Unpacking the New
Alabama Extended Standards
PLEASE NOTE:

THE FOLLOWING EXAMPLES ARE ONLY ONE WAY TO DEVELOP GOALS USING THE ALABAMA EXTENDED STANDARDS.
Reading

Extended Standard

3rd Grade

Extended Standard Content Standard 1

R. ES 3.1: Use context clues to determine the meaning of a word from a passage. (ELA 3.13)

Example for content standard

Example: Ben went to the fair. He enjoyed eating a hot dog and cotton candy. His favorite thing was riding the Ferris wheel. What is a fair?

Functional (real world) objective

- Objective: Identify the meaning of a word through the use of context clues in a simple sentence.

Example for objective

Example: It is so cold outside. I need my jacket. What does cold mean?
Organization of Math strands

- Counting
- Computation
- Time
- Money
- Measurement
- Geometry and Data
4th Grade

M. ES 4.1: Count up to 120 by ones. (M 4.6)

Example: 95, 96, 97, ____ What number comes next?

- Objective: Recognize numbers up to 120.

Example: Find the number one hundred fifteen (this question would be read aloud).

a) 100

b) 97

c) 115
M. ES 4.2: Add and subtract two digit numbers without regrouping. (M. 4.9)

Example: \[ 25 + 12 = x \]

- **Objective:** Add and subtract two digit monetary values without regrouping. (using $/\varphi$ symbols, not decimals)

**Examples:**
\[ \$20 + \$10 = x \]
\[ 25\varphi + 12\varphi = x \]
M. ES 4.3: Tell time to the hour using an analog clock. (M.4.19.4)

Example: Choose the clock that shows 3:00.

- Objective: Associate time on analog clock to the hour with daily or scheduled events.

Example:

8:00 PE
8:30 Brush Teeth
9:00 Art Circle
9:30 Morning Circle
10:00 Morning Snack
10:30 Math Circle
11:00 News You Can Use

Which clock shows what time the class will go to PE?
M. ES 4.4: Determine the value of like coins to include pennies or nickels up to $1.00.

(M 4.20)

Example: What is the total value of the coins?

- Objective: Use like sets of pennies or nickels to make a purchase.

Example: Which set of coins would you use to buy the toy car?

a)

b)
M. ES 4.5: Measure weight using standard units. (M. 4.19)

Example: What is the weight indicated on the scale?
   a) 80 lbs.
   b) 90 lbs.
   c) 100 lbs.

- Objective: Measure the weight of an object on a scale using pounds.

Example: How many pounds of apples are shown in the photo?
   a) 7 lbs
   b) 8 lbs
   c) 9 lbs
M. ES 4.6: Interpret data on a bar graph. (M 4.22.2)

Example: How many students identified a cat as their favorite pet?

- Objective: Interpret data on a weather pictograph.

Example: Use the pictograph to answer the following question.

Were there more sunny days, raining days, or cloudy days?

March 2002 Weather
M. ES 4.3: Tell time to the hour using an analog clock. (M 4.19.4)

**Example:** Choose the clock that shows 3:00.

a) [Image] b) [Image] c) [Image]

- **Objective:** Associate time on analog clock to the hour with daily or scheduled events.

**Example:**

- 8:00 PE
- 8:30 Brush Teeth
- 9:00 Art Circle
- 9:30 Morning Circle
- 10:00 Morning Snack
- 10:30 Math Circle
- 11:00 News You Can Use

Which clock shows what time the class will go to PE?

a) [Image] b) [Image] c) [Image]
Sample template to use for developing Standard-Based IEP's

Student: _______________ Grade: _______ Date: _______

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• STRENGTHS:

• NEEDS:

• HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:

ANNUAL GOAL:

• WHO (The Student):

• BEHAVIOR (will do what):

• CONDITIONS (under what conditions):

• CRITERION (to what level):

• TIME FRAME (in what length of time):

