

ALTERNATE ASSESSMENT EXTENDED STANDARD CLARIFYING EXAMPLES

Kansas State Department of Education Special Education Services Revised June 2010



Kansas State Board of Education

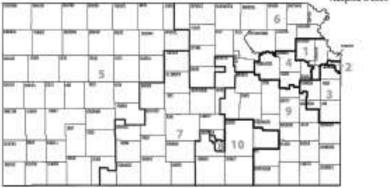
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Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

Kernen State Board of Education
Adopted 5/2005





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Clarifying examples are not listed in hierarchical order.

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READING CLARIFYING EXAMPLES



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EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student uses skills in alphabetic to construct meaning from text.

Indicator 1: The student assigns meaning to visual symbols

Identifies letters		1	Identifies name or photo of school staff, and/or peer
Selects symbol on communication	Chooses appropriate classroom by	Responds to visual symbols (object, person, photo, icon, text)	

Benchmark 1: The student uses skills in alphabetic to construct meaning from text.

Indicator 2: The student assigns meaning to auditory symbols.

Identifies letter sounds	Responds to auditory symbol	Responds when name is called	Respond to yes/no instructions
Associates sound to object, activity, animal, or person	Assigns meaning to names of people	Follows verbal instructions	

Benchmark 1: The student uses skills in alphabetic to construct meaning from text.

Indicator 3: The student matches picture to object

Matches object/manual sign to picture of actual object		Matches letter to picture of object whose name starts with that letter	Follows visual model to complete activity
·	,		Organizes material in accordance to picture diagram

Benchmark 1: The student uses skills in alphabetic to construct meaning from text. Indicator 4: The student matches and/or discriminates patterns

appropriate contraction or prefix and	characteristics of the group (e.g.,	Matches the name on the piece of mail to the teachers mail box, place setting to place mat, letters to letter card	Completes word sorts (groups words into word families)
Matches two words (visual or auditory) with same beginning or ending letters	, ,		Matches and/or discriminates objects, symbols, pictures, sounds, letters, etc.

Benchmark 1: The student uses skills in alphabetic to construct meaning from text. Indicator 5: The student demonstrates understanding of phonemic awareness and/or phonics.

	Counts or claps the number of sounds in a spoken word	Produces the sounds of the letters in the word	Develops A-B-C story in American Sign Language
Points to letter when given the sound	Produces the sound when shown the letter	Identifies words that rhyme or don't rhyme	Decodes printed words in text
Creates a rhyme	Chunks sounds to produce a word	Imitates individual letter sounds	

Adjusts voice inflection and pacing

Uses pictures of story to support fluent

when telling about a personal

experience

reading

Adjusts voice inflection to match story

type (scary story, humorous story)

EXAMPLES ARE NOT HIERARCHICAL

Benchmark 2: The student reads fluently	/	Indicator 1: The student demonstrates u	nderstanding of concepts of print.
Demonstrates understanding that print carries a message	Demonstrates understanding that there is a one-to-one correspondence between a spoken word and a printed word	Points to beginning and end (front and back) of book.	Demonstrates understanding of punctuation in a sentence
Points to top and bottom of page	Demonstrates understanding that words are read from left to right	Can point to the author's name and/or title of book	Demonstrates understanding of difference between letters and words
Benchmark 2: The student reads fluently	1	Indicator 2: The student demonstrates u recognition strategies.	nderstanding of a variety of word
Demonstrates understanding of use of rhyme and rhythm to support fluent reading		Uses word recognition strategies to aid in decoding (chunking, recognition of word parts)	Demonstrates understanding of fix-up strategies (decoding, context, etc.)
Adjust reading rate depending on type of text	Uses context clues to support fluent reading	Demonstrates use of phrasing to support fluent reading	Adjust signing to aid in comprehension
Benchmark 2: The student reads fluently	1	Indicator 3: The student demonstrates u expressively	nderstanding of conventions to read
Demonstrates understanding that punctuation influences how a sentence is read	Demonstrates understanding paragraph structure helps support fluent reading (pauses with voice at end of paragraph)	Uses appropriate response during expressive reading activities (echo reading, choral reading, shared reading, reader's theatre)	Demonstrates understanding that text features influence how text is read (boldface type, underlining, italics)

Adjusts rate of reading according to text | Uses punctuation to read expressively

(comma means pause, question mark

means voice goes up)

structure (e.g., bulleted lists, charts,

graphs)

Benchmark 3: The student expands vocabulary		Indicator 1: The student assigns meaning to objects.	
Identifies named object	Gathers appropriate materials for classroom activity	Uses switch to activate assistive technology device	Follows an object schedule

Benchmark 3: The student expands vocabulary

Indicator 2: The student assigns meaning to picture or photograph.

	· · · · · ,	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	, . , , ,
Recognizes pictures of characters from favorite book		Recognizes photos of current government leaders or historic figures	Takes attendance using pictures of classmates
, ,			Identifies authority figures (staff members) from pictures
Identifies classmates from photos	Follows picture schedule		

Benchmark 3: The student expands vocabulary

Indicator 3: The student assigns meaning to spoken words/manual signs.

vocabulary begin another person's request for assistance routine Gives response using assistive ————————————————————————————————————	·	<u> </u>	<u> </u>	, 1
	•			Follows directions regarding classroom routine
technology after being greeted by peers	Gives response using assistive technology after being greeted by peers			

Benchmark 3: The student expands vocabulary

Indicator 4 The student assigns meaning to a symbol system (graphic or Braille).

correctly when	Correctly recognize	es sight phrases
vords	Correctly follows s	ymbol schedule
		orrectly when Correctly recognizer ords Correctly follows s

Benchmark 3: The student expands vocabulary

Indicator 5: The student demonstrates recognition and/or comprehension of frequently used sight or common words.

		1 , 3	
Demonstrates understanding that adding affixes to words makes a new word	Demonstrates understanding that two nouns together could form one word (doghouse, homework, lunchroom, bathroom)		Reads phrases and/or words in magazines, newspapers, or other text
Recognizes survival words (e.g., danger words)	Recognizes word from sight word lists		Correctly reads lunch selections on cafeteria board
Recognizes own written name	Follows written instructions	Reads names of ingredients in recipes	Reads address labels to distribute mail

Benchmark 3: The student expands vocabulary

Indicator 6: The student demonstrates understanding of multiple meanings of words.

Demonstrates understanding of similes or metaphors		Demonstrates understanding that different phrases can mean the same
	Uses context clues to determine meaning of unfamiliar word	Defines words by giving more than one meaning

Indicator 1: The student demonstrates understanding of symbolic features to follow routine.

		roduiro.	
Demonstrates understanding that underlining or bold face type indicates important information	Uses table of contents or index to locate information	Demonstrates an understanding of using a planner	Uses a numbered list to complete a task
Uses a bulleted list to follow a routine	Follows written routine activity from start to finish		

Benchmark 4: The student comprehends a variety of texts.

Indicator 2: The student interprets information indicating change in routine(s)

understanding of the change in routine	question mark in daily schedule means a	Demonstrates an understanding of signs related to change in routine (out-of-order, closed, sold out)
Continues working when classroom routine is interrupted		

Benchmark 4: The student comprehends a variety of texts.

Indicator 3: The student follows a schedule.

Indicates next activity on communication device	1	1	Student follows a schedule where fonts or colors have meaning
Uses a planner to keep track of assignments and when they are due			

Benchmark 4: The student comprehends a variety of texts.		Indicator 4: The student follows directions.	
Follows picture schedule to complete routine	Follows directions to locate classrooms	Follows visual directions (written, pictorial, signed)	Puts completed class work in proper basket on teacher's desk
Follows directions in a recipe	Follows directions on a worksheet		
Benchmark 4: The student comprehend	s a variety of texts.	Indicator 5: The student demonstrates ur structures.	nderstanding of sequence for different text
Tells what happens next in a familiar piece of literature	Identifies the beginning, middle, and end of the story	Reads directions before answering questions	Tells what happened over the weekend or previous night (using remnant book, AC device, verbally, pictures, drawings, acting) in the correct sequence
Arranges story cards in sequence			
Benchmark 4: The student comprehend	s a variety of texts.	Indicator 6: The student demonstrates ur	nderstanding of cause and effect.
Identifies how character actions impact events in a story	Identifies how one event in a story can lead to another event	Follows rules and understands consequences in various environments	Identifies how own actions affects actions of another
Initiates appropriate peer interaction for positive outcome (waving, smile, uses communication device)	Identifies how the actions of one character affect another character	Follows first-then routine (first gather materials then begin work)	

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EXAMPLES ARE NOT HIERARCHICAL

Benchmark 4: The student comprehends a variety of texts.
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Indicator 7: The student discriminates similarities and/or differences.

	Discriminates same or different features of signs, objects, pictures, or logos	Compares information from two or more sources
Identifies similarities and differences in a story (character, setting, story sequence)	for each activity	Identify similarities and differences of individuals (brown hair, blond hair, tall, short)

Benchmark 4: The student comprehends a variety of texts

Indicator 8: The student connects predictions with information provided.

	<u> </u>	•	•
Makes a prediction about what will happen next in story based on text cues	Makes predictions about what different characters will do in a story	Identifies the cue used to make a prediction (pictures, story cards, text features)	Changes earlier prediction based on new information
Uses various aspects of text to make a prediction (previous chapters, headlines, subheadings, titles, table of contents)			

Benchmark 4: The student comprehends a variety of texts

Indicator 9: The student demonstrates understanding of the basic message of text.

,		
Follows pictures and symbols to complete task	Completes worksheet about identifying main idea	Restates school rules in own words
Mixes ingredients according to written or picture directions	Identifies main idea of a passage	Follows written instructions
	complete task Mixes ingredients according to written or	Follows pictures and symbols to Completes worksheet about identifying main idea Mixes ingredients according to written or Identifies main idea of a passage

Benchmark 4: The student comprehends a variety of texts

Indicator 10: The student identifies simple detail and/or facts in messages to support understanding.

·	Answers questions about main ideas and supporting details	Repeats sequence of steps of new task	Follows picture cues to complete a task
	•	Demonstrates understanding of meaning of symbols that accompany text	Identifies important details that support the main idea of a passage
Completes a worksheet about supporting details			

Benchmark 4: The student comprehends a variety of texts

Indicator 11: The student retells or summarizes reading material in sequence.

