

# **Appendix H**

# **NYSAA Frameworks**

## **ADMINISTRATION MANUAL**

**New York State Alternate Assessment**  
(September 2008)

## **NYSAA Frameworks For English Language Arts, Mathematics, Science and Social Studies**

The New York State Alternate Assessment (NYSAA) is a datafolio assessment that documents student achievement in the content areas of English language arts (ELA), mathematics, science, and social studies. The datafolio is a collection of student performance data that is based on the core curriculum for grades 3-8 and high school for ELA and mathematics, grades 4, 8, and high school for science, and grades 5, 8, and high school for social studies.

The NYSAA Frameworks represent the alignment of alternate grade level indicators (AGLIs) with the core curriculum established for all students by the Board of Regents. Teachers of students, who are designated for NYSAA, can use the frameworks to help plan and implement daily content, instruction, and assessment tasks that are based on grade level core curriculum. For the student with a severe cognitive disability, the grade level expectations may be modified in depth and breadth, but must parallel the curriculum, materials, and instruction that the student's non-disabled peers are learning about as part of their classroom instruction. For example, a teacher instructing a student about Shakespeare uses a modified text version of a Shakespearean play. This ensures that students with severe cognitive disabilities are being held to grade level expectations, and therefore high expectations of academic achievement.

By using the NYSAA Frameworks, teachers can assess students on tasks that are aligned to the grade level content found in the New York State core curriculum. For each content area, the frameworks include:

- test blueprints;
- essences of grade level performance expectations;
- alternate grade level indicators (AGLIs); and
- sample assessment tasks.

### **NYSAA Test Blueprints**

The next section of the frameworks includes a test blueprint for each content area that indicates the grade level content to be assessed. The teacher uses the blueprint to identify the components on which the student will be assessed. Each blueprint has required and choice components. The top table in each blueprint reflects the required components for the assessment. The bottom table reflects the choice components for the assessment. To assess a student at Grade 3, for example, a teacher determines that the student will be assessed on two content areas: ELA and mathematics. For ELA, the teacher identifies that the two required components are “reading” and “listening.” The bottom table indicates that the teacher can select one component from either “reading for literary response and expression” or “reading for social interaction” and one component from either “listening for literary response and expression” or “listening for social interaction.”

Similarly for grade 3 mathematics, the teacher identifies that the two required components are “number sense and operations” and “measurement.” The bottom table indicates that the teacher can select one component from “number systems” or “operations” and one component from “units of measurement” or “units/estimation”. Once the content areas and components for assessment have been identified, the teacher will review the essences of student performance expectations at the student’s grade level.

## **Grade Level Frameworks**

The next section includes the individual grade levels of the frameworks. Each grade contains the specific content areas that are required to be assessed in order starting with English Language Arts (ELA), then mathematics, then science (if applicable), and finally social studies (if applicable). Each of the content frameworks for the grade levels contains the essences of the grade level student performance expectations, the alternate grade level indicators (AGLIs), and the sample assessment tasks (SATs). There is a header at the top right of each page to indicate the section of the frameworks and the grade and content area.

## **The Essences of Grade Level Student Performance Expectations (GLIs and Essences)**

The grade level performance expectations of the core curriculum and the essences of those expectations are provided in the next section. The performance expectations show the portion of the core curriculum that was selected by the stakeholder group to be included in the Frameworks. The stakeholder workgroups, including curriculum experts, identified the essences or major understandings of the performance expectations. The page numbers indicate where these expectations are located in the core curriculum guide.

## **Alternate Grade Level Indicators (AGLIs)**

The next section includes the AGLIs that are based on the essences of the core curriculum. Each bulleted AGLI describes student performance expectations for students with severe cognitive disabilities. The AGLIs vary in complexity from less complex to more complex to provide various entry points for the student to access the grade level core curriculum. This progression in most cases starts with the beginning skill of simply attending to something or recognizing something with very minimal to no distracters; to then identifying or selecting something from choices with multiple distracters; to then describing, sorting, etc. which requires the student to demonstrate some increased knowledge, skills, and abilities. A teacher selects one AGLI from this section for each choice component, starting from the most complex level and working backwards to the point that is most appropriate for the student.

Each AGLI has a five digit AGLI code associated with it. This is for reporting purposes. The AGLI codes are not necessarily consecutively ordered due to some of the additions and edits made to the AGLIs for each content area. Be sure to carefully transfer the AGLI code and corresponding AGLI text to the Data Summary Sheets.

### **Sample Assessment Tasks (SATs)**

Finally, the teacher uses the Sample Assessment Tasks (SATs) in the following section to select an assessment task. The tasks are arranged from less complex to more complex and correspond to an AGLI. In some cases, the sample assessment tasks are on multiple pages. Each SAT has a code in the column before it to indicate the AGLI code that it is aligned to. For example, in Grade 3 ELA, SAT12107 “The student will choose the genre that has just been read to him/her.” is aligned to AGLI code 12107 “read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama)”. Not every AGLI has an SAT for it and some AGLIs may have more than one SAT for it. If there is more than one SAT for an AGLI, the SAT code has an ‘A, B, or C’ after the five digit number. The SATs only go with the preceding set of AGLIs.

Also provided are assessment strategies and possible ways to show evidence of the student’s achievement. These are only suggestions of some ways to show different types of evidence demonstrating the assessment tasks. Teachers may use the tasks listed on the Sample Assessment Tasks pages, modify one of the tasks listed, or develop an original task. It is important to note that the tasks listed in the document are already aligned with grade level expectations in the core curriculum. Tasks that are not listed may not be aligned and are at risk of not being scored as connected to grade level content. One way to ensure alignment, when writing an original task, is to use the verb and direct object from the chosen AGLI.

### **Reminders to Teachers**

Teachers are reminded to:

- use tasks from the specific grade that corresponds to the grade at which the student is being assessed; and
- use materials that are age-appropriate. For example, a teenager using CDs as manipulatives in mathematics as opposed to plastic teddy bear counters.

The remainder of the Frameworks for each content area is organized in the same manner. Teachers are encouraged to review the contents and make decisions that will lead to assessing students using challenging tasks based on the core curriculum that are linked to the student’s grade level.

**NYSAA Test Blueprint - English Language Arts (ELA)  
Effective with 2006-07 Administration**

<b>REQUIRED COMPONENT</b>							
<b>Two ELA Key Ideas Must be Assessed at each Grade Level</b>							
<b>Required Key Ideas Vary by Grade as Marked by an X in the Chart Below</b>							
<b>ELA Key Idea<sup>1</sup></b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

\*Note: Speaking is not assessed on the general education State assessments.

<b>CHOICE COMPONENT</b>								
<b>For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below</b>								
<b>Choose 1 Standard for Each Key Idea from Standards Marked with an X</b>								
<b>Standards</b>	<b>Key Idea</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

<sup>1</sup>Key Ideas are defined on page 2 of the Introduction of the [English Language Arts Core Curriculum \(May 2005\)](#) as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

**NYSAA Test Blueprint - Mathematics  
Effective with 2006-07 Administration**

<b>REQUIRED COMPONENT</b>							
<b>Two Mathematics Strands Must be Assessed at each Grade Level</b>							
<b>Required Strands Vary by Grade as Marked by an X in the Chart Below</b>							
<b>MATHEMATICS STRANDS</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & Probability					X		X

<b>CHOICE COMPONENT</b>							
<b>For Each Required Strand, There are Two Possible Bands From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below</b>							
<b>For Each Required Strand, Choose 1 of the Bands Marked with an X</b>							
<b>Bands</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
<b>Number Sense &amp; Operations</b>							
Number Systems	X	X	X	X			
Number Theory					X		
Operations	X	X	X	X	X		
<b>Measurement</b>							
Units of Measurement	X	X					
Units/Estimation	X	X					
<b>Geometry</b>							
Geometric Relationships			X			X	
Transformational Geometry						X	
Coordinate Geometry			X				
<b>Algebra</b>							
Variables & Expressions				X		X	X
Equations & Inequalities				X			X
Patterns, Relations & Functions						X	
<b>Statistics &amp; Probability</b>							
Collection of Data							
Organization & Display of Data					X		X
Analysis of Data					X		X

See [Mathematics Core Curriculum \(March 2005\)](#) for further information.

**NYSAA Test Blueprint - Science  
Effective with 2006-07 Administration**

<b>REQUIRED COMPONENT</b>			
<b>Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below.</b>			
<b>Science Standards</b>	<b>Grade 4</b>	<b>Grade 8</b>	<b>High School</b>
1 - Scientific Inquiry	X	X	
4 - Living Environment	X	X	X
4 - Physical Setting/ Earth Science			X

<b>CHOICE COMPONENT</b>				
<b>For Each Required Standard, There are Two Possible Key Ideas From Which to Draw Key Ideas Vary by Grade as Marked by an X in the Chart Below Choose 1 Key Idea for each Standard from Key Ideas Marked with an X</b>				
<b>Standards</b>	<b>Key Idea</b>	<b>Grade 4</b>	<b>Grade 8</b>	<b>High School*</b>
1 - Scientific Inquiry	1- Develop explanations of natural phenomena	X		
	2- Testing proposed explanations	X	X	
	3- Observations made while testing		X	
4 - Living Environment	1- Similarities/differences between living and nonliving things.			X
	3- Changes in organisms over time	X		
	5- Dynamic equilibrium		X	
	7- Human decisions/activities impact			X
4 - Physical Setting/ Earth Science	1- Relative motion and perspective			X
	2- Interactions among components of air, water and land	X		X
	3- Particle properties determine observable characteristics of matter and its reactivity		X	

\*Note: at the high school level, choices are made within one Standard, i.e., Standard 4. One choice is drawn from the two designated within the Living Environment section of the curriculum and the other choice is drawn from the two designated within the Physical Setting/Earth Science section of the curriculum. See the Core Curricula for Science at <http://www.emsc.nysed.gov/ciai/cores.htm#science>.

**NYSAA Test Blueprint - Social Studies  
Effective with 2006-07 Administration**

<b>REQUIRED COMPONENT</b>			
<b>Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below</b>			
<b>Social Studies Standards</b>	<b>Grade 5</b>	<b>Grade 8</b>	<b>High School</b>
1 - US and NYS History	X	X	X (US History)
2 - World History			X (Global History)
5 - Civics, Citizenship and Government	X	X	

<b>CHOICE COMPONENT</b>				
<b>For Each Required Standard, There are Two Possible Units From Which to Draw Units Covered Vary by Grade as Marked by an X in the Chart Below Choose 1 Unit For Each Standard From Units Marked with an X</b>				
<b>Standards</b>	<b>Units</b>	<b>Grade 5</b>	<b>Grade 8</b>	<b>High School</b>
1- US & NYS History	2 - Constitutional Foundations			X
	6 - Colonial Life and Revolutionary War in NYS	X		
	7 - Industrial Society		X	
	7 (B) - World in Uncertain Times: 1980-Present			X
	8 - Industrial Growth & Expansion in NYS	X		
	9 - Between the Wars		X	
2- World History: Global History and Geography	5 - Age of Revolution			X
	8 - Global Connections and Interactions			X
5- Civics, Citizenship & Government	4 - Government of World Communities	X		
	4 - Experiment in Government		X	
	9 - Local, State & National Government	X		
	11- WWII to the Present		X	

See the Core Curricula for Social Studies at <http://www.emsc.nysed.gov/ciai/cores.htm#ss>.

**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 3**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Key Idea: Reading

**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 26	<ul style="list-style-type: none"> <li>• Select literature on the basis of personal needs and interests from a variety of genres and by different authors</li> <li>• Engage in purposeful oral reading in small and large groups</li> <li>• Read print-based and electronic literary texts silently on a daily basis for enjoyment</li> <li>• Recognize the differences among the genres of stories, poems, and plays</li> <li>• Relate the setting, plot, and characters in literature to own lives, with assistance</li> <li>• Explain the difference between fact and fiction</li> <li>• Use previous reading and life experiences to understand and compare literature</li> <li>• Make predictions, draw conclusions, and make inferences about events and characters</li> <li>• Identify cultural influences in texts and performances, with assistance</li> <li>• Maintain a personal reading list to reflect reading accomplishments</li> <li>• Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events</li> <li>• Use knowledge of story structure, story elements, and key vocabulary to interpret stories</li> <li>• Use graphic organizers to record significant details about characters and events in stories</li> <li>• Summarize main ideas and supporting details from imaginative texts, both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Recognize characteristics of different genres</li> <li>• Relate what the story is about with supporting details</li> <li>• Make predictions and draw conclusions about different characters and events</li> <li>• Use evidence from stories to describe characters, and their actions (sequence of events)</li> <li>• Use knowledge of story structure, story elements, and key vocabulary to understand stories</li> </ul>

**Required Component 1**—Key Idea: Reading

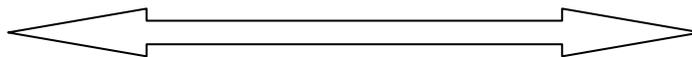
**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**



The student will:

- read or attend to simple material(s) with one or two words (12106)
- read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12107)
- recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s) (12108)
- recognize picture, object, etc. that show “who”, “what”, and/or “where” about a familiar text (12109)
- interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12105)

The student will:

- read or attend to text(s) aloud by others for comprehension (12206)
- choose appropriate texts in different genres to read or to be read aloud by others (12207)
- answer questions about texts read or read aloud by others (12203)
- identify important people and/or events in stories read or read aloud by others (12204)
- make prediction(s) about event(s) in a story (12205)

The student will:

- read aloud with fluency for comprehension (12304)
- distinguish between varieties of texts, noticing differences in the way they look, the way they sound, that some are factual or some imaginative (12305)
- identify important details about events and/or people in text(s) (12303)

<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12106	The student will read or attend to simple materials when presented by a teacher.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when reading or attending to material</li> </ul>
SAT12107	The student will read or attend to various genres during reading time.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to or reading various genres</li> </ul>
SAT12108	The student will recognize a picture or object that reflects character(s) in a story by eye gazing or pointing to the appropriate choice.	<ul style="list-style-type: none"> <li>Student work product of a story page with character(s) pasted under the story title</li> </ul>
SAT12109	The student will recognize a picture, object, etc. that shows who, what, and/or where from a familiar text. (e.g., story about Johnny Appleseed – student chooses the apple picture or object to represent the story)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering who, what, and/or where questions about a text</li> <li>Student work product including story title at the top and three pictures that represent the object choices and the object the student selected is marked</li> </ul>
SAT12105A	The student will interact with a part of a story through expression of emotion or hand movement. (e.g., in a scary story make movement of hands/scared face; in a story where there is a repeated phrase or emotion make movement of hands or face to show phrase or emotion; etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when appropriately displaying specific emotions during the reading of different types of stories</li> </ul>
SAT12105B	The student will interact with parts of a scary story by exhibiting a change in his/her facial expressions and/or making hand or body movements to express emotions while the story is read.	<ul style="list-style-type: none"> <li>Video tape of the student expressing his/her emotions during the reading of a scary story</li> </ul>
SAT12206	The student will read or attend to a text and recognize one or more details from the text given a set of choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when reading or attending to a text and then indicating a detail from the text</li> </ul>
SAT12207	The student will choose appropriate texts to read or be read aloud by others in different genres when asked to choose a specific genre or topic.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making choices of texts with different genres</li> </ul>
SAT12203	The student will answer questions about texts read or read aloud by others on a given worksheet.	<ul style="list-style-type: none"> <li>Student work product with questions about the text answered by the student</li> </ul>
SAT12204	The student will identify important main events in stories read aloud using pictures from the text.	<ul style="list-style-type: none"> <li>Student work product with questions asking the student to identify the important events in a story</li> </ul>
SAT12205	The student will make a prediction about an event in a story by selecting a picture or statement describing what will happen during or next in the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the prediction after having read several pages of a given a story</li> </ul>

SAT12304	The student will read aloud with fluency for comprehension by reading a text then indicating the main idea or a detail from the text.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when reading at an appropriate rate for comprehension and selecting the main idea or a detail from the text</li> <li>• Video tape or audio tape of the student reading a text and indicating the main idea or a detail from the text</li> </ul>
SAT12305	The student will distinguish between a variety of texts by categorizing or sorting texts by different reading elements, such as fiction (imaginative) or nonfiction (factual) texts, texts having rhyme or no rhyme, etc.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when distinguishing reading elements between different texts</li> </ul>
SAT12303	The student will identify important details about where and when an event in the story took place.	<ul style="list-style-type: none"> <li>• Student work product of the questions about where and when the event in a story took place</li> </ul>

**GLIs and Essences**  
**Grade 3 – ELA**
**3**
**Required Component 1**—Key Idea: Reading

**Choice Component 2**— Standard 4: Students will read, write, listen, and speak for **social interaction**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 27	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud</li> <li>• Respect the age, gender, social position, and cultural traditions of the writer</li> <li>• Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with others</li> <li>• Work together with peers to answer literal questions about text</li> </ul>

**Required Component 1**—Key Idea: Reading

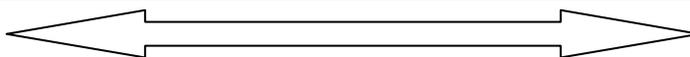
**Choice Component 2**— Standard 4: Students will read, write, listen, and speak for **social interaction**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 4**

**Less Complex**

**More Complex**



The student will:

- attend to text(s) read aloud by others (14101)
- take turns giving an opinion about a text (14102)
- take turns sharing information about the character(s) in a text (14103)

The student will:

- read or have read to him/her simple texts and respond appropriately (14201)
- listen and respond appropriately to others' thoughts and opinions about text(s) (14202)
- answer "who", "what", and/or "when" questions about text(s) with classmates (14203)

The student will:

- read modified or adapted grade level texts with classmates (14303)
- using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)

<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to a text read by others by demonstrating appropriate attending behaviors. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student attended to the specific story</li> </ul>
SAT14101B	The student will attend to a four page story read aloud by the teacher by remaining in a rocking chair for the duration of the story.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to texts (story, article, etc.)</li> </ul>
SAT14102	The student will take turns sharing a personal opinion about a text.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student waiting his/her turn and then indicating his/her opinion about the text</li> </ul>
SAT14103	The student will take turns sharing information about the character(s) in a text. (e.g., what they did, where they are, how they feel, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance of the ability to follow the conversation and share thoughts about the characters in the story</li> <li>Sequenced, captioned, dated photographs of the student taking turns to answer "who" questions about the characters in the story</li> </ul>
SAT14201A	The student will read or have read simple texts and respond appropriately to them by showing or indicating correct emotions or expressions. (e.g., laugh when it's funny, show sadness when something sad happens, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student reading and showing correct emotions or selecting cards that indicate the emotions depicted in texts</li> <li>Audio tape of the student using emotion in his/her tone when reading texts</li> </ul>
SAT14201B	The student will respond appropriately to questions about simple texts asked by another person.	<ul style="list-style-type: none"> <li>Student work product of student responses to questions that were asked about two different texts that were read to the student</li> </ul>
SAT14202	The student will listen and respond appropriately to classmate's opinions about a text by attending to a text and then asking his/her peers questions about the text (i.e., What was your favorite part? Did you like the story?, etc.).	<ul style="list-style-type: none"> <li>Student work product of the text title, the questions that the student asked his/her peers, and recorded responses from peers</li> </ul>
SAT14203	The student will answer who, what, and/or when questions about text(s) with classmates.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student and peers creating a poster that answers "wh" questions about the characters in two different texts</li> </ul>
SAT14303	The student will read modified or adapted grade level texts with classmates.	<ul style="list-style-type: none"> <li>Video tape of the student reading texts with classmates</li> <li>Data Collection Sheet (time-segment) recording student performance and detailing two texts the student has read.</li> </ul>
SAT14302	The student will answer literal questions about a text that was read or read aloud by others and engage in a discussion with peers.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student working with the small group to answer questions about the texts</li> </ul>

