<b>D1</b> -Concepts of Earth Science	<b>SD</b> - Understand the concepts, processes, theories, models, theories, evidence, and systems of earth and space sciences.	<b>SD1</b> - Understand Earth’s geochemical cycles. <b>SD2</b> -Understand the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth. <b>SD3</b> -Understand the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system. <b>SD4</b> -Understand the theories regarding the evolution of the universe.

<b>Content Standard</b>	<b>Strand</b>	<b>Sub-Strands</b>
E1-Science and Technology	<b>SE</b> -Understand the relationships among science, technology, and science.	<p><b>SE1</b>-Understand how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.</p> <p><b>SE2</b>-Understand that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.</p> <p><b>SE3</b>-Understand how scientific discoveries and technological innovations affect and are affected by our lives and cultures.</p>

<b>Content Standard</b>	<b>Strand</b>	<b>Sub-Strands</b>
<b>F1</b> -Cultural, Social, Personal Perspectives, and Science	<b>SF</b> -Understand the dynamic relationships among scientific, cultural, social, and personal perspectives.	<p><b>SF1</b>-Understand interrelationships among individuals, cultures, societies, science, and technology.</p> <p><b>SF2</b>-Understand that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.</p> <p><b>SF3</b>-Understand the importance of recording and validating cultural knowledge.</p>

<b>Content Standard</b>	<b>Strand</b>	<b>Sub-Strands</b>
<b>G1</b> -History and Nature of Science	<b>SG</b> -Understand the history and nature of science.	<p><b>SG1</b>-Understand historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.</p> <p><b>SG2</b>-Understand that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.</p> <p><b>SG3</b>-Understand that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).</p> <p><b>SG4</b>-Understand that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.</p>

## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>A1-Science as Inquiry and Process</b>			
<p><b>SA</b> Students develop an understanding of the processes and applications of scientific inquiry.</p> <p><b>SA1</b> Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.</p> <p><b>SA2</b> Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.</p> <p><b>SA3</b> Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.</p>			
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates understanding of the processes of science by</b></p> <p>[3/4] SA1.1 Attending to a task in order to make an observation (L)</p> <p><b>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</b></p> <p>[3/4] SA2.1 Asking questions about what can be observed (e.g., “Are days shorter in winter?”) (L)</p> <p><b>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</b></p> <p>[3/4] SA3.1 Indicating differences in local environmental conditions (e.g., hot/cold, wet/dry, light/dark, large/small, loud/quiet) (L)</p>	<p><b>The student demonstrates understanding of the processes of science by</b></p> <p>[5/6] SA1.1 Providing descriptive information about what is seen/heard/felt (L)</p> <p><b>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</b></p> <p>[5/6] SA2.1 Asking questions to gain information (e.g., “Are leaves on a tree all the same shape?”) (L)</p> <p><b>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</b></p> <p>[5/6] SA3.1 Observing features in the local environment (e.g., weather, land formations, commonly found animals) (L)</p>	<p><b>The student demonstrates understanding of the processes of science by</b></p> <p>[7/8] SA1.1 Recording observations (L)</p> <p><b>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</b></p> <p>[7/8] SA2.1 Asking questions that demonstrate understanding of cause-and-effect (L)</p> <p><b>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</b></p> <p>[7/8] SA3.1 Identifying self as interacting with the local environment (L)</p>	<p><b>The student demonstrates understanding of the processes of science by</b></p> <p>[9/10] SA1.1 Recording, describing, and classifying observations (L)</p> <p><b>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</b></p> <p>[9/10] SA2.1 Responding appropriately to questions based on observation/information (L)</p> <p><b>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</b></p> <p>[9/10] SA3.1 Observing what plants and/or animals live in the local environment (L)</p>