1 7 7	, ,	•	Summarizes a passage from expository text
	Uses self-verbalization to correctly complete a series of steps		Completes worksheet where numbers events in story in correct sequence
Retells a story using picture cues			

Benchmark 4: The student comprehends a variety of texts

Indicator 12: The student demonstrates oral/silent reading skills that focus on the meaning of the text.

		Locates correct screen on communication device to correspond with location	Completes chapter review questions
Reads and follows instruction manual (technical text)	1	Follows pictorial directions to correctly assemble an item	Successfully navigates website to locate requested information
Reads and follows Braille listing of day's assignment(s)	Uses expression to convey meaning		

Benchmark 4: The student comprehends a variety of text.

Indicator 13: The student understands figurative language.

, ,		narrative text	Demonstrates understanding that events in cartoons are too extreme to possibly occur
Explains author's use of hyperbole in work of fiction	·	Explains the difference between good- humored fun and cruel teasing	

Benchmark 4: The student comprehends a variety of text.

Indicator 14: The student demonstrates understanding of irony and sarcasm.

character is being sarcastic	Demonstrates an understanding that peer is being sarcastic when words don't match tone of voice		Demonstrates an understanding that the true meaning of an understatement is its opposite
		·	Explains what a character means when speaking sarcastically

Danahmark 1. The student uses literar	v concepts to interpret and recognized to text	Indicator1: The student recognizes or identifies characters.
Denomark 1. The student uses merar	v concedis to interpret and respond to text.	Indicator I. The student recognizes of identities characters.

Identifies pictures of familiar people (visual schedule, yearbook, attendance sheet, newspaper, TV)	Finds word/phrases in the text associated with the main character	Describes characters in a story (appearance, feelings, motives)
	(visual schedule, yearbook, attendance	(visual schedule, yearbook, attendance associated with the main character

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 2: The student relates character traits to student's life

Relates character traits to actions in the	Explains how moral of the story relates	Relates character traits to self (Juliet is	Tells about character traits of notable
story (Evil witch wouldn't do good deeds,	to own life	a girl-I'm a girl, I'm in third grade-he's	person/characters (George Washington,
Superman wouldn't hurt Lois Lane, Baloo		in third grade)	Barrack Obama, Amelia Earhart, Sponge
the Bear wouldn't hurt Mowgli the Boy)			Bob, Michael Jordan)
Compares character appearance to self			

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 3: The student recognizes or identifies detail of setting, action occurring,

		0.0.	
Responses to who, what, when, where, and why questions about the story setting	Describes the story setting (environment, time of day, time of year, era)	1. 1	Describes how setting changes as the story progresses
l	J	Compares and contrast settings from two stories	Describes how characters behaved in varied settings

		"tomorrow"	
Identifies aspects of story that tell whether story happens in past, present, or future		Responds correctly to questions answered by "yesterday," "today," and/or	Uses prepositions "before" or "after" to indicate accurate time sequence
Lie Conservato de la co	A control of the cont	Decree Incorporate to a confluence	I la caración de la Caracilla de Caracilla de la Caracilla de
Deficilitiate 1. The student uses literary of	oncepts to interpret and respond to text.	indicator 4. The student distinguishes between past, present, and/or ruture.	

		"tomorrow"
l	Identifies if stories occur in past, present, or future	Demonstrates understanding of flash back in movie or story

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 5: The student relates story setting to student's life

l	 Tells how town in story is different than own home town	Matches pictures of activities to setting where they occur
Draws a picture of a setting and tells an appropriate story that relates to the picture		

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 6: The student demonstrates understanding of the meaning of the story.

		Demonstrates behavior to correspond with action in social story	Tells at least two details about a story
	Retells sequentially the main events of the story	Identifies the main idea of the story	Describes the problem or conflict in a story
Describes how one event is related to another event	Identifies the climax of a story or a movie	Demonstrates understanding of the meaning of a fable	

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EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 7: The student relates story events to events in the student's life.

Describes how story is similar to a current event	Describes how events of a holiday story is the same or different than their own		Points out similarities in family group in a story to his/her own story
	holiday experiences	class, lunch) that includes setting, characters, beginning, middle, and end.	
Turns pages in journal to retell school activities.	Completes a Venn diagram or other graphic organizer comparing story to parallel personal experience	Role plays to generate alternative ways to behave or respond in a given situation	Describes how events in a story would change if set in Kansas

Benchmark 1: The student uses literary concepts to interpret and respond to text. Indicator 8: The student identifies fiction and nonfiction.

that are not real because live animals do not talk Identifies TV programs as fictional or	that are not real because live animals do not talk and Lincoln were real persons who once lived Identifies TV programs as fictional or Understands aliens/Martians are fictional

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Indicator 1: The student identifies examples of diversity.

our manufacture and a second an	a - cantai - c		
Compares traditions from other cultures with own family's practices	Compares characters' ethnicity to own ethnicity	Compares and contrasts characters from 2 books	Locates cultural cookbook in library to explore a variety of types of food
Says "good-bye" to a foreign ex-change student in his or her native language			

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Indicator 2: The student identifies or relates customs in literature to student's life.

between traditions studied in world	,	Describes how decorations in a story's illustrations correspond with family's traditions	
Compares town newspaper with school newspaper	Relates traditional stories of Plains' harvest with gardening today		Contrasts children's roles in literature "then and now"

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Indicator 3: The student demonstrates understanding of cultural differences in language

contraction to mannament and containing and	G. C.G. C. C.	141.194.494	
between a foreign culture and own culture		Greets a foreign exchange student in his or her native language	Demonstrates understanding of slang
Uses pronouns of proper gender correctly		Identifies food names with cultural traditions	
	<u> </u>	<u> </u>	<u> </u>

emonstrates understanding of a type of erature		Relates illustration/visual to the literature selection
		Scionion
, , ,	Indicator 5: The student identifies or distin	
ext and book on tape	a variety of media (i.e., audio book,	Relates items in textured books to familiar objects in own environment
le	entifies similarities between printed kt and book on tape	entifies similarities between printed

MATHEMATICS CLARIFYING EXAMPLES



Benchmark1: The student demonstrates number sense in a variety of situations. Indicator 1: The student demonstrates understanding of the concept of more

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Responds appropriately when requested to provide more of an item	Indicates that she or he wants to continue activity by gesturing, signing, etc.	Demonstrates understanding of size differences (extra large cup holds more than large, container sizes, etc.)	Demonstrates understanding that student needs more of an item to reach goal (stickers, tokens)	
Initiates a request for more. (output, sign, etc.)	Activates switch on electronic device to get more of an activity	Constructs a set that has more than a model	Asks for more supplies when needed	
Identifies which set has more				

Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 2: The student demonstrates understanding of the concept of one.

Selects one item when presented with many	Chooses only one item from picture schedule upon request for one		Holds up one finger when asked to show "one"
Identifies sets of one	Offers one item to each individual	Uses name stamp only once to label item	Puts one tag/sticker on each item
Constructs a set of one using manipulatives	Presses switch or designated key one time to produce a result		

Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 3: The student counts by rote.

Solid mark 17 The state in a formation of the family of state in a famil			
Counts aloud or by sign when requested by teacher	, ,		Uses rote counting when playing a game
Counts in song or poem rhythm	dance pattern (1-2-3, 1-2-3) while performing the movement	Uses numbers embedded in steps of task sequence to direct self regarding what is to be done (One, get the; two, put in the)	

Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 4: The student demonstrates understanding of one to one correspondence.

Distributes one item to each member in group	Counts the number of lockers in a row from a designated point to locate own locker	Puts one of each item in each mailbox	Counts spaces while playing board game
Gives each person a colored game piece	Counts the number of items in a set or group while pointing to each element		

Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 5: The student recognizes and/or identifies numerals.

Bononinant II The etadent demonstrates	ramed concern a variety of chadaceries	maioator o. The stadent recegnizes and or rachamos hamerale.	
Recognizes/identifies a given numeral	Identifies numerals to locate a room	Identifies numerals to locate item	Aligns numbers to open a lock
·		1	Identifies numerals to locate weights (science scales, exercise weights, FACS)
Identifies the numerals on a digital clock display			

Benchmark 1: The student demonstrates number sense in a variety of situations Indicator 6: The student generates and/or produces numerals.

	Writes numeral when teacher gives number orally	Copies numerals in a math problem displayed on classroom overhead, etc.	Writes numeral that matches the number of items in a set
Produces numerical representations correctly (using brailler, writing, keyboarding)	Traces specifically requested numerals on a worksheet	Copies birth date in numerical form	Writes own telephone number on paper
Enters ID number to log onto computer			

Benchmark 1: The student demonstrates number sense in a variety of situations.		Indicator 7: The student demonstrates understanding of numbers greater than one.	
Click device requested number of times	Identifies numbers greater than one on a number line	Places correct number of items on table as specified by teacher	Uses specified number of colors greater than one to create a drawing
Constructs sets greater than 1 to match a numeral	Demonstrates understanding of the relative value of playing cards (7 is higher than 5)	Demonstrates understanding of the number of points needed to meet daily goal	Collects a set of cards equal to a given number
Selects specific amount from a given set			
	•		

Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 8: The student recognizes and/or identifies a whole and/or parts of a whole.

9	dollar bills equal a five dollar bill	piece is one tenth of a whole, it	Demonstrates understanding that a whole does not have any pieces removed
· · · · · · · · · · · · · · · · · · ·		parts (in half or in fourths)	Discriminates between a whole object and part of an object (whole pizza, piece of pizza; whole apple, part of apple)



Benchmark 1: The student demonstrates number sense in a variety of situations. Indicator 9: The student recognizes coins and/or currency.

Identifies pennies, nickels dimes, and quarters (money, pictures)		Recognizes coins and/or currency appropriate for insertion into a vending machine	Selects correct coin from a group of mixed coins upon request
Identifies one, five, ten, and twenty dollar bills (money, pictures)	Groups like coins and or bills (match)		Differentiates coins from similar looking objects
		,	

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

Indicator 10: The student identifies symbols for dollar and cents notation.

situations.			
Identifies \$ and ¢ as indicating money amounts	Locates prices for items displayed even if \$ and ¢ are not noted		Enters dollar amount in appropriate column when preparing deposit slip
States a written monetary amount		Writes a monetary amount when given the amount orally.	Demonstrates appropriate dollar/cent notation when writing a check
Demonstrates understanding that \$30 and \$.30 (or 30¢) do NOT represent the same amount of money	Demonstrates understanding that a decimal point separates dollars and cents values in a written monetary expression		

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

Indicator 11: The student demonstrates understanding of ordinal sequence.