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Alabama State Department of Education, Special Education Services
Sample template to use for developing Standards-Based IEP’s

Student: ______________________  Grade: ______  Date: ________

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• STRENGTHS:

• NEEDS:

• HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:

• TIME FRAME (in what length of time):
ANNUAL GOAL:

- WHO (The Student):
- BEHAVIOR (will do what):
- CONDITIONS (under what conditions):
- CRITERION (to what level):
- TIME FRAME (in what length of time):
Complexity 1 Example
Present Level of Academic Achievement and Functional Performance:

- Strengths:

Based upon results from the Alabama Alternate Assessment and teacher observations student is able to participate in class by listening to instruction on days of the week and can identify the next day by eye gaze. She is able to participate for longer periods of time when given an object to hold.
• NEEDS:

She needs to develop the understanding that certain objects represent specific activities on her schedule to identify what is next.
Student’s limited skills in telling time to follow a schedule affects her participation in the general education curriculum in the area of math.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**
  Based upon results from the Alabama Alternate Assessment and teacher observations student is able to participate in class by listening to instruction on days of the week and can identify the next day by eye gaze. She is able to participate for longer periods of time when given an object to hold.

- **NEEDS:**
  She needs to develop the understanding that certain objects represent specific activities on her schedule.

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
  Student’s limited skills in telling time to follow a schedule affects her participation in the general education curriculum in the area of math.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon results from the Alabama Alternate Assessment and teacher observations student is able to participate in class by listening to instruction on days of the week and can identify the next day by eye gaze. She is able to participate for longer periods of time when given an object to hold. She needs to develop the understanding that certain objects represent specific activities on her schedule. Student’s limited skills in telling time to follow a schedule affects her participation in the general education curriculum in the area of math.
ANNUAL GOAL:

- WHO (The Student):
  Student

- BEHAVIOR (will do what):
  will eye gaze an analog clock to associate time to the hour of an upcoming activity on her daily schedule by touching the tactile representation for desk work, restroom, lunch, and home

- CONDITIONS (under what conditions):
  When paired with verbal directions of the time and what is next on her schedule

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  by the end of the 4th nine weeks. (M. ES 4.3)
When paired with verbal directions of the time and what is next on her schedule, Student will eye gaze an analog clock to associate time to the hour of an upcoming activity on her daily schedule by touching the tactile representation for desk work, break, lunch, and home with 100% accuracy by the end of the 4th nine weeks. (M. ES 4.3)
Complexity 2 Example
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• **STRENGTHS:**

Based upon teacher observations and results from the Alabama Alternate Assessment Student is able to associate time to the half hour by selecting the tactile object from her schedule. She will continue to hold onto the object until she locates the area within the classroom.
• **NEEDS:**

She needs to develop the skills to identify picture representations for activities on her daily schedule and increase her participation to associate time to the hour.
• **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**

Student’s limited skills in identifying time to follow a schedule affects her participation in the general education curriculum in the area of math.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**
  Based upon teacher observations and results from the Alabama Alternate Assessment, Student is able to associate time to the half hour by selecting the tactile object from her schedule. She will continue to hold onto the object until she locates the area within the classroom.

- **NEEDS:**
  She needs to develop the skills to identify picture representations for activities on her daily schedule and increase her participation to associate time to the hour.

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
  Student’s limited skills in identifying time to follow a schedule affects her participation in the general education curriculum in the area of math.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon teacher observations and results from the Alabama Alternate Assessment Student is able to associate time to the half hour by selecting the tactile object from her schedule. She will continue to hold onto the object until she locates the area within the classroom. She needs to develop the skills to identify picture representations for activities on her daily schedule and increase her participation to associate time to the hour. Student’s limited skills in telling time to follow a schedule affects her participation in the general education curriculum in the area of math.
ANNUAL GOAL:

- WHO (The Student):

  Student

- BEHAVIOR (will do what):

  will associate time to the hour and select the appropriate picture representation that indicates the scheduled activity