No Early Entry Points developed for this ExGLE

## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>B1-Concepts of Physical Science</b>			
<p><b>SB</b> Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.</p> <p><b>SB1</b> Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.</p> <p><b>SB2</b> Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.</p> <p><b>SB3</b> Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.</p> <p><b>SB4</b> Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.</p>			
Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
<p><b>The student demonstrates an understanding of the structure and properties of matter by</b></p> <p>[3/4] <b>SB1.1</b> Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)</p> <p><b>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)</b></p> <p>[3/4] <b>SB2.1</b> Demonstrating that electricity can be turned on and off by flipping a switch</p> <p><b>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</b></p> <p>[3/4] <b>SB3.1</b> Identifying and naming two states of matter of water (liquid and ice)</p> <p><b>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)</b></p> <p>[3/4] <b>SB4.1</b> Demonstrating ways objects can move (e.g., push, pull, drop, etc.)</p>	<p><b>The student demonstrates an understanding of the structure and properties of matter by</b></p> <p>[5/6] <b>SB1.1</b> Using simple descriptors such as color, size, shape, etc. to relate information about the properties of matter</p> <p><b>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)</b></p> <p>[5/6] <b>SB2.1</b> Identifying that objects need energy (e.g., a television needs electricity, cars need gas)</p> <p><b>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</b></p> <p>[5/6] <b>SB3.1</b> Identifying and naming the states of matter of water (i.e., ice, liquid, steam)</p> <p><b>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)</b></p> <p>[5/6] <b>SB4.1</b> Observing and describing the directional movement of objects</p>	<p><b>The student demonstrates an understanding of the structure and properties of matter by</b></p> <p>[7/8] <b>SB1.1</b> Using simple descriptors such as color, odor, texture, size, shape, etc. to relate information about the properties of matter</p> <p><b>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)</b></p> <p>[7/8] <b>SB2.1</b> Identifying familiar electrical devices</p> <p><b>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</b></p> <p>[7/8] <b>SB3.1</b> Identifying the physical changes commonly found in the environment (e.g., ice melts, leaves burn)</p> <p><b>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)</b></p>	<p><b>The student demonstrates an understanding of the structure and properties of matter by</b></p> <p>[9/10] <b>SB1.1</b> Identifying how matter can be composed of different substances (e.g., cement is made up of gravel and water) (ID)</p> <p><b>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)</b></p> <p>[9/10] <b>SB2.1</b> Describing the ways in which objects get energy (e.g., changing the batteries in a CD player)</p> <p><b>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</b></p> <p>[9/10] <b>SB3.1</b> Identifying an object as a liquid, solid, or gas</p> <p><b>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)</b></p>

		<b>[7/8] SB4.1</b> Identifying forces in the environment (e.g., what objects move faster, what objects are harder to push)	<b>[9/10] SB4.1</b> Observing and describing the movement of an object by its position, direction, and speed
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## Early Entry Points

<b>Early Entry Points for topics/skills first introduced in Grades 3/4</b>	<b>Early Entry Points for topics/skills first introduced in Grades 5/6</b>	<b>Early Entry Points for topics/skills first introduced in Grades 7/8</b>	<b>Early Entry Points for topics/skills first introduced in Grades 9/10</b>
<p><b>[3/4] SB1.1 Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills)</b></p> <p>--Given colored photos of rock and glass of water pouring, the student will identify which is solid and liquid – student can identify by pointing, eye gaze, etc.</p> <p>--Given actual rock and water pouring, the student will identify which is solid and liquid- student can identify by pointing, eye gaze, etc.</p> <p>--Given a variety of common objects the student will identify which is hard, soft, rough, smooth, wet, dry- when presented to feel with their hand a familiar hard object such as a rock, block and water, the student will indicate which is hard and which is wet</p> <p>--When touched by different objects such as hard, soft, rough, wet the student will respond differently to the different objects- will respond to the feel of objects</p> <p>--When presented with different objects the student will visually track the object when moved</p> <p>--When presented with an object the student will respond by looking at or turning toward the object</p> <p><b>[3/4] SB2.1 Demonstrating that electricity can be turned on and off by flipping a switch</b></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>

