

2010-11 VTAAP ENTRY POINTS HIGH SCHOOL

This document contains the 2010-11 VTAAP assessment targets, also known as “entry points”. Please be sure to read the *Entry Points Introduction* document for a full explanation of how these targets are to be interpreted.

Each entry point is written to reflect the assessment of academic learning as demonstrated at different levels of symbolic development. The student’s level of symbolic development, indicated on VTAAP Form 2, will determine which set of entry points will be used as their instructional outcome measures. The entry points in this document have been grouped according to the levels A, B, and C, as the student will use the same level for all strands and across all content areas.

Since there is no separate generalization score, the strength of learning must be demonstrated within the assessment target. Efforts were made to identify applications of each entry point that are associated with strength of performance. *As a general rule, the emphasis of all the entry points is the strength of learning of the concepts, skills and knowledge.* Teams can expect endline scoring to reflect this focus on demonstration of learning that is enduring and meaningful, not just an isolated performance task. *The use of supports and applications of skills across contexts, materials and content are presumed criteria for all GE entry points, at all levels.*

HOW TO READ THE ENTRY POINTS

Each entry point contains three sections: identification, alignment and resources. Below is an example of an entry point with information about what is contained in each section.

Content Area	Grade or Grade Cluster	Strand Name	Symbolic Level
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Reading	Grade 2	Word Strategies	Level A
Entry Point Stem: Student uses word strategies ... to identify words by ... manipulating word parts			

Entry Point Stem identifies the shared target across all entry point levels and is the essence of the learning for the GE targeted at that grade.

<u>Target Behaviors</u> define the specific concepts, knowledge or skills the student product should reflect.	<u>Criteria</u> define the particular context for demonstrating the target behaviors, and are considered essential to a well-aligned task.
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Target Behaviors	Criteria
<ol style="list-style-type: none"> blend word parts to create words change word parts to create new words segment words into parts 	<ul style="list-style-type: none"> <i>text-based materials</i> <i>multiple strategies evidenced in product (e.g. blends and changes, blends and segments etc.)</i> <i>words connected to GLGEC</i>

Definitions and Examples provides additional information about the terms used in the entry point behaviors and criteria, and may also contain examples to make the intended target clearer.

Definitions and Examples
<ul style="list-style-type: none"> <u>word parts</u> – individual word components e.g. letter, syllable, suffix, ending <u>blend</u> <ul style="list-style-type: none"> combine two or more letter sounds to create word (e.g. “b-u-g”) blend root with suffix to create new word blend root with prefix to create new word

Reading	High School	Word Strategies	Level A
Entry Point Stem: Student uses word strategies ... to unlock meaning by... demonstrating knowledge of the meaning of different prefixes and suffixes			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify the meaning of different prefixes 2. Identify words that contain the same prefixes 3. Identify the meaning of different suffixes 4. Identify words that contain the same suffixes 	<ul style="list-style-type: none"> • <i>includes use of words in text</i> • <i>multiple format of tasks (e.g. matching word-definition, sorting words by meaning, defining words, using correct word for context)</i> • <i>multiple words with different base/root, same affixes</i> • <i>multiple topics evidenced in tasks</i> • <i>words connected to the GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>base word</u> – complete word that cannot be broken into smaller words</i> • <i><u>root word</u> – part of word (can't stand on it's own) to which prefix or suffix is added</i> • <i><u>affix</u> – A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.</i> <ul style="list-style-type: none"> ▶ <i>e.g. root = act, plus affix = action, acting, react, actor...</i>

Reading	High School	Vocabulary	Level A
Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by... selecting appropriate words to use in context, including words with multiple meanings,			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. select appropriate word for the context 2. identify clues used to determine appropriate choice 	<ul style="list-style-type: none"> • <i>includes text-based materials</i> • <i>include words with multiple meanings</i> • <i>multiple forms of context clues evidenced in product (e.g. semantic, syntactic, picture)</i> • <i>multiple format of tasks (e.g. fill-in sentence, label illustration, create a title etc.)</i> • <i>content of text connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>context clues</u> – Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text. • <u>general semantic (or meaning) clues</u> – For example, when reading a story about cats, good readers develop the expectation that it will contain words associated with cats, such as <i>tail</i>, <i>purr</i>, and <i>whiskers</i>. • <u>sentence context clues</u> – more specific than general clues; In the sentence "My cat likes to _____," given the sentence context and what most of us know about cats, words like <i>play</i>, <i>jump</i>, and <i>scratch</i> seem reasonable. • <u>syntactic or word order clues</u> – The sentence structure provides information that guides the selection; In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (<i>nice</i>, <i>brown</i>) or nouns (<i>man</i>, <i>fence</i>), make no sense or don't result in what sounds like a real sentence. • <u>picture clues</u> – Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, <i>jump</i> seems a very good possibility