- CONDITIONS (under what conditions):

  When shown an analog clock and provided verbal directions of time

- CRITERION (to what level):

  with 100% accuracy

- TIME FRAME (in what length of time):

  by the end of the 4th nine weeks. (M. ES 4.3)
When shown an analog clock and provided verbal directions of time, Student will associate time to the hour and select the appropriate picture representation that indicates the scheduled activity with 100% accuracy by the end of the 4th nine weeks. (M. ES 4.3)
Complexity 3 or 4 Example
STRENGTHS:

Based upon classroom assessments and teacher observation Student is able to use a digital clock to tell time to the hour and half hour. She has a digital wrist watch that she uses and can tell the time when requested. She is beginning to use her watch to keep up with the class schedule as evident by her comments when it is time for lunch and recess.
• NEEDS:
She has noticed the clock in the classroom is different from her watch and will ask what time is shown. She needs to develop the skills to tell time using the analog clock to the hour to assist her in following the clock posted in the classroom and hallways.
Student’s limited skills in telling time with an analog clock affects her participation in the general education curriculum in the area of math.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon classroom assessments and teacher observation, Student is able to use a digital clock to tell time to the hour and half hour. She has a digital wrist watch that she uses and can tell the time when requested. She is beginning to use her watch to keep up with the class schedule as evident by her comments when it is time for lunch and recess. She has noticed the clock in the classroom is different from her watch and will ask what time is shown. She needs to develop the skills to tell time using the analog clock to the hour to assist her in following the clock posted in the classroom and hallways. Student’s limited skills in telling time with an analog clock affects her participation in the general education curriculum in the area of math.
ANNUAL GOAL:

- WHO (The Student):
  
  Student

- BEHAVIOR (will do what):
  
  will use an analog clock to tell time to the hour

- CONDITIONS (under what conditions):
  
  Upon verbal request

- CRITERION (to what level):
  
  five times daily with 100% accuracy

- TIME FRAME (in what length of time):
  
  by the end of the 4th nine weeks. (M. ES 4.3)
Upon verbal request Student will use an analog clock to tell time to the hour five times daily with 100% accuracy by the end of the 4th nine weeks. (M. ES 4.3)
R. ES. 10.1: Outline the sequence of events using the terms first, second, third, etc. (ELA 10.2)

Example: List steps to get a driver’s license

- **Objective:** When given steps in a recipe, determine what step comes next

Example: How to make a peanut butter and jelly sandwich:

Step 1: On a clean surface, gather needed materials: two slices of bread, peanut butter of choice, jelly of choice, and a clean butter knife.

Step 2: Using the butter knife, apply peanut butter to one slice of the bread.

Step 3: Using the butter knife, apply jelly to the other slice of bread.

Step 4: Combine the two pieces of bread together.

Step 5: Eat and enjoy.

What is the next step after spreading the peanut butter on the bread?
R. ES. 10.2: Given a short passage, draw conclusions about the character’s actions to determine one character trait. (ELA 10.3)

Example: Mark was brave to defend his friend against the bully.

- **Objective:** Identify one character trait of a character in a short passage

Example: After reading a passage about a friend defending another, how would you describe Johnny?

R. ES. 10.3: Determine the meaning of words using picture context clues. (ELA 10.4)

Example: Picture of person holding pockets out at the cash register indicates he has no money.

- **Objective:** Identify the meaning of a survival or safety sign

Examples: Stop sign, exit sign, restroom sign
R. ES. 10.4: Identify transition words related to sequence of events in informational text (first, second, after, before, finally, next, last, etc.). (ELA 10.12)

Example: Put on your raincoat before going outside.

- Objective: Choose a transition word to complete a statement related to a job

Example: If missing work due to illness, call the boss ______ you miss.

a) after  b) before
R. ES. 10.5: Identify the author’s opinion in a text. (ELA 10.17)

Example: The restaurant on main street has burgers that are tender and juicy. The sauce is a special recipe. It is the best burger in town.