	Identifies specific days on a calendar (2 nd and 4 th Friday)	Identifies order of steps of procedure to be followed (first, second, third)
numbered streets are in order (1 st , 2 nd ,	Demonstrates understanding that elementary grades are in order (first, second, third)	

Benchmark 1: The student demonstrates number sense in a variety of situations.		Indicator 12: The student demonstrates understanding of the values of coins and/or currency.		
Identifies the value of penny, nickel, dime, or quarter (1 cent, 5 cents, 10 cents, 25 cents)	Matches coins and bills to amount	Identifies that change can be expected	Identifies the value of coins or currency needed to make a purchase at a vending machine	
Gives money to cover specific purchase cost	Identifies the values of one, five, ten, and/or twenty dollar bills	Identifies values of coins and bills by completing a worksheet	Groups coins and/or bills according to value	
Describerately 4. The attribute demonstrate		La Espeta a 40. The estudent demonstrates		
Benchmark 1: The student demonstrate situations.	es number sense in a variety of	Indicator 13: The student demonstrates coins and/or currencies.	understanding of the equivalencies of	
	Demonstrates understanding that four quarters equal "\$1.00"		understanding of the equivalencies of Identifies more than one way to make a given amount of money less than \$1.00	

Benchmark 2: The student demonstrates understanding of number systems and Indicator 1: The student matches like numerals. their properties in a variety of situations.

I	. •	Matches number on card to number on door
l	•	Presses buttons on telephone that match written phone number

Benchmark 2: The student demonstrates understanding of number systems and Indicator 2: The student counts manipulatives. their properties in a variety of situations.

<u> </u>		ı	
Counts sets of Unifix cubes	Counts the number of items that remain on a shelf		Counts the number of peers who will be taking part in an upcoming activity
Counts the total number of objects included in a collection	Counts number of tally marks recorded to represent the amount of work completed	Counts the number of items answered correctly on a given assignment	

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

Indicator 3: The student demonstrates understanding of numerical correspondence.

Counts supplies according to number of students in work group Gets equipment for activity from written list of supplies (4 straws, 1 ruler) Labels box with number of items contained in the box Counts tally marks and records the total number of items Follows assignment written on board to produce requested number of repetitions (2 sentences, write facts 4 times)			•	
written list of supplies (4 straws, 1 ruler) (manipulatives, worksheet) to produce requested number of repetitions (2 sentences, write facts 4			· · · · · · · · · · · · · · · · · · ·	Counts number of units on a bar graph and records numeral
	written list of supplies (4 straws, 1	(manipulatives, worksheet)	to produce requested number of repetitions (2 sentences, write facts 4	

Benchmark 2: The student demonstrates understanding of number systems and Indicator 4: The student identifies subsets. their properties in a variety of situations.

Separates books according to code		Separates cards in given suit from a deck of playing cards	Sorts change in a variety of ways
Sorts manipulatives into groups according to two attributes (color and shape)	, , , ,	Differentiates breakable and non- breakable items	

Benchmark 2: The student demonstrates understanding of number systems and Indicator 5: The student identifies place value. their properties in a variety of situations.

according to place value	order of numerals in any given number		Identifies ones place, tens place, and/or hundreds place in a number
	Uses decimal point correctly when writing monetary amounts	Enters decimal point in correct place when using electronic device	Completes a tens or hundreds chart
	Identifies tenths place and/or hundredths place in a monetary amount	Fills in missing numerals in a place value chart	

Benchmark 3: The student	Lucas numarical	actimation of a	vorioty	of cituations
Denchmark 3. The student	. uses numencai	esumation of a	ı vanety (oi situations.

s. Indicator 1: The student identifies and/or estimates a little more, a little less, or about the same.

		about the carrier	
Selects appropriately from a one-digit, two-digit, and three-digit number (3, 30, 300) to estimate the amount of objects in a set	enough points to reach goal	•	Uses scale to determine if item weighs more or less than the allowed limit

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

Indicator	2.	The	student	rounds	whole	numbers.
mulcator	∠.	1110	Student	TOUTIUS	WIIOIG	HUHHDEIS.

multiple-item packages to get the	appropriate amount of items available	walked each day to report estimated	Completes worksheet where rounds numbers to nearest tens or hundreds place
		Rounds a decimal number to the nearest whole number	

Benchmark 3: The student uses numerical estimation of a variety of situations. Indicator 3: The student estimates amount of purchase.

	•		•
less than the amount of money available	priced as a group (if cost is 3 for \$10	several of the same item (4 candy bars	Estimates the number of hours and/or days needed to work in order to have enough money for a desired purchase
	Estimates amount of money to give cashier to cover purchase price plus tax		Identifies the appropriate currency (bill) to make a given purchase
Identifies that change (currency) can be expected			

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

Indicator 4: The student estimates quantities and checks whether or not results are reasonable.

project and then checks against actual		Estimates number of supplies needed to complete a project and checks with an adult to see if reasonable within set criteria	Estimates the amount of money earned based on hours worked, then checks against provided solution within set criteria
	Estimates prices of items for purchase and compares with total computed on calculator within set criteria		

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

Indicator 1: The student demonstrates understanding that *adds* means combine and/or put together; and/or *subtract* means take-away.

		1 9 /	•
manipulatives together physically when	manipulatives when teacher or peer	making a deposit adds money to an	Demonstrates understanding that completing problems adds points and leaving blanks subtracts points
		subtracts (takes away) money	
<u> </u>			· · · · · · · · · · · · · · · · · · ·

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

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

varioty of oltaationio.			
	Adds one additional item when told one more is needed	• •	Adds one more to each set on worksheet and computes new number
manipulatives being used			in each set

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

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

Adds the number of students requesting hot lunch and those bringing sack lunch to get the total lunch count for a class	9	Uses manipulatives to subtract one set from another
Combines two sets of manipulatives to equal a set of 10 or less		

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

Indicator 4: The students skip counts by 2, 5, 10, and/or 25.

Skip counts to 10, 50, or 100	Skip counts by 2 to twenty by rote	Arranges dimes in \$1.00 stacks	Arranges nickels into 50¢ stacks
Counts by 25¢, until reaches or exceeds price	1 '	counting "25, 50, 75, 100"	Skip counts by 5 the numerals on a traditional clock face, to determine the approximate number of minutes before or after the hour
	Combines 10-unit blocks while skip counting by 10 to 100		

Benchmark 4: The student demonstrates understanding of computation in	а
variety of situations.	

Indicator 5: The student demonstrates understanding that multiply means adding equal groups; divide means separating into equal groups.

		0 1 0 1 7	0 1 0 1
groups of two, then skip counts by 2 to determine the total amount of items in	worked in one week by multiplying the	dividing a set by 5 is the same as	Demonstrates understanding that multiplying a group of 3 objects by 10 is the same as adding 3 ten times
, , , , , ,	Computes sales tax amount by multiplying tax rate by amount spent		

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

Indicator 6: The student demonstrates understanding of mathematical symbols $(+, -, \div, *, =)$.

Locates symbols on calculator for adding, subtracting, dividing, and multiplying (+, -, ÷, *, =)	when given a worksheet of mixed	correct operation ("+" = add, "*"=	Selects correct mathematical symbol on calculator when told to add/subtract/multiply/divide
Selects equals (=) sign on calculator to complete problem	Uses mathematical symbols to identify points earned (+) and lost (-) on a data sheet	Locates "+" and "-" on a keyboard	

Benchmark 4: The student demonstrates understanding of computation in a variety of situations.		Indicator 7: The student uses one or more computational methods to add, subtract, multiply, and/or divide whole numbers.	
Completes computation (+, -, ÷, *) using memorized number facts	Determine how many additional tasks need to be completed to reach a goal	Rounds \$ and ¢ amounts to the next dollar figure to estimate the total of desired purchases	Uses calculator to add, subtract, multiply, and divide
Uses strategy (adding on) to complete addition problem	Uses touch math to add, subtract, multiply, or divide	Counts manipulatives to add or subtract	Calculates amounts to double a recipe
Uses a number line to add or subtract	Splits group of peers into equal groups		
Benchmark 4: The student demonstrates understanding of computation in a variety of situations.		Indicator 8: The student performs addition and subtraction on monetary values.	
Works with peers in a cooperative group to total profits and/or losses in a business	Enters decimal point correctly in calculator when adding or subtracting monetary amounts	Subtracts withdrawals taken from savings account to determine remaining balance	Calculates checking account balance following deposit of check
Completes worksheet of adding and subtracting monetary amounts	Adds and subtracts to balance a budget	Uses coins and bills as manipulatives to add or subtract monetary amounts	
Benchmark 4: The student demonstrates understanding of computation in a variety of situations.		Indicator 9: The student performs one-step real world problems.	
Determines the number of days remaining to turn in major project by the due date	Computes the price per item when she or he encounters pricing written (2 for, 4 for)	Determines correct amount when asked, "How much more money would you need to buy a?"	Determines elapsed time when given a start time and an end time
Determine how much money a student will need to buy 5 ten cent items of candy		Calculates number of days left until a given date	Totals points on sheet to determine if goal was met

		Indicator 1: The student recognizes and/or identifies pattern presented in a variety of formats: numerical, visual, auditory, tactile, pictorial, tables, graphs, or lists	
·	Identifies an entry that is out-of-order in alphabetic or numeric file	(three-in-a-row, all alike)	Demonstrates understanding that numbered streets are arranged geographically in sequence
Identifies a pattern of notes			

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

Indicator 2: The student matches or generalizes patterns.

Follows the established number pattern to complete empty cells in a hundreds chart	A B numerical pattern		Moves to new position correctly, following rotation pattern
	• •	Arranges coins of each denomination by date	Completes a finish the pattern activity

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

Indicator 3: The student generates and/or produces a pattern.

Generates a pattern according to some criterion (small to large, large to small)	5.	Constructs a reasonable schedule for revisiting his or her locker between classes
Uses a collection of objects to produce a pattern	Produces a pattern with manipulatives	

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

Indicator 4: The student generalizes repeating patterns.

