


















































Academic and Functional Literacy (AFL)	Age 3	Age 6	Grade 4	Grade 8	Grade 12		
<b>AFL-1. Students Demonstrate Competence in Communication</b>							
Use and comprehend language that effectively accomplishes the purpose of the communication							
Follow simple directions							
Follow multi-step directions							
<b>AFL-2. Students Demonstrate Competence in Problem-Solving Strategies and Critical Thinking Skills</b>							
Demonstrate curiosity, persistence, and exploratory behavior in play and age-appropriate activities							
Demonstrate an understanding of cause and effect							
Begin to participate in problem solving							
Generate, test, and evaluate solutions to concrete problems							
Demonstrate problem-solving and critical thinking skills							
<b>AFL-3. Students Demonstrate Competence in Pre-Academic Skills</b>							
Demonstrate an understanding of basic relational concepts							
Recognize that symbols/objects can be used to represent other objects and events							
Demonstrate early literary skills (e.g., sequencing events, recognizing and naming letters)							

Academic and Functional Literacy (AFL)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>AFL-3. Students Demonstrate Competence in Pre-Academic Skills (cont.)</b>					
Demonstrate the ability to recognize that ideas and thoughts can be represented in oral and written language					
Demonstrate an interest in books and listening to stories					
Demonstrate basic mathematical concepts					
Demonstrate skills in listening and attending					
Become motivated and actively involved in learning tasks					
<b>AFL-4. Students Demonstrate Competence in Academic Skills (math, reading, and writing)</b>					
Demonstrate competence in math to function in home, school, and community environments					
Demonstrate competence in reading to function in home, school, and community environments					
Demonstrate competence in writing to function in home, school, and community environments					
Demonstrate excellence in math, reading, and writing skills					
Demonstrate need for remediation					












Academic and Functional Literacy (AFL)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>AFL-5. Students Demonstrate Competence in Other Academic and Non-Academic Areas</b>					
Demonstrate competence in other academic areas (science, foreign language, geography, social studies, etc.) to function in home, school, and community environments					
Participate in and enjoy the arts (fine and performing)					
<b>AFL-6. Students Demonstrate Competence in Using Technology</b>					
Demonstrate ability to use technology (e.g., tape recorders, computers, etc.)					
Demonstrate ability to apply technology to enhance functioning in home, school, and community environments					

Physical Health (PH)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>PH-1. Students Demonstrate Age-Appropriate Physical Development</b>					
Growth and physical development in expected range					
Receive appropriate nutrition (e.g., not obese or undernourished)					
Have had serious injuries that require medical attention					
Abuse or neglect reported to authorities					
<b>PH 2. Students Have Access to Basic Health Care</b>					
Receive age-appropriate immunizations					
Receive health care supervision including education, diagnosis, and treatment services					
Have dental examinations and appropriate treatment					
<b>PH-3. Students are Physically Fit</b>					
Actively engage in large motor play activities					
Meet individualized standards of physical fitness					

<b>Physical Health (PH)</b>	<b>Age 3</b>	<b>Age 6</b>	<b>Grade 4</b>	<b>Grade 8</b>	<b>Grade 12</b>
<b>Ph-4. Students are Aware of Basic Safety, Fitness, and Health Care Needs</b>					
Aware of basic safety precautions and procedures					
Aware of basic fitness needs					
Aware of basic health care needs					
Aware of the dangers of use and abuse of tobacco, alcohol, drugs, poisons, and medicines					
Recognize signs of drug and alcohol use, and dependence					
Aware of human reproduction and prevention of sexually transmitted diseases					
Know when, where, and how to access health care					
<b>Ph-5. Students Make Healthy Lifestyle Choices</b>					
Aware of nutritional choices					
Make good nutritional choices					
Participate regularly in sports, recreational, or exercise activities					
Indicate use of tobacco, alcohol, or drugs					
Indicate having had unprotected sex					











Responsibility and Independence (RI)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>RI-1. Demonstrate Age-appropriate Independence</b>					
Separate easily from parents/guardians in familiar and comfortable situations					
Initiate and follow through on activities					
Occupy themselves without continuous adult involvement					
Show concern for others, including family members					
Able to decide when help is needed and obtain it in an emergency					
Act responsibly in a family, group, or individual situation					
<b>RI-2. Responsible for Self</b>					
Feed self with limited assistance					
Feed self and participate appropriately in mealtime routines					
Use the toilet with limited assistance					
Dress self with limited assistance					
Dress self					
Attend to own hygiene needs					
Follow basic safety rules					
Take care of own belongings					
Look to others for support					
Access a support network that effectively advocates for student					
Effectively advocate for self					
Prioritize and set goals, and persevere toward them					
<b>RI-3. Gets About in Environment</b>					
Get to and from destinations within school (i.e., familiar locations)					
Get to and from a variety of destinations (e.g., walk, bicycle, use public transportation)					
Have an awareness of the larger community					
Complete transactions in the community (e.g., shopping, going to the library, banking, etc.)					
Know how to access community services (e.g., rehabilitation, counseling, employment, health, etc.)					
Have a driver's license					