**GLIs and Essences**  
**Grade 3 – ELA**
**3**
**Required Component 2**—Key Idea: Listening

**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 30	<ul style="list-style-type: none"> <li>• Identify elements of character, plot, and setting to understand the author’s message or intent</li> <li>• Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation</li> <li>• Identify the author’s use of rhythm, repetition, and rhyme</li> <li>• Use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to a literary piece for literary response and expression</li> <li>• Listen to identify elements of a story (character, plot/what happens, and setting)</li> </ul>

**Required Component 2**—Key Idea: Listening

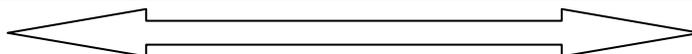
**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 2**

**Less Complex**

**More Complex**



The student will:

- attend to and respond to environmental sound(s) in the story (32106)
- attend to poem(s) as they are read aloud (32102)
- attend to familiar story(s) to identify the moral or message after class discussion (32103)
- attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) (32107)
- attend to familiar text(s) and recognize: “who”, “what”, “where”, “when”, and/or “how” in those text(s) (32105)

The student will:

- show understanding by responding appropriately and/or by selecting favorites (32207)
- show appreciation by responding appropriately and/or by selecting favorites (32208)
- answer questions of “who”, “what”, “where”, “when”, “how”, and/or “why” about texts read aloud (32202)
- answer questions about author’s message (32203)
- identify important characters and/or events in stories read aloud (32204)
- listen for repetition in stories and/or poems (32205)
- recognize obvious rhyme and/or rhythm in poetry (32206)

The student will:

- listen to identify story elements (e.g., character, plot, setting, etc.) (32305)
- identify rhyme and/or rhythm in poetry (32306)
- listen to unfamiliar stories and/or poems and answer comprehension questions (32307)
- listen to identify the author’s message (32308)

**Required Component 2—Key Idea: Listening**
**Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will attend to a story and indicate the environmental sound by vocalizing or moving his/her body each time it occurs in the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording performance of student listening to a story about trains and responding or indicating every time he/she hears a train's sound in the story (i.e., by raising arm as if pulling the horn mechanism, etc.)</li> </ul>
SAT32106B	The student will attend and respond to environmental sounds in a story by repeating the sounds made during the reading of the story. (e.g., sound to repeat: a car horn, a barking dog, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student listening to a story and responding by repeating the sound every time he/she hears a specific sound</li> </ul>
SAT32102	The student will attend to a poem as it is read aloud by another person(s).	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance during 15 minute time intervals while student listens to poem(s) read</li> </ul>
SAT32103	The student will attend to a familiar story and identify the moral or message of a text when listening to class discussions by making choices on visual language displays or activating a speech generating device, when several are presented.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to a story, listening to a class discussion, and making choices</li> </ul>
SAT32107	The student will attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) to the class.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance listening to various genres as they are read aloud to the class</li> </ul>
SAT32105	The student will attend to a text and recognize who, what, where, when, and/or how by signaling, eye gazing, or pointing to appropriate answer in the text. (e.g., raise hand, clap, use speech generating devices, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to the story and then responding to who, what, where, when, and/or how questions</li> </ul>
SAT32207	The student will show understanding of a poem or story read by answering questions about the poem or story.	<ul style="list-style-type: none"> <li>Student work product showing responses selected by the student about the poem or story</li> </ul>
SAT32208	The student will show appreciation of a text after listening to two texts by indicating his/her favorite between the two literary texts.	<ul style="list-style-type: none"> <li>Video tape of the student indicating his/her choice between two different texts to identify his/her favorite</li> </ul>
SAT32202	The student will listen to texts and answer who, what, where, when, how, and/or why questions.	<ul style="list-style-type: none"> <li>Student work product of student-pasted pictures or phrases that answer literal questions about the texts</li> </ul>
SAT32203	The student will answer questions about the author's message in a text.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering questions about the author's message in a text</li> </ul>

SAT32204	The student will identify important characters and/or events in stories read aloud given multiple choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying important characters and/or events in texts read aloud</li> </ul>
SAT32205	The student will listen for repetitions within a text by providing or responding to the repetitive phrase at the correct time(s).	<ul style="list-style-type: none"> <li>Video tape of the student signaling when there is a repetition in the text (raises hand, hits switch with phrase, says phrase at correct time during reading)</li> </ul>
SAT32206	The student will recognize instances of rhyme while listening to poetry.	<ul style="list-style-type: none"> <li>Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem</li> </ul>
SAT32305	The student will listen to a story and identify the story elements of character, plot, or setting by answering questions.	<ul style="list-style-type: none"> <li>Student work product on story elements showing questions and the student's answers (vocabulary in questions using elements of character, plot, setting, etc.)</li> </ul>
SAT32306	The student will identify instances of rhythm while listening to poetry.	<ul style="list-style-type: none"> <li>Video tape of the student identifying rhythm while listening to poetry by tapping out rhythm, nodding head to cadence, etc.</li> </ul>
SAT32307	The student will listen to unfamiliar stories and/or poems and answer comprehension questions.	<ul style="list-style-type: none"> <li>Student work product with unfamiliar stories or poems indicated and student responses to what, when, where, why, etc. questions</li> </ul>
SAT32308	The student will listen to a text and then identify the author's message within the text.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the author's message within a text</li> </ul>

**GLIs and Essences**  
**Grade 3 – ELA**
**3**
**Required Component 2—** Key Idea: Listening

**Choice Component 2—** Standard 4: Students will read, write, listen, and speak for **social interaction**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 30	<ul style="list-style-type: none"> <li>• Respect the age, gender, position, and culture of the speaker</li> <li>• Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners</li> <li>• Identify the tone of voice and content that signal friendly communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to friendly communication read aloud (e.g. notes, cards, longer letters, electronic correspondence (e-mail), personal narratives, etc.) to identify tone of voice and reveal social relationships</li> <li>• Respect the speaker</li> </ul>

**Required Component 2**— Key Idea: Listening

**Choice Component 2**— Standard 4: Students will read, write, listen, and speak for **social interaction**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 4**

**Less Complex**

**More Complex**

The student will:

- attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106)
- show respect, by attending to what the speaker is saying (34107)
- identify word(s) that reveal the feelings of the author toward the identified recipient (34108)
- identify the word(s) and/or convention(s) (greeting, format in a note card, closing) that a writer uses to show feelings (34109)
- identify the purpose(s) (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105)

The student will:

- attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to someone else (34206)
- identify the writer(s) (friends, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207)
- attend to longer personal narrative(s) (e.g., diary or journal entries, friendly letters, etc.) (34208)
- identify the audience of these longer personal narrative(s) (34204)
- identify word(s) that reveal tone and/or feelings of the writer toward the identified recipient (34209)

The student will:

- listen to informal communication (e.g., notes, card, longer letters, electronic mail (email), etc.) to identify the tone of voice and social relationships (34302)

**Required Component 2— Key Idea: Listening****Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT34106A	The student will attend to a note addressed to the student being read aloud by looking at the reader.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when attending to the reader while a note addressed to the student is read aloud</li> </ul>
SAT34106B	The student will attend to a friendly note that is written on a card when the card is read to them by using eye gaze.	<ul style="list-style-type: none"> <li>Video tape of the student using eye-gaze to attend to the card and speaker</li> </ul>
SAT34107	The student will show respect to a speaker by attending to what the speaker is saying and remaining quiet.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student looks at the speaker and remains quiet</li> </ul>
SAT34108	The student will identify word(s) or phrase(s) in a friendly communication that show how the author feels toward the identified recipient.	<ul style="list-style-type: none"> <li>Student work product of the student indicating words and phrases in a letter and their appropriate interpretation</li> </ul>
SAT34109	The student will identify the word(s) and/or convention(s) (greeting, format, closing, etc.) that a writer uses to show feelings by labeling or highlighting the appropriate parts of a letter that show a specific feeling.	<ul style="list-style-type: none"> <li>Student work of student labeled or highlighted words and/or conventions that a writer uses to show feelings</li> </ul>
SAT34105	The student will identify the purpose of friendly communications. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.)	<ul style="list-style-type: none"> <li>Audio tape of the student identifying purposes of friendly communications</li> <li>Student work product of cards/communications that the student selected for specific purposes</li> </ul>
SAT34206	The student will attend to friendly notes and/or cards that were written to someone other than him/herself when they are read aloud.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student attends to communications</li> </ul>
SAT34207	The student will identify the writer of a communication by matching pictures or names (i.e., friend, parent, teacher, etc.) of the writer to an appropriate friendly letter.	<ul style="list-style-type: none"> <li>Student work product with the pictures representing the author matched to the letters (friend, teacher, parent, etc.)</li> </ul>
SAT34208	The student will attend or show attention by maintaining eye contact with the speaker while listening to a longer personal narrative. (e.g., diary, journal entries, letters, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when maintaining attention through eye contact to a longer narrative</li> </ul>
SAT34204	The student will identify the intended audience of a longer personal narrative.	<ul style="list-style-type: none"> <li>Student work product with the word cards or pictures of people matched to the personal narratives</li> </ul>
SAT34209	The student will identify words that reveal tone or feelings of the writer by answering questions about what different terms suggest.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student answering the questions regarding the terms <i>dear</i>, <i>love</i>, <i>happy</i>, and/or <i>pleased</i> (i.e., I am glad=happy, student selects picture of happy face when phrase is read)</li> </ul>

SAT34302	<p>The student will listen to friendly notes, cards, and/or longer personal narratives read aloud to identify the tone of voice and social relationships between the writer and recipient by answering questions about these elements.</p> <p>(e.g., questions such as: Who might receive this note?; Who may have written this note?; What is the tone of voice? [e.g., angry, happy, excitement, sad]; Which words indicate who the writer is and what the relationship is between them? [e.g., signature at end of note/letter; content references to writer: I; you are my...e.g., son, daughter, student, we; greeting: opening of letter: e.g., to my daughter, dearest friend; closing of letter: e.g., your friend, loving daughter, etc.]; Which words indicate to whom this was written?, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product with questions about the tone of communication and about the social relationship between the writer and recipient</li> <li>• Data Collection Sheet (multi-step) recording student performance when responding to questions about tone and social relationship</li> </ul>
----------	---	--

# **Mathematics NYSAA Frameworks**

## **Grade 3**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 1**— Band: Number Systems

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 37-38	3.N.1	Skip count by 25's, 50's, 100's, to 1,000	<ul style="list-style-type: none"> <li>• Read and write, count, group, compare, and order whole numbers to 1,000</li> <li>• Use properties of numbers</li> <li>• Understand unit fractions as part of a whole and compare and order unit fractions</li> </ul>
	3.N.2	Read and write whole numbers to 1,000	
	3.N.3	Compare and order numbers to 1,000	
	3.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	
	3.N.5	Use a variety of strategies to compose and decompose three-digit numbers	
	3.N.6	Use and explain the commutative property of addition and multiplication	
	3.N.7	Use 1 as the identity element for multiplication	
	3.N.8	Use the zero property of multiplication	
	3.N.9	Understand and use the associative property of addition	
	3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection	
	3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{ and } \frac{1}{10}\right)$ as part of a whole or a set of objects	
	3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	
	3.N.13	Recognize fractional numbers as equal parts of a whole	
	3.N.14	Explore equivalent fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$	
	3.N.15	Compare and order unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$ and find their approximate locations on a number line	

**Required Component 1**— Strand: Number Sense and Operations

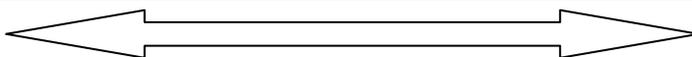
**Choice Component 1**— Band: Number Systems

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems**

**Less Complex**

**More Complex**



The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 1 through 9 objects (11101)
- compare quantities (equal to, greater than, and/or less than) using concrete objects (11104)
- recognize and/or compare to a whole,  $\frac{1}{2}$  of an object or a group of objects (11105)

The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 0 through 19 objects (11201)
- compare and/or describe quantities and/or numbers, 1 through 19, using the terms equal to, greater than, and/or less than (11202)
- recognize that a fraction is a part of a whole (11204)

The student will:

- identify the number (as a word and/or symbol) that tells the number of objects in a set of 0 through 100 objects (11301)
- compare and/or describe quantities and/or numbers, 0 through 100, using the terms equal to, greater than, and/or less than (11302)
- recognize, illustrate, and/or name the unit fraction(s)  $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$  and/or  $\frac{1}{10}$  (11303)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 1— Band: Number Systems**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will identify the number (1 through 9, as word and/or symbol) by answering the question "How many objects are in each set?" (e.g., sets could include any number of objects between 1 and 9: 4 objects-student response four [pointing on a number line, selecting word card, or by stating or signing the number, etc.], etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when matching the quantity to the number</li> </ul>
SAT11104A	The student will compare quantities by indicating which set is "greater than" when given two unequal sets of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the quantity that is "greater than" (using the appropriate mathematics terms)</li> </ul>
SAT11104B	The student will compare two sets of objects and indicate which is "less than" the other.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the quantity that is "less than" (using the appropriate mathematics terms)</li> </ul>
SAT11105	The student will recognize the object that shows one half of a presented whole from a set of two or more objects.	<ul style="list-style-type: none"> <li>Student work product showing student recognized half of a whole that was shown by the teacher</li> </ul>
SAT11201	The student will identify the number (0 through 19, as word and/or symbol) when asked the question "How many objects are in each set?" (e.g., sets could include any number of objects between 0 and 19: 10 objects-student response ten (pointing on a number line, selecting word card, or by stating or signing the number, etc.), etc.)	<ul style="list-style-type: none"> <li>Student work product showing groups of objects and the number the student circled indicating the number of objects in the group</li> </ul>
SAT11202	The student will compare the number of objects in one set against another set using the symbols/words "equal to", "greater than" or "less than". (e.g., sets of objects could include any number of objects between 1 and 19: 4 apples compared to 12 apples, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (using the appropriate mathematics terms)</li> <li>Video tape of the student verbalizing or indicating the phrase that correctly compares the sets of objects</li> </ul>
SAT11204	The student will recognize which object is the fraction $\frac{1}{2}$ of the whole by indicating the halved object upon request when given a whole object and one-half of an object.	<ul style="list-style-type: none"> <li>Student work product where the student answers the question "which is <math>\frac{1}{2}</math> of the whole?" by marking the halved objects</li> </ul>
SAT11301	The student will identify the number (0 through 100, as word and/or symbol) when asked the question "How many objects are in each set?" (e.g., sets could include any number of objects between 0 and 100: 3 objects-student response three, 50 objects-student response fifty, 75 objects-student response seventy-five, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student being presented with a set of objects from zero to one hundred and verbalizing, signing, indicating, etc. the number of objects in the set</li> </ul>

SAT11302	The student will describe how the number of objects (0 to 100) in one set compares to the number of items in another set while using the terms equal to, greater than, or less than. (e.g., sets of objects could include any number of objects between 0 and 100; using the appropriate mathematics terms)	<ul style="list-style-type: none"> <li>• Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, or equal to (Description includes pasting, writing, etc. the terms in the appropriate spots in column three)</li> </ul>
SAT11303A	The student will recognize and/or illustrate unit fractions by folding, shading, cutting, or tearing a paper square to create the fractions, $\frac{1}{2}$ and/or $\frac{1}{4}$ of the square.	<ul style="list-style-type: none"> <li>• Student work product showing squares that have lines in them to divide them into equal parts and/or shading to indicate one of those equal parts matched to its fraction</li> <li>• Video tape of the student folding and/or tearing or cutting a paper square to form the unit fractions</li> </ul>
SAT11303B	Given a unit shape, the student will illustrate $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ and/or $\frac{1}{10}$ by manipulating sensory material (clay, shaving cream, sand, etc.) to create the requested unit fraction.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when manipulating material to illustrate a given fraction</li> <li>• Video tape of the student illustrating one half using the sensory material</li> </ul>

**GLIs and Essences**  
**Grade 3 – Mathematics**
**3**
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 38	3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	<ul style="list-style-type: none"> <li>• Use a variety of strategies to add, subtract, multiply, and divide whole numbers</li> <li>• Develop strategies for selecting the appropriate computational and operational method in problem solving situations</li> </ul>
	3.N.19	Develop fluency with single-digit multiplication facts	
	3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	
	3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	
	3.N.22	Demonstrate fluency and apply single-digit division facts	
	3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division	
	3.N.24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations	

**Required Component 1**— Strand: Number Sense and Operations

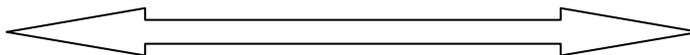
**Choice Component 2**— Band: Operations

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations**

**Less Complex**

**More Complex**



The student will:

- recognize the concepts of addition and/or subtraction (13101)
- add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)
- select the appropriate operation to use in solving problems involving addition and/or subtraction (13103)

The student will:

- add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)
- multiply and/or divide 1-digit whole numbers using one or more strategies (13205)
- select and use appropriate operations to solve problems (13206)

The student will:

- add and/or subtract 2-digit whole numbers from 10 to 99 (13303)
- multiply and/or divide 1-digit numbers using one or more strategies (13304)
- multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305)
- select and use the appropriate operation to solve word problems in real-life situations (13306)