<u>·</u>			
•	school routine		Demonstrates understanding of the fall, winter, spring, summer pattern for seasons
	Completes additional cycles of A B A B pattern	Recognizes a light pattern	Generalizes ABCABC pictorial pattern to numerical or alphabetic form

Benchmark 2: The student demonstrates understanding of variables, equations, Indicator 1: The student demonstrates understanding that a constant represents and inequalities in a variety of situations.

yardstick will always be 36 inches in	are always seven days in a week,	sales tax percentage stays the same	Demonstrates understanding that a pound of flour weighs the same as a pound of sugar
		Demonstrates understanding that there are always four quarts in a gallon	Demonstrates understanding that a dozen is always twelve

Benchmark 2: The student demonstrates understanding of variables, equations, Indicator 2: The student demonstrates understanding of none (empty set), is less and inequalities in a variety of situations.

than, more than, equal to, and/or not equal to $(\emptyset, <, >, =, \neq)$.

and modulation in a variety of steadardie.		than, more than, equal to, and/or not equal to $(\infty, <, >, =, +)$.	
		Identifies quantities being weighed on a balance scale that is uneven as "not equal"	Compares the quantities of two sets of manipulatives by matching the sets item by item
		Identifies a number that is less than a given amount	Identifies two sets of manipulatives as being equal

Benchmark 2: The student demonstrates understanding of variables, equations, Indicator 3: The student generates and/or solves one-step equations with one and inequalities in a variety of situations.

unknown using addition, subtraction, multiplication, and/or division

		•	•
Identifies how many more coins are needed to make a purchase	Solves problem using format $2 + x = 4$, $x = ?$		Solves problem using format 2 times x = 4, x =?
Solves problem using format X-2 = 4, x =?	1	_	Finds missing number when $9 - \square = 6$

Benchmark 2: The student demonstrates understanding of variables, equations, Indicator 4: The student demonstrates understanding of how changes in one inequalities, and functions in a variety of situations.

variable affect other variables

Understands that if y=10-x that as x gets bigger, y gets smaller	Demonstrates understanding that in a reward system the more work completed, the more points earned	Demonstrates understanding that a selected symbol indicates a change in schedule	Computes amounts of ingredients when doubling a recipe
Understands that if 2x=y, as x gets bigger, y gets bigger.	Makes another selection when desired media has already been checked out		

Benchmark 3: The student recognizes, describes, and examines whole number Indicator 1: The student identifies same and/or different. relationships in a variety of situations.

relations point a valuely of entiretion			
Uses pan balance to determine amounts of materials that have the same weight	•	Identifies whether shape is same or different than a model	Equally divides objects among peers
Identifies sets that are the same	Matches values of objects to a model	Identifies sets that are different	

Benchmark 3: The student recognizes, describes, and examines whole number Indicator2: The student matches equivalent sets. relationships in a variety of situations.

, , ,	Completes a worksheet matching equivalent sets	Groups sets of manipulatives to match a model	

Benchmark 3: The student recognizes, describes, and examines whole number Indicator 3: The student recognizes relationships involving two or more relationships in a variety of situations.

changes.

Solves problems in format of $x = 3 + 2 + 1$, $x = ?$	class schedule changes by day of the week and special occasion (late start,	number remaining when a group is divided in half and two items are subtracted from each group	Demonstrates understanding that the number of points each basket counts in a basketball game is determined by its nature (foul and/or regulation) and the location from which it was shot (relative to 3-pt. line)
Uses number line to solve problem of $x = 3 - 2 + 1$, $x = ?$	Solves 2+3 by moving marker on number line from 0 to 2, then from 2 to 5	Groups like items by 2 or more attributes	

Sorts items by single attribute (shape,

color, size)

EXAMPLES ARE NOT HIERARCHICAL

Benchmark 3: The student recognizes, relationships in a variety of situations.	describes, and examines whole number	Indicator 4: The student locates, matche sequence along a continuum.	es, and/or plots distinct variables in
Places object on the appropriate number on a number line	Labels hash marks on a graph in units of five	Arranges numbers in sequence from lowest to highest	Measures the growth of newly planted seeds with a ruler and plots results on a graph
Locates point z on x-axis if $z = 4 + 5$			
Benchmark 4: The student demonstrat relationships in a variety of situations.	es the use of models to show	Indicator 1: The student demonstrates usame and/or different.	understanding of attributes which are the
Identifies which attributes of two items are the same or different (shape, color, material, size)	Stops scanning device when indicator reaches a choice that matches (is the same as) the item provided	Demonstrates understanding that empty and full boxes, though appearing the same, have different weights	Describes which attributes of a model and actual object are the same and different
Matches a photographic representation to the real object	Describes how A day schedule differs from B day schedule	Demonstrates understanding of sets that are the same or different	Matches color and/or number of card drawn to space on game board
Benchmark 4: The student demonstrate relationships in a variety of situations.	es the use of models to show	Indicator 2: The student demonstrates used according to attributes.	understanding of categorization
Uses a diagram to sort objects and/or items according to two attributes	Returns manipulatives to proper location in the classroom	Sorts base ten blocks into groups of like manipulatives (units, tens, hundreds)	Demonstrates understanding of categorizing by using food groups

Sorts items by multiple attributes

Sorts leaves according to attributes

Benchmark 4: The student demonstrates the use of models to sho	W
elationships in a variety of situations.	

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

written quantities may be represented by alphabetic (fifteen) or numeric (15)	Realizes that a number line, manipulatives, or a calculator can all be used to compute a correct answer to problem		Demonstrates an understanding that a picture schedule is the same as a written schedule
digital or analog clock represents the	, ,	Demonstrates understanding of equivalent monetary values, (check/cash, bills/coins)	Recognizes that 3 x 2 is the same as 2 x 3
Recognizes that 4 x 2 is the same as 4 + 4	Recognizes that 1 + 2 is the same as 2 + 1		

		Indicator 1: The student matches three-dimensional shapes and/or manipulatives	
Groups similarly-shaped attribute blocks cylinders, spheres, cubes, pyramids etc.		Returns equipment to proper location at conclusion of class by matching items to those that remained in storage	
Shelves books by size			
		d la diseasa O. The estadent contribution of	
Benchmark 1: The student demonstrates their properties.	s understanding of geometric figures and	a indicator 2: The student sorts by specific and/or manipulatives	c attributes, three-dimensional shapes,
	Sorts math manipulatives into groups of shapes		c attributes, three-dimensional shapes,
their properties. Separates objects into two classes (those that roll and that do not roll,	Sorts math manipulatives into groups	and/or manipulatives Sorts manipulatives according to	c attributes, three-dimensional shapes
their properties. Separates objects into two classes (those that roll and that do not roll,	Sorts math manipulatives into groups of shapes	and/or manipulatives Sorts manipulatives according to	
their properties. Separates objects into two classes (those that roll and that do not roll, smooth and rough, etc) Benchmark 1: The student demonstrates	Sorts math manipulatives into groups of shapes s understanding of geometric figures	and/or manipulatives Sorts manipulatives according to shape, color, or size Indicator 3: The student orders by an att	

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

Indicator 4: The student recognizes and/or identifies shapes.

· · ·		
Gives the name of a two-dimensional shape shown	Marks shape while playing shape bingo	Locates geometric shapes in hidden pictures activities
	Follows request to select a particular three-dimensional shape from a variety of shapes	
or snapes	or snapes	

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

Indicator 5: The student combines and/or separates shapes into different configurations.

		•	
, ,	construction set materials to match a		Combines tiles of a variety of shapes to match design
	Inodei	to guidelines and/or directions	

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

Indicator 1: The student selects and/or uses appropriate measurement tool(s) and/or vocabulary.

		Uses liquid measuring cup to measure	I
	cities) are reported in miles and/or kilometers	correct number of fluid ounces	specific measurement.
Uses measuring tape to measure distance	Uses ruler to measure a desired length		

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

Indicator 2: The student demonstrates understanding of calendar use.

Tionstandard drifts in a variety of situatio	113.	
and/or date on a calendar		Refers to calendar to determine important dates and or holidays
	1	Determines whether a given a date falls on a school day or a weekend

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

Indicator 3: The student tells analog and/or digital time.

and/or 30 minute increments on an	Demonstrates the meaning of A.M. and P.M. (A.M. refers to morning; P.M. refers to afternoon or evening)		Records time correctly from digital clock or watch
		Records correct time an event is scheduled to begin	Matches digital and analog times

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

Indicator 4: The student converts within the same measurement system.

Converts weeks into days	Demonstrates understanding that four weeks equals one month	Converts hours into minutes	Demonstrates understanding that \$1.00 can be made up of four quarters
Demonstrates understanding that 12 inches equals one foot	Demonstrates understanding of the conversion of liquid measurement (2 cups = 1 pint)	Demonstrates understanding that five \$1.00 bills equals \$5.00	Converts from meters to centimeters

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

Indicator 5: The student uses estimation to check whether or not results are reasonable.

nonstandard drints in a variety of situatio	113.	reasonable.	
1	Estimates a distance then measures to check the reasonableness of the estimate	Estimates the weight of objects within a set limit or parameter	Estimates the time it takes to complete a task
under, into, or through another object	Determine the reasonableness of walking a given distance (2 blocks verses 5 miles) within a set limit or parameter		

Benchmark 3: The student demonstrates understanding of spatial properties and Indicator 1: The student demonstrates understanding of appropriate vocabulary relationships in a variety of situations.

for spatial relationships.

manipulatives (on top, under)		Demonstrates understanding of basic concepts of different spatial relationship
Identifies location of objects using spatial vocabulary		

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

Indicator 2: The student demonstrates ability to make necessary transformations in real-life situations.