<p>--Manipulates buttons or switch to activate an electrical device such as tape recorder, CD player, TV remote, blender, etc.</p> <p>--Identifies light/dark when light is turned on and off</p> <p>-- Uses vision or hearing to track light or sound, vibrating activity of an electrical device when it is turned on and off</p> <p>--Responds when lights or sounds are turned on and off</p> <p><b>[3/4] SB3.1 Identifying and naming two states of matter of water (liquid and ice)</b></p> <p>--Identifies water</p> <p>--Identifies ice</p> <p>--Reacts to feel of water and ice</p> <p><b>[3/4] SB4.1 Demonstrating ways objects can move (e.g., push, pull, drop, etc.)</b></p> <p>--Is able to move body parts- move your arm and/or leg</p> <p>--Is able to move an object</p> <p>--Identifies objects as moving or not moving</p> <p>--When given an object the student will demonstrate push, pull, drop</p> <p>--Identifies that the way to move a stationary object is by giving it a push or a pull.</p> <p>--Responds to movement (e.g., tracks moving object, smiles when pushed in rolling chair)</p>			
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## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>C1-Concepts of Life Science</b>			
<p><b>SC</b> Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.</p> <p><b>SC1</b> Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.</p> <p><b>SC2</b> Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.</p> <p><b>SC3</b> Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.</p>			
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</b></p> <p>[3/4] <b>SC1.1</b> Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)</p> <p><b>The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by</b></p> <p>[3/4] <b>SC2.1</b> Matching plants and animals to their habitats (e.g., fish live in water, birds live in trees)</p> <p><b>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</b></p> <p>[3/4] <b>SC3.1</b> Identifying living vs. non-living things</p>	<p><b>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</b></p> <p>[5/6] <b>SC1.1</b> Identifying that organisms differ from one species to another (e.g., cats to dogs)</p> <p><b>The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by</b></p> <p>[5/6] <b>SC2.1</b> Identifying how habitats meet the needs of plants and animals (e.g., plants get nourishment from the soil)</p> <p><b>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</b></p> <p>[5/6] <b>SC3.1</b> Identifying that all organisms need food</p>	<p><b>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</b></p> <p>[7/8] <b>SC1.1</b> Identifying similarities and differences among organisms (e.g., dogs with and without spots)</p> <p><b>The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by</b></p> <p>[7/8] <b>SC2.1</b> Sequencing birth, growth, and death as part the of life cycle of the same plant or animal</p> <p><b>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</b></p> <p>[7/8] <b>SC3.1</b> Identifying that plants need sunlight to grow</p>	<p><b>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</b></p> <p>[9/10] <b>SC1.1</b> Identifying characteristics that are inherited, passed down from parents (e.g., hair color, eye color)</p> <p><b>The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by</b></p> <p>[9/10] <b>SC2.1</b> I Identifying the purpose of different animal adaptations (e.g., why do seals have a layer of blubber)</p> <p><b>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</b></p> <p>[9/10] <b>SC3.1</b> Identifying that plants are eaten by animals, some animals eat only plants, (herbivores), some animals eat plants and animals (omnivores), and some animals eat other animals (carnivores)</p>