**Required Component 1—** Strand: Number Sense and Operations

**Choice Component 2—** Band: Operations

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	The student will recognize the concept of addition by adding one object to a group of objects.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when adding an object to a group of objects to demonstrate addition</li> <li>Video tape of the student manipulating groups of objects to add one of the objects</li> </ul>
SAT13101B	The student will recognize the concept of subtraction by removing one object from a group of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student manipulating groups of objects to subtract one of the objects</li> </ul>
SAT13104A	The student will solve addition problems using 1 to 9 objects or manipulatives. (e.g., addition problems could include any number of objects between 1 and 9: 2 objects plus 1 object, 5 objects plus 2 objects, 1 object plus 6 objects, etc.)	<ul style="list-style-type: none"> <li>Student work product with addition problems involving any of the numbers from 1 to 9 with stickers placed by each number to solve the problem</li> </ul>
SAT13104B	The student will solve subtraction problems using 1 to 9 objects or manipulatives. (e.g., subtraction problems could include any number of objects between 1 and 9: 8 objects minus 4 objects, 2 objects minus 1 object, 9 objects minus 8 objects, etc.)	<ul style="list-style-type: none"> <li>Student work product with subtraction problems involving any of the numbers from 1 to 9 with stickers placed by each number to solve the problem</li> </ul>
SAT13103	The student will select the correct operation to solve a problem by placing the correct symbol between two numbers when presented with problems showing two numbers and the answer.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating if a problem was an addition or subtraction problem</li> </ul>
SAT13204	The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found on a trip to the supermarket.	<ul style="list-style-type: none"> <li>Student work product of a scrapbook showing pictures of products and their prices and the total cost of the set of products</li> </ul>
SAT13205	The student will multiply and/or divide 1-digit whole numbers using one or more strategies. (e.g., three items are purchased—if each item costs one dollar, what do the three items cost?; three identical items are purchased—if the total cost was six dollars, how much did one item cost?; possible strategies: multiplication table, calculator, objects, etc.)	<ul style="list-style-type: none"> <li>Student work product with multiplication and/or division problems with 1-digit whole numbers indicating the strategy(s) used by the student to solve</li> </ul>
SAT13206	The student will select and use appropriate operations to solve problems. (e.g., Three pencils are purchased for 10 cents each. How much are the three pencils? add or subtract, answer _____ cents)	<ul style="list-style-type: none"> <li>Student work product indicating the operations selected by the student and the student's solution to the problems</li> <li>Student work product showing the problem the student wrote to solve the problem and the answer</li> </ul>

SAT13303A	The student will add two-digit whole numbers from 10 to 99. (e.g., addition problems could include any two-digit numerals between 10 and 99: 10 objects plus 10 objects, 50 objects plus 10 objects, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to addition problems</li> </ul>
SAT13303B	The student will subtract two-digit whole numbers from 10 to 99. (e.g., subtraction problems could include any two-digit numerals between 10 and 99: 20 objects minus 10 objects, 50 objects minus 30 objects, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to subtraction problems</li> </ul>
SAT13304A	The student will multiply single digit numbers using one or more strategies.	<ul style="list-style-type: none"> <li>Student work product showing student solutions to multiplication problems with strategy(s) student used indicated</li> </ul>
SAT13304B	The student will divide single digit numbers using one or more strategies.	<ul style="list-style-type: none"> <li>Student work product showing student solutions to division problems with strategy(s) student used</li> </ul>
SAT13305A	The student will multiply a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using a calculator student multiplies 10 times 5, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to multiplication problems using a strategy</li> </ul>
SAT13305B	The student will divide a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using an arithmetic table/chart student divides 20 by 2, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to division problems using a strategy</li> </ul>
SAT13306A	The student will select the appropriate operation to solve word problems that deal with real-life situations (addition, subtraction, multiplication, and/or division) and then will use that operation to solve the problem.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the appropriate operation and solving the problem</li> </ul>
SAT13306B	The student will select the operation from addition and subtraction when asked operation related questions such as "how do you find the total cost?" or "how much money you have left?", and then will solve problems using a shopping list, given a price list for items or a grocery flyer and amount of money he/she has.	<ul style="list-style-type: none"> <li>Student work product showing the appropriate operation selected by the student and the solution to the problems related to grocery items</li> </ul>

**Required Component 2**— Strand: Measurement

**Choice Component 1**— Band: Units of Measurement

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 39-40	3.M.1	Select tools and units (customary) appropriate for the length measured	<ul style="list-style-type: none"> <li>Measure length, weight, and capacity in standard units</li> </ul>
	3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inch, whole foot, and whole yard)	
	3.M.3	Measure objects, using ounces and pounds	
	3.M.4	Recognize capacity as an attribute that can be measured	
	3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)	
	3.M.6	Measure capacity, using cups, pints, quarts, and gallons	

**Required Component 2**— Strand: Measurement

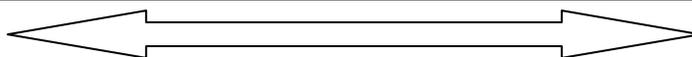
**Choice Component 1**— Band: Units of Measurement

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Measurement-Units of Measurement**

**Less Complex**

**More Complex**



The student will:

- compare the lengths of two objects (21107)
- order three or more objects according to the attributes of length (21102)
- compare the weights of two objects (21108)
- order three or more objects according to the attributes of weight (21104)
- identify tools for measurement (21105)
- use standard and/or non-standard tool(s) for measurement (21109)

The student will:

- use a ruler or yardstick to measure and identify lengths to the nearest whole foot or whole yard (21204)
- use a scale to measure the weight of objects and identify the weights of objects measured in pounds (21205)
- compare capacities of objects measured in cups and quarts (21206)

The student will:

- use a ruler or yardstick to measure and compare lengths to the nearest inch, foot or yard (21301)
- use a scale to measure the weight of objects and compare the weights of objects measured in pounds and ounces (21302)
- use appropriate tools to measure and identify capacities of objects measured in at least three of the following: cups, pints, quarts, and gallons (21304)

Required Component 2— Strand: Measurement		
Choice Component 1— Band: Units of Measurement		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107	The student will compare two or more lengths by indicating which object(s) from a set of two or more are longer or shorter. (e.g., a short pencil and a long pencil, a short string of small paperclips and a long string of large paperclips, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student comparing the lengths of two or more objects and indicating which is longer or shorter</li> </ul>
SAT21102	The student will order three or more objects by taking objects of different lengths and ordering them from shortest to longest (or from longest to shortest).	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when ordering sets objects from shortest to longest</li> </ul>
SAT21108A	The student will compare two objects and indicate which is heavier (or lighter) by holding the objects, one in each hand.	<ul style="list-style-type: none"> <li>Student work product listing each of the objects being compared and the object that the student indicated to be the heaviest or lightest by stamping the representation of the object on a worksheet</li> </ul>
SAT21108B	The student will compare the weights of objects by looking at the differences in weight presented and will indicate which object is heavier (or which object is lighter).	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the heavier or lighter object after looking at the weights for each of the two objects</li> </ul>
SAT21104	The student will order three or more objects from lightest to heaviest (or heaviest to lightest).	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when ordering three or more different sets of objects by weight</li> </ul>
SAT21105	The student will identify which tool is used for measuring while cooking by indicating that tool to the teacher. (e.g., tools may include scales, measuring spoons, measuring cups, measuring bottles, etc.; note: response choices should also include some non-cooking measuring tools)	<ul style="list-style-type: none"> <li>Audio tape of the student verbalizing to the teacher that the measuring cup is used for measuring while cooking</li> </ul>
SAT21109A	The student will use measuring spoons and/or measuring cups to measure ingredients for a recipe.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when using the standard measuring tools in order to measure ingredients for a recipe</li> </ul>
SAT21109B	The student will use paper clips as a non-standard tool to measure various items within the classroom. (e.g., using paper clips to measure the length of a book, the width of a table top, etc.).	<ul style="list-style-type: none"> <li>Student work product showing the item the student measured and the length, width, height, etc. that the student measured using the non-standard tool</li> </ul>
SAT21204	The student will measure and identify lengths by using a yardstick or ruler to measure to the nearest foot or whole yard the lengths of two different desktops.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated, photographs of the student using a yardstick to measure the lengths of the sides of objects in the classroom and indicating the length to the teacher</li> </ul>

SAT21205	The student will weigh objects in pounds on a scale and will identify the weight by indicating the correct weight of the object presented on choice cards. (e.g., objects could be classmates, sand bags, books, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when weighing objects to the nearest pound and indicating the weight of the different objects</li> </ul>
SAT21206	The student will compare capacities of objects and indicate which has more, less, or the same liquid. (e.g., comparing: a cup of milk to a quart of milk, a cup of water to a cup of juice, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating whether the cup or quart has more liquid</li> </ul>
SAT21301	The student will measure two different classroom objects (books, pencils, etc.) with a ruler or yardstick to the nearest inch and indicate which object is longer.	<ul style="list-style-type: none"> <li>Student work product of two classroom objects measured to the nearest inch and a sticker placed on the object that is longer</li> </ul>
SAT21302	The student will use a scale to compare and indicate in pounds and ounces which of two or more objects is heavier or lighter after weighing the objects on a scale. (e.g., objects must be heavier than one pound to get pounds and ounces weight)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student weighing the objects, obtaining the weight in pounds and ounces, and then indicating which object is heavier or lighter</li> </ul>
SAT21304	The student will measure the capacity of three different amounts of liquid in cups, quarts, and gallons and indicate the amounts of each (by marking on the measuring cup where the liquid comes up to), then recording the amount on a worksheet.	<ul style="list-style-type: none"> <li>Student work product of three liquids with the amount of each indicated (in cups, quarts, and gallons) based on the student's measurement</li> </ul>

**GLIs and Essences  
Grade 3 – Mathematics**
**3**
**Required Component 2— Strand: Measurement**
**Choice Component 2— Band: Units/Estimation**

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 40	3.M.7	Count and represent combined coins and dollars, using currency symbols (\$0.00)	<ul style="list-style-type: none"> <li>• Count money</li> <li>• Tell time to the minute</li> </ul>
	3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes	
	3.M.9	Tell time to the minute, using digital and analog clocks	
	3.M.10	Select and use standard (customary) and non-standard units to estimate measurements	

**Required Component 2**— Strand: Measurement

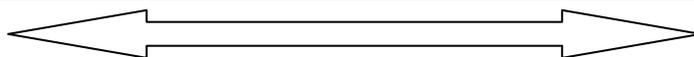
**Choice Component 2**— Band: Units/Estimation

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Measurement-Units/Estimation**

**Less Complex**

**More Complex**



The student will:

- recognize coins (22101)
- recognize the value of coins (22102)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night (22105)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the actual time of activities (22106)

The student will:

- recognize coin and dollar denominations (22205)
- recognize the value of coins and/or dollars (22202)
- indicate (write, say, or other) the amounts of money using \$ or ¢ (22203)
- relate time given on digital clocks to daily activities (22204)

The student will:

- determine the value of collections of coins and/or dollars (22301)
- represent the value of collections of coins and/or dollars using currency symbols (\$0.00) (22302)
- tell time to the minute using an analog clock (22303)
- relate and/or compare times to a schedule of activities (22304)

<b>SATs</b>		<b>3</b>
<b>Grade 3 – Mathematics</b>		
<b>Required Component 2— Strand: Measurement</b>		
<b>Choice Component 2— Band: Units/Estimation</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101	The student will recognize coins (penny, nickel, dime, and/or quarter) by matching the coins with the coin names or indicating a specific requested picture of a coin. (e.g., given a penny, eye gazes to the word penny on the choice cards; teacher requests “show me a quarter” when given a picture of a quarter and another object, the student touches the image of a quarter on a touch screen)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when matching the coins with their coin name or indicating the requested picture of coin</li> <li>Sequenced, captioned, dated photographs of the student using the computer to identify the quarter from the choice of two different coins</li> </ul>
SAT22102	The student will recognize the value of coins by matching the numeric value with the coin. (e.g., select coins needed to purchase an object)	<ul style="list-style-type: none"> <li>Student work product of different coins with lines drawn to the correct numeric values</li> <li>Student work product matching the cost of an object with the coins needed to purchase the object</li> </ul>
SAT22105A	The student will recognize the attributes of time by sequencing activities in order from morning to night.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sequencing picture cards showing morning, noon, and night</li> </ul>
SAT22105B	The student will recognize the attributes of time by selecting pictures that represent activities that generally take place at a given time of day. (e.g., morning— get dressed; afternoon— play time; night— go to bed)	<ul style="list-style-type: none"> <li>Student work product with pictures affixed next to the appropriate time of day</li> </ul>
SAT22106A	The student will recognize the attribute of earlier or later by indicating when activities occur given a set time and activity and a comparison time and activity. (e.g., we have lunch at 12:00; we have reading at 10:15; “is reading earlier or later than lunch?”)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating earlier or later when presented with activities, the times they occur, and comparison activities and times</li> </ul>
SAT22106B	The student will list activities in order from the earliest to the latest when given a mixed-up list of activities and the times that they take place.	<ul style="list-style-type: none"> <li>Student work product of activities and times listed from earliest to latest</li> </ul>
SAT22205	The student will recognize coin and dollar denominations using real money, cards, pictures, or a worksheet.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when selecting various coins and dollars that match given denominations (e.g., give me 5¢)</li> <li>Student work product of various coins with the direction “cross out the \$.10”</li> </ul>

SAT22202	The student will recognize the value of coins and/or dollars when given a set of mixed-up coins and dollars and their values, by placing coins and/or dollars next to the written monetary value.	<ul style="list-style-type: none"> <li>Student work product of coins and dollars sorted correctly to correspond with their values (placed on a t-chart)</li> </ul>
SAT22203	The student will indicate the amount of money in different groups by writing, saying, or selecting the correct amount and symbols or language for each group using money symbols or language (\$, ¢). (e.g., \$2.39—student response two dollars and thirty nine cents)	<ul style="list-style-type: none"> <li>Student work product with the correct amount and correct symbols or language (\$ or ¢) indicated by the student</li> </ul>
SAT22204	The student will relate digital times to correct activities on a daily schedule.	<ul style="list-style-type: none"> <li>Student work product showing a student's completed schedule with the digital times of each activity</li> </ul>
SAT22301A	The student will determine and indicate the value of a combination of coins and/or dollars that are required to make purchases of one or more items.	<ul style="list-style-type: none"> <li>Student work product showing a group of coins and bills and the student's calculation of the total amount of money needed for purchases</li> </ul>
SAT22301B	The student will determine the value of collections of coins and/or dollars based on real world problems. (e.g., problems such as determining the value of coin and/or dollar collections when needing to purchase a backpack and pencil at one store and a sandwich and soda at another store)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student determining the value from a set of coins and/or dollars needed to purchase items</li> </ul>
SAT22302	The student will represent money values by counting a collection of coins and writing the value using currency symbols (\$__ . __ __).	<ul style="list-style-type: none"> <li>Student work product showing a collection of coins and the student's calculation of the total value indicated, using the appropriate symbols and decimal points</li> </ul>
SAT22303	The student will tell time to the minute using an analog clock.	<ul style="list-style-type: none"> <li>Student work product indicating the students answers when telling time</li> </ul>
SAT22304A	The student will relate time to a schedule of activities by adding in the missing times and activities to complete a daily schedule.	<ul style="list-style-type: none"> <li>Student work product of a daily schedule of activities and times listed in order</li> </ul>
SAT22304B	The student will compare times to a schedule of activities. (e.g., looking at a Weekly schedule of events, the student responds to the questions "What do we have at 9:00 everyday? Or What time do we have library?")	<ul style="list-style-type: none"> <li>Student work product with student answers to questions recorded</li> </ul>



**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 4**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Key Idea: Reading**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 32	<ul style="list-style-type: none"> <li>• Select literature on the basis of personal needs and interests from a variety of genres and by different authors</li> <li>• Engage in purposeful oral reading in small and large groups</li> <li>• Read print-based and electronic literary texts silently, on a daily basis, for enjoyment</li> <li>• Relate the setting, plot, and characters in literature to own lives</li> <li>• Explain the difference between fact and fiction</li> <li>• Make predictions, draw conclusions, and make inferences about events and characters</li> <li>• Identify cultural influences in texts and performances</li> <li>• Maintain a personal reading list to reflect reading accomplishments</li> <li>• Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events</li> <li>• Use knowledge of story structure, story elements, and key vocabulary to interpret stories</li> <li>• Read, view, and interpret literary texts from a variety of genres, with assistance</li> <li>• Define the characteristics of different genres, with assistance</li> <li>• Identify literary elements, such as setting, plot, and character, of different genres, with assistance</li> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance</li> <li>• Recognize how different authors treat similar themes, with assistance</li> <li>• Identify literary elements, such as setting, plot, and character, of different genres, with assistance</li> <li>• Use graphic organizers to record significant details about characters and events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Relate setting, plot, and characters in literature to own lives</li> <li>• Make predictions, draw conclusions, and make inferences about different characters and events</li> <li>• Record basic details about characters and events in stories</li> <li>• Use evidence from stories to describe characters, and their actions, and their motivation (sequence of events)</li> <li>• Use knowledge of story structure, story elements, and key vocabulary to interpret stories</li> </ul>

**Required Component 1**— Key Idea: Reading

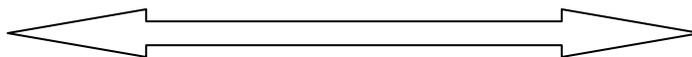
**Choice Component 1**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**



The student will:

- attend to or read literary text(s) (12101)
- attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105)
- identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)
- interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12104)

The student will:

- read aloud with fluency (12201)
- identify the definition of story element terms (character, setting, etc.) (12207)
- recognize plot as the sequence of events or action of a narrative (12208)
- relate text to a personal experience (12204)
- recognize explicit motive(s) of character(s) (12205)
- answer comprehension questions about plot, character, and/or setting of text(s) (12209)

The student will:

- select and read literature with fluency for comprehension (12307)
- recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts (12308)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12309)
- recognize explicit motives of characters (12304)
- identify favorite and/or least favorite part(s) of a story (12305)
- make prediction(s) about the ending of story (12306)

**Required Component 1— Key Idea: Reading****Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read literary texts during reading time.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to the teacher reading different stories</li> </ul>
SAT12105	The student will attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc) when given choices to select from.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording the genres and student performance on the amount of time the student attends during reading time</li> </ul>
SAT12106A	The student will identify an important character from the text by choosing the picture of this character from multiple choices.	<ul style="list-style-type: none"> <li>Student work product of pictures of important characters matched to specific texts read aloud</li> </ul>
SAT12106B	The student will identify an important event in a text read aloud by choosing a picture of the event from multiple choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying pictures of important events that occurred in texts read aloud</li> </ul>
SAT12104	The student will interact with the repeated language of Gunniwolf (Pit - a- pat, pit-a pat, etc.) being read aloud by tapping the drum with his/her hand.	<ul style="list-style-type: none"> <li>Video tape of the student responding to the repeated language in a story by drumming at the appropriate parts</li> </ul>
SAT12201	The student will read aloud with fluency different literature during reading time.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when reading fluently at an appropriate reading rate</li> </ul>
SAT12207	The student will identify the definitions of story element terms (i.e., plot, character, or setting) by selecting the definition from a set of sentence cards and matching them with the term.	<ul style="list-style-type: none"> <li>Student work product of the terms and the definitions pasted next to them</li> <li>Sequenced, captioned, dated photographs of the student drawing lines from the term to the definition on a worksheet</li> </ul>
SAT12208	The student will recognize plot as a sequence of events or action in a narrative by placing pictures or sentence strips in the correct order based on a literary text when asked what the plot of the story was.	<ul style="list-style-type: none"> <li>Student work product of ordered sentence strips or pictures showing events or actions in a literary text read or read aloud</li> </ul>
SAT12204A	The student will compare what happened to a character in a text to him/her by selecting pictures that show what happened to a character and pictures of him/herself in a comparable situation.	<ul style="list-style-type: none"> <li>Student work product showing events from story and events from student life (i.e., going camping, vacation, birthday party, etc.) (note: work product may include a semantic feature analysis chart, other graphic organizer, etc.)</li> </ul>
SAT12204B	The student will relate a text to a personal experience by choosing a character that is most like him/her self in the text and indicate a reason for the choice.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating the character that is most like him/her and indicating a reason for the choice by selecting a picture, object, or symbol that represents the similarity, and/or verbalizing or signing the reason (i.e., we both like..., we both have..., etc.)</li> </ul>
SAT12205	The student will recognize explicit motives of a character after having read or listened to a text by matching the two together.	<ul style="list-style-type: none"> <li>Student work product of matched picture, symbol, or word/sentence card of the motive with the picture of the character</li> </ul>