- **Objective:** Identify one opinion presented in print or non-print

  **Example:** Watch a commercial with the following script:

  Person 1: Everyone loves to eat at this restaurant.

  Person 2: They serve pepperoni and cheese pizzas.

  Which statement is an opinion?
R. ES. 10.3: Determine the meaning of words using picture context clues. (ELA 10.4)

Example: Picture of person holding pockets out at the cash register indicates he has no money.

- Objective: Identify the meaning of a survival or safety sign

Examples: Stop sign, exit sign, restroom sign
Complexity 1 Example
<table>
<thead>
<tr>
<th>Standard 2:</th>
<th>Develop communication skills to interact with others in integrated settings (e.g., written, verbal, nonverbal, use of augmentative devices).</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS.PS12.2.B</td>
<td>Apply effective communication skills to interact with others in integrated settings using various methods (e.g., written, verbal, nonverbal, and use of augmentative devices).</td>
</tr>
<tr>
<td><strong>TS.PS11.2.B</strong></td>
<td>Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences.</td>
</tr>
<tr>
<td>TS.PS10.2.B</td>
<td>Distinguish between effective and ineffective communication skills (e.g., assertive but not aggressive, negotiating skills, taking turns, listening skills) within integrated settings, and explore benefits and consequences.</td>
</tr>
<tr>
<td>TS.PS9.2.B</td>
<td>Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices).</td>
</tr>
</tbody>
</table>
Based upon teacher observations and recent results from the Alabama Alternate Assessment Student is able to indicate, by eye gaze, the ingredients needed to make a cheese sandwich, peanut butter crackers, and buttered toast. She first selected the items needed from actual ingredients and within 22 weeks she was able to transition and use picture cards to select the items. She participated in cooking all three food choices indicating her favorite food as the buttered toast by selecting this option 83% of the time.
NEEDS:

She needs to increase her understanding of picture symbols to identify the meaning of survival signs she will need to use for basic communication of needs.
Student’s limited ability to read and understand survival signs affects her participation in the general education curriculum in the area of reading.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon teacher observations and recent results from the Alabama Alternate Assessment Student is able to indicate, by eye gaze, the ingredients needed to make a cheese sandwich, peanut butter crackers, and buttered toast. She first selected the items needed from actual ingredients and within 22 weeks she was able to transition and use picture cards to select the items. She participated in cooking all three food choices indicating her favorite food as the buttered toast by selecting this option 83% of the time. She needs to increase her understanding of picture symbols to identify the meaning of survival signs she will need to use for basic communication of needs. Student’s limited ability to read and understand survival signs affects her participation in the general education curriculum in the area of reading.
ANNUAL GOAL:

- WHO (The Student):
  
  Student

- BEHAVIOR (will do what):
  will identify the meaning of; to effectively communicate her basic needs by eye gazing the symbol for hungry, sick, restroom, and tired

- CONDITIONS (under what conditions):
  Through direct instruction; given picture symbols

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  by the end of the 4th nine weeks. (R.ES 10.3) (TS.PS 11.2)
Through direct instruction Student will identify the meaning of given picture symbols with 100% accuracy to effectively communicate her basic needs by eye gazing the symbol for hungry, sick, restroom, and tired by the end of the 4th nine weeks. (R.ES 10.3) (TS.PS 11.2B)
Complexity 2 Example
Standard 1: Identify procedures for household safety, as well as maintenance and improvement of personal living situation.

TS.DL12.1.C Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services).

TS.DL11.1.C Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues.