Reading	High School	Literary Text	Level A
<p>Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... identifying and describing characters' physical traits, basic personality traits, and actions citing evidence of thoughts, words, or actions</p>			

Target Behaviors	Criteria
<p>1. identify character's</p> <ul style="list-style-type: none"> • physical traits • basic personality traits • actions <p>2. describe character's:</p> <ul style="list-style-type: none"> • physical traits • basic personality traits • actions <p>3. complete a graphic organizer to display information</p>	<ul style="list-style-type: none"> • <i>text-based materials</i> • <i>for multiple characters, across texts</i> • <i>multiple literary texts/stories</i> • <i>variety of types of descriptions (e.g. personality, physical, actions etc.)</i> • <i>story connected to GLGEC</i> • <i>literary text must be adapted or actual book (e.g. <u>not</u> short story from worksheet)</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>Literary text materials</u> – drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables</i> • <i><u>describe</u> – e.g. traits, changes over time</i> • <i><u>character</u> – a person, animal, or object that takes part in the action</i> • <i><u>setting</u> – environment, time of day or year, historical period, situation, place</i> • <i><u>problem/conflict</u> – the problem or struggle in a story that triggers the action. conflicts may be internal (struggles from within a character) or external.</i> • <i><u>events</u> – things that happen in the story; actions or activities</i> • <i><u>plot</u> – the plan, design, story line, or pattern of events in a play, poem, or works of fiction</i>

Reading	High School	Informational Text	Level A
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by ... identifying themes, similarities, and differences of information across texts			

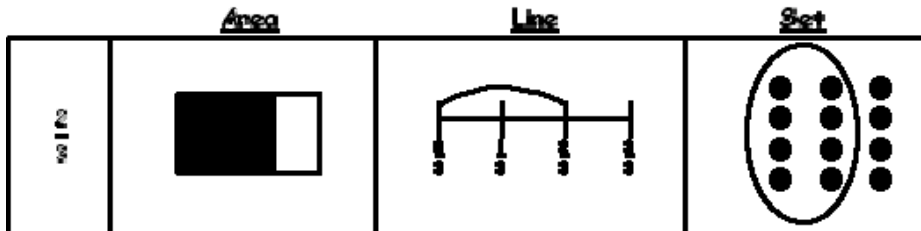
Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Identify texts that are related to a target topic 2. locate information about the topic across the texts 3. complete a graphic organizer to display similarities and differences in information 	<ul style="list-style-type: none"> • <i>text-based materials</i> • <i>multiple types of informational text</i> • <i>questions related to main idea and details</i> • <i>multiple topics</i> • <i>content connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>informational text</u> – A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text. <ul style="list-style-type: none"> • examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures. • <u>target topic</u> – subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets) • <u>graphic organizer</u> – A diagram or pictorial device used to record and show relationships among ideas or information

Math	High School	Numbers and Operations	Level A
Entry Point Stem: Student solves problems using multiplication or division of whole numbers, fractions, decimals or percents.			

Target Behaviors	Criteria
<ol style="list-style-type: none"> multiply by: combining equal sets (repeated addition); creating an array, skip counting on a number line or hundreds chart, or other strategies divide by: sharing equally repeated subtraction, or other strategies 	<ul style="list-style-type: none"> Problems use whole numbers or fractions, decimal, or percent (e.g. 25%, 50%, 75%, 100%; fourths, thirds, halves, wholes; .25, .50, .75) Use area, set, or line models to show process Variety of materials, formats of tasks, representations