## Early Entry Points

Early Entry Points for topics/skills first introduced in Grades 3/4	Early Entry Points for topics/skills first introduced in Grades 5/6	Early Entry Points for topics/skills first introduced in Grades 7/8	Early Entry Points for topics/skills first introduced in Grades 9/10
<p><b>[3/4] SC1.1 Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs)</b></p> <ul style="list-style-type: none"> <li>--Identifies own parents</li> <li>--Given a pair of animals, a parent and baby, the student will identify which is the parent and which is the baby based on size</li> <li>--Match with objects or pictures a human baby with parents</li> <li>--Matches objects or pictures of baby animals with parents</li> <li>--Responds to own parents</li> <li>--Responds to animals</li> </ul> <p><b>[3/4] SC2.1 Matching plants and animals to their habitats (e.g., fish live in water, birds live in trees)</b></p> <ul style="list-style-type: none"> <li>--Identifies features such as trees, water, in a habitat</li> <li>--Is able to place animals in basic habitats (fish in water, people in house)</li> <li>--Identifies plants</li> <li>--Identifies animals</li> </ul> <p><b>[3/4] SC3.1 Identifying living vs. non-living things</b></p> <ul style="list-style-type: none"> <li>--Identifies living or non-living characteristics (e.g., “Which one of these eats?”)</li> <li>--Identifies plants and animals</li> <li>--Identifies which is alive given a choice between living (e.g., fish, puppy, bird) and non-living objects (e.g., rock)</li> <li>--Identifies self and/or others</li> <li>--Responds to touch, sight, sound, smells</li> </ul>	<p><i>Refer to previous grade’s ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p><b>[5/6] SC3.1 Identifying that all organisms need food</b></p> <ul style="list-style-type: none"> <li>--Given an animal and a non-living object the student will indicate that they would feed the animal either real or pretend food items</li> <li>--Identifies food vs. nonfood</li> <li>--Identifies different food items</li> <li>--Indicates awareness of meal times</li> <li>--Reaches towards desired food items</li> </ul>	<p><i>Refer to previous grade’s ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p><b>[7/8] SC2.1 Sequencing birth, growth, and death as part the of life cycle of the same plant or animal</b></p> <ul style="list-style-type: none"> <li>--Identify the correct object when asked which is the sprout/seedling, mature plant and dead plant, and the three stages</li> <li>--Identify the young plant, mature plant, dead plant</li> <li>--Given a choice between a plant and another object will identify which item is a plant</li> <li>--Looks at plants and other objects</li> <li>--Tracks objects as they are moved (“Look at the plant; Where is the plant?”)</li> </ul> <p><b>[7/8] SC3.1 Identifying that plants need sunlight to grow</b></p> <ul style="list-style-type: none"> <li>--Identifies plants</li> <li>--Identifies the sun</li> <li>--When shown two options a dark place and a sunny place the student will indicate the best place to grow a plant.</li> <li>--Uses vision to track light or show awareness of light</li> <li>--Responds to light and dark</li> </ul>	<p><i>Refer to previous grade’s ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p><b>[9/10] SC2.1 Identifying the purpose of different animal adaptations (e.g., why do seals have a layer of blubber)</b></p> <ul style="list-style-type: none"> <li>--Identifies purpose of basic body parts (eyes for seeing, ears for hearing, and nose for smelling)</li> <li>--Identifies body parts of different animals</li> <li>--Identifies own personal body parts (eyes, ears, legs, feet, hands, etc.)</li> <li>--Responds to touch, sound, smell, sight</li> </ul>

## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>D1-Concepts of Earth Science</b>			
<p><b>SD</b> Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.</p> <p><b>SD1</b> Students develop an understanding of Earth’s geochemical cycles.</p> <p><b>SD2</b> Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.</p> <p><b>SD3</b> Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.</p> <p><b>SD4</b> Students develop an understanding of the theories regarding the evolution of the universe.</p>			
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates an understanding of geochemical cycles by</b></p> <p>[3/4] SD1.1 Identifying soil as separate from rocks and plants</p> <p>[3/4] SD1.2 Identifying types of weather (e.g., hot, cold, wet)</p> <p><b>The student demonstrates an understanding of the forces that shape Earth by</b></p> <p>[3/4] SD2.1 Identifying a variety of Earth’s features (e.g., rivers, lakes, mountains)</p> <p><b>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</b></p> <p>[3/4] SD3.1 Identifying night and day</p> <p><b>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</b></p> <p>[3/4] SD4.1 Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars) (L)</p>	<p><b>The student demonstrates an understanding of geochemical cycles by</b></p> <p>[5/6] SD1.1 Describing characteristics of rocks</p> <p>[5/6] SD1.2 Identifying types of weather relating to seasons</p> <p><b>The student demonstrates an understanding of the forces that shape Earth by</b></p> <p>[5/6] SD2.1 Distinguishing water from land on a map</p> <p><b>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</b></p> <p>[5/6] SD3.1 Identifying that seasons repeat each year in a pattern</p> <p><b>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</b></p> <p>[5/6] SD4.1 Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars) (L)</p>	<p><b>The student demonstrates an understanding of geochemical cycles by</b></p> <p>[7/8] SD1.1 Identifying that soil supports the growth of plants</p> <p>[7/8] SD1.2 Identifying seasonal characteristics (e.g., it snows in winter, days are shorter in winter)</p> <p><b>The student demonstrates an understanding of the forces that shape Earth by</b></p> <p>[7/8] SD2.1 Identifying that earth features can change (e.g., volcanoes erupt)</p> <p><b>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</b></p> <p>[7/8] SD3.1 Identifying the earth, sun, and moon</p> <p><b>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</b></p> <p>[7/8] SD4.1 Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars, telescopes) (L)</p>	<p><b>The student demonstrates an understanding of geochemical cycles by</b></p> <p>[9/10] SD1.1 Identifying that smaller rocks come from the weathering and breaking up of bigger rocks (ID)</p> <p>[9/10] SD1.2 Relating states of water to weather (gas → cloud, liquid → rain, solid → snow)</p> <p><b>The student demonstrates an understanding of the forces that shape Earth by</b></p> <p>[9/10] SD2.1 Identifying that water is a force of change (e.g., heavy rain causes landslides)</p> <p><b>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</b></p> <p>[9/10] SD3.1 Identifying characteristics of the solar system (e.g., moon revolves around the earth)</p> <p><b>The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by</b></p> <p>[9/10] SD4.1 Recognizing and using instruments of magnification (e.g.,</p>

			magnifying glass, binoculars, telescopes) (L)
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## Early Entry Points

Early Entry Points for topics/skills first introduced in Grades 3/4	Early Entry Points for topics/skills first introduced in Grades 5/6	Early Entry Points for topics/skills first introduced in Grades 7/8	Early Entry Points for topics/skills first introduced in Grades 9/10
<p><b>[3/4] SD1.1 Identifying soil as separate from rocks and plants</b></p> <ul style="list-style-type: none"> <li>--Identifies soil, rocks</li> <li>--Separates rocks from soil</li> <li>--Touches soil, touches rocks (responds to feeling of rock and soil)</li> <li>--Digs in soil, plays with rocks</li> </ul> <p><b>[3/4] SD1.2 Identifying types of weather (e.g., hot, cold, wet)</b></p> <ul style="list-style-type: none"> <li>--Matches picture-to-picture weather symbols</li> <li>--Matches picture to current weather</li> <li>--Responds to different weather conditions (e.g., puts on coat for cold weather)</li> <li>--Identifies weather (e.g., sun, rain, snow)</li> <li>--Describes daily weather (hot/cold, sunny/cloudy, rain/snow/dry)</li> <li>--Responds to hot and cold</li> <li>--Responds to weather conditions when taken outside</li> </ul> <p><b>[3/4] SD2.1 Identifying a variety of Earth's features (e.g., rivers, lakes, mountains)</b></p> <ul style="list-style-type: none"> <li>--Responds to or identifies different textures</li> <li>--Identifies rocks</li> <li>--Identifies soil</li> </ul>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p><b>[7/8] SD3.1 Identifying the earth, sun, and moon</b></p> <ul style="list-style-type: none"> <li>--When given a choice of pictures or objects the student will identify the earth, sun and moon</li> <li>--Matches pictures of the moon, sun, earth</li> <li>--Uses vision to track light or show awareness of light</li> <li>--Uses vision to see distant objects</li> </ul>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>