SAT12209A	The student will answer questions about plot in the text by giving three or more details about events.	<ul style="list-style-type: none"> <li>• Student work product of a story web showing events in a text and details about each</li> </ul>
SAT12209B	The student will indicate why a character in a story has a problem.	<ul style="list-style-type: none"> <li>• Student work product including the story title, sentence strips provided to the student, and the student's choice of sentence strip indicating why the character has a problem</li> </ul>
SAT12209C	The student will answer comprehension questions about plot, character, and/or setting in a text read or read aloud.	<ul style="list-style-type: none"> <li>• Student work product of questions about plot, character, and/or setting with student responses to each</li> <li>• Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and setting in a text</li> </ul>
SAT12307	The student will select and read literature with fluency for comprehension by selecting a story, reading it with the teacher or a peer, and then answering questions about the story just read.	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student reading with fluency and then answering comprehension questions</li> </ul>
SAT12308	The student will recognize literary terms as they apply to literary texts by answering questions about the text. (e.g., plot, character, or setting)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when answering questions that use the literary terms such as plot, character, or setting</li> </ul>
SAT12309	The student will demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending by logically ordering plot sentence strips about a literary text.	<ul style="list-style-type: none"> <li>• Student work product of ordered sentence strips showing the sequence of events of a plot leading to a logical ending</li> </ul>
SAT12304	The student will recognize explicit motives of characters by selecting the card that gives the plausible motive or verbally stating why a character took a specific action in the story.	<ul style="list-style-type: none"> <li>• Student work product of cards selected showing motive affixed to a worksheet</li> <li>• Audio tape of the student describing why a character took a specific action</li> </ul>
SAT12305	The student will identify his/her favorite and/or least favorite parts of a story by selecting pictures that represent those parts. (e.g., choice pictures should depict a few very different parts from the story for the student to choose from)	<ul style="list-style-type: none"> <li>• Student work product of pictures showing favorite part and least favorite part of story affixed to a worksheet under correct headings (favorite/least favorite)</li> </ul>
SAT12306	The student will indicate a prediction of how a story will end by making a selection from pictures, words, or sentences from a choice of three or more.	<ul style="list-style-type: none"> <li>• Student work product showing the student selected prediction for the end of a story</li> </ul>

**GLIs and Essences**  
**Grade 4 – ELA**
**4**
**Required Component 1**—Key Idea: Reading

**Choice Component 2**— Standard 4: Students will read, write, listen, and speak for **social interaction**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 33	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud</li> <li>• Respect the age, gender, position, and cultural traditions of the writer</li> <li>• Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with peers</li> <li>• Respect what others say and write</li> <li>• Ask questions to clarify understanding of a text</li> <li>• Demonstrate the use of language (e.g. informal vocabulary and jargon) that is appropriate to social communication</li> <li>• Demonstrate understanding of stories/ expository text through oral demonstration</li> </ul>

**Required Component 1**—Key Idea: Reading

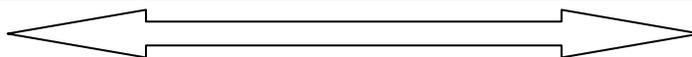
**Choice Component 2**— Standard 4: Students will read, write, listen, and speak for **social interaction**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 4**

**Less Complex**

**More Complex**



The student will:

- attend to text read aloud by others (14101)
- attend to or read text(s) and take turns responding (14102)
- attend to and respond appropriately to others' thoughts and/or opinions about text(s) (14103)
- answer "who," "what," and/or "when" questions about text(s) with classmate(s) (14104)

The student will:

- read or have read to them multiple texts with classmate(s) (14203)
- answer literal questions about text read or read aloud by others in a peer setting (14204)

The student will:

- read texts with classmate(s), e.g., the same text separately, in unison, similar texts; or different texts aloud to one another (14301)
- discuss texts (asking and/or answering questions) with classmate(s) to enhance comprehension (14302)
- use appropriate language for classroom discussion (14303)
- relate events in stories in sequence with a group (14304)
- identify main characters within a group (14306)

Required Component 1—Key Idea: Reading		
Choice Component 2— Standard 4: Students will read, write, listen, and speak for <b>social interaction</b> .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to stories read to the class.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to a story being read to the class by the teacher</li> </ul>
SAT14101B	The student will attend to a story read on tape by keeping a pair of headphones on during the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student listens to the story</li> </ul>
SAT14102	The student will attend to or read texts and take turns responding in a group while following appropriate group behaviors.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when attending to or reading and taking turns in the group appropriately</li> </ul>
SAT14103	The student will attend to and respond appropriately to others' thoughts and/or opinions about texts while taking turns asking and answering questions with a classmate(s).	<ul style="list-style-type: none"> <li>Video tape of student attending to, asking, and answering questions and responding appropriately</li> <li>Data Collection Sheet (multi-step) recording student performance when attending to and taking turns asking and answering questions</li> </ul>
SAT14104	The student will answer who, what, and/or when questions about a text with a classmate by producing a group project based on a text.	<ul style="list-style-type: none"> <li>Student work product of a collage made by the student and his/her classmate that answer who, what, and/or when questions</li> </ul>
SAT14203A	The student will read multiple texts with a group by following along in texts and reading when it is his/her turn.	<ul style="list-style-type: none"> <li>Video tape of the student following along in texts and reading when it is his/her turn</li> </ul>
SAT14203B	The student will have read to him/her multiple texts with classmates while following appropriate group behaviors (i.e., sitting quietly, attending to the reader, etc.).	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when following appropriate group behaviors while multiple texts are read</li> </ul>
SAT14204	The student will answer literal questions about texts read or read aloud by others with peers.	<ul style="list-style-type: none"> <li>Video tape of the student answering literal questions with classmates</li> <li>Sequenced, captioned, dated photographs of the student answering questions with peers</li> </ul>
SAT14301	The student will read texts with classmates.	<ul style="list-style-type: none"> <li>Audio tape of the student reading texts with classmates in a small group following appropriate procedures for group work (e.g., the same text separately, in unison; similar texts; or different texts aloud to one another)</li> </ul>
SAT14302	The student will take turns asking and answering questions with classmate(s) after reading or listening to a text.	<ul style="list-style-type: none"> <li>Video tape of the student asking and answering questions with classmate(s)</li> </ul>
SAT14303	The student will use appropriate language for classroom discussion during a discussion about a text just read.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when using appropriate language during a conversation with peers</li> </ul>
SAT14304	The student will relate sequenced events in stories by correctly placing in a sequence a series of three or more events for different stories with a classmate(s).	<ul style="list-style-type: none"> <li>Student work product of a group created story board for different stories with the sequencing of events illustrated by sentence strips, pictures, etc.</li> </ul>

SAT14306A	The student will identify the main characters with classmates by selecting pictures representing characters as a text is read.	<ul style="list-style-type: none"><li>• Sequenced, captioned, dated photographs of the class creating a character chart on a felt board while the story is being read</li></ul>
SAT14306B	The student will work with a peer to identify main characters in texts by creating a character board during reading activities.	<ul style="list-style-type: none"><li>• Sequenced, captioned, dated photographs of the student working with a peer to create the character board where the student is identifying specific character facts from a choice of picture cards</li></ul>

**Required Component 2—** Key Idea: Writing

**Choice Component 1—** Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 34	<ul style="list-style-type: none"> <li>• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently</li> <li>• State a main idea and support it with details</li> <li>• Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing</li> <li>• Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly</li> <li>• Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic</li> <li>• Support interpretations and explanations with evidence from text</li> <li>• Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers</li> <li>• Compare and contrast ideas and information from two sources</li> <li>• Write labels and captions for graphics to convey information, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record facts</li> <li>• State a main idea</li> <li>• Compare ideas and information</li> </ul>

**Required Component 2**— Key Idea: Writing

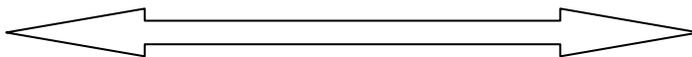
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 1**

**Less Complex**

**More Complex**



The student will:

- select words, pictures, symbols, etc., from simple text to record facts (21105)
- identify main idea(s) in text(s) for note-taking (21102)
- arrange events in logical and sequential order (21103)
- create picture(s), symbol(s), object(s), etc. to communicate information (21104)

The student will:

- take notes from text to record facts, data, and/or ideas (21201)
- describe in his/her own words main ideas in texts for note-taking (21205)
- identify similar facts or ideas in one text for note-taking (21203)
- demonstrate ongoing journaling of information (21204)

The student will:

- compare ideas or facts (21301)
- compose a general statement about a comparison (21306)
- identify a main idea based on notes (21307)
- summarize informational text in his/her own words (21308)
- begin to use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305)

**Required Component 2— Key Idea: Writing****Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT21105	The student will select cards of photographs, symbols, or objects representing facts in an informational text and place them on a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of the completed graphic organizer</li> <li>• Video tape of the student attending to the text and selecting the appropriate cards for note-taking</li> </ul>
SAT21102	The student will identify the main idea of an informational text for note-taking when given three or more choices.	<ul style="list-style-type: none"> <li>• Student work product that includes the title of the text, choices, and the student's selection of main idea</li> <li>• Data Collection Sheet recording student performance when identifying the main idea of a text</li> </ul>
SAT21103	The student will arrange three or more pictures in chronological order that represent a sequence of events from a weekly current events article.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when arranging pictures in chronological order</li> <li>• Sequenced, captioned, dated photographs of the student arranging pictures in chronological order</li> </ul>
SAT21104	The student will create pictures, symbols, objects, etc. to communicate information about a text by selecting or drawing the text specific information.	<ul style="list-style-type: none"> <li>• Student work product of selected graphics or images using Boardmaker, Internet pictures, writing with symbols, or drawings, etc. that give information about a text</li> </ul>
SAT21201A	The student will take notes recording three important facts, data, or ideas presented in a text.	<ul style="list-style-type: none"> <li>• Student work product of the three facts, data, or ideas that the student recorded as notes based on the informational text</li> </ul>
SAT21201B	The student will record notes from text, either by writing, audio recording, or a method typically used by the student based on reading or listening to an informational text.	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student taking or recording notes from an informational text</li> </ul>
SAT21201C	The student will create a notes page by placing sentence strips with definitions from an informational text next to a photo of the object it defines. (e.g., informational text that provides definitions could be a dictionary, encyclopedia, etc.)	<ul style="list-style-type: none"> <li>• Student work product of notes page with pictures and definitions (i.e., a picture of a mountain with the definition of a mountain)</li> </ul>
SAT21205	The student will describe the main idea of a text in his/her own words to allow the teacher to jot down words for note-taking.	<ul style="list-style-type: none"> <li>• Student work product of student-created or written notes indicating the main idea of the text in his/her own words</li> </ul>
SAT21203	The student will identify similar facts or ideas presented in a text for note-taking by placing cards with words, pictures, symbols or objects into groups. (e.g., topic of animals—grouped by habitat and food sources, grouped by mammal and amphibian, etc.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when grouping similar information</li> <li>• Sequenced, captioned, dated photographs of the student grouping similar information</li> </ul>
SAT21204	The student will record in a journal a response to a daily question.	<ul style="list-style-type: none"> <li>• Student work product with responses to daily questions: symbols, pictures, word cards, sentence strips, etc.</li> </ul>

SAT21301A	The student will compare facts by indicating a similarity of characteristic or trait for at least two different facts in informational text(s). (e.g., compare traits about kinds of trees; compare different characteristics of various means of transportation; etc.)	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer showing the title of the text and the similarities of two different facts</li> </ul>
SAT21301B	The student will compare ideas about a topic on a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer showing the given topic and the comparison between the ideas as related to the topic</li> </ul>
SAT21306	The student will create a general statement comparing nonfiction texts by identifying common themes in two or more nonfiction texts. (e.g., biographies, histories, personal narratives, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer showing the titles of nonfiction texts and common themes</li> </ul>
SAT21307	The student will identify the main idea of an informational text based on notes pre-recorded in a graphic organizer.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student identifying the main idea of an informational text and using the text and notes in a graphic organizer</li> </ul>
SAT21308	The student will summarize text in his/her own words using symbols, pictures, or word cards.	<ul style="list-style-type: none"> <li>• Student work product of the student's summary of a text using symbols, pictures, or word cards to summarize it</li> </ul>
SAT21305	The student will edit text he/she has developed using the writing process.	<ul style="list-style-type: none"> <li>• Student work product of a student-created text by showing the student work product before and after editing</li> </ul>

**Required Component 2**— Key Idea: Writing**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 34	<ul style="list-style-type: none"> <li>• Write original literary texts that               <ul style="list-style-type: none"> <li>- use dialogue to create short plays</li> <li>- use vivid and playful language</li> </ul> </li> <li>• Write interpretive and responsive essays that               <ul style="list-style-type: none"> <li>- describe literary elements such as plot, setting, and characters</li> <li>- describe themes of literary texts</li> <li>- compare and contrast elements of texts</li> </ul> </li> <li>• Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story</li> <li>• Produce imaginative stories and personal narratives that show insight, development, organization, and effective language</li> <li>• Use resources such as personal experiences and themes from the text and performances to stimulate own writing</li> <li>• Use a computer to create, respond to, and interpret literary texts</li> <li>• Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers</li> <li>• Summarize the plot, with assistance</li> <li>• Describe the characters and explain how they change, with assistance</li> <li>• Describe the setting and recognize its importance to the story, with assistance</li> <li>• Draw a conclusion about the work, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Write original literary texts having elements such as plot, setting, and characters</li> <li>• Write clear, concise, and varied sentences</li> <li>• Produce responses to stories read or listened to</li> </ul>

**Required Component 2**— Key Idea: Writing

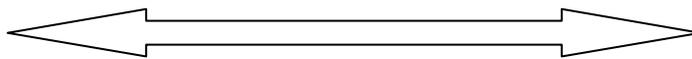
**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 2**

**Less Complex**

**More Complex**



The student will:

- tell story(s) about personal experience(s) (22101)
- attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102)
- compose ideas for story(s) (22106)
- tell a story with character(s) and/or setting (22104)
- create pictures, symbols, objects, etc. to communicate a story (22105)

The student will:

- compose story(s) about personal experience(s) (22207)
- compose story(s) having a plot, setting, and/or character(s) (22208)
- retell the plot of a story read or read aloud (22209)
- compose comprehension question(s) about literary text(s) (22210)
- respond to stories by relating to personal experiences (22205)
- begin to use the initial steps of the writing process (prewriting and drafting) (22211)

The student will:

- compose story(s) using personal experience(s) enhanced with make-believe having plot, setting, and/or characters (22304)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22302)
- compose complete sentences to answer comprehension questions about a literary text (22305)
- compose a complete sentence indicating a reaction to a literary text (22306)

**Required Component 2— Key Idea: Writing****Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will tell (write, draw, select pictures, etc.) stories about personal experiences when given a starting question.	<ul style="list-style-type: none"> <li>Student work product of a story about the student's weekend activities</li> </ul>
SAT22101B	The student will tell a story by selecting pictures that illustrate a personal experience.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting pictures from a set to tell about a personal experience</li> </ul>
SAT22102	The student will attend or read a story and tell what happened in a story by indicating an important event from the story.	<ul style="list-style-type: none"> <li>Video tape of the student attending to a story and then telling what happened in the story using pictures, signs, symbols, etc</li> </ul>
SAT22106	The student will compose some ideas for a story about animals by selecting from a group of idea word cards. (Note: The choice cards presented should include some relevant and irrelevant ideas about the topic.)	<ul style="list-style-type: none"> <li>Student work product of selected word cards with ideas indicated for the specific topic</li> </ul>
SAT22104	The student will tell a story by including the elements of character and/or setting from a group of choice cards.	<ul style="list-style-type: none"> <li>Student work product showing story with elements (pictures, word cards, symbols, etc.) included</li> </ul>
SAT22105	The student will create a story using pictures, symbols, objects, signing, etc. when given a theme or topic.	<ul style="list-style-type: none"> <li>Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.)</li> </ul>
SAT22207	The student will compose a story about a personal experience by selecting sentence strips that describe the student's favorite day.	<ul style="list-style-type: none"> <li>Student work product of the student's story using sentence strips</li> </ul>
SAT22208	The student will compose a story having a simple plot, setting, and/or character(s) for a story journal using pictures, symbols, etc.	<ul style="list-style-type: none"> <li>Student work product of the student's created story with pictures, symbols, etc. for the story</li> </ul>
SAT22209	The student will retell the plot of a story using the event(s) of a story.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student retelling an event(s) of a story using images or a speech generating device</li> </ul>
SAT22210	The student will compose comprehension question(s) about literary text(s) by writing or selecting phrase cards for 'wh' questions.	<ul style="list-style-type: none"> <li>Student work product of composed 'wh' comprehension questions about literary text read</li> </ul>
SAT22205	The student will respond to stories by relating characters or an event in stories to a person or event he/she knows or knows about.	<ul style="list-style-type: none"> <li>Student work product showing the connections between the person or event and a character or event in the story (student can use a graphic organizer, images, speech generating device, etc.)</li> </ul>
SAT22211	The student will begin to use the writing process to draft a story outline.	<ul style="list-style-type: none"> <li>Student work product of a drafted story outline</li> </ul>

SAT22304	The student will write a story about something the student knows about that has a plot, setting, characters, and make-believe details.	<ul style="list-style-type: none"> <li>• Student work product of a story that the student created from personal experiences and some enhancements with story elements of plot, setting, character, and other details</li> </ul>
SAT22302	The student will edit his/her own text using the writing process.	<ul style="list-style-type: none"> <li>• Student work product of his/her own text before and after student edits</li> </ul>
SAT22305	The student will compose complete sentences to answer comprehension questions about a literary text.	<ul style="list-style-type: none"> <li>• Student work product with complete sentences answering comprehension questions about a literary text</li> </ul>
SAT22306	The student will compose a complete sentence indicating a reaction to a literary text.	<ul style="list-style-type: none"> <li>• Student work product with student composed complete sentence indicating a reaction to text read or read aloud</li> </ul>