Definitions and Examples
<ul style="list-style-type: none"> <u>multiply</u> – number added to itself multiple times <u>divide</u> – sharing or grouping a number into equal parts <u>array</u> – set of objects or numbers arranged in order, often in rows and columns <u>skip count</u> – counting forwards or backwards in multiples of intervals of a given number <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined <u>set model</u> – since a set is a collection of objects, "demonstrating understanding of part to whole relationship in a set model" means to identify a fractional part of a set, or identify the fraction represented <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	High School	Geometry and Measurement	Level A
Entry Point Stem: Student identifies congruent shapes, composes and decomposes shapes, and performs or names movement of 2D shapes/forms			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. manipulate figures to compose shapes 2. manipulate figures to decompose shapes 3. identify if figures are congruent 4. use transformations to determine if figures are symmetrical 	<ul style="list-style-type: none"> • <i>multiple formats of tasks</i> • <i>multiple tools</i> • <i>multiple materials, applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>figures</u> – shapes, forms, objects (specified by entry point) • <u>symmetrical</u> – mirror image can be formed with two halves of figure • <u>line of symmetry</u> – a line that divides a figure or shape into two parts. the two shape must equal one another. • <u>compose</u> – to use composition to sort or classify polygons means to analyze a set of polygons and determine if they can be combined to form other polygons. • <u>decompose</u> – to use decomposition to sort or classify polygons means to analyze a set of polygons and determine if they can be decomposed into other polygons • <u>congruence</u> – figures that have the same shape and size; because congruent figures have the same shape and size, they differ only in location; can be matched by a <u>reflection</u>, <u>translation</u>, or <u>rotation</u> or any combinations of these • <u>transformations</u> – movements such as reflections, translation or rotation • <u>reflection</u> – over a line is an operation that replaces each point in a figure with a new point by flipping the original figure over the line of reflection. The original figure is called the pre-image and the resulting figure is called the image. • <u>translation</u> (slide) – a translation is an operation that replaces each point in a figure with a new point by sliding all points making up the original figure the same distance in the same direction; the original figure is called the pre-image and the resulting figure is called the image. • <u>rotation</u> – a rotation is an operation that replaces each point in a figure with a new point by turning all points making up the original figure about a fixed point (called the center of rotation) by the same number of degrees in the same direction (counterclockwise or clockwise).

Math	High School	Algebra and Functions	Level A
Entry Point Stem: Student demonstrates understanding of linear relationships as a constant rate of change			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Indicate if rate of change is constant in table, chart or graph display 2. Create table, chart, graph or other model showing constant rate of change 	<ul style="list-style-type: none"> • <i>Range of materials or context or tasks</i> • <i>Meaningful applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>constant</u> – <i>quantity has a fixed value, does not change</i> • <u>linear patterns</u> – <i>represented by constant rates of change and form straight lines when graphed</i>

Math	High School	Data, Statistics and Probability	Level A
Entry Point Stem: Student solves problems involving experimental or theoretical probability.			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify set of all possible outcomes 2. predict probability of an outcome using certain, likely, unlikely, impossible or similar language 3. explain predication 4. test prediction 5. create display (e.g. graph, table, chart) of results 	<ul style="list-style-type: none"> • <i>multiple materials, contexts of tasks</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>test predication</u> – perform task that demonstrates set of outcomes to determine if prediction was true or not • <u>probability</u> - the likelihood of an event happening • <u>certain</u> – inevitable, will happen; outcome probability of 1 • <u>likely</u> – will probably happen; outcome probability of .5 to 1 • <u>unlikely</u> – will probably not happen, outcome probability of 0 to .5 • <u>likelihood</u> – chance that a particular outcome will occur • <u>impossible</u> – no chance it will happen; probability outcome of 0; e.g. if item is not part of set of options, it is impossible for that item to occur

Reading	High School	Word Strategies	Level B
Entry Point Stem: Student uses word strategies ... to unlock meaning by... demonstrating knowledge of the meaning of different prefixes and suffixes			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Identify words that contain the same prefix 2. Identify words that contain the same suffix 	<ul style="list-style-type: none"> • <i>words in symbol with text form</i> • <i>multiple format of tasks (e.g. matching word-definition, sorting words by meaning, defining words, using correct word for context)</i> • <i>multiple words with different base/root, same affixes</i> • <i>multiple topics evidenced in tasks</i> • <i>words connected to the GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>base word</u> – complete word that cannot be broken into smaller words</i> • <i><u>root word</u> – part of word (can't stand on it's own) to which prefix or suffix is added</i> • <i><u>affix</u> — A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.</i> <ul style="list-style-type: none"> ▶ <i>e.g. root = act, plus affix = action, acting, react, actor...</i>