Contribution and Citizenship (CC)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>CC-1. Comply with Age-appropriate Rules, Limits, and Routines</b>					
Participate in routines in familiar environments					
Follow rules/limits					
<b>CC-2. Accept Responsibility for Age-appropriate Tasks at Home and School</b>					
Help with simple tasks in natural environments					
Perform assigned classroom duties					
Considerate of others and engage in helping behaviors					
<b>CC-3. Comply with School and Community Rules</b>					
Act as responsible citizens (e.g., recycle, help each other, care about the environment, respect property)					
Expelled repeatedly, suspended, or subjected to disciplinary actions					
Understand work roles and responsibilities as students and citizens					
Vandalism rate and magnitude					
<b>CC-4. Volunteering</b>					
Participate in school and classroom governance activities					
Use interests and abilities to benefit others and contribute to the group					
Volunteer time to school, civic, community, or non-profit activities					
<b>CC-5. Voting</b>					
Know the significance of voting					
Know the procedures necessary to register and vote					

Personal and Social Well-Being (PSW)	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>PSW-1. Students Cope Effectively with Personal Challenges, Frustrations, and Stressors</b>					
Deal appropriately with frustration and unfavorable events					
Differentiate familiar from unfamiliar people, settings, and situations					
Express feelings and needs in socially acceptable ways					
Demonstrate appropriate degree of self-control and responsibility					
Cope with personal challenges, frustrations, and stressors					
Demonstrate a knowledge and acceptance of the consequences of behavior					
<b>PSW-2. Students Possess a Good Self Image</b>					
Demonstrate or acknowledge a positive sense of self-worth					
Identify strengths, skills, and needs					
<b>PSW-3. Students Get Along with Other People</b>					
Initiate and respond to social contacts with other children					
Engage in extended social interactions with other children					
Engage in appropriate play with other children (e.g., parallel, associative, and emerging cooperative play skills)					



Personal and Social Well-Being	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>PSW-3. Students Get Along with Other People (continued)</b>					
Initiate and respond to social contacts with adults					
Appropriately express needs to other children and adults					
Interact appropriately with other children					
Have friends own age and part of a social network					
Interact appropriately with adults (e.g., cooperation)					
Engage in productive group work					
Demonstrate skill in interacting and making decisions in social situations, including during interpersonal conflict					
<b>PSW-4. Students Respect Cultural and Individual Differences</b>					
Recognize and respect similarities and differences between self and others					
Respect and show concern for others					
Acknowledge cultural, racial, ability, and family differences					
Participate in making the school and community welcoming and inclusive of diversity					

Satisfaction	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>S-1. Children are Satisfied with Early Childhood Educational Experience</b>					
Enjoy participation in early childhood settings					
Enjoy participation in educational settings					
<b>S-2. Students are Satisfied with Educational Experience</b>					
Satisfied with accomplishments in school					
Indicate received what is needed to be successful					
Satisfied with progress toward achieving educational outcomes					
Satisfied with what is provided in school (e.g., curriculum, extracurricular, instruction, and supports)					
Satisfied with high school experience					
<b>S-3. Parents/Guardians are Satisfied with Children's Early Childhood/Educational Services</b>					
Satisfied with how early childhood/educational services meet child's needs					
Satisfied with how early childhood/educational services meet family's needs					
Satisfied with own level of involvement in educational decision making					

Satisfaction	Age 3	Age 6	Grade 4	Grade 8	Grade 12
<b>S-4. Parents/Guardians are Satisfied with Students' Educational Services</b>					
Satisfied with students' level of accomplishment in academic and social areas					
Satisfied with what is being provided in school (curriculum, extracurricular, instruction, and supports)					
Satisfied with progress toward achieving educational outcomes					
Satisfied with high school experience					
Satisfied with extent student is prepared to live in society					
<b>S-5. Community is Satisfied with Children's Early Childhood/Educational Services</b>					
Providers/education staff are satisfied with how support services meet child's needs					
Providers/education staff are satisfied with how support services meet family's needs					
Providers are satisfied with their own level of involvement with service-related decision making and delivery of services					
Community (policymakers, members of business community, general public) is satisfied with how childhood/educational services meet child's needs					
Community is satisfied with how early childhood/educational services meet family's needs					
<b>S-6. Community is Satisfied with Students' Educational Services</b>					
Community satisfied with what is being provided in school (curriculum, extracurricular, instruction, and supports)					
Community satisfied with student progress toward achieving educational outcomes			