# **Mathematics NYSAA Frameworks**

## **Grade 4**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 1**— Band: Number Systems

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 45-46	4.N.1	Skip count by 1,000's	<ul style="list-style-type: none"> <li>• Read and write, count, group, compare, and order whole numbers to 10,000</li> <li>• Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths)</li> <li>• Understand decimals as part of a whole and compare and order decimals to hundredths in the context of money</li> </ul>
	4.N.2	Read and write whole numbers to 10,000	
	4.N.3	Compare and order numbers to 10,000	
	4.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand	
	4.N.5	Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	
	4.N.6	Understand, use and explain the associative property of multiplication	
	4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers	
	4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations	
	4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	
	4.N.10	Develop an understanding of decimals as part of a whole	
	4.N.11	Read and write decimals to hundredths, using money as a context	
	4.N.12	Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money	

**Required Component 1**— Strand: Number Sense and Operations

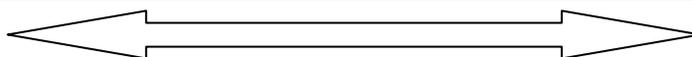
**Choice Component 1**— Band: Number Systems

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems**

**Less Complex**

**More Complex**



Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>compare two whole numbers 0 to 19 (11107)</li> <li>order three or more whole numbers 0 to 19 (11108)</li> <li>demonstrate the commutative property of addition (11103)</li> <li>demonstrate an understanding that a decimal represents a part of a whole using manipulatives (11109)</li> <li>read, write, and/or name decimals to the tenths place with or without the use of manipulatives (11110)</li> <li>identify numeral(s) 0 to 19 (11106)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compare two whole numbers 0 to 100 (11207)</li> <li>order three or more whole numbers 0 to 100 (11208)</li> <li>compare two unit fractions (11209)</li> <li>order three or more unit fractions (11210)</li> <li>read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives (11211)</li> <li>identify numerals 0 to 100 (11206)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compare two whole numbers 0 to 1,000 (11308)</li> <li>order three or more whole numbers 0 to 1,000 (11309)</li> <li>compare two fractions with the same denominator (11310)</li> <li>order three or more fractions with the same denominator (11311)</li> <li>compare two decimals to the hundredths place in the context of money (11305)</li> <li>order three or more decimals to the hundredths place in the context of money (11306)</li> <li>identify numerals 0 to 1,000 (11307)</li> </ul>

**Required Component 1— Stand: Number Sense and Operations**
**Choice Component 1— Band: Number Systems**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11107A	When given two whole numbers, the student will compare them and indicate, circle, or select the number that is higher/greater than or lower/less than the other number. (e.g., sets could include any numbers between 0 and 19: 4 and 2—student response 4 is higher than 2, 10 and 15—student response 10 is less than 15, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when comparing different sets of numbers</li> </ul>
SAT11107B	The student will communicate the comparison of his/her own biographical information to that of peers by ordering them in descending order. (e.g., student compares the number of people in his/her family to the number of people in peers' families)	<ul style="list-style-type: none"> <li>Student work product showing a list of student names and the comparison of information by ordering the information from most to fewest</li> </ul>
SAT11108A	The student will put three or more numbers in correct counting order. (e.g., sets could include any numbers between 0 and 19: 12, 7, and 15, 1-10, etc.)	<ul style="list-style-type: none"> <li>Student work product of a set of three mixed-up numbers that the student reordered in correct counting order</li> </ul>
SAT11108B	The student will order three whole numbers by taking large-sized, cut-out numerals of 1, 2, and 3 and giving a numeral to the first, second, and third child in line (students represent a number line).	<ul style="list-style-type: none"> <li>Video tape of the student taking the numerals 1, 2, and 3 and giving them to the appropriate students standing in line</li> </ul>
SAT11103	The student will demonstrate the commutative property of addition by showing that the answer for $2 + 1$ , $3 + 2$ , etc. is the same as the answer for $1 + 2$ , $2 + 3$ , etc. using manipulatives.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student working with a set of manipulatives to show commutative properties</li> </ul>
SAT11109	The student will demonstrate an understanding that a decimal represents a part of a whole by matching decimals to pictures of tenths and/or hundredths charts shaded to represent decimals less than 1.	<ul style="list-style-type: none"> <li>Student work product showing the student matching decimals to the correct models</li> </ul>
SAT11110	The student will read, write, and/or name decimals to the tenths place with or without the use of manipulatives by highlighting decimals to the tenths place and reading the decimal highlighted. (e.g., decimal parts of a money amount, shown \$1.40—student highlights .40 and states decimal; decimal parts of the time to complete a task, shown 1.25 minutes—student highlights .25 and states decimal)	<ul style="list-style-type: none"> <li>Student work product showing the student identifying the decimal parts of a whole with the decimal in the problem highlighted appropriately</li> </ul>
SAT11106A	The student will identify numerals between 0 and 19. (e.g., numerals could include any numbers between 0 and 19: 1-10, 10-15, 1 and 2, etc.)	<ul style="list-style-type: none"> <li>Student work product showing a set of items and the numeral the student indicated the set represents</li> <li>Sequenced, captioned, dated photographs of the student identifying (eye gazing, pointing to, selecting, etc.) the numerals asked for</li> </ul>

SAT11106B	The student will identify the numeral 1 upon request when given three large cut-out numerals of 1, 3, and 5.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying numbers between 0 and 19</li> </ul>
SAT11207	The student will compare two whole numbers between 0 and 100 by using the words "equal to", "greater than", or "less than" to describe how the number of objects in one set compares to the number of objects in another set. (e.g., sets could include any numbers between 0 and 100)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors</li> <li>Video tape or audio tape of the student verbalizing or indicating the phrase that correctly compares the sets of objects</li> </ul>
SAT11208	The student will order three or more whole numbers 0 to 100 by placing the numbers in order from least to greatest (or greatest to least). (e.g., sets could include any numbers between 0 and 100)	<ul style="list-style-type: none"> <li>Video tape of the student ordering three or more numbers</li> <li>Student work product indicating the order in which the student placed the numbers</li> </ul>
SAT11209	The student will compare two unit fractions by circling, highlighting, eye gazing to, etc. which fraction is smaller or larger when given two unit fractions, such as $\frac{1}{3}$ , $\frac{1}{2}$ .	<ul style="list-style-type: none"> <li>Student work product indicating which unit fractions the student compared and chose as smaller or larger depending on what is requested</li> </ul>
SAT11210	The student will order three or more unit fractions by placing measuring cups ( $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{3}{4}$ ) in order along the table or workspace.	<ul style="list-style-type: none"> <li>Video tape of the student ordering measuring cups</li> </ul>
SAT11211	The student will read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives using sales fliers. (e.g., identify the prices of items in sales flier and read the prices correctly or write the price of an item when the price is read to the student, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student verbalizing to the teacher the price of the item</li> <li>Student work product showing the created or written prices of an item, given a written out description of prices (e.g., bananas are two dollars and twenty-eight cents)</li> </ul>
SAT11206	The student will identify numerals by indicating the numerals requested from three large, cut-out numerals or a number line (0-100). (e.g., numerals could include any numbers between 0 and 100)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the requested numbers from a set of manipulatives</li> </ul>
SAT11308	The student will compare two whole numbers 0 to 1,000 by using the words "equal to", "greater than", or "less than" to describe how the number of objects in one set compares to the number of objects in another set. (e.g., sets could include any numbers between 0 and 1,000)	<ul style="list-style-type: none"> <li>Student work product showing the phrases that the student indicated given different sets of numbers</li> <li>Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors</li> </ul>
SAT11309	The student will order three or more whole numbers 0 to 1,000 by placing three numbers in order from least to greatest (or greatest to least). (e.g., sets could include any numbers between 0 and 1,000)	<ul style="list-style-type: none"> <li>Student work product indicating the order that the student placed the numbers</li> <li>Data Collection Sheet (multi-step) recording student performance when ordering different sets of three numbers</li> </ul>
SAT11310A	The student will compare fractions with the same denominator by placing them on a number line or identifying where they go on a number line.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student placing fractions on a number line</li> </ul>

SAT11310B	The student will compare fractions by indicating the fraction that is larger when given two fractions such as $\frac{3}{5}$ and $\frac{5}{5}$ .	<ul style="list-style-type: none"> <li>• Student work product indicating fractions presented to the student and the fraction that the student indicated as being larger</li> </ul>
SAT11311	The student will indicate the order from smallest to largest of three fractions (i.e., $\frac{2}{6}$ , $\frac{5}{6}$ , $\frac{3}{6}$ ).	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student ordering fractions from smallest to largest</li> </ul>
SAT11305	The student will compare two decimals to the hundredths place by indicating which coin amounts, written using correct currency symbols (\$0.00), is larger.	<ul style="list-style-type: none"> <li>• Student work product indicating coin amounts given and the student's mark on the one that is larger</li> </ul>
SAT11306	The student will order three or more decimals to the hundredths place in the context of money (\$.00 cent amounts). (e.g., place the prices of three items from a sales flyer in order from least to greatest or greatest to least; such as \$.25, \$.29, \$.27)	<ul style="list-style-type: none"> <li>• Student work product showing the order of the decimals indicated by the student</li> </ul>
SAT11307	The student will identify numerals 0 to 1,000 by indicating the numerals requested from a set of large cut-out numerals. (e.g., numerals could include any numbers between 0 and 1,000)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when identifying numerals</li> <li>• Sequenced, captioned, dated photographs of the student indicating the requested number from a set of manipulatives</li> </ul>

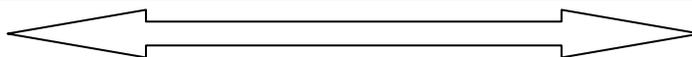
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 46-47	4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000	<ul style="list-style-type: none"> <li>• Use a variety of strategies to add and subtract whole numbers to 10,000</li> <li>• Multiply and divide one- and two-digit numbers</li> <li>• Add and subtract proper fractions with common denominators</li> <li>• Add and subtract decimals to tenths and hundredths using a hundredths chart</li> </ul>
	4.N.15	Select appropriate computational and operational methods to solve problems	
	4.N.16	Understand various meanings of multiplication and division	
	4.N.17	Use multiplication and division as inverse operations to solve problems	
	4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)	
	4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)	
	4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	
	4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)	
	4.N.22	Interpret the meaning of remainders	
	4.N.23	Add and subtract proper fractions with common denominators	
	4.N.24	Express decimals as an equivalent form of fractions to tenths and hundredths	
	4.N.25	Add and subtract decimals to tenths and hundredths using a hundredths chart	

**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations**
**Less Complex**
**More Complex**


The student will:

- add and/or subtract one-digit numbers (13106)
- multiply and/or divide one-digit numbers (13102)
- select the appropriate operation to solve problems (13103)
- use the appropriate operation to solve problems (13104)
- recognize a whole and/or its parts (13105)

The student will:

- add and/or subtract, one and/or two-digit whole numbers (13206)
- multiply and/or divide one and/or two-digit whole numbers (13207)
- select the appropriate operation to solve problems using two or more of the four operations (13208)
- use the appropriate operation to solve problems using two or more of the four operations (13209)
- connect written representations of unit fractions with pictorial representations (13210)

The student will:

- add and/or subtract fractions with the same denominators (13303)
- add and/or subtract decimals to tenths and hundredths using a hundredths chart (13304)

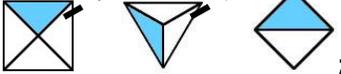
**Required Component 1—** Strand: Number Sense and Operations

**Choice Component 2—** Band: Operations

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106	The student will solve one-digit simple addition and/or subtraction problems using a set of concrete objects.	<ul style="list-style-type: none"> <li>Student work product showing simple addition or subtraction problems and the objects that the student used to solve the problems</li> </ul>
SAT13102	The student will multiply and/or divide one-digit numbers.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering simple multiplication or division problems</li> </ul>
SAT13103	The student will select the operation (addition) needed to find the total value of items contained in a list of purchases or (subtraction) needed to find the amount of money left after a purchase using an advertisement brochure or catalog.	<ul style="list-style-type: none"> <li>Video tape of the student being presented with the problem and selecting the appropriate operation from a set of word cards</li> </ul>
SAT13104A	The student will use the appropriate operation to solve a problem after selecting the operation given a set of operation choices. (e.g., choose to subtract the costs of two items from a starting amount of money to find the amount of money, if any, that will remain)	<ul style="list-style-type: none"> <li>Student work product showing the student selecting and then using subtraction to find the amount, if any, of money that remains</li> </ul>
SAT13104B	The student will use the appropriate operation to solve word problems.	<ul style="list-style-type: none"> <li>Student work product of solved word problems</li> </ul>
SAT13105	The student will recognize a whole circle when given a whole circle and a half circle by indicating it upon request.	<ul style="list-style-type: none"> <li>Student work product showing a set of items in whole form and half form with student marks on the whole form</li> </ul>
SAT13206	The student will add and/or subtract two-digit whole numbers.	<ul style="list-style-type: none"> <li>Student work product consisting of a worksheet showing addition and/or subtraction of two-digit numbers</li> </ul>
SAT13207	The student will multiply and/or divide one and/or two-digit whole numbers.	<ul style="list-style-type: none"> <li>Student work product consisting of a worksheet showing multiplication and/or division of one and/or two-digit whole numbers</li> </ul>
SAT13208	The student will select which operations make true number sentences when given a set of operation symbols (e.g., +, -, x). (e.g., $5 \_ 2 \_ 3 = 13$ ; $4 \_ 1 \_ 1 = 2$ ; $7 \_ 0 \_ 2 = 2$ ; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the operations needed to complete the number sentence, then checking their work using a calculator</li> </ul>
SAT13209	The student will solve word problems that involve making purchases of three or more items by selecting addition and multiplication operations.	<ul style="list-style-type: none"> <li>Student work product showing the word problem and the multiplication and addition of the items to solve the problem</li> </ul>

SAT13210	<p>The student will indicate which unit fraction goes with a pictorial representation.          (e.g., fraction and representation examples:  <math>\frac{1}{2}</math> <input type="checkbox"/> is one half of <input type="checkbox"/>  <math>\frac{1}{4}</math> <input type="checkbox"/> is one quarter of <input type="checkbox"/> or  <math>\frac{1}{2}</math> <input type="checkbox"/> <math>\frac{1}{4}</math> <input type="checkbox"/> <math>\frac{1}{3}</math> <input type="checkbox"/></p>  <p>; etc.)</p>	<ul style="list-style-type: none"> <li>• Video tape of the student working with a pictorial representation and selecting the unit fraction that is appropriate</li> </ul>
SAT13303	<p>The student will add and/or subtract two fractions with the same denominator.</p>	<ul style="list-style-type: none"> <li>• Student work product of the addition of two fractions with the same denominator</li> </ul>
SAT13304	<p>The student will add and/or subtract decimals to tenths and hundredths using a hundredths chart (a 10 x 10 grid).          (e.g., tenths examples—.01 + .01, .10 + .10, .25 + .10; hundredths examples—.001 + .001, .005 + .005)</p>	<ul style="list-style-type: none"> <li>• Student work product showing a 10 x 10 grid with the first addend colored in one color and the second addend colored in with another color and the sum of the two indicated</li> </ul>

**Required Component 2—** Strand: Measurement

**Choice Component 1—** Band: Units of Measurement

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 49	4.M.1	Select tools and units (customary and metric) appropriate for the length being measured	<ul style="list-style-type: none"> <li>Measure length, mass, and capacity in standard and metric units</li> </ul>
	4.M.2	Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)	
	4.M.3	Know and understand equivalent standard units of length: 12 inches = 1 foot 3 feet = 1 yard	
	4.M.4	Select tools and units appropriate to the mass of the object being measured (grams and kilograms)	
	4.M.5	Measure mass, using grams	
	4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)	
	4.M.7	Measure capacity, using milliliters and liters	

**Required Component 2**— Strand: Measurement

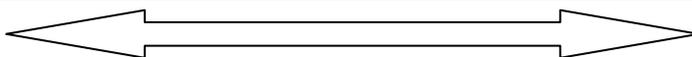
**Choice Component 1**— Band: Units of Measurement

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Measurement-Units of Measurement**

**Less Complex**

**More Complex**



The student will:

- order objects according to their lengths (21101)
- recognize the difference in length between standard units of measurement (21102)
- compare two objects according to the attributes of mass (more mass/less mass) (21107)
- order three or more objects according to the attributes of mass (more mass/less mass) (21108)
- identify tools appropriate for measurement (21105)
- use standard and/or non-standard tool(s) for measurement (21109)

The student will:

- use a ruler to measure and identify lengths to the nearest whole standard unit (21206)
- use a scale to measure and identify the mass of objects measured in grams (21207)
- use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208)
- use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209)
- use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)

The student will:

- use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304)
- use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305)
- recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306)

**Required Component 2— Strand: Measurement**
**Choice Component 1— Band: Units of Measurement**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101A	The student will order objects according to length from shortest to longest by placing objects under the numbers 1 through 3 (1 being the shortest, 3 being the tallest).	<ul style="list-style-type: none"> <li>Student work product showing the objects the student ordered according to length (shortest to longest)</li> </ul>
SAT21101B	The student will order students by using a height chart to determine who in the class is the tallest and shortest.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest</li> </ul>
SAT21102	The student will recognize the difference in length between standard units of measurement by placing them in order from smallest unit to largest. (e.g., inch, foot, yard)	<ul style="list-style-type: none"> <li>Video tape of the student ordering units of measure from an inch to a yard</li> </ul>
SAT21107	The student will compare two objects according to the attributes of mass by indicating which object has more mass or less mass.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when comparing the mass of different sets of two objects</li> </ul>
SAT21108	The student will order three items that are significantly different in mass by placing objects from lightest to heaviest (or heaviest to lightest).	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student ordering items according to mass</li> </ul>
SAT21105	The student will identify the appropriate measuring tool to measure a given series of items. (e.g., poster – ruler; car – scale; salt – measuring spoon, etc.)	<ul style="list-style-type: none"> <li>Student work product of the items and appropriate measuring tools indicated or marked by the student</li> </ul>
SAT21109A	The student will measure the desktop or workspace first using hand-spans and then using a ruler.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when measuring the desktop or workspace using non-standard and standard units of measurement</li> </ul>
SAT21109B	The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.	<ul style="list-style-type: none"> <li>Video tape of the student using a scale to measure weight</li> </ul>
SAT21109C	The student will use standard tools of measurement during cooking activities.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using standard tools during a cooking activity</li> </ul>
SAT21206	The student will use a ruler to measure and identify lengths to the nearest whole standard unit given a variety of objects or items on a worksheet.	<ul style="list-style-type: none"> <li>Student work product listing or showing the measured items and the appropriate lengths</li> </ul>
SAT21207	The student will use a scale to measure and identify the mass of objects measured in grams. (e.g., block, banana, orange, shoe, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when using a scale to measure and identify the mass of the objects</li> </ul>
SAT21208	The student will use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams and indicate or select the object with more or less mass.	<ul style="list-style-type: none"> <li>Video tape of the student using a scale to measure the mass of objects and then marking which has more mass or less mass</li> </ul>