Reading	High School	Vocabulary	Level B
<p>Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by... selecting appropriate words to use in context, including words with multiple meanings,</p>			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. selects word appropriate word for context 2. shows/points to information in text related to choice (clues) 	<ul style="list-style-type: none"> • <i>includes words in symbol +/- text form</i> • <i>multiple forms of context clues evidenced in product (e.g. semantic, syntactic, picture)</i> • <i>multiple format of tasks (e.g. fill-in sentence, label illustration, create a title etc.)</i> • <i>content of text connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> ▪ <u>context clues</u> – Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text. ▪ <u>general semantic (or meaning) clues</u> – For example, when reading a story about cats, good readers develop the expectation that it will contain words associated with cats, such as <i>tail</i>, <i>purr</i>, and <i>whiskers</i>. ▪ <u>sentence context clues</u> – more specific than general clues; In the sentence "My cat likes to _____," given the sentence context and what most of us know about cats, words like <i>play</i>, <i>jump</i>, and <i>scratch</i> seem reasonable. ▪ <u>Syntactic or Word Order Clues</u> – The sentence structure provides information that guides the selection; In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (<i>nice</i>, <i>brown</i>) or nouns (<i>man</i>, <i>fence</i>), make no sense or don't result in what sounds like a real sentence. ▪ <u>Picture Clues</u> – Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, <i>jump</i> seems a very good possibility ▪ <u>graphic organizer</u> – A diagram or pictorial device used to record and show relationships among ideas or information ▪ <u>related options</u> – e.g. same topic, same type of word

Reading	High School	Literary Text	Level B
<p>Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... identifying and describing characters' physical traits, basic personality traits, and actions citing evidence of thoughts, words, or actions</p>			

Target Behaviors	Criteria
<p>1. identify character's</p> <ul style="list-style-type: none"> • physical traits • basic personality traits • actions <p>2. describe character's:</p> <ul style="list-style-type: none"> • physical traits • basic personality traits • actions <p>3. complete a graphic organizer to display information</p>	<ul style="list-style-type: none"> • <i>words in symbol +/- text form</i> • <i>for multiple characters, across texts</i> • <i>multiple literary texts/stories</i> • <i>variety of types of descriptions (e.g. personality, physical, actions etc.)</i> • <i>story connected to GLGEC</i> • <i>literary text must be adapted or actual book (e.g. <u>not</u> short story from worksheet)</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>Literary text materials</u> – drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables</i> • <i><u>describe</u> – e.g. traits, changes over time</i> • <i><u>character</u> – a person, animal, or object that takes part in the action</i> • <i><u>setting</u> - environment, time of day or year, historical period, situation, place</i> • <i><u>problem/conflict</u> – the problem or struggle in a story that triggers the action. conflicts may be internal (struggles from within a character) or external.</i> • <i><u>events</u> – things that happen in the story; actions or activities</i> • <i><u>plot</u> – the plan, design, story line, or pattern of events in a play, poem, or works of fiction</i>

Reading	High School	Informational Text	Level B
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by ... identifying themes, similarities, and differences of information across texts			

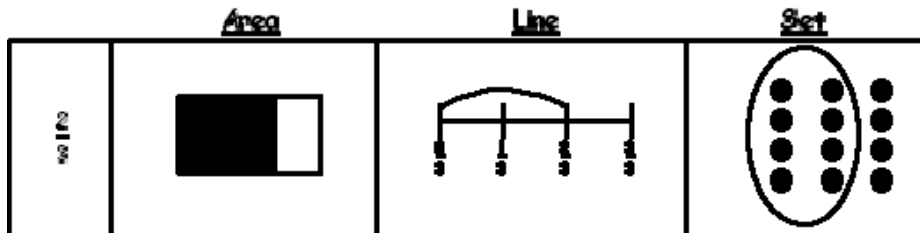
Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. locate multiple informational texts related to a target topic 2. locate information about target topic in each text 3. complete a graphic organizer to display information about target topic found in texts 	<ul style="list-style-type: none"> • <i>words in symbol +/- text form</i> • <i>multiple types of informational text within tasks</i> • <i>multiple topics</i> • <i>topic connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>informational text</i> - A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text. <ul style="list-style-type: none"> • <i>examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures.</i> • <i>target topic</i> – subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets) • <i>graphic organizer</i> – A diagram or pictorial device used to record and show relationships among ideas or information