Rotates flash cards to align them	Turns over-sized library book on its side in order to successfully reshelve it	Inverts key, after first attempt to insert it into padlock on school locker fails	· •	Rotates items in order to put away in storage box (rulers, scissors, pencils)
	Rotates flash cards to align them			

Benchmark 3: The student demonstrates understanding of spatial properties and relationships in a variety of situations.		Indicator 3: The student recognizes two would appear from nearby, far away, or	
Identifies the actual item from a clear drawing or photograph of that item	Recognizes common objects (tree, car) from a distance	Recognizes general shape of universal symbols from a distance or nearby	Identifies various musical instruments when viewed from side, front, top (base drum, piano, cello)
Matches 3-dimensional shapes from different viewpoints	Matches items with those displayed	Turns book right side up to read or view pictures	Identifies known object after moving to new location in a room
Benchmark 3: The student demonstrate and relationships in a variety of situatio Follows directions to complete mapping on a worksheet using angles	ns.	Indicator 4: The student gives or follows Asks peer and/or media specialist at reference desk where to find certain materials and finds correct location using angles	directions from one location to another. Follows directions to classroom using angles
Benchmark 3: The student demonstrate and relationships in a variety of situatio		Indicator 5: The student uses a map to f	ind a location.
Locates own classroom using angles on floor plan of his or her school	Uses an adapted map using angles to travel from point A to point B	Locates wheelchair accessible restroom from a map by using angles to reach destination	Located own desk on a floor plan of a classroom using map coordinates and angles on a map

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

Indicator 6: The student traces a route on a map.

relationships in a variety of situations.		
0 ,	Marks the flow of the cafeteria line on a schematic of the school cafeteria	Uses tactile cards, matched to tactile cues mounted along a route

Benchmark 1: The student uses probabi a variety of situations.	lity to make predictions and decisions in	Indicator 1: The student recognizes whether an outcome of an event is impossible (probability = zero) or possible (probability > zero).	
Demonstrates understanding that if you put two red marbles and two blue marbles in a bag then it is possible to pull out one red or one blue marble from the bag	Demonstrates understanding that his or her request is probable or possible (library, lunch, etc.)	Demonstrates understanding that repeatedly turning the knob on a locked door will not result in door opening	Demonstrates understanding that an electrical appliance will not work unless it is plugged into a socket or electrical outlet
Demonstrates understanding that if she or he goes out in the rain without an umbrella, she or he will get wet	Demonstrates understanding that he or she will need a key to open his locker or art box	Demonstrates understanding that if you put green and red marbles in a bag it is impossible to remove blue marble	

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

Indicator 2: The student recognizes the likelihood of possible results or outcomes of a simple event.

_	Demonstrates understanding the likely- hood of which team will win, when the score in the game is very uneven (52-10)	black card from a deck is equally likely	Explains the probability of a stack of items falling when 1 item is removed from the bottom
Communicates the likelihood of getting heads or tails by flipping a coin			

Benchmark 1: The student uses probability to make predictions and decisions in Indicator 3 The student makes a prediction about what should happen in a given a variety of situations situation

a variety of situations.	Situation.	
	· ·	Predicts how many heads a student will get after flipping a coin ten times

Benchmark 2: The student collects and uses data to make decisions and solve Indicator 1: The student collects data relating to familiar everyday experiences problems.

by counting, tallying, observing, interviewing, etc., appropriate for the situation.

Collects and graphs data on peers' choices (movie, food, music, etc.)	Tallies marks during work task of amount of work completed (assignments completed, math problems finished)	Conducts school survey by interviewing peers and collecting data
,	Charts results of his or her behavior on behavior chart	

Benchmark 2: The student collects and uses data to make decisions and solve Indicator 2: The student records numerical relationships in tables. problems.

p			
Completes worksheet that displays data in a table			Records the noon time temperature daily
Records results of class elections	Records sports outcomes	Records daily attendance	

problems.		Indicator 3: The student answers questions based on the results of data collection.	
Identifies the favorite color in class based on a class survey	Reports the results of his or her experiment in science class	Assists with attendance reporting and answers questions about which of his or her peers are absent	Determines whether or not behavioral goal was achieved based on behavior chart
	uses data to make decisions and solve	Indicator 4: The student describes data	by constructing a graph, chart, or
problems.		Indicator 4: The student describes data physical display.	by constructing a graph, chart, or
problems.	uses data to make decisions and solve Charts team win/loss throughout season		by constructing a graph, chart, or Completes a fund raising progress char

Benchmark 2: The student collects and uses data to make decisions and solve Indicator 5: The student recognizes credible sources in contrast to misleading problems.

representations of information.

p			
fictional TV shows	advertisements may not provide	can be manipulated to support various	Check the weather forecast for weather report when a peer says it is going to rain
	Asks teacher to check date and time of class party when peer says it's today		

Benchmark 2: The student collects and uses data to make decisions and solve Indicator 6: The student recognizes appropriate conclusions based on results of problems.

data collection.

Indicates what can be purchased from	Determines best item to bring/make for	Looks for another activity when favorite	Demonstrates understanding that a
a selection of items given a limited	a snack based upon peers preferences	activity is being used	battery operated item that is not
amount of money	from class survey		working may need new batteries

SCIENCE CLARIFYING EXAMPLES

Extended Standard 1 - Science as Inquiry



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student will be involved in activities that develop skills necessary to conduct scientific inquiries.

Indicator 1: The student investigates objects and/or environments.

	s environment using tactile
Uses vision or hearing to track activities Manipulates buttons that cause a change (tape recorder, CD player, keyboard, touch screen) Demonstrates a reaction to changes in environment Performs actions with a given object environment	

Benchmark 1: The student will be involved in activities that develop skills necessary to conduct scientific inquiries.

Indicator 2: The student identifies properties of objects and / or environments.

,,			
Identifies objects that float and sink	Identifies objects as hot or cold	Identifies objects based on function	Associates sound with origin
			Selects materials/supplies according to color
Identifies geometric shapes in the environment	Identifies the type of ball needed for a particular sport		

Benchmark 1: The student will be involved in activities that develop skills

Indicator 3: The student classifies and arranges groups of objects by a variety
of characteristics.

Sorts seeds according to Sorts items according to date (coins)

Recycles in appropriate bins

	Sorts items according to date (coins, expiration, papers)		Recycles in appropriate bins (aluminum, paper, glass, plastic)
, , ,	Classifies supplies according to need and function		Arranges elements of a collection (leaves, rocks) by color, size, texture
Rearranges items so that they fit into a designated space	Sorts supplies according to color, size, etc.	Sorts coins	

Benchmark 1: The student will be involved in activities that develop skills necessary Indicator 4: The student uses appropriate materials and tools to collect information. to conduct scientific inquiries.

	the left side of the scale to balance with a	Uses a magnet to determine the magnetic properties of objects (attract, repel, through water)
Uses a measuring tool to monitor the growth of seedlings	Measures rain fall using rain gauge	Uses a scale to measure amounts
		Uses a pedometer to record the distance walked
	day's activities Uses a measuring tool to monitor the growth of seedlings Uses a thermometer to record	Uses a measuring tool to monitor the growth of seedlings Uses a thermometer to record Measures rain fall using rain gauge Identifies appropriate tool to collect

Extended Standard 1 - Science as Inquiry



EXAMPLES ARE NOT HIERARCHICAL

		Indicator 5: The student collects data relating to familiar everyday experiences by counting, tallying, observing, interviewing, etc.	
Records one tally mark for each package of materials placed in container	Uses yes/no cards to record response to interview question	before/after specific activity (100 days of	Uses device (PDA, hand-held computer, calculator, clicker) to record data
	Determines categories from which data could be gathered	Records results of specific interview questions	Records data from observation
Records elapsed time	Uses tally marks to record data		

Benchmark 1: The student will be involved in activities that develop skills necessary to conduct scientific inquiries.

Indicator 6: The student asks and answers questions about objects, organisms, and events in their environment.

Determines which substance is the best conductor of electricity	· · · · · · · · · · · · · · · · · · ·	, , ,	Generates questions related to an environmental change
		• •	Demonstrates that an electronic device needs a power source to operate
Determines which objects will sink or float	Explains seasonal changes	, ,	Answers questions related to environmental changes
Explains why soap or detergent is needed when washing science equipment			

1

EXAMPLES ARE NOT HIERARCHICAL

Benchmark 2: The student will apply different kinds of investigations to different Indicator 1: The student manipulates environment to achieve an outcome kinds of questions.

Measures appropriate amount of food/water for classroom plant/animal	Uses battery to complete a circuit		Locate and retrieve insects from the environment
Uses an instrument to produce pattern of sounds (higher/lower, specific rhythm)		Mixes different colored lights to create new colors	

Benchmark 2: The student will apply different kinds of investigations to different Indicator 2: The student conducts a simple investigation. kinds of questions.

· ·	Compares the amount of time it takes to complete a task using various methods	Tries a magnet on a variety of surfaces to determine the ones to which it will adhere
		Determines temperature where moisture in breath is visible
Determines which objects will sink or float		

Extended Standard 2 - Physical Science



	EXAMPLES ARE I	NOT HIERARCHICAL	
Benchmark 1: The student will describe properties.	objects and/or demonstrate their	Indicator 1: The student describes a	in object by one of its properties.
Describes object by physical attributes (heavy /light, rough/smooth, hard/soft)	Describes object by a visual property (size, color, shape)	Identifies wet cloth or dry cloth	Describes height difference of two people
Describes food by a property			
Benchmark1: The student will describe	objects and/or demonstrate their	•	and/or sorts a group of objects or materials
properties.		by properties.	
Identifies equipment associated with specific tasks	Places scientific equipment in appropriate location	Organizes collection by attribute (leaves, insects etc.)	Disposes lab items in appropriate location when cleaning
Sorts recyclable materials	Sorts objects		
Benchmark 1: The student will describe properties.	e objects and/or demonstrate their	Indicator 3: The student manipulates	s and/or describes the movement of objec
Demonstrates/describes the effect of gravity on a variety of objects	Manipulates controls to move objects on the computer screen	Describes/compares vibrations	Describes movements of animals (fish/swim, birds/fly, rabbits/hop)
Compares the speed of two objects	Uses lever open valve		
· · · · · · · · · · · · · · · · · · ·	_1		

Benchmark 1: The student will describe objects and/or demonstrate their properties.		Indicator 4: The student recognizes and/or discriminates between sounds made by different objects.	
Recognize and/or locates sound source	Distinguishes different pitches created by striking glass containers filled with varying levels of water	Discriminates among environmental sounds	Recognizes different sounds of nature (wind, thunder, ocean, waterfall)
Distinguishes the difference between the sounds of different instruments	Identifies different animal sounds	Differentiates sounds that are made by a computer program	
Benchmark 1: The student will describe	objects and/or demonstrate their	Indicator 5: The student describes object	ete by multiple proportice
properties.			
properties. Describes the phases of the moon using multiple characteristics		Describes objects by multiple characteristics	
properties. Describes the phases of the moon using	Describes animals by using multiple	Describes objects by multiple	Describes science equipment by multiple
properties. Describes the phases of the moon using multiple characteristics Describes the results of a science experiment by multiple properties (size,	Describes animals by using multiple properties (color, shape, number) Describes plants based on multiple properties (climate zone, sun	Describes objects by multiple	Describes science equipment by multiple

properties.