**TS.DL10.1.C** Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather).

TS.DL9.1.C Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**

  Based upon teacher observations and recent results from the Alabama Alternate Assessment, Student is able to use picture symbols to identify the needed ingredients to make simple recipes including a cheese sandwich, peanut butter crackers, a hot dog, soup, and buttered toast. She is able to cook each item following directions in pictures cues.
NEEDS:

She needs to increase her understanding of picture symbols to identify survival signs and follow directions in picture cues to demonstrate appropriate actions needed in various emergency situations.
HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:

Student’s limited ability to read environmental text affects her participation in the general education curriculum in the area of reading.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

• **STRENGTHS:**
  Based upon teacher observations and recent results from the Alabama Alternate Assessment Student is able to use picture symbols to identify the needed ingredients to make simple recipes including a cheese sandwich, peanut butter crackers, a hot dog, soup, and buttered toast. She is able to cook each item following directions in pictures cues.

• **NEEDS:**
  She needs to increase her understanding of picture symbols to identify survival signs and follow directions in picture cues to demonstrate appropriate actions needed in various emergency situations.

• **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**
  Student’s limited ability to read environmental text affects her participation in the general education curriculum in the area of reading.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based upon teacher observations and recent results from the Alabama Alternate Assessment Student is able to use picture symbols to identify the needed ingredients to make simple recipes including a cheese sandwich, peanut butter crackers, a hot dog, soup, and buttered toast. She is able to cook each item following directions in pictures cues. She needs to increase her understanding of picture symbols to identify survival signs and follow directions in picture cues to demonstrate appropriate actions needed in various emergency situations. Student’s limited ability to read environmental text affects her participation in the general education curriculum in the area of reading.
ANNUAL GOAL:

- WHO (The Student):

  **Student**

- BEHAVIOR (will do what):

  will identify the meaning of each picture and follow the picture cues to role play the appropriate response

- CONDITIONS (under what conditions):

  Given picture cues for emergency situations that include fire, severe weather, and medical situations

- CRITERION (to what level):

  with 100% accuracy

- TIME FRAME (in what length of time):

  by the end of the 4th nine weeks. (R.ES. 10.3) (TS.DL10.1C)
Given picture instructions for emergency situations that include fire, severe weather, and medical situations. Student will identify the meaning of each picture and follow the picture cues to role play the appropriate response with 100% accuracy by the end of the 4th nine weeks. (R.ES 10.3) (TS.DL 10.1C)
Complexity 3 or 4 Example
Standard 1: Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.

TS.DL12.1.E Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks).

TS.DL11.1.E Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver’s education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup).

TS.DL10.1.E Assess personal transportation services and/or mobility issues; develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation); and examine related rules and regulations.

TS.DL9.1.E Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use.
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- STRENGTHS:

Based upon classroom assessments and recent results from the Alabama Alternate Assessment Student is able to read a simple paragraph and identify key details to answer comprehension questions with 90% accuracy. She does not use picture cues to answer these questions.
• **NEEDS:**

She needs to increase her understanding of using picture context cues for meaning to identify specific transportation routes to use within her community.
Students limited ability to read text on grade level affects her participation in the general education curriculum in the area of reading.
Based upon classroom assessments and recent results from the Alabama Alternate Assessment Student is able to read a simple paragraph and identify key details to answer comprehension questions with 90% accuracy. She does not use picture cues to answer these questions. She needs to increase her understanding of using picture context cues for meaning to identify specific transportation routes to use within her community. Students limited ability to read text on grade level affects her participation in the general education curriculum in the area of reading.
ANNUAL GOAL:

- WHO (The Student):
  Student

- BEHAVIOR (will do what):
  will determine which routes provide access to her community and trip costs for work, grocery shopping, and one leisure activity

- CONDITIONS (under what conditions):
  Given a map using picture cues to identify specific bus routes and costs

- CRITERION (to what level):
  with 100% accuracy

- TIME FRAME (in what length of time):
  by the end of the 4th nine weeks. (R.ES. 10.3) (TS.DL 10.1E)
Given a map using picture cues to identify specific bus routes and costs Student will determine which routes provide access to her community and trip costs for work, grocery shopping, and one leisure activity with 100% accuracy by the end of the 4th nine weeks. (R.ES 10.3) (TS.DL 10.1E)