Math	High School	Numbers and Operations	Level B
Entry Point Stem: Student solves problems using multiplication or division of whole numbers, fractions, decimals or percents.			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. creates equal individual sets 2. creates combined set 	<ul style="list-style-type: none"> • <i>Problems use whole numbers or fractions, decimal, or percent (e.g. 25%, 50%, 75%, 100%; fourths, thirds, halves, wholes; .25, .50, .75)</i> • <i>Use area, set, or line models to show process</i> • <i>Variety of materials, formats of tasks, representations</i> • <i>given combined set and model/structure for individual sets</i> • <i>given equal individual sets and model/structure for combined set</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>multiply</u> – number added to itself multiple times • <u>divide</u> – sharing or grouping a number into equal parts • <u>array</u> – set of objects or numbers arranged in order, often in rows and columns • <u>skip count</u> – counting forwards or backwards in multiples of intervals of a given number • <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined • <u>set model</u> – since a set is a collection of objects, "demonstrating understanding of part to whole relationship in a set model" means to identify a fractional part of a set, or identify the fraction represented • <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	High School	Geometry and Measurement	Level B
Entry Point Stem: Student identifies congruent shapes, composes and decomposes shapes, and performs or names movement of 2D shapes/forms			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. manipulate figures using transformations to compose and decompose shapes 2. manipulate figures using transformations to determine if they are congruent, symmetrical 	<ul style="list-style-type: none"> • <i>multiple formats of tasks</i> • <i>multiple materials</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>figures</u> – shapes, forms, objects (specified by entry point) • <u>symmetrical</u> – mirror image can be formed with two halves of figure • <u>line of symmetry</u> – a line that divides a figure or shape into two parts. the two shape must equal one another. • <u>compose</u> – to use composition to sort or classify polygons means to analyze a set of polygons and determine if they can be combined to form other polygons. • <u>decompose</u> – to use decomposition to sort or classify polygons means to analyze a set of polygons and determine if they can be decomposed into other polygons • <u>congruence</u> – figures that have the same shape and size; because congruent figures have the same shape and size, they differ only in location; can be matched by a <u>reflection</u>, <u>translation</u>, or <u>rotation</u> or any combinations of these • <u>transformations</u> – movements such as reflections, translation or rotation • <u>reflection</u> – over a line is an operation that replaces each point in a figure with a new point by flipping the original figure over the line of reflection. the original figure is called the pre-image and the resulting figure is called the image. • <u>translation</u> (slide) – a translation is an operation that replaces each point in a figure with a new point by sliding all points making up the original figure the same distance in the same direction; the original figure is called the pre-image and the resulting figure is called the image. • <u>rotation</u> – a rotation is an operation that replaces each point in a figure with a new point by turning all points making up the original figure about a fixed point (called the center of rotation) by the same number of degrees in the same direction (counterclockwise or clockwise).

Math	High School	Algebra and Functions	Level B
Entry Point Stem: Student demonstrates understanding of linear relationships as a constant rate of change			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Indicate if pattern represented in a display shows a constant rate of change 2. Identify constant rate of change in table, graph, or chart 	<ul style="list-style-type: none"> • <i>Range of materials or context or tasks</i> • <i>Meaningful applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>constant</u> – <i>quantity has a fixed value, does not change</i> • <u>linear patterns</u> - <i>represented by constant rates of change and form straight lines when graphed</i>

Math	High School	Data, Statistics and Probability	Level B
Entry Point Stem: Student solves problems involving experimental or theoretical probability.			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Identify set of all possible outcomes from set of possible/impossible outcomes 2. Predict probability of an outcome from set of possible outcomes 3. Test prediction 4. Create display (e.g. graph, table, chart) of results with adult support as needed 	<ul style="list-style-type: none"> • <i>multiple materials, contexts of tasks</i> • <i>student active participant in testing</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>test predication</u> – perform task that demonstrates set of outcomes to determine if prediction was true or not</i> • <i><u>probability</u> – the likelihood of an event happening</i> • <i><u>certain</u> – inevitable, will happen; outcome probability of 1</i> • <i><u>likely</u> – will probably happen; outcome probability of .5 to 1</i> • <i><u>unlikely</u> – will probably not happen, outcome probability of 0 to .5</i> • <i><u>likelihood</u> – chance that a particular outcome will occur</i> • <i><u>impossible</u> – no chance it will happen; probability outcome of 0; e.g. if item is not part of set of options, it is impossible for that item to occur</i>