properties.			
Measures liquids using appropriate tools	Measures precipitation with a rain gauge	Uses scale to determine weight	Measures height using appropriate tool
, , ,	_	Uses a map's scale to determine actual distance	Times activity using correct tool (stopwatch, clock, calendar, timer)
Selects magnifying glass to observe details of objects	Uses measuring tape to measure distance		Uses measuring tool to cut material to desired length

Benchmark 2: The student will observe, compare, and classify properties of matter.		Indicator 1: The student identifies the changes in the properties of solids, liquids and /or gases.	
Demonstrates understanding that some liquids become solids when placed in the freezer	Demonstrates understanding that when wax is heated it melts (solid changing to liquid)	Identifies evaporation as water changing to a gas	Identifies condensation as water changing from a gas to a liquid
Identifies states of water			
Benchmark 2: The student will observe, matter. Creates a chemical reaction by	Demonstrates understanding that when		Demonstrates understanding that when
matter.		object or substance.	,
matter. Creates a chemical reaction by combining two substances (baking	Demonstrates understanding that when coloring is added to the appropriate	Demonstrates understanding that ball object will change direction when	Demonstrates understanding that when air is blown into liquid soap mixture, bubbles are created

Benchmark 1: The student will demonstrate an understanding of his/her own body's structure and function.

Indicator 1: The student identifies body parts, organs, and/or their functions.

Identifies body systems and their	
functions	

Benchmark 1: The student will demonstrate an understanding of his/her own body's structure and function.

Indicator 2: The student demonstrates understanding of how his/her disabilities influence life actions.

Identifies specialized computer programs that allow access to the computer		1	Uses communication device to interact with peers or adults
Requests certain foods due to dietary needs	Identifies accommodations needed for access		Identifies seating location appropriate to disability
Identifies characteristics of own disabilities	Follows established medication routine	Requests breaks when needed	Requests to have position changed

Benchmark 2: The student will develop an understanding of the diversity of living things, their life cycles, and their habitats.

Indicator 1: The student identifies living things and their life cycles in various environments.

iving things, their ine byoles, and their habitate.		Citylioninions.	
Demonstrates understanding of the life cycle of insects (larvae to butterflies)	•	Demonstrates understanding of the life cycle of mammals (infant to adult, puppy to dog)	,
Matches animals or plants to proper environment	Discriminates living from dead leaves	9	Describes animal behavior related to seasonal changes

Benchmark 2: The student will develop an understanding of the diversity of Indicator 2: The student identifies that living things need air, water, food, and living things, their life cycles, and their habitats. shelter. Identifies needs of classroom pet (food, Matches body reaction to physical need Demonstrates understanding that living Matches various animals to correct (hunger pangs/food, shivers/shelter, things need air (insects in jar need hole habitats water, clean cage) in lid, astronauts need spacesuits, thirst/water) scuba divers need tank) Identifies different types of shelter Waters plants as needed Identifies basic needs of organisms

Benchmark 2: The student will develop an understanding of the diversity of living things, their life cycles, and their habitats.

Indicator 3: The student compares, and/or contrasts characteristics of living things.

	, , , , , ,		Compares various colors, sounds, or sizes of birds
stationery (have roots) with living things			Compares animals that reproduce in different ways (live birth, hatch from eggs)
Compares how fish get oxygen (gills) and how people get oxygen (lungs)	Contrasts seed packets (vegetable, flower)	Matches animals to what they eat	Identifies characteristics of plants

Benchmark 2: The student will develop an understanding of the diversity of living Indicator 4: The student identifies ways humans and other organisms use their things, their life cycles, and their habitats.

senses in their environments.

Identifies that humans have the senses used to gain information about their environments	emergency vehicles	I	Uses trailing techniques to find locations in school
Distinguishes between different textures	Lists the ways animals use their senses		



Benchmark 3: The student will understand the role of reproduction and heredity. Indicator 1: The student identifies similar familial characteristics of humans and other organisms.

		9	
	Identifies that a fruit tree bears a single type of fruit	, , , , , , , , , , , , , , , , , , , ,	Identifies similar characteristics in amphibians
Identifies similar characteristics in peers or family (red hair, blue eyes)	animals		Identifies similar physical characteristics in plants (flower, tree, bush)

Benchmark 4: The student will understand the effects of a changing environment and related adaptation required of organisms.

Indicator 1: The student identifies how organisms adapt to environmental changes such as temperature, weather, light, etc.

			Demonstrates understanding that a plant will bend toward a light source
reptiles will seek warmth	· ·	Demonstrates understanding that organisms react differently to stimuli	

Benchmark 4: The student will understand the effects of a changing environment and related adaptation required of organisms.

 $\label{lem:location} \mbox{Indicator 2: The student plans for anticipated environmental changes.}$

• •	Identifies appropriate shelter based on weather (sun/shade, storm/shelter)	 Plans for care of classroom plants or pets during school break

Extended Standard 4 - Earth and Space Science



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student will develop an understanding of the properties of rocks, soil, air, and water as well as other Earth materials.

Indicator 1: The student investigates Earth materials.

Manipulates sand, water, mud, or air	Feels the texture of rocks or other Earth materials	Demonstrates understanding that combining soil and water creates mud
	Manipulates sand, water, mud, or air	

Benchmark 1: The student will develop an understanding of the properties of rocks, soil, air, and water as well as other Earth materials.

Indicator 2: The student describes, collects, observes properties and/or classifies a variety of Earth materials.

		presented with a choice of two	Identifies building materials that are made from Earth materials (cement, clay tiles, stucco, plaster, glass)
	Matches the property to the Earth material	Describes the size or shape of Earth materials	Locates fossils in rocks
Measures how long it takes for certain items to melt	Identifies the different colors of gems	Identifies land and water on a map or globe	

Benchmark 2: The student will observe and describe objects in the sky or space.

Indicator 1: The student observes and recognizes the sun, moon, stars, clouds, birds, airplanes, and other objects in the sky or space.

Differentiates natural vs. human-made objects in the sky	Identifies phases of the moon		Identifies objects in the sky or space (clouds, moon, stars, sun)
Identifies the types of clouds	Identifies creatures that can fly	Describes habits of migratory birds	Models a solar eclipse
Identifies objects that can fly			

Extended Standard 4 - Earth and Space Science

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EXAMPLES ARE NOT HIERARCHICAL

Benchmark 2: The student will observe and describe objects in the sky or space. Indicator 2: The student understands how human-made and/or natural objects in the sky contribute to life on Earth

Compares plants that have been grown with and without sunlight	Identifies how airplanes impact quality of life (mail, travel, products, crop dusting)	•	Describes sunlight requirements for various plants
	Identifies uses of satellites (communication, TV, GPS)		

Benchmark: 2 The student will observe and describe objects in the sky or space.

Indicator: 3 The student demonstrates understanding of the components of the solar system.

	Describes properties of the sun (round, generates energy, emits light, star, far away)	,	Describe how the Earth moves around the sun
Describes how the sun and the moon provide light to the earth	Describes how the movement of Earth affects shadows	•	Identifies the planets in our solar system
Makes model of the solar system	Identifies day and night	Describes the Earth's rotation	Names the planet on which we live

Benchmark 3: The student will observe and/or describe changes in weather.

Indicator 1: The student demonstrates understanding of weather conditions.

		Demonstrates understanding that seeing your breath indicates a cold day	Demonstrates understanding that thunder follows lightning
Identifies that rain comes from clouds	Identifies different types of clouds		Records the amount of water in a rain gauge
Describes daily weather conditions	Describes the water cycle		

Extended Standard 4 - Earth and Space Science



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 3: The student will observe and/or describe changes in weather. Indicator: 2 The student responds appropriately to weather conditions and/or weather changes.

		S S S S S S S S S S S S S S S S S S S	
	S S	Identifies contents of severe weather kit (flashlight, batteries, water, radio)	Demonstrates understanding of safe navigation based on weather conditions
Demonstrates understanding of safety precautions during a storm	Identifies appropriate shelter based on weather		

Extended Standard 5 – Science and Technology



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student will use assistive technology to interact with the world around him or her.		Indicator 1: The student demonstrates understanding of cause and effect within the physical environment.	
	Waits to reactivate switch when assistive technology device turns off	Uses a pointer to select item on computer screen	Uses adapted scissors to cut appropriate items

Benchmark: 1 The student will use assistive technology to interact with the world around him or her.

Indicator 2: The student uses assistive technology in daily living activities in order to control his/her environment.

response to environmental conditions	Identifies when cochlear implant, hearing aid, or other assistive device is/is not working		Uses a switch to locate and play desired audio book on MP3 or CD player
0,		Uses assistive technology device to ask for change in routine	Uses a visual timer
Uses a talking calculator to complete assignment			

Extended Standard 5 – Science and Technology



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student will use assistive technology to interact with the world around him or her.

Indicator 3: The student uses assistive technology for communication and/or social interaction.

,	l · · .	Uses word prediction software on a computer
 Uses communication device to make requests		Uses eye gaze board to complete assignments

Benchmark 2: The student will use technology to learn about the world around Indicator 1: The student investigates science through technology. him or her

Uses computer to acquire scientific information		,	Uses a microscope/magnifying glass to make observations
Removes and replaces batteries to show effect on device	Uses a computer to record experimental data	Uses model of human body to identify body systems	

Extended Standard 6 - Science in Personal and Environmental Perspectives



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student will develop an understanding of personal health.

Indicator 1: The student demonstrates that safety involves freedom from danger, risk, or injury.

	•	1	Demonstrates understanding of safety commands
	·	Provides accurate personal information when appropriate	Identifies universal safety signs
Locates emergency exits			

Benchmark 1: The student will develop an understanding of personal health. Indicator 2: The student understands that various foods contribute to health.

Demonstrates understanding of food pyramid	Demonstrates understanding of healthy snack choices	Demonstrates understanding that drinking water is important for health
Sorts foods by nutrient contents (calcium, protein)		

Benchmark 2: The student will demonstrate environmental awareness.