<p>--Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/lakes) --Responds to different places in the environment --Recognizes the difference between land and water</p> <p><b>[3/4] SD3.1 Identifying night and day</b></p> <p>--Identifies patterns and routines in day and night activities- go to bed at night, go to school in the day --Responds to common daily cues that indicate night or day activities, (e.g., Putting on pajamas means going to bed at night)</p>			
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## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>E1-Science and Technology</b>			
<p><b>SE</b> Students develop an understanding of the relationships among science, technology, and society.</p> <p><b>SE1</b> Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.</p> <p><b>SE2</b> Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.</p> <p><b>SE3</b> Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.</p>			
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</b></p> <p>[3/4] <b>SE1.1</b> Restating a problem that the teacher has presented (L)</p> <p><b>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</b></p> <p>[3/4] <b>SE2.1</b> Identifying a variety of tools (glue, scissors, etc.) and materials (e.g., paper, wood, plastic)</p> <p><b>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</b></p> <p>[3/4] <b>SE3.1</b> Identifying what materials found on earth are used for (e.g., a wooden house is made from trees)</p>	<p><b>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</b></p> <p>[5/6] <b>SE1.1</b> Identifying various options and solutions to a problem (L)</p> <p><b>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</b></p> <p>[5/6] <b>SE2.1</b> Identifying a variety of tools and materials</p> <p><b>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</b></p> <p>[5/6] <b>SE3.1</b> Discriminating between human-made and natural objects</p>	<p><b>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</b></p> <p>[7/8] <b>SE1.1</b> Identifying steps in the problem-solving process (L)</p> <p><b>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</b></p> <p>[7/8] <b>SE2.1</b> Matching a simple tool to its function</p> <p><b>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</b></p> <p>[7/8] <b>SE3.1</b> Identifying examples of technology (e.g., computer, telephones, electronic games, automobiles)</p>	<p><b>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</b></p> <p>[9/10] <b>SE1.1</b> Identifying ways that a problem can be solved through the use of technology (L)</p> <p><b>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</b></p> <p>[9/10] <b>SE2.1</b> Identifying tools and their purposes (e.g., camera, hammer)</p> <p><b>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</b></p> <p>[9/10] <b>SE3.1</b> Describing effects of technology on everyday life (e.g., washing machines, fish wheel, snow machines)</p>

### Early Entry Points

<b>Early Entry Points for topics/skills first introduced in Grades 3/4</b>	<b>Early Entry Points for topics/skills first introduced in Grades 5/6</b>	<b>Early Entry Points for topics/skills first introduced in Grades 7/8</b>	<b>Early Entry Points for topics/skills first introduced in Grades 9/10</b>
[3/4] <b>SE2.1</b> Identifying a variety of tools (glue, scissors, etc.) and materials (e.g., paper, wood, plastic)	<i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i>	<i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i>	<i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i>

--Identifies common tools to use for activities, (e.g., straw to drink, spoon to eat, scissors to cut)  
--Uses a tool common in their environment such as a spoon to get food  
--Manipulates materials  
--Performs a variety of actions with a given object (ball, racquet, scooter)  
--Reaches to adult hands to manipulate the environment for them

**[3/4] SE3.1 Identifying what materials found on earth are used for (e.g., a wooden house is made from trees)**

--Given a choice of objects the student will identify a variety of materials such as which is wood, plastic, metal, fabric,  
--Responds to or identifies different textures  
--Manipulates materials

## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>F1-Cultural, Social, Personal Perspectives, and Science</b>			
<b>SF</b> Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.			
<b>SF1</b> Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.			
<b>SF2</b> Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.			
<b>SF3</b> Students develop an understanding of the importance of recording and validating cultural knowledge.			
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by</b></p> <p>[3/4] SF1.1 Exploring local or traditional stories that explain a natural event (L)</p>	<p><b>The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by</b></p> <p>[5/6] SF1.1 Exploring local or traditional stories that explain a natural event (L)</p>	<p><b>The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by</b></p> <p>[7/8] SF1.1 Exploring local or traditional stories that explain a natural event (L)</p>	<p><b>The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by</b></p> <p>[9/10] SF1.1 Exploring local or traditional stories that explain a natural event (L)</p>