SAT21209	The student will select and use the appropriate tool for measuring a liquid and will identify the capacity (volume) of the liquid measured by recording it on a worksheet using the appropriate units for volume.	<ul style="list-style-type: none"> <li>• Student work product with tools the student selected and used and the capacities (in volume units) of different liquids recorded by the student</li> </ul>
SAT21210	The student will use appropriate tools to measure (measuring spoons, cups, beakers, etc.) and compare the capacity (volume) of two or more amounts measured in standard units by indicating which set of compared liquids has more (or less) capacity.	<ul style="list-style-type: none"> <li>• Video tape of the student using the appropriate tools to measure the capacity of objects and then marking which has more or less capacity</li> </ul>
SAT21304	The student will measure the lengths of the sides of classroom objects (e.g., desk, blackboard, shoe, etc.) using a meter stick or ruler and will compare the lengths by placing objects in order of length.	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook containing pictures of classroom objects placed in order by their length</li> </ul>
SAT21305	The student will weigh a set of familiar objects in kilograms and order them according to their mass.	<ul style="list-style-type: none"> <li>• Student work product of a list of five or more objects and their mass in order from least to greatest</li> </ul>
SAT21306	The student will recognize, name, and use appropriate tools by selecting a tool from a set, indicating the tool's name, demonstrating how to use it, and recording the measurement in standard units for capacities (volumes), length, and/or mass.	<ul style="list-style-type: none"> <li>• Video tape of the student selecting, naming, and using the appropriate tools to measure the capacity, length, and/or mass of objects then recording measurement on a chart</li> </ul>

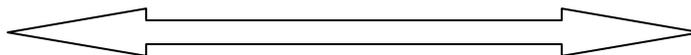
**GLIs and Essences  
Grade 4 – Mathematics**
**4**
**Required Component 2—** Strand: Measurement

**Choice Component 2—** Band: Units/Estimation

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 49	4.M.8	Make change, using combined coins and dollar amounts	<ul style="list-style-type: none"> <li>• Make change, using combined coins and dollar amounts</li> <li>• Calculate elapsed time in hours and half hours (not crossing A.M./P.M.) and in days and weeks, using a calendar</li> </ul>
	4.M.9	Calculate elapsed time in hours and half hours, not crossing A.M./P.M.	
	4.M.10	Calculate elapsed time in days and weeks, using a calendar	

**Required Component 2—** Strand: Measurement

**Choice Component 2—** Band: Units/Estimation

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Measurement-Units/Estimation**
**Less Complex**
**More Complex**


The student will:

- recognize coins and their value (penny, nickel, dime and/or quarter) (22105)
- recognize the value of a collection of 2 or more of the same coins (22102)
- recognize the value of a collection of 2 or more coins of different value (22103)
- recognize the days of the week (22104)

The student will:

- make change using coins (22201)
- make change using the least number of coins (22202)
- order the days of the week and relate them to an activity schedule (22204)
- tell time using an analog clock (22205)

The student will:

- make change using coins and/or dollar amounts (22301)
- use a monthly calendar to relate days to special activities or events (22302)
- relate lengths of time to activity schedules using any measure of time to include seconds, minutes, hours, days, weeks, months, and/or years (22303)

**Required Component 2— Strand: Measurement**
**Choice Component 2— Band: Units/Estimation**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105	The student will recognize and select a requested coin (quarter, nickel, penny, and/or dime) from a set of coins and match the specific coin to its value on a chart of coin values.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the quarter from a set of coins when asked for the quarter and indicating the correct value amount on the chart</li> </ul>
SAT22102	The student will recognize the value of a collection of two or more of the same coins. (e.g., value of two quarters, three pennies, four dimes, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating the recognition of values made by the student</li> </ul>
SAT22103	The student will recognize the value of a collection of two or more coins of different values needed to purchase items with a given price.	<ul style="list-style-type: none"> <li>Student work product showing the given prices and coins student selected by values to equal the prices</li> </ul>
SAT22104A	The student will recognize the days of the week by putting them in order from Sunday to Saturday.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when ordering the days of the week</li> </ul>
SAT22104B	The student will recognize the correct day of the week when given a set of choices.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying the correct day of the week and placing it on the wall calendar</li> </ul>
SAT22201	The student will determine change after a purchase using values under \$1.00 when given a total amount available and a total cost.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs showing the student making change using coins</li> </ul>
SAT22202	The student will make change using the least number of coins. (e.g., given change from \$1.00 for purchase of \$.75, \$.50, \$.65)	<ul style="list-style-type: none"> <li>Student work product of the change problem with the student answer and some choices that the student selected to get the answer with the least amount of coins</li> </ul>
SAT22204	The student will order the days of the week and place activity cards on the days they generally occur. (e.g., library on Monday, pizza for lunch on Friday, etc)	<ul style="list-style-type: none"> <li>Student work product of the days of the week in order and activities placed on the days they generally occur</li> </ul>
SAT22205	The student will tell time to the hour, half hour, quarter-hour, and/or minute using an analog clock.	<ul style="list-style-type: none"> <li>Student work product consisting of a worksheet with a variety of clocks with the time indicated underneath each clock</li> </ul>
SAT22301	The student will make change using coins and/or dollar amounts based on a purchase. (e.g., give change from a quarter for an item that costs \$0.17; give change from a dollar for an item that costs \$0.82, give change from \$5.00 for an item that costs \$3.50)	<ul style="list-style-type: none"> <li>Video tape of the student making change for a specific purchase</li> </ul>

SAT22302A	The student will use a monthly calendar and place pictures and/or symbols of special events or activities that will be occurring on the correct day within the chart. (e.g., holiday, doctor appointment, birthdays, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a calendar with special events or activities indicated</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p>
SAT22302B	The student will use a monthly calendar of special events or activities to write the date they occur on a separate worksheet.	<ul style="list-style-type: none"> <li>• Student work product of a given activity and event and the student recorded date it is to occur from the students monthly calendar</li> </ul>
SAT22303A	The student will relate the length of time a specific activity (i.e., reading, music, break, etc.) is scheduled for using a daily schedule to indicate the duration (i.e., 35 minutes) next to the activity.	<ul style="list-style-type: none"> <li>• Student work product of a daily schedule with the student recorded length of time each activity will run for in a given day</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p>
SAT22303B	The student will relate time to activities by using a monthly calendar to determine how many weeks, and/or days are left until a special event occurs.	<ul style="list-style-type: none"> <li>• Video tape of the student using a calendar to determine how much time is left until an event occurs</li> </ul>

# **Science NYSAA Frameworks**

## **Grade 4**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

<b>Science Core Curriculum</b>	<b>Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 6	<p>S1.1 Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.</p> <p>S1.1a Observe and discuss objects and events and record observations</p> <p>S1.1b Articulate appropriate questions based on observations</p> <p>S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.</p> <p>S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings</p> <p>S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.</p> <p>S1.3a Clearly express a tentative explanation or description which can be tested</p>	<ul style="list-style-type: none"> <li>• Observe objects and events and ask questions about them</li> <li>• Describe observations about objects or events</li> <li>• Identify similarities and differences in various observations</li> </ul>

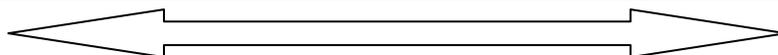
**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 1**

**Less Complex**



**More Complex**

The student will:

- interact with objects (11104)
- make observations about events or objects (11105)
- recognize similarities between objects (11106)
- recognize differences between objects (11107)

The student will:

- identify similarities among objects or events (11203)
- identify differences among objects and/or events (11204)
- sort objects according to similarities (11205)
- sort objects according to differences (11206)

The student will:

- describe observations of objects and/or events (11303)
- ask questions about objects and/or events they observe (11302)
- sort objects according to similarities and differences (11304)
- recognize similarities and differences between objects (11305)

**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11104A	The student will interact with a variety of objects that have different characteristics using his/her senses. (e.g., objects such as— leaf, flower, sandpaper, cotton, silk, soil, fur; texture characteristics such as— rough, smooth, bumpy, prickly; object characteristics such as—warm, cool, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when the student holds, feels and/or smells different objects using his/her senses</li> </ul>
SAT11104B	The student will interact with 3 or more sensory items after each object is put into his/her hand by listening to it, touching it, looking at it, or tasting it.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student interacting with objects</li> </ul>
SAT11104C	The student will interact with an object by selecting an object of the same texture as a given textured object.	<ul style="list-style-type: none"> <li>Student work product showing matching textured papers</li> <li>Video tape of the student selecting matching textured items</li> </ul>
SAT11105A	The student will observe which objects float when placed in water.	<ul style="list-style-type: none"> <li>Video tape of the student observing a scientific investigation of objects placed in a tank of water</li> </ul>
SAT11105B	The student will observe weather events over a period of time.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photos of student observing an approaching storm.</li> <li>Data Collection Sheet (time-segment) recording student performance when observing weather over a 1 week period.</li> </ul>
SAT11106	The student will recognize an object that has a similar characteristic to a given set of objects.	<ul style="list-style-type: none"> <li>Video tape of the student selecting objects</li> <li>Student work product – example: suitcase, cereal box and a crate are grouped together because they are all similarly shaped. The student would circle which object belongs to that group: shipping box, T-shirt or a cup.</li> </ul>
SAT11107	The student will recognize the item that has a different function from the other items in a given set. (e.g., teacher posed question ‘Which one is different?’)	<ul style="list-style-type: none"> <li>Student work product of sets with one item that is different by marking with an “X” or using eye gaze to identify different item</li> </ul>
SAT11203	The student will identify by telling what the similarity is in a given set of objects or events.	<ul style="list-style-type: none"> <li>Video tape of the student identifying the similarity or grouping similar objects or events.</li> </ul>
SAT11204	The student will identify by telling how two objects or events are different. (e.g., two different types of leaves, two different animals, etc.)	<ul style="list-style-type: none"> <li>Video or audio tape of the student identifying by explaining the difference between the two items or events.</li> </ul>
SAT11205A	The student will sort objects into groups according to a similar physical characteristic(s). (e.g., similarities when sorting by texture, color, weight, size, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs or video tape of the student sorting the objects by similar physical characteristics</li> <li>Student work product of sorting by colors or shapes.</li> </ul>

SAT11205B	The student will sort objects by similarities given a group of objects that represent two or more categories. (e.g., items that are round, square, triangular—sort by shape.)	<ul style="list-style-type: none"> <li>Student work product with assorted crackers that are round, square, and triangular – placed in correct category by shape</li> </ul>
SAT11206	The student will sort boughs by their difference, given a group of tree boughs (pines, maples).	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs (1. Examining boughs; 2. Separating boughs into 2 groups according to leaf shape; 3. Finished product of 2 groups)</li> </ul>
SAT11303	The student will describe what happens to objects when they are placed in water. (e.g. boats float, rocks sink)	<ul style="list-style-type: none"> <li>Student work product showing where the student marked whether the object was going to sink or float</li> <li>Data Collection Sheet (multi-step) recording student responses to the teacher’s questions about what will happen to a specific object when placed in water.</li> </ul>
SAT11302A	The student will ask questions related to the weekly science experiment that he/she observed. (e.g., questions such as—Did it work? What happened? Why did it happen? How long did it take? etc.)	<ul style="list-style-type: none"> <li>Audio or video tape of the student asking questions about a science experiment</li> </ul>
SAT11302B	The student will ask questions about why an odd event shown in a picture happened. (e.g. a picture of a car in a river)	<ul style="list-style-type: none"> <li>Audio tape of the student looking at a picture and asking questions about the event in the picture</li> </ul>
SAT11304	The student will sort items found in nature by similarities and differences. (e.g., rocks, twigs, caterpillars, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student creating a poster board entitled, “Things Found in Nature” - The poster will show items sorted according to a particular category (plants, seeds, rocks, insects, etc.)</li> <li>Video tape of the student reporting on similarities and differences between the items</li> </ul>
SAT11305A	The student will recognize similarities and differences by sorting objects into their category using a distinguishing characteristic. (e.g., tree limbs of pine and oak: similarity in trees, differences in texture; two different types of pines: similarity in type of tree, differences in needles [short, long])	<ul style="list-style-type: none"> <li>Audio or Video tape of the student placing objects into groups by their similarities and differences from the same category with distinguishing characteristics</li> </ul>
SAT11305B	The student will recognize similarities and differences, by answering questions, such as “why are these similar (different)?” or “what makes these similar (different)?” (e.g., pajamas, T-shirt, coat: they are all clothing, a coat is worn outside to keep us warm)	<ul style="list-style-type: none"> <li>Student work product showing the items, and the questions the student answered about similarities and differences between the objects</li> </ul>

**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 6	<p>S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.</p> <p>S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)</p> <p>S2.2 Share their research plans with others and revise them based on their suggestions.</p> <p>S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate</p> <p>S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature and time.</p> <p>S2.3a Use appropriate “inquiry and process skills” to collect data</p> <p>S2.3b Record observations accurately and concisely</p>	<ul style="list-style-type: none"> <li>• Plan and develop procedures for exploration</li> <li>• Identify materials needed for exploration</li> <li>• Implement an exploration</li> <li>• Report observations</li> </ul>

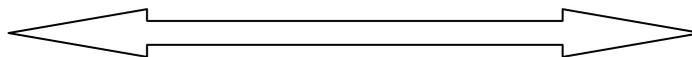
**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2**

**Less Complex**



**More Complex**

The student will:

- recognize scientific tool(s) used in a simple investigation (12101)
- attend to someone conducting a single step for a simple investigation (12102)
- complete a single step of a simple investigation (12103)
- recognize the general outcome of the procedure (12104)

The student will:

- identify the purpose of common tool(s) and/or material(s) needed for a simple investigation (12201)
- complete two steps of a simple investigation (12202)
- recognize the planning steps of a simple investigation (12203)
- identify specific results of the investigation (12206)
- sequence the steps of a familiar investigation (12205)
- identify tools needed in a simple investigation (12207)
- identify materials needed in a simple investigation (12208)

The student will:

- gather common tools and materials that will be needed for a simple investigation (12305)
- plan a simple investigation (12302)
- implement the steps of a simple investigation (12303)
- report specific results of a simple investigation (12306)

**Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**Sample Assessment Tasks (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101A	The student will recognize scientific tools by selecting the scientific tools when given a choice of classroom tools and scientific tools used in a simple investigation. (e.g., pencil vs. thermometer, chalk vs. yardstick, etc.)	<ul style="list-style-type: none"> <li>Student work product with a thermometer, pencil, chalk, and yardstick where the student circles the thermometer and yardstick as scientific tools.</li> <li>Data Collection Sheet (multi-step) recording student performance when selecting scientific tools</li> </ul>
SAT12101B	The student will recognize scientific tools used after observing a simple investigation.	<ul style="list-style-type: none"> <li>Student work product with pictures of scientific tools, some used, and some not used, where the student circles the scientific tools that were used in the investigation</li> </ul>
SAT12101C	Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the tool to investigate water temperature</li> </ul>
SAT12102	The student will attend by watching the teacher complete a single step for a simple investigation.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) charting the student attending to the teacher completing a single step for a simple investigation</li> </ul>
SAT12103	The student will complete a single step of a simple investigation that involves 2 or more steps.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student placing salt in a tin can after the teacher placed ice in the tin can to discover how dew or frost are formed</li> </ul>
SAT12104	The student will recognize the outcome of an investigation once it is complete by selecting a picture that represents the result.	<ul style="list-style-type: none"> <li>Student work product where the student selects the correct picture depicting the outcome of a simple investigation and glues it onto the worksheet</li> <li>Data Collection Sheet recording student performance selecting the appropriate outcome given a set of choices</li> </ul>
SAT12201A	The student will identify one purpose of a tool or material used in an investigation, given three or more choices.	<ul style="list-style-type: none"> <li>Videotape of student selecting one purpose of a thermometer (investigate water temperature)</li> <li>Data Collection Sheet recording student performance at indicating the purpose of the tool</li> </ul>
SAT12201B	The student will identify the purpose of a common tool, when given the purpose and a choice of tools to select from. (e.g., "tells which is heavier"- scale)	<ul style="list-style-type: none"> <li>Student work product where the student circles or places a thumbprint on the correct tool</li> </ul>
SAT12202A	The student will complete two steps of a simple experiment. (e.g., sinking and floating –step one: identify the objects to use, step two: put the objects in a bucket, and step three: observe the results)	<ul style="list-style-type: none"> <li>Video tape of the student completing two steps of a three step experiment</li> </ul>

SAT12202B	The student will complete two steps of a simple investigation by following visual or oral directions.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student completing two steps of a simple investigation.</li> <li>Sequenced, captioned, dated photographs of a snowfall investigation: <ol style="list-style-type: none"> <li>Student getting a yardstick (gathering material)</li> <li>Student placing yardstick in the snow.</li> <li>Student observing teacher placing red mark on the yardstick at snow level.</li> </ol> </li> </ul>
SAT12203	The student will recognize the planning steps of a simple investigation by selecting from a sequence of three photos, which photo shows the planning stage.	<ul style="list-style-type: none"> <li>Student work product indicating where student selects the appropriate photo on a worksheet</li> <li>Data Collection Sheet of student selecting photo of planning stage</li> </ul>
SAT12206	The student will identify the results of a simple investigation by selecting the card that illustrates the result when given three picture cards.	<ul style="list-style-type: none"> <li>Student work sample with the picture card representing the results glued in the results space.</li> <li>Data Collection Sheet where student identifies the card that illustrates the result of a simple investigation.</li> </ul>
SAT12205	The student will sequence steps of a simple investigation by placing photographs of him/her involved in actual investigation in the correct order.	<ul style="list-style-type: none"> <li>Student work product of photographs sequenced to show steps of a simple investigation</li> </ul>
SAT12207	The student will identify tools needed to perform a simple investigation given the investigation procedures. (e.g., balance, beaker, thermometer)	<ul style="list-style-type: none"> <li>Student work product showing a variety of tools – The student circles the tools needed for the investigation</li> <li>Video tape of the student identifying the tools needed for the investigation</li> </ul>
SAT12208	The student will identify materials needed to perform a simple investigation given the investigation procedures. (e.g. salt, water, celery, sugar)	<ul style="list-style-type: none"> <li>Video tape of the student identifying materials needed for the investigation</li> <li>Student work product showing a variety of materials – The student circles the materials needed for the investigation</li> </ul>
SAT12305	The student will gather tools and materials needed to conduct an investigation by placing them in a bin, when given the investigation.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) where the student gathered each tool and material needed for each step is recorded</li> <li>Video tape of the student gathering tools and materials needed to conduct the procedure</li> </ul>
SAT12302	The student will plan a simple investigation by determining the steps needed to test a given hypothesis (e.g., The object will sink.).	<ul style="list-style-type: none"> <li>Student work product showing student drawings of steps of the investigation</li> </ul>
SAT12303	The student will implement steps of a simple investigation by performing an experiment to test if ice melts in the refrigerator.	<ul style="list-style-type: none"> <li>Video tape of the student performing the steps of the simple investigation</li> <li>Data Collection Sheet (multi-step) - Each step of the investigation would be a step on the chart.</li> </ul>
SAT12306A	The student will report the results of a simple investigation by creating a simple data table/graph. (e.g., using a simple tally to illustrate results, placing objects on a bar graph according to results).	<ul style="list-style-type: none"> <li>Student work product that contains student created pictures that illustrate the results of the experiment</li> </ul>
SAT12306B	The student will report the results of an investigation at its conclusion.	<ul style="list-style-type: none"> <li>Video tape of the student activating a voice output device, given two choices to report the results of an investigation to the class</li> </ul>