Indicator 1: The student participates in activities to help the environment.

Denominant 2. The diddent vim demonstrate environmental divarences.		maleater in the stadent participates in detivities to help the crimentic	
Plants or cares for plants	Sorts items into recycle bins	Sorts paper for recycling	Identifies items that can be composted
Demonstrates understanding of items that can be reused	Demonstrates understanding of water conservation	Disposes of trash in appropriate container	Identifies symbol for recycling

Extended Standard 6 - Science in Personal and Environmental Perspectives



Benchmark 3: The student will understand the impact of human activity on the environment.		Indicator 1: The student demonstrates an understanding of the impact his/her daily personal activities have on the environment.	
Places empty plastic bottle in proper recycling bin	Demonstrates understanding of the benefits of recycling	Demonstrates understanding of wildlife conservation	Identifies containers that can be reused
Demonstrates understanding of noise pollution (loud music, construction, lawn mowers, traffic)	Demonstrates understanding of conservation practices (carpooling, walking instead of driving, turn off lights/water)	Identifies environmentally-friendly items and practices (cloth grocery sack, light bulbs)	

Extended Standard 7 - History and Nature of Science



Benchmark 1: The student will understand contributions to science throughout history.		Indicator 1: The student demonstrates understanding of the contributions of men and women to the fields of science.	
Identifies men and women who have contributed to science	Identifies the contributions of native Kansans to science	Distinguishes scientists from other occupations	Identifies household items named for scientists/inventors (pasteurized milk, diesel engines, Rubik's Cube)
Asks questions of someone working in the field of science	Identifies occupations within the field of science		
Benchmark 1: The student will understa	and contributions to science throughout	Indicator 2: The student knows about r	naior discoveries, inventions or

history.		advancements in science.	
Demonstrates understanding of a major invention or discovery (computer, telephone)		Demonstrates understanding of major discoveries (penicillin, planets, stars, electricity)	Demonstrates understanding of difference between a discovery and an invention
Matches modern techniques with historical methods	Discriminates between inventions and nature	Demonstrates understanding of the importance of vaccination	Identifies uses for plastic

HISTORY GOVERNMENT CLARIFYING EXAMPLES

Benchmark 1: The student understands the rule of law as it applies Indicator 1: The student identifies rules found in home, school, job, and/or community. to self, family, school, local, state, and national governments.

to sell, family, school, local, state, and national governments.					
Demonstrates understanding of cafeteria rules	Demonstrates understanding of classroom rules	Demonstrates understanding of personal conduct rules (social narrative or problem solving sheet)	Returns school materials to proper location according to school rules		
Takes turns (books, computer)	Turns in assignments by due date				

Benchmark 1: The student understands the rule of law as it applies Indicator 2: The student identifies safety rules (e.g., poison, traffic, fire, personal to self, family, school, local, state, and national governments

safety, work site, and/or community).

Demonstrates understanding of obtaining permission before leaving (classroom, building, bus)		computer acceptable use policy	Demonstrates understanding of safety drills and emergency procedures ("stop, drop & roll", tornado drill, calling 911)
Demonstrates understanding of playground rules	Demonstrates understanding of the "Buddy System"	Demonstrates understanding of student conduct code	Demonstrates understanding of universal symbols
	Wears safety equipment, according to safety rules		

Benchmark 1: The student understands the rule of law as it applies to self, family, school, local, state, and national governments.

Indicator 3: The student describes government in terms of people and groups who make, apply, and/or enforce rules or laws for others in their family, school, and community.

		rarmy, correct, and community.	
Demonstrates understanding of school authority figure roles (principal, teacher, SRO)	conflict resolution (asks appropriate		Demonstrates understanding of the role of referee or coach in a sporting event
Contributes to classroom meetings (voting, timekeeper, recorder)	Identifies the founding fathers and their contributions		

Benchmark 1: The student understands the rule of law as it applies Indicator 4: The student identifies one or more reasons for various rules. to self, family, school, local, state and national governments.

Gives reasons for wearing appropriate safety equipment (goggles, bike helmet, knee pads)		Gives reasons for safety rules (crossing the street, seat belts, bus behavior)	Gives reasons for personal safety rules ("Stranger Danger", buddy system)
Gives reasons for classroom rules	Describes consequences of breaking rules		

		Indicator 1: The student identifies the various symbols used to depict Americans; shared values, principles, or beliefs.	
Identifies national monuments or landmarks (Statue of Liberty, Mount Rushmore, Lincoln Memorial)	Identifies a picture of the White House as the place where the president lives	Identifies political parties by symbols (Democrat - donkey, Republican - elephant)	Identifies symbols of national parks (Smoky the Bear, park ranger hat, etc.)
Identifies the bald eagle as the national bird	Identifies symbols or traditions for national holidays	Identifies the American flag from the flags of other countries	Identifies symbols of U.S. postal service (mail box, postage, mail logo)
organization in which s/he participates	Demonstrates understanding of the common response to Pledge of Allegiance or national anthem (puts hand over heart, stands, hat off)		

		Indicator 1: The student demonstrates understanding of the basic rights that are guaranteed by the U.S. Constitution and granted by law.	
	Identifies rights guaranteed by U.S. Constitution (speech, religion, right to bear arms, trial by jury)	disability awareness, technology	Demonstrates understanding that one has the right to make decisions about own monetary funds
Demonstrates understanding of concept of voting	Explains one or more rights guaranteed by the Americans with Disabilities Act (ADA)		

Benchmark 3: The student understands how the U.S. constitution allocates and restricts power and responsibility in the government.		Indicator 2: The student identifies the roles of the U.S. government, the three branches of government, and/or people in these branches.	
Identifies a picture of the current political figure (president, governor)	Matches official's position with branch of government		Identifies the branches of the U.S. government
Lists the duties of a supreme court justice	Lists the duties of the president		Distinguishes between national and local government
Identifies officials elected vs. appointed	Distinguishes between national, state, and local officials	Distinguishes between national and state laws	Demonstrates understanding for three branches of government
			,

Benchmark 4: The student identifies the rights, privileges, and
responsibilities in becoming an active civic participant.

Indicator 1: The student identifies or demonstrates understanding of
individual and/or group rights, privileges or responsibilities.

member of a cooperative learning group	Demonstrates understanding of their rights as a person with a disability (public education, employment, accessibility)	limitations on free speech	Demonstrates understanding of etiquette rules (take turns speaking, don't butt in line)
Distinguishes between a requirement and a choice	Demonstrates understanding of the proper care of borrowed materials		

Benchmark 5: The student understands people and functions of Kansas state government.		Indicator 1: The student identifies the roles of Kansas government, the branches, and/or the people in these branches.	
Identifies pictures of current state officials of Kansas	Names the capitol city of Kansas and/or locates it on a map	Demonstrates understanding that the state has a right to levy taxes to fund services	Identifies the branches of Kansas state government
Identifies the state capitol building	Identifies state symbols	Identifies news stories related to the Kansas legislature or the governor	Identifies services provided by state government

Benchmark 1: The student understands how the market economy works Indicator 1: The student demonstrates understanding of the concept that in the United States.

rewards are earned in exchange for performance.

	•	
Demonstrates understanding that the more work produced, the more money/tokens earned	rewards for work completed can be	Demonstrates understanding that check marks are earned for the appropriate actions on behavior plan
Completes additional tasks to earn extra points or free time	Differentiates between work for pay and volunteering	Demonstrates understanding that different jobs earn different pay
	more work produced, the more money/tokens earned Completes additional tasks to earn extra points or free time	more work produced, the more money/tokens earned rewards for work completed can be tangible or intangible (tokens, free time) Completes additional tasks to earn extra points or free time rewards for work completed can be tangible or intangible (tokens, free time) Differentiates between work for pay and volunteering

Benchmark 1: The student understands how the market economy works in the United States.

Indicator 2: The student demonstrates understanding that providers must receive something (i.e., money) for exchange of goods or services.

selling/buying goods in the school	Demonstrates understanding that to get vending machine items, money must be inserted		Exchanges picture of item needed for actual item
	_	Writes checks for bills in budgeting activity	Uses card to check out book or video at library

Benchmark 1: The student understands how the	e market economy works in the
United States.	

Indicator 3: The student demonstrates understanding of the origin of particular goods.

Identifies the origin of cloth or fabric (cotton from the south)	Demonstrates understanding that some goods are made from recycled materials	• • • • • • • • • • • • • • • • • • • •	Identifies source of a food product (wheat from Kansas)
Identifies the origin of building materials (marble from Italy)			Distinguishes between man-made and natural products
Matches item to producer			

in the United States.

Benchmark 1: The student understands how the market economy works Indicator 4: The student identifies the functions of various stores and/or businesses.

	business from other types of	Demonstrates understanding that goods can be purchased online or at a store	Discriminates between medical doctor and veterinarian
I	Identifies various departments within store (electronics, clothing, food, etc.)	•	Distinguishes between stores selling new and used goods

		Indicator 1: The student identifies and/or uses services provided by the government for members of the community.	
process of checking out books from a	Identifies services available at post office (buy stamps, purchase money order, register for military service)	•	Demonstrates understanding of community emergency services
•	Identifies community vocational support services	Identifies community recreational facilities	Describes jobs of school employees

Benchmark 2: The student recognizes the role of the government in Indicator 2: The student demonstrates understanding that there are some government services for which a person must qualify.

Recognizes that using student identification card results in discounts from certain local merchants	specialized services (transition plan)	Identifies services available only to military personnel/families
Identifies accessibility symbols		

Benchmark 3: The student makes effective decisions as a consumer, producer, and saver.