Reading	High School	Word Strategies	Level C
Entry Point Stem: Student uses word strategies ... to unlock meaning by ... demonstrating knowledge of the meaning of different prefixes and suffixes			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify meaning of the words that contain prefixes by matching word to same 2. identify meaning of the words that contain suffixes by matching word to same 	<ul style="list-style-type: none"> • <i>using object-symbols for base words</i> • <i>object-symbols may be supplemented with text-based materials for prefix and suffix activities (e.g. identifies suffix as symbol that includes text)</i> • <i>multiple topics evidenced in tasks</i> • <i>include multiple words with same suffix, prefix</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>base word</u> – complete word that cannot be broken into smaller words</i> • <i><u>root word</u> – part of word (can't stand on it's own) to which prefix or suffix is added</i> • <i><u>affix</u> – A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.</i>

Reading	High School	Vocabulary	Level C
Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by... selecting appropriate words to use in context, including words with multiple meanings,			

Target Behaviors	Criteria
1. uses context clues to select appropriate word for context	<ul style="list-style-type: none"> • <i>object-symbol used +/- text to represent target word</i> • <i>multiple contexts</i> • <i>content connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>context clues</u> – Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text. • <i>context clues for level C communicators may be environmental (e.g. context of specific activity or class)</i> • <u>general semantic (or meaning) clues</u> – For example, when reading a story about cats, good readers develop the expectation that it will contain words associated with cats, such as <i>tail, purr,</i> and <i>whiskers</i>. • <u>sentence context clues</u> – more specific than general clues; In the sentence "My cat likes to _____," given the sentence context and what most of us know about cats, words like <i>play, jump,</i> and <i>scratch</i> seem reasonable. • <u>Syntactic or Word Order Clues</u> – The sentence structure provides information that guides the selection; In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (<i>nice, brown</i>) or nouns (<i>man, fence</i>), make no sense or don't result in what sounds like a real sentence. • <u>Picture Clues</u> – Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, <i>jump</i> seems a very good possibility • <u>graphic organizer</u> – A diagram or pictorial device used to record and show relationships among ideas or information.

Reading	High School	Literary Text	Level C
Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... identifying and describing characters' physical traits, basic personality traits, and actions citing evidence of thoughts, words, or actions			

Target Behaviors	Criteria
1. select <ul style="list-style-type: none"> • characters • character's physical traits • character's basic personality traits • character's actions 2. Complete a graphic organizer to display information	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>multiple characters, within and across texts</i> • <i>multiple literary texts/stories</i> • <i>story connected to GLGEC</i> • <i>literary text <u>not</u> worksheet paragraph – must be connected to actual book</i> • <i>graphic organizer can be completed with support of peer or adult</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>Literary text materials - drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables</i> • <i>Sequence – place in order according to when the events occurred in the story</i> • <i>events – things that happen in the story; actions or activities</i> • <i>summary – Writing that presents the main/central points of a larger work in condensed form</i> • <i>graphic organizer – A diagram or pictorial device used to record and show relationships among ideas or information</i>

Reading	High School	Informational Text	Level C
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by ... identifying themes, similarities, and differences of information across texts			

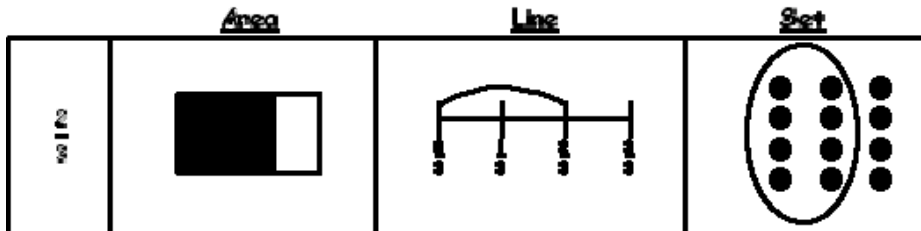
Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. select informational text associated with a target topic 2. identify information within texts related to target topic 3. completes a graphic organizer to display information 	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>markers for location of information acceptable support</i> • <i>graphic organizer can be completed with support of peer or adult</i> • <i>multiple topics</i> • <i>content connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>informational text</i> – <i>A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.</i> <ul style="list-style-type: none"> ▶ <i>examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures.</i> • <i>target topic</i> – <i>subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets)</i> • <i>graphic organizer</i> – <i>A diagram or pictorial device used to record and show relationships among ideas or information</i> • <i>markers</i> – <i>ways of highlighting or making evident specific locations, such as using colored markers, adding a sticker, or other attention-getting materials</i>

Math	High School	Numbers and Operations	Level C
Entry Point Stem: Student solves problems using multiplication or division of whole numbers, fractions, decimals or percents.			