No Early Entry Points developed for this ExGLE



## SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

<b>G1-History and Nature of Science</b>			
<b>SG</b>	Students develop an understanding of the history and nature of science.		
<b>SG1</b>	Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.		
<b>SG2</b>	Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.		
<b>SG3</b>	Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).		
<b>SG4</b>	Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.		
<b>Grades 3/4</b>	<b>Grades 5/6</b>	<b>Grades 7/8</b>	<b>Grades 9/10</b>
<p><b>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</b></p> <p>[3/4] <b>SG1.1</b> Demonstrating an understanding of cause-and-effect (e.g., when more water is added to a full glass, the water will spill out)</p> <p><b>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</b></p> <p>[3/4] <b>SG2.1</b> Identifying features in the natural world (e.g., trees, wind, clouds, grass, animals)</p>	<p><b>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</b></p> <p>[5/6] <b>SG1.1</b> Using a symbol to represent information/data</p> <p><b>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</b></p> <p>[5/6] <b>SG2.1</b> Distinguishing between the natural world and a man-made environment</p>	<p><b>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</b></p> <p>[7/8] <b>SG1.1</b> Making a record of observations over time (L)</p> <p><b>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</b></p> <p>[7/8] <b>SG2.1</b> Asking questions about the natural world (L)</p>	<p><b>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</b></p> <p>[9/10] <b>SG1.1</b> Making a record of observations over time (L)</p> <p><b>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</b></p> <p>[9/10] <b>SG2.1</b> Asking questions about the natural world (L)</p>

### Early Entry Points

<b>Early Entry Points for topics/skills first introduced in Grades 3/4</b>	<b>Early Entry Points for topics/skills first introduced in Grades 5/6</b>	<b>Early Entry Points for topics/skills first introduced in Grades 7/8</b>	<b>Early Entry Points for topics/skills first introduced in Grades 9/10</b>
<p>[3/4] <b>SG1.1 Demonstrating an understanding of cause-and-effect (e.g., when more water is added to a full glass, the water will spill out)</b></p> <p>--Pushes a switch to activate a response such as music, toy</p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p> <p>[5/6] <b>SG1.1 Using a symbol to represent information/data</b></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>	<p><i>Refer to previous grade's ExGLEs and Early Entry Points to teach the prerequisite skills for this grade band.</i></p>

<p>--Aware of what happens when something is dropped, spilled, turned on</p> <p><b>[3/4] SG2.1 Identifying features in the natural world (e.g., trees, wind, clouds, grass, animals)</b></p> <p>--Matches objects to pictures or photos of natural items in the environment.</p> <p>--Identifies natural objects given choice of real objects</p> <p>--Responds to people in their environment</p> <p>--Touches, looks at objects in the natural environment</p>	<p>--Matches a picture with an object that represents a daily activity</p> <p>--Chooses object or picture to indicate the desire for a preferred object or activity</p> <p>--Responds to objects that represents an activity (e.g., spoon means time to eat)</p> <p>--Identifies or responds to plants, animals, and other people in the environment (e.g., reaches for caregiver, grabs a flower, points at a dog)</p>		
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## Appendix A Glossary

**Alternate Assessments** are designed for students with significant cognitive disabilities that prevent them from taking the general education assessments with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines*.

**Access Skills** are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

**Age-Appropriate Instruction and Materials** – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

**Grade Band** – Student's with significant cognitive disabilities are assessed in grade bands: 3-4, 5-6, 7-8, and 9-10. The cut scores and proficiency levels are the same for each grade within a grade band.

**Grade Level Expectations (GLEs)** are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

**Extended Grade Level Expectations (ExGLEs)** are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The extended grade level expectations are foundational skills and are less complex than the grade level expectations.

**Early Entry Points** describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

### Standards

- **Achievement Standards** are descriptions of a test taker's competency, and **Alternate Achievement Standards (AAS)** are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.
  1. **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.
  2. **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.