**Required Component 2**— Standard: 4-The Living Environment

**Choice Component 1**—Key Idea 3: Individual organisms and species change over time.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 18–19	<p><b>3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.</b></p> <p>3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> <li>• wings, legs, or fins enable some animals to seek shelter and escape predators</li> <li>• the mouth, including teeth, jaws and tongue, enables some animals to eat and drink</li> <li>• eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings</li> <li>• claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food</li> <li>• some animals have parts that are used to produce sounds and smells to help the animal meet its needs</li> <li>• the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change)</li> </ul> <p>3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> <li>• roots help support the plant and take in water and nutrients</li> <li>• leaves help plants utilize sunlight to make food for the plant</li> <li>• stems, stalks, trunks, and other</li> <li>• similar structures provide support for the plant</li> <li>• some plants have flowers</li> <li>• flowers are reproductive structures of plants that produce fruit which contains seeds</li> <li>• seeds contain stored food that aids in germination and the growth of young plants</li> </ul> <p>3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p> <ul style="list-style-type: none"> <li>• seeds disperse by a plant’s own mechanism and/or in a variety of ways that can include wind, water, and animals</li> <li>• leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture</li> <li>• animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration</li> </ul> <p><b>3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.</b></p> <p>3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.</p> <p>3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.</p>	<ul style="list-style-type: none"> <li>• Understand that animals and plants have different structures that are essential for growth, reproduction, and survival</li> <li>• Understand that animals and plants adapt to their environment</li> </ul>

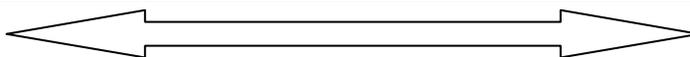
**Required Component 2**— Standard: 4-The Living Environment

**Choice Component 1**—Key Idea 3: Individual organisms and species change over time.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 3**

**Less Complex**



**More Complex**

The student will:

- distinguish between plants and animals (22105)
- identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22106)
- identify different plants or animals found in different places (22107)
- recognize the environment in which an organism is typically found (22104)

The student will:

- identify the function of basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22204)
- associate some characteristic features of plants or animals with certain environments (e.g., heavy fur for cold climates, thick stems for dry areas, etc.) (22205)
- identify the part that is missing from a specific plant or animal (22203)

The student will:

- identify that animals or plants have different structures that are essential for growth, reproduction, and/or survival (22303)
- recognize how animals or plants adapt to their environment (22304)

**Required Component 2— Standard: 4-The Living Environment**
**Choice Component 1—Key Idea 3: Individual organisms and species change over time.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105A	The student will distinguish between plants and animals. (e.g., flowers, trees, cats, humans, etc.)	<ul style="list-style-type: none"> <li>Student work product of a scrapbook containing labeled pages with pictures of plants and animals on correct pages</li> </ul>
SAT22105B	The student will distinguish between plants and animals by sorting a group of pictures into categories.	<ul style="list-style-type: none"> <li>Student work product in which the student glues pictures of plants on one side of the page labeled plants and pictures of animals on the other side of the page labeled animals</li> <li>Sequenced, captioned, dated photographs of the student completing the activity               <ol style="list-style-type: none"> <li>All pictures</li> <li>Partially complete</li> <li>Finished</li> <li>Final product</li> </ol> </li> </ul>
SAT22106A	The student will identify basic structures of plants by labeling the different structures.	<ul style="list-style-type: none"> <li>Video tape of the student selecting a structure from a group when the structure is named</li> </ul>
SAT22106B	The student will label a diagram of a plant (or animal) outlining basic structures.	<ul style="list-style-type: none"> <li>Student work product with labels placed on basic structures</li> </ul>
SAT22107	The student will identify animals found in different environments. (e.g., fish – water, bear – woods, etc.)	<ul style="list-style-type: none"> <li>Student work product of the environment given with the animal pasted next to it</li> </ul>
SAT22104A	Given a set of animals or plants, the student will recognize the environment in which it is typically found.	<ul style="list-style-type: none"> <li>Sequence, captioned, dated photographs of the student completing a diorama of the environment in which the animals or plants live</li> </ul>
SAT22104B	Given a tree and a fish bowl, the student will recognize the environment in which a bird is found by placing the bird in the tree.	<ul style="list-style-type: none"> <li>Video tape of the student placing animals into appropriate habitats</li> </ul>
SAT22204	The student will identify the function of a plant or animal structure, given a list of structures. (e.g., wings – for flying, roots – for taking in water, etc.)	<ul style="list-style-type: none"> <li>Student work product where the student glues a picture or symbol to fill in the blank (e.g., birds have wings in order to <u>fly</u>; Plants have roots in order to <u>take in water</u>)</li> <li>Student work product where the student matches (draws lines to) function with a structure</li> <li>Video or audio tape of the student providing verbal answers to questions regarding the function of a plant or animal structure</li> </ul>
SAT22205	The student will associate characteristic features of animals that help them survive in their environment, given an environment and a list of animal characteristics. (e.g., thick fur, padded feet, brown eyes – Which helps a polar bear survive in the arctic?)	<ul style="list-style-type: none"> <li>Student work product where a variety of characteristics are listed - Student places an X on those characteristics that help an animal survive in its environment.</li> </ul>

SAT22203	The student will identify the part that is missing on a diagram of a specific plant or animal.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the correct picture card to complete a diagram</li> <li>Student work product with the missing part drawn or glued onto the worksheet</li> </ul>
SAT22303	The student will identify the different plant structures used in reproduction or growth.	<ul style="list-style-type: none"> <li>Student work product with reproductive or growth parts labeled</li> <li>Video tape of the student naming the reproductive or growth parts of a model or poster of a plant</li> </ul>
SAT22304A	The student will recognize how animals adapt to their environment by selecting an adaptation that occurs during a certain time of year. (e.g., animals get thicker fur in winter, bears hibernate, birds fly south, etc.)	<ul style="list-style-type: none"> <li>Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (winter) <ol style="list-style-type: none"> <li>Animal fur gets __ (thicker/thinner)</li> <li>Birds _____ (fly south/ hibernate)</li> <li>Bears _____ (hibernate /fly south)</li> </ol> </li> </ul>
SAT22304B	The student will recognize how animals adapt to their environment by indicating an adaptation or survival technique given different animals. (e.g., a chameleon changes color to match its environment, some insects look like a stick or dead leaf matching their environment, etc.)	<ul style="list-style-type: none"> <li>Student work product showing a specific animal and its survival technique</li> </ul>

**Required Component 2—** Standard: 4-The Physical Setting/Earth Science

**Choice Component 2—**Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

<b>Science Core Curriculum</b>	<b>Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 13	<p><b>2.1 Describe the relationship among air, water and land on Earth.</b></p> <p>2.1a Weather is the condition of the outside air at the particular moment.</p> <p>2.1b Weather can be described and measured by:</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• wind speed and direction</li> <li>• form and amount of precipitation</li> <li>• general sky conditions (cloudy, sunny, partly cloudy)</li> </ul> <p>2.1c Water is recycled by natural processes on Earth.</p> <ul style="list-style-type: none"> <li>• evaporation: changing of water (liquid) into water vapor (gas)</li> <li>• condensation: changing of water vapor (gas) into water (liquid)</li> <li>• precipitation: rain, snow, sleet, hail</li> <li>• runoff: water flowing on Earth’s surface</li> <li>• groundwater: water that moves downward into the ground</li> </ul> <p>2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> <li>○ interaction between air and water breaks down Earth materials</li> <li>○ pieces of Earth material may be moved by air, water, wind, and gravity</li> <li>○ pieces of Earth material will settle or deposit on land or in the water in different places</li> <li>○ soil is composed of broken-down pieces of living and nonliving Earth material</li> </ul> <p>2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.</p>	<ul style="list-style-type: none"> <li>• Recognize that weather components (temperature, wind speed, etc.) can be described and measured</li> <li>• Understand that erosion, deposition, extreme natural events, and the water cycle impact the environment</li> </ul>

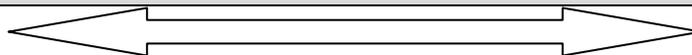
**Required Component 2**— Standard: 4-The Physical Setting/Earth Science

**Choice Component 2**—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2**

**Less Complex**



**More Complex**

The student will:

- identify at least one component of the daily weather (e.g. general wind speed or direction, general temperature, precipitation, or cloudiness) (32106)
- identify the appropriate tool(s) for measuring weather conditions (e.g. thermometer, wind vane) (32102)
- recognize erosion (32107)
- recognize deposition (32108)
- recognize storms (extreme natural events) (32104)
- recognize liquid or solid forms of water (32109)

The student will:

- distinguish between various weather conditions (e.g. sunny or cloudy, hot or cold, windy or quiet, rainy or dry) (32201)
- recognize that a thermometer indicates how hot or cold something is (32202)
- recognize that a wind vane indicates the direction the wind is blowing (32209)
- identify evidence of erosion (32210)
- identify evidence of deposition (32211)
- recognize liquid and solid forms of water (32212)
- attend to water being evaporated (i.e. steam from heated water) (32206)
- attend to water being frozen (i.e. ice cube trays with water placed in a freezer and removed with ice) (32207)
- recognize that natural events change land (32208)

The student will:

- describe multiple elements of daily weather (e.g. sunny, cold, and windy) (32308)
- identify the temperature as indicated by a thermometer (32302)
- identify the wind direction as indicated by a wind vane (32303)
- identify that material is being “moved away” during erosion (32309)
- identify that material is being “added to” during deposition (32310)
- identify the gas form of water (32305)
- recognize that liquid, solid, and gaseous forms of water are interchangeable (32306)
- describe ways that extreme natural events affect the environment (32307)
- identify liquid and solid forms of water (32311)

**Required Component 2— Standard: 4-The Physical Setting/Earth Science**
**Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will identify one component of daily weather by recording the weather (i.e., temperature, sunny, cloudy, or precipitation) on his/her daily weather chart.	<ul style="list-style-type: none"> <li>Student work product of a daily chart with a picture that indicates the temperature component as hot/cold/warm/cool</li> </ul> Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.
SAT32106B	Given two switches with weather choices, the student will identify one component of weather for that day by hitting the appropriate switch.	<ul style="list-style-type: none"> <li>Video tape of the student making weather choices</li> </ul>
SAT32102	The student will identify tools used to measure weather conditions from a group of tools or pictures of weather and non-weather tools.	<ul style="list-style-type: none"> <li>Student work product with weather tools circled</li> <li>Sequenced, captioned, dated photographs of the student selecting a weather tool from a choice of two items</li> </ul>
SAT32107	The student will recognize erosion by selecting pictures that show erosion	<ul style="list-style-type: none"> <li>Student work product with pictures that the student selected to show erosion</li> </ul>
SAT32108	The student will recognize deposition by selecting pictures that show deposition. (e.g., sand dune, delta, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned dated photographs of the student selecting pictures of a sand dune or delta from a series of pictures</li> </ul>
SAT32104	The student will recognize storms (extreme natural events) by selecting pictures that show storms. (e.g., thunderstorm, blizzard, hurricane, etc.)	<ul style="list-style-type: none"> <li>Student work product with pictures that the student selected</li> <li>Video tape of the student selecting storm pictures</li> </ul>
SAT32109	The student will recognize liquid forms of water by selecting pictures that represent "liquid" water (i.e., water in a glass, river, ocean, etc.) when given pictures of liquids and solids.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting liquid water</li> <li>Student work product of picture cards selected by the student to represent a liquid water</li> </ul>
SAT32201	The student will distinguish between various weather conditions by labeling pictures of different weather conditions.	<ul style="list-style-type: none"> <li>Student work product showing student performance when labeling pictures as sunny or cloudy, hot or cold, rainy or dry</li> </ul>
SAT32202	The student will recognize that a thermometer indicates how hot or cold something is by indicating the general temperature (hot/cold) on a thermometer picture when shown pictures of extreme weather or environments. (e.g., arctic snow storm, sun drenched desert, etc.)	<ul style="list-style-type: none"> <li>Student work product of a thermometer picture colored in to indicate the temperature for a weather picture attached</li> </ul>
SAT32209A	The student will recognize the purpose of a wind vane by selecting a wind vane when asked which tool indicates the direction of the wind.	<ul style="list-style-type: none"> <li>Student worksheet with pictures of tools circled by the student that indicate the tools that tell wind direction</li> </ul>

SAT32209B	The student will recognize that a wind vane indicates the direction from which the wind is blowing, by selecting the correct wind vane direction to show wind direction. (e.g., using a fan to produce wind or going outside—matching pictures of wind direction to wind vane direction)	<ul style="list-style-type: none"> <li>• Video tape of the student making or using a wind vane and indicating the direction of the wind</li> <li>• Student work product where student draws a wind vane to show wind direction at the present time</li> </ul>
SAT32210A	The student will identify evidence of erosion by selecting those stones which have been eroded by water. (e.g., selection of round smooth stones instead of rough jagged stones)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student selecting stones smoothed by water erosion</li> </ul>
SAT32210B	The student will identify the evidence of the erosion after observing investigations that involve erosion by indicating the before and after pictures showing evidence of erosion.	<ul style="list-style-type: none"> <li>• Video tape of the student observing an investigation and pointing to the before and after pictures showing evidence of erosion</li> </ul>
SAT32211	The student will identify the evidence of the deposition left as a result of the process of erosion.	<ul style="list-style-type: none"> <li>• Student work product with the deposition labeled</li> <li>• Video tape of the student identifying (pointing to) the deposition after an erosion investigation</li> </ul>
SAT32212	The student will recognize liquid and solid forms of water by categorizing pictures of various forms of water. (e.g., glass of water, lake, ice, snowman)	<ul style="list-style-type: none"> <li>• Student work product with pictures of water glued under specific headings of liquids and solids</li> </ul>
SAT32206	The student will attend to an investigation about water evaporating.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (time-segment) charting the student attending to the investigation about water evaporating</li> </ul>
SAT32207	The student will attend to an investigation about water freezing.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (time-segment) charting the student attending to the investigation about water freezing</li> </ul>
SAT32208	The student will recognize that natural events change land by matching pictures of land changes and pictures of natural events that could have caused them. (e.g., earthquakes leave fissures (cracks) in the land, glaciers carve out lakes, flooding caused by heavy rain, etc.)	<ul style="list-style-type: none"> <li>• Student work product with land changes and the picture or name of the natural event pasted next to each other</li> </ul>
SAT32308	The student will describe multiple elements of daily weather by charting at least two weather conditions each day. (e.g., sunny/hot, rainy/windy/cold, etc.)	<ul style="list-style-type: none"> <li>• Student work product-chart of daily weather conditions.</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p>
SAT32302	The student will identify the temperature by reading or selecting and recording the temperature indicated on a thermometer.	<ul style="list-style-type: none"> <li>• Student work product-weekly chart of daily temperature</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> <ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student reading, recording and charting the temperature</li> </ul>

SAT32303	The student will identify the wind direction by using a wind vane to indicate the direction of the wind.	<ul style="list-style-type: none"> <li>Student work product-weekly chart with the direction of the wind recorded for each day</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p>
SAT32309	The student will identify what happens to soil or rock during erosion by labeling the various pictures with "moved away" where appropriate.	<ul style="list-style-type: none"> <li>Student work product of the erosion process with pictures labeled moved away or the pictures of erosion circled</li> </ul>
SAT32310	The student will identify that materials is being "added to" during deposition by describing what happens to soil or rock during this process.	<ul style="list-style-type: none"> <li>Video tape of students modeling what happens to soil at the delta of a river during deposition and then explaining the deposition process</li> </ul>
SAT32305	The student will identify the gas form of water by labeling a diagram indicating water vapor as the gaseous form of water.	<ul style="list-style-type: none"> <li>Video tape of the student indicating water vapor between evaporation and cloud formation on a large wall diagram of the water cycle</li> </ul>
SAT32306	The student will recognize that water can change forms by participating in an investigation that takes water from its solid state to its gaseous state and label each state as it occurs.	<ul style="list-style-type: none"> <li>Video tape of the student hitting a voice output device as each stage takes place "It is all solid." "It is all liquid." "It is all gas." Teacher places ice in pan (solid), applies heat (liquid), continues to apply heat (gas)</li> <li>Data Collection Sheet or student work product with three steps indicating that student labeled each stage: 1 for a solid, 2 for a liquid, 3 for a gas</li> </ul>
SAT32307	The student will describe how an extreme natural event changes the environment by creating a poster or a paragraph that describes the event and the changes. (e.g., Winds of a hurricane topple trees. Lightening from a thunder storm starts forest fires. Fire clears land.)	<ul style="list-style-type: none"> <li>Student work product of the natural event and the change that occurred from it</li> </ul>
SAT32311A	The student will identify liquid and solid forms of water. (e.g., identifying water as a liquid, then participating in putting the water in a freezer, then participating in removing the water from the freezer, then recognizing ice or "solid water")	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student's identifying various forms of water</li> </ul>
SAT32311B	The student will identify liquid and solid forms of water by labeling pictures of water in various states.	<ul style="list-style-type: none"> <li>Student work product divided into columns for liquid and solid. The student places pictures of water in different containers under correct heading. (Pictures: lake, glass of water, ice cubes in a tray)</li> </ul>

**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 5**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Key Idea: Reading

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 39	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Read the steps in a procedure in order to accomplish a task such as completing a science experiment</li> <li>• Skim material to gain an overview of content or locate specific information</li> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> <li>• Recognize organizational formats to assist in comprehension of informational texts</li> <li>• Identify missing information and irrelevant information</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implied rather than stated</li> <li>• Compare and contrast information on one topic from multiple sources</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> <li>• Make inferences and draw conclusions, on the basis of information from the text, with assistance</li> <li>• Identify information that is implied rather than stated, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources to acquire information</li> <li>• Read to collect facts and ideas</li> <li>• Develop ability to compare and contrast information</li> <li>• Identify main ideas in informational texts</li> </ul>

**Required Component 1**— Key Idea: Reading

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**

The student will:

- attend to or read to identify text feature(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101)
- locate the school library (11102)
- recognize that some texts contain factual information (11103)
- recognize that illustration(s) and/or other text feature(s) contain factual information (11104)
- attend to or read to find fact(s) in informational text(s) (11105)

The student will:

- locate and/or use the school library (11201)
- locate organizational text features in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11208)
- use text feature(s) such as a caption, map and/or chart to gather information (11203)
- recognize facts (11204)
- read to collect facts about a topic (11205)
- recognize main idea(s) in informational text(s) (11206)
- recognize the similarities or differences between two topics (11207)