Target Behaviors	Criteria
1. combine equal sets of items into a single set 2. distribute a set of items into separate, equal sets	<ul style="list-style-type: none"> • <i>given combined set and model/structure for individual sets</i> • <i>given equal individual sets and model/structure for combined set</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>multiply</u> – number added to itself multiple times • <u>divide</u> – sharing or grouping a number into equal parts • <u>array</u> – set of objects or numbers arranged in order, often in rows and columns • <u>skip count</u> – counting forwards or backwards in multiples of intervals of a given number • <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined • <u>set model</u> – since a set is a collection of objects, "demonstrating understanding of part to whole relationship in a set model" means to identify a fractional part of a set, or identify the fraction represented • <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	High School	Geometry and Measurement	Level C
Entry Point Stem: Student identifies congruent shapes, composes and decomposes shapes, and performs or names movement of 2D shapes/forms			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. position (using turns, flips and/or slides) two symmetrical parts of a whole 2. manipulate object or figure to match to their outlines 	<ul style="list-style-type: none"> • <i>multiple formats of tasks</i> • <i>multiple materials</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>figures</u> – shapes, forms, objects (specified by entry point) • <u>symmetrical</u> – mirror image can be formed with two halves of figure • <u>line of symmetry</u> – a line that divides a figure or shape into two parts. the two shape must equal one another. • <u>compose</u> – to use composition to sort or classify polygons means to analyze a set of polygons and determine if they can be combined to form other polygons. • <u>decompose</u> – to use decomposition to sort or classify polygons means to analyze a set of polygons and determine if they can be decomposed into other polygons • <u>congruence</u> – figures that have the same shape and size; because congruent figures have the same shape and size, they differ only in location; can be matched by a <u>reflection</u>, <u>translation</u>, or <u>rotation</u> or any combinations of these • <u>transformations</u> – movements such as reflections, translation or rotation • <u>reflection</u> – over a line is an operation that replaces each point in a figure with a new point by flipping the original figure over the line of reflection. the original figure is called the pre-image and the resulting figure is called the image. • <u>translation</u> (slide) – a translation is an operation that replaces each point in a figure with a new point by sliding all points making up the original figure the same distance in the same direction; the original figure is called the pre-image and the resulting figure is called the image. • <u>rotation</u> – a rotation is an operation that replaces each point in a figure with a new point by turning all points making up the original figure about a fixed point (called the center of rotation) by the same number of degrees in the same direction (counterclockwise or clockwise).

Math	High School	Algebra and Functions	Level C
Entry Point Stem: Student demonstrates understanding of linear relationships as a constant rate of change			

Target Behaviors	Criteria
1. match constant rate of change to pattern found in table, chart or graph	<ul style="list-style-type: none"> • <i>Range of materials or context or tasks</i> • <i>Meaningful applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>constant</u> – quantity has a fixed value, does not change • <u>linear patterns</u> – represented by constant rates of change and form straight lines when graphed

Math	High School	Data, Statistics and Probability	Level C
Entry Point Stem: Student solves problems involving experimental or theoretical probability.			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Predict probability of an outcome from set of possible outcomes 2. Test prediction 3. Create display (e.g. graph, table, chart) of results with adult support 	<ul style="list-style-type: none"> • <i>multiple materials, contexts of tasks</i> • <i>student active participant in testing</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>test predication</u> – perform task that demonstrates set of outcomes to determine if prediction was true or not</i> • <i><u>probability</u> – the likelihood of an event happening</i> • <i><u>certain</u> – inevitable, will happen; outcome probability of 1</i> • <i><u>likely</u> – will probably happen; outcome probability of .5 to 1</i> • <i><u>unlikely</u> – will probably not happen, outcome probability of 0 to .5</i> • <i><u>likelihood</u> – chance that a particular outcome will occur</i> • <i><u>impossible</u> – no chance it will happen; probability outcome of 0; e.g. if item is not part of set of options, it is impossible for that item to occur</i>