3. **Cut scores** separate the different achievement levels
  4. **Exemplars** are samples of student work or student test results.
- **Content Standards** are broad statements of what students should know and be able to do as a result of their public school experience.
  - **Performance Standards** are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18. Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

**Symbolic Levels** (as defined by Diane Browder)

- **Symbolic (Abstract):** Uses vocabulary of signs, pictures, words to communicate. Recognizes some sight words, numbers, etc. Some symbols are abstract (e.g., yesterday, happy, 9:00)
- **Early Symbolic (Concrete):** Beginning to use pictures or other symbols to communicate within a limited vocabulary; primarily concrete symbols (e.g., eat, drink, outside, play, more)
- **Pre-Symbolic:** Communicates with gestures, eye gaze, purposeful moving to object, sounds; communication is purposeful (e.g., holds up cup for drink)
- **Awareness:** May communicate by crying, vocalizing; communication may be difficult to interpret; no clear cause and effect.

**Appendix B**  
**Comments from the Early Entry Points Development Committee**  
**October 2008**

In response to concerns about assessing the most involved students with significant cognitive disabilities, several members of the Expanded Levels of Support/Early Entry Points Development Committee had this to say:

My response was that I had worked as a special education aide in a classroom with severely disabled kids and had a number of students who had multiple disabilities. I took it as my job to try whatever I could to establish communication with these children. Sometimes that took the form of tapping or just looking for differences in facial expressions and trying to reproduce these expressions. These kids have a right to an education, and if that just means making them aware of the fact that we can communicate, that is what we need to do. This test can challenge us to explore different ways of communicating and discovering abilities that we might otherwise overlook. -- Dillingham City Schools

What we are doing is giving the student every possible opportunity to respond. -- Yukon Koyukuk Schools

ELOS students often work one-on-one with staff so being in a one-on-one "testing" situation would not be uncomfortable for them. Accommodations used during testing should be ones students are familiar with and have been used throughout the school year (not just during testing). -- Kodiak Island Borough Schools

This assessment should not seem to be harassment by either the student or the teacher. All students, including the 10% of the 1% have the right to be educated and assessed. The teachers should be spending a great deal of time with these students on a daily basis in order to establish a relationship and to develop a method of communicating with the student. It is impossible to determine the cognitive ability of a student with significant motoric disabilities. It is essential that all students are treated as though they can understand and are capable of communicating and learning. The idea of providing the student with a method of communication should not be a new concept at the time of assessment. These students have the right to have a means of communicating on a daily basis. Yes, this is difficult and sometimes expensive but this is one of the primary roles of special educators. It is not okay to just move, feed and change these students and think that we are providing an adequate education. Rather than saying that it does not make sense to test these students and that we are harassing these students by teaching them academic content, we need to seriously address the standards with all students and figure out how we can communicate with these students, how they can communicate with us, and how we can provide a way for these students to access curriculum. -- Anchorage Schools

I don't believe that giving the Alternate Assessment is harassing this population of students, as one participant commented. I do share in the frustration of testing students with severe disabilities who are not capable of passing the Alternate Assessment, and who wouldn't pass even if allowed with the ELOS. I guess for those working with the severely disabled students, the ELOS may be seen more as a "torture" or "harassment" for the teachers. The Alternate Assessment makes teachers accountable by addressing basic functional needs, as well as challenging their students to learn academic skills. The ELOS provides teachers information about students' level of communication and understanding. Of course, there is the argument that teachers should already know this from their daily interactions with the student. Even though it's not "counted" I think it's still a valuable teaching moment and if nothing else, it has the benefit of providing the severely disabled with stimuli and one-on-one interaction with the teacher. I do appreciate the changes to the Alternate Assessment. The standardized format is a great improvement and makes the process much more manageable for teachers than the original alternate assessment portfolios. -- Bering Strait Schools

Note: As a note of clarity, even if students do not earn a proficient score, they do count for performance and participation both for their school and Adequate Yearly Progress (AYP) when taking the Alternate Assessment (both standard and Expanded Levels of Support test items). Just like within the general education population of students, there is a wide range of abilities, and thus scores and proficiency categories range from far below proficient to advanced. This applies to students taking ELOS items. ELOS items are not grade level content, but are prerequisite skills to that content to provide access to the content, so the students receive scores in the far below proficient category, but they most certainly do count for performance and participation. –Aran Felix, EED