Indicator 1: The student demonstrates understanding that spending is the exchange of money for goods and/or services.

producer, and caver.		exerially of meney for goods and, of	301113331
been saved to make desired	different businesses may offer the	Demonstrates understanding of availability of funds by balancing an account	Identifies various ways to pay for services
Identifies money needed to make purchases			

Benchmark 3: The student makes efforceducer, and saver.	fective decisions as a consumer,	Indicator 2: The student identifies the borrowing, trading, and/or stealing.	e differences among spending,
Uses point system chart to trade for preferred activities	Borrows materials (ruler, scissors) and returns items when finished	Demonstrates understanding of paying for selected items	Trades "collector cards" with peer
Given different scenarios, student will distinguish between buying, rading, borrowing, and stealing	Demonstrates understanding that taking supplies home for personal use is stealing	Demonstrates understanding that when an item is checked out from the library it is being borrowed	
Benchmark 3: The student makes ef	fective decisions as a consumer,	Indicator 3: The student demonstrate resources requires choices.	es understanding that the scarcity
·	Prioritizes tasks/activities by time and importance	Demonstrates understanding that sometimes you have to take your second choice when the first choice is unavailable	Creates a balanced budget
Benchmark 3: The student makes efforceducer, and saver.	fective decisions as a consumer,	Indicator 4: The student demonstrate economic choices have consequence	•
Demonstrates understanding that	Demonstrates understanding that fewer tasks completed results in fewer tokens earned	Compares brands when trying to stay within a budget	Demonstrates understanding that purchasing items in bulk saves money (paper towels, toilet paper
	lewel tokells callied		



·		Indicator 5: The student demonstrates understanding of the concept of saving resources for a future purpose.	
Demonstrates understanding of the purpose of saving box tops, soup can labels for school fund raising drive		Demonstrates understanding that turning off electronics will save energy	Demonstrates understanding that money must be saved for a future purchase
prize from the teacher's reward bag	Demonstrates understanding that maintenance of items will help them last longer		

Extended Standard 3 – Geography



EXAMPLES ARE NOT HIERARCHICAL

Benchmark 1: The student uses maps, graphic representations, tools, and technologies to locate, use and present information about people, places and environments.

Indicator 1: The student demonstrates understanding of location, direction, and/or distance.

places and environments.		
Demonstrates understanding of basic location concepts (next to, behind, in front of)		Locates target on computer using mouse or touch screen

Benchmark 1: The student uses maps, graphic representations, tools, and technologies to locate, use and present information about people, places and environments.

Indicator 2: The student identifies the locations of places within environment.

Goes to designated area when given direction	Returns school supplies to appropriate location	Gives directions to a specific location	Locates handicapped area (seating, door, ramp, parking)

Benchmark 1: The student uses maps, graphic representations, tools, and technologies to locate, use and present information about people, places and environments.

Indicator 3: The student demonstrates understanding that particular locations are used for certain human activities.

•			
	cities build up around available	Identifies pedestrian crosswalk with a crossing light as safest place to cross the street	Matches activity to location (water/swimming, play ball/park)
Identifies purpose of rooms in school building			

Benchmark 1: The student uses maps, graphic representations, tools, and technologies to locate, use and present information about people, places and environments.

Indicator 4: The student demonstrates understanding of a map and/or globe.

1-000000 0100000 100000 100000	l		Delivers supplies by using map of route (orientation & mobility, texture, symbols)
Locates Kansas on map of the United States	Identifies emergency exit route on map	Locates school on map	



Describes the physical characteristics of a geographic characteristic (Flint Hills, Great Plains)	Identifies regional celebrations or attractions	Identifies community resources (health department, public library)	Identifies recreational areas in the community
Demonstrates understanding of job responsibilities of people in the community (police/sheriff, volunteer irefighters/ full time firefighter)	Compares characteristics of types of communities (urban/rural, city/suburb, farming/manufacturing)	Describes how the physical characteristics of a location impact human behavior (skiing/mountains, surfing/ocean, swimming/lake)	Distinguishes between national, regional, and local business/ architecture
Benchmark 2: The student understar beople, places, and environments.	nds the spatial organization of	Indicator 2: The student identifies ph activities that have taken place over	

Extended Standard 3 - Geography



now physical processes shape the environment.		Indicator 1: The student demonstrates understanding of how earth's physical systems affect him or her personally.	
	Describes how natural disasters impact the people of that region	Demonstrates understanding of how weather can impact activities	Identifies weather related symbols
Benchmark 3: The student understan		Indicator 2: The student demonstrate	
how physical processes shape the er Demonstrates understanding of how	nvironment. Describes local habitats and/or foods of various animals	Indicator 2: The student demonstrate physical systems affect the regional Constructs model of regional rivers or lakes	

Extended Standard 3 - Geography



		Indicator 1: The student demonstrates understanding of characteristics o a community.	
Identifies buildings common to a community (churches, schools, libraries, community centers)	Identifies community industries (grain elevator, shopping area, manufacturing)	Identifies services provided by the community (education, police, health services, recreation	Identifies characteristics unique to a school (school colors, mascot, logo)
Identifies different languages spoken in local community	Identifies community celebrations and attractions		
Benchmark 4: The student understar		Indicator 2: The student describes a	•
elements influence people in a regio		characteristics or patterns within a region.	
Demonstrates understanding that different communities have different	Identifies Kansas symbols	Identifies locally grown produce	Describes cultural events in community (fiesta, pow-wow)
cultural practices (dress, greetings)			
Benchmark 4: The student understarelements influence people in a region		Indicator 3: The student demonstrat conflict.	es understanding of the process of
Benchmark 4: The student understar			es understanding of the process of Completes problem solving worksheet



Benchmark 5: The student understands the effects of interactions
between human and physical systems.

Indicator 1: The student demonstrates understanding of the variations in the physical environment.

		1 /	
Recognizes when safety equipment	Demonstrates understanding of the	Identifies more than one route to	Finds desk when the classroom has
needs to be used (goggles, helmet)	need for break	take to a given location within school	been rearranged
		or community	
Follows schedule with a change in location	Demonstrates understanding of need for safety drill		

Benchmark 5: The student understands the effects of interactions between human and physical systems.

Indicator 2: The student participates in activities to help the environment.

. , ,	_	9	Identifies suitable items to add to compost pile
Sorts paper for recycling	Lists appropriate Earth Day activities	Recognizes universal recycling symbol by touch	Reads words/symbols on container
Identifies various ways to conserve	Identifies natural resources	Identifies various types of pollution	Returns materials to proper location

Benchmark 5: The student understands the effects of interactions between human and physical systems.

Indicator 3: The student demonstrates understanding of the impact of daily personal activities have on environments, objects, or people.

1	•		Demonstrates understanding of the positive impact of picking up trash
Demonstrates understanding of		Demonstrates understanding of the	Explains the need for watering and feeding plants

Benchmark 1: The student understands the significance of the contributions of important individuals and major developments in history. Indicator 1: The student and/or family history.

Indicator 1: The student demonstrates knowledge of personal ancestors and/or family history.

	work or go to school		Demonstrates understanding of different types of family units
Describes familial relationships	Identifies relatives in pictures	Answers questions relating to family	Identifies roles of family members
List family traditions			

Benchmark 1: The student understands the significance of the contributions Indicator 2: The student demonstrates understanding of the importance of of important individuals and major developments in history.

Kansas and United States historical figures.

• •	•		Matches U.S. presidents' names to faces
		in Kansas history (John Brown,	Uses internet to access information regarding historically important Kansans/Americans

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

Indicator 1: The student demonstrates understanding that things that have happened in the past affect the way people live, think, or feel in the present.

Explains why groups of people move (jobs, freedom of religion, Dust Bowl, displaced persons, Native Americans)	need for safety drills in school (lock-	helped through legislation (ADA,	Identifies groups that have been persecuted and/or discriminated against
Describes the origin of family traditions	Identifies cultural holidays	,	Sequences cards in a historical timeline
		Identifies vocations or jobs of early settlers (blacksmith, weaver)	

Benchmark 3: The student understands the significance of events, holidays, documents, and/or symbols, which are important in Kansas history

Indicator 1: The student identifies Kansas state symbols

	•	Kansas symbol(s)	Identifies various Kansas place names taken from Native American languages
Identifies Kansas state quarter	Identifies state song, seal, etc.	Identifies Kansas landmarks	Identifies state university symbols

Benchmark 3: The student understands the significance of events, holidays, industries, people and/or symbols, which are important in Kansas history.

Indicator 2: The student identifies Kansas events, holidays, industries, and/or people.

` `	on Kansas events or industries	Identifies community festivals (Pow Wow, Octoberfest, Maple leaf festival, Lucia Fest)	Identifies historic sites in local community
Describes Kansas' role as a free state during the Civil War	Identifies food produced in Kansas	Identifies facts about life in early Kansas	Creates a list of Kansas Day activities

Benchmark 4: The student understands the significance of events, holidays, documents, or symbols that are important in United States history.

Indicator 1: The student identifies one or more national holidays and/or the customs associated with that holiday.

Demonstrates understanding that	Identifies vocabulary associated	Identifies the symbols for a specific	Identifies foods related to a specific
there may be no school on scheduled	with a specific holiday (jack-o-	holiday	holiday
national holidays (Martin Luther	lantern, shamrock, Cupid, mistletoe)		
King Day, Veterans Day)			
Demonstrates the meaning of a specific holiday	Describes holiday traditions	Locates holidays on calendar	



Benchmark 4: The student understands the significance of events, documents, and symbols, which are important in United States history.

Indicator2: The student identifies national events, documents or symbols.

Pledge of Allegiance procedures			Demonstrates understanding of the national anthem procedures
	Identifies important national documents	Demonstrates understanding of flag etiquette	Matches dates to significant events in American History (1492, 1776)
· · · · · · · · · · · · · · · · · ·	Identifies national landmarks/memorials	Identifies national symbols	Identifies important national events

Benchmark 5: The student understands the significance of the contributions of important individuals and major developments in history. Indicator 1: The contributions of important individuals and major developments in history.

Indicator 1: The student identifies world holidays, industries, symbols, and/or people

	holidays of the United States and other	from around the world (Eiffel Tower, Big	Describes holiday customs from other countries (Cinco de Mayo, Chinese New Year)
Identifies similarities and differences in families around the world	Identifies traditional clothing associated with other countries	•	Makes a collage that represents a foreign country
Identifies food from different countries or cultures (Mexican, Chinese)		Recognizes public international symbols (restroom, phone, hospital)	Recognizes the difference between imports and exports
Identifies sports associated with other countries			



Benchmark 5: The student understa contributions of important individual	ands the significance of the s and major developments in history.	Indicator 2: The student demonstratevents (historical or current)	ites understanding of major world
Sequences world events using a time line	Demonstrates understanding of the difference between enemies and allies	Locates news coverage of major world events	Creates collage or PowerPoint describing historical world events
Identifies major events in space exploration	Creates collage or PowerPoint describing current world events		