The student will:

- use the school library resources to find information (11311)
- use the school library to acquire information on two or more related topics (11312)
- locate the public library (11303)
- use text organizational features to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313)
- use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314)
- collect facts and/or ideas from two or more texts about a topic (11315)
- recognize statements of opinion (11307)
- re-state or paraphrase collected facts and/or ideas (11308)
- identify main idea(s) in informational texts (11309)
- compare or contrast facts or ideas pertaining to a single topic (11310)

**Required Component 1— Key Idea: Reading**
**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will attend to or read a text and identify the title of the text when presented with choices of different text features.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to or reading a text and then selecting the title of the book from two other choices (e.g. the table of contents and a picture from the text)</li> </ul>
SAT11102	The student will locate the school library using a map of the building.	<ul style="list-style-type: none"> <li>Video tape of the student locating the school library</li> <li>Data Collection Sheet (multi-step) recording student performance when following specific steps to locate the school library</li> </ul>
SAT11103	The student will recognize a text that contains factual information when presented with a nonfiction text and a fiction text.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance selecting the factual text</li> <li>Sequenced, captioned, dated photographs of the student making choices between two texts to indicate which one contains factual information</li> </ul>
SAT11104A	The student will recognize one fact when shown an illustration containing a graph or a chart.	<ul style="list-style-type: none"> <li>Student work product including the illustration and the fact that the student identified (reference sources of illustrations may be newspapers, children’s Time magazine, etc.)</li> </ul>
SAT11104B	The student will recognize one fact when shown a text feature containing factual information.	<ul style="list-style-type: none"> <li>Student work product showing the text feature with the fact highlighted, marked, or circled</li> </ul>
SAT11105	The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read.	<ul style="list-style-type: none"> <li>Student work product showing the text with the facts underlined or highlighted</li> <li>Data Collection Sheet recording student performance when identifying facts within a text being read to him/her</li> </ul>
SAT11201	The student will select and check-out a book from a library shelf that is appropriate for personal reading or school work.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating the school library and selecting and checking-out a book</li> </ul>
SAT11208	The student will locate two or more organizational text features in a selected text as requested by the teacher.	<ul style="list-style-type: none"> <li>Student work product with the page numbers of different text features listed after each feature</li> <li>Sequenced, captioned, dated photographs of the student locating different text features in a selected text</li> </ul>
SAT11203A	The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms.	<ul style="list-style-type: none"> <li>Student work product of a map of the school where the student marked the exits and restrooms indicated on the map</li> </ul>
SAT11203B	The student will use text features to gather information by answering questions whether the information comes from a map, chart, or illustration. (e.g., maps, charts, illustrations, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified</li> <li>Video tape of the student looking at a map and answering questions</li> </ul>

SAT11204	The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion.	<ul style="list-style-type: none"> <li>Student work product with statements labeled as fact or opinion</li> </ul>
SAT11205	The student will collect facts about a topic based on reading or listening to a text read aloud.	<ul style="list-style-type: none"> <li>Student work product that includes a listing of facts collected from different texts relating to one topic</li> </ul>
SAT11206	The student will recognize the main idea in a text that the student has read or has listened to by selecting the sentence strip with the main idea when main idea and supporting details sentence strips are provided.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea</li> </ul>
SAT11207	The student will recognize the similarities between two different topics. (e.g., topics: dog/cats, forest animals/jungle animals, rain/snow, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities</li> </ul>
SAT11311	The student will use a selection of library books to identify information about one topic.	<ul style="list-style-type: none"> <li>Student work product of pictures, illustrations, and/or phrases that outline information gathered from books with sources listed</li> </ul>
SAT11312	The student will use the school library references section or computers to acquire information on two or more related topics.	<ul style="list-style-type: none"> <li>Student work product showing the two related topics and the facts and details the student collected from the school library's resources</li> </ul>
SAT11303	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> <li>Video tape of the student locating the public library</li> <li>Sequenced, captioned, dated photographs of the student locating the public library on a map</li> </ul>
SAT11313A	The student will use organizational features to locate facts and/or ideas in informational text.	<ul style="list-style-type: none"> <li>Video tape of the student looking at the table of contents and locating specific chapters in the book</li> </ul>
SAT11313B	The student will use text features to locate definitions of vocabulary words given by the teacher.	<ul style="list-style-type: none"> <li>Student work product with the words, definitions, and where the definitions were found</li> </ul>
SAT11314	The student will use the table of contents, illustrations, and captions in a book to gather information for completing a project.	<ul style="list-style-type: none"> <li>Video tape of the student looking at the table of contents, illustrations, and captions from a book and sequencing the steps for completing a project</li> </ul>
SAT11315	The student will collect facts and/or ideas from two or more texts about a topic and record them on a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of pictures, illustrations, and/or phrases that outline information gathered from two or more texts</li> </ul>
SAT11307	The student will recognize statements of opinion in a text read or listened to, containing statements of fact and opinion, by highlighting or underlining the opinion statements in the text.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when recognizing statements of opinion</li> </ul>
SAT11308	The student will re-state or paraphrase two or more facts or ideas he/she collected from a text read aloud by recording his/her re-stated or paraphrased fact or idea when given the original fact or idea.	<ul style="list-style-type: none"> <li>Student work product showing the original facts or ideas and the student's restated or paraphrased facts or ideas</li> </ul>
SAT11309	The student will identify main idea(s) in informational texts that are about similar topics.	<ul style="list-style-type: none"> <li>Student work product showing the main ideas indicated by the student from different texts relating to animals</li> </ul>
SAT11310	The student will compare facts or ideas relating to a single topic using a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of completed graphic organizer comparing facts or ideas for a given topic</li> </ul>

**Required Component 1**— Key Idea: Reading

**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> <li>• Read, view, and interpret literary texts from a variety of genres</li> <li>• Define characteristics of different genres</li> <li>• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> <li>• Read aloud from a variety of genres; for example, read the lines of a play or recite a poem               <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> <li>• Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance</li> <li>• Identify literary elements, such as setting, plot, and character, of different genres</li> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> <li>• Recognize how different authors treat similar themes</li> <li>• Identify the ways in which characters change and develop throughout a story</li> <li>• Compare characters in literature to people in own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Relate setting, plot, and characters in literature to others' lives and/or to one's own life</li> <li>• Define characteristics of different genres</li> <li>• Record significant details about characters and events in stories</li> <li>• Identify ways in which characters' actions change and develop throughout a story</li> </ul>

**Required Component 1**— Key Idea: Reading

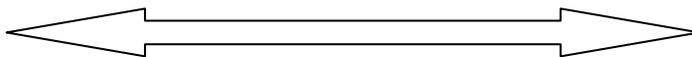
**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**



The student will:

- attend to or read familiar book(s) (12101)
- recognize literary term(s) (plot, character and/or setting) in literary text(s) (12108)
- recognize plot means the sequence of events or action of a narrative (12103)
- relate text to a personal experience (12104)
- recognize explicit motive(s) of character(s) (12105)
- identify the meaning of the term(s) plot, character and/or setting (12106)
- answer questions about plot, character, and/or setting of text(s) (12107)

The student will:

- select and read literature with fluency (12201)
- describe literary terms (plot character and/or setting) in literary text(s) (12208)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209)
- relate text to a personal experience (12204)
- identify explicit motive(s) of character(s) (12210)
- identify favorite and/or least favorite part(s) of a story (12206)
- make prediction(s) about the ending of story (12207)

The student will:

- make prediction(s) based on clues in the story (12307)
- relate setting, events, and/or a character to personal experience or the experience of others (12302)
- identify key details about setting, plot, and/or characters (12303)
- identify implicit motives of characters (12304)
- identify change(s) in character(s) in a story (12305)
- identify characteristics of texts to differentiate genres (12306)

**Required Component 1— Key Idea: Reading**
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read a familiar nonfiction and/or fiction book.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction book</li> </ul>
SAT12108	The student will recognize literary terms in texts (plot, character, and/or setting) when presented with pictures.	<ul style="list-style-type: none"> <li>Video tape of the student selecting plot, character, and/or setting and placing it with the actual term (i.e., plot, character, and/or setting)</li> </ul>
SAT12103A	The student will recognize the sequence of events in a plot by using pictures from the book to identify the beginning and ending of the story.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story</li> </ul>
SAT12103B	The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative.	<ul style="list-style-type: none"> <li>Student work product indicating the story and the two plot pictures the student chose to represent only the plot</li> </ul>
SAT12104	The student will relate an event in the plot to a personal experience by drawing or choosing a picture that shows the event and how it relates to his/her own experience.	<ul style="list-style-type: none"> <li>Student work product of the student's drawings or student-selected pictures that show event from story and similar event from personal experience</li> </ul>
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive given a set of choices.	<ul style="list-style-type: none"> <li>Student work product of selected pictures or words that relate to the explicit motive(s) of a character</li> </ul>
SAT12106	The student will identify the meanings of plot, character, and/or setting by selecting a symbol that represents plot, character, and/or setting when given a meaning.	<ul style="list-style-type: none"> <li>Student work product of symbols selected that represent plot, character, and/or setting from a story</li> </ul>
SAT12107	The student will answer questions about plot, character, and/or setting of text after attending to a story by indicating the correct answer from a set of choices.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting pictures or phrases to answer questions related to plot, character, and/or setting</li> </ul>
SAT12201	The student will select a book and read aloud with fluency given different literature choices during reading time.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting and reading fluently at an appropriate reading rate</li> </ul>
SAT12208	The student will describe literary terms (plot, character, and/or setting) by stating, signing, or pairing cards of literary terms with appropriate examples from literary works.	<ul style="list-style-type: none"> <li>Video tape of the student describing plot, character, and/or setting as they relate to specific texts</li> </ul>
SAT12209	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student telling the story by drawing pictures, selecting pictures, or role playing</li> <li>Data Collection Sheet (multi-step) recording student performance when responding to questions about the plot sequence</li> </ul>

SAT12204	The student will relate a text to a personal experience by indicating the similarities between the text and the student’s own personal experience.	<ul style="list-style-type: none"> <li>• Student work product of student selected pictures or written text that describes the similarities of items/events from the text and from a personal experience</li> </ul>
SAT12210	The student will identify explicit motives of characters by completing a chart, diagram, or graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer using pictures or words to show explicit motives</li> </ul>
SAT12206A	The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part.	<ul style="list-style-type: none"> <li>• Student work product of drawing or pictures identifying his/her favorite part of a story</li> </ul>
SAT12206B	The student will identify his/her favorite or least favorite part of a story by selecting a picture that illustrates the part when given three pictures illustrating different parts of the story.	<ul style="list-style-type: none"> <li>• Student work product of pictures presented with the student’s choice marked, circled, highlighted, etc.</li> </ul>
SAT12207	The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction.	<ul style="list-style-type: none"> <li>• Video tape of the student discussing events that have happened and what is a logical action that will happen next</li> <li>• Student work product of word/picture cards selected and pasted on a worksheet about the story</li> </ul>
SAT12307A	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	<ul style="list-style-type: none"> <li>• Student work product of answered prediction questions</li> </ul>
SAT12307B	The student will make a prediction based on clues from the story and list the conclusion and the clues that lead him/her to the conclusion made.	<ul style="list-style-type: none"> <li>• Student work product listing the conclusion and the clues from the story that lead to the conclusion.</li> </ul>
SAT12302	The student will relate events, characters, and/or setting of a story to personal experience or the experience of a peer by showing the comparisons between the two on a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of completed graphic organizer with similarities indicated between the story and the personal experience for setting, events, and/or characters</li> </ul>
SAT12303	The student will identify key details of how characters resolve problems or conflicts in the story.	<ul style="list-style-type: none"> <li>• Audio tape of the student providing the details of how the character resolves the problem or conflict</li> <li>• Student work product of a graphic organizer using pictures or words to show characters from different stories who resolved the same problem or conflict</li> </ul>
SAT12304	The student will identify the implicit motives of characters in two or more texts by indicating the appropriate answers given a set of choices related to motive.	<ul style="list-style-type: none"> <li>• Student work product showing the texts and the characters with the implicit motives selected by the student for each character</li> </ul>
SAT12305	The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes. (Note: choices should include sentence strips that outline changes and some that do not apply)	<ul style="list-style-type: none"> <li>• Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story</li> </ul>
SAT12306	The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story. (e.g., Stone Soup in fiction book form and play form-how they are different)	<ul style="list-style-type: none"> <li>• Student work product of chart filled in by student with specific characteristics indicated for each type of genre</li> </ul>

**GLIs and Essences**  
**Grade 5 – ELA**
**5**
**Required Component 2**— Key Idea: Listening

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> <li>• Follow instructions that provide information about a task or assignment</li> <li>• Identify essential details for note-taking</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implicit rather than stated</li> <li>• Connect new information to prior knowledge or experience</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions that provide information about a task or assignment</li> <li>• Identify essential details for note-taking</li> <li>• Distinguish between fact and opinion</li> </ul>

**Required Component 2**— Key Idea: Listening

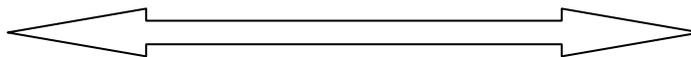
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 1**

**Less Complex**

**More Complex**



The student will:

- follow verbal directions having one step (31101)
- respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102)
- identify factual statements that can be proven true or false (31103)
- identify main idea(s) in informational text (31104)
- take notes (main idea) during a listening activity(s) (31106)

The student will:

- follow two-step verbal directions (31201)
- distinguish between statements of fact and opinion (31207)
- distinguish between main idea(s) and supporting detail(s) in informational text (31208)
- distinguish relevant details from irrelevant details (31204)
- take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31209)
- recognize how details are related to main idea(s) and/or each other (31206)

The student will:

- follow multi-step verbal directions to perform a task or assignment (31301)
- distinguish between implicit fact and opinion (31305)
- identify essential details when note-taking (31303)
- identify how details are related to main ideas and each other (31306)

Required Component 2— Key Idea: Listening		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for <b>information and understanding</b> .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101	The student will follow verbal directions related to a task or assignment that have one step. (e.g., open book to information about ____; show me the picture of the ____ in the book; look at the map of New York, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when responding to verbal directions</li> </ul>
SAT31102A	The student will respond to simple yes or no questions related to a text posed by a speaker.	<ul style="list-style-type: none"> <li>Video tape of the student responding to the speaker's questions</li> </ul>
SAT31102B	The student will make choices in response to questions posed by a speaker about an article read during the morning routine.	<ul style="list-style-type: none"> <li>Audio tape of the student making choices in response to the speaker's questions</li> </ul>
SAT31103	The student will identify factual statements that can be proven true or false from a newspaper (magazine) article or other nonfiction passage by indicating the factual statements from a set of choices (factual and non-factual).	<ul style="list-style-type: none"> <li>Student work product of some article text with the factual statements from the text pasted underneath the text</li> </ul>
SAT31104	The student will identify the main idea in an article using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational article.	<ul style="list-style-type: none"> <li>Student work product showing the story title, the choices presented to the student and the main idea of the article marked, circled, etc. by the student</li> </ul>
SAT31106A	The student will take notes about the main idea of a text while listening to a book on tape about animals by selecting pictures/words that identify the main idea.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the text, being presented with choices of notes, and then making a selection that represents the main idea of what is being talked about in the tape</li> </ul>
SAT31106B	The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards.	<ul style="list-style-type: none"> <li>Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher</li> </ul>
SAT31201	The student will follow a two-step verbal direction in order to perform a task or assignment. (e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10—Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> <li>Video tape of the student following directions given by the teacher</li> </ul>
SAT31207	The student will distinguish between simple facts and opinions by sorting statements of each from an article read into categories.	<ul style="list-style-type: none"> <li>Student work product with facts in the article underlined and opinions in the article circled</li> <li>Video tape of the student listening to the text or article and creating two piles: one for facts and one for opinions</li> </ul>
SAT31208	The student will distinguish between the main idea and supporting details collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer that includes separate areas for the main idea and the supporting details that go with the main idea</li> </ul>

SAT31204	The student will distinguish relevant details from irrelevant details by sorting cards, symbols, or pictures into two different piles representing relevant and irrelevant details after listening to a text. (i.e., topic pet care- picture cards showing 1.feeding, 2.grooming, 3.types of pets, 4.places to get pets, and 5. exercising pets, pictures 1,2, and 5 are relevant)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols, or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details</li> </ul>
SAT31209	The student will take notes of the main idea and supporting details during a listening activity by circling the main idea and underlining the supporting details.	<ul style="list-style-type: none"> <li>Student work product with main idea and supporting details marked on an article that was done while listening to the teacher read it aloud</li> </ul>
SAT31206	The student will recognize how details are related to main ideas and/or each other, while listening to weekly current event articles by grouping main idea with its appropriate supporting details.	<ul style="list-style-type: none"> <li>Student work product of grouped main idea and details</li> </ul>
SAT31301	The student will listen and follow multi-step verbal directions to perform a task or assignment. (Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> <li>Sequenced captioned, dated photographs of the student using a meter stick to measure the classroom</li> </ul>
SAT31305	The student will distinguish between implicit facts and opinions related to the main idea after listening to an informational text.	<ul style="list-style-type: none"> <li>Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text</li> </ul>
SAT31303	The student will identify essential details when note-taking by selecting the essential details related to an article given a set of essential and non-essential article details.	<ul style="list-style-type: none"> <li>Student work product showing the essential details that the student selected</li> </ul>
SAT31306	The student will identify how the supporting details are related to the main idea(s) and the other supporting details in an informational text read by the teacher.	<ul style="list-style-type: none"> <li>Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea</li> </ul>

**Required Component 2—** Key Idea: Listening

**Choice Component 2—** Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 43	<ul style="list-style-type: none"> <li>• Distinguish different genres, such as story, biography, poem, or play, with assistance</li> <li>• Identify a character’s motivation</li> <li>• Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts</li> <li>• Use personal experience and prior knowledge to interpret and respond to literary texts and performances</li> <li>• Identify cultural and historical influences in texts and performances, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to text from different genres and authors</li> <li>• Listen to small group and classroom discussions to comprehend literary text</li> <li>• Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in the presentation of literary texts</li> </ul>

**Required Component 2**— Key Idea: Listening

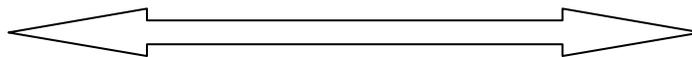
**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 2**

**Less Complex**

**More Complex**



The student will :

- attend to literary text(s) read in a small group (32101)
- identify story elements (e.g., character, plot, setting, etc.) (32108)
- recognize rhyme or rhythm in poetry (32109)
- recognize different genres shared in small group discussions (32110)
- recognize simile(s) or personification (32111)
- respond appropriately to unfamiliar story(s) and/or poem(s) to show comprehension (32112)
- recognize the author's message (32113)

The student will:

- respond to different genres read aloud (32201)
- discuss different genres read aloud to enhance comprehension and/or appreciation (32202)
- identify the author's message (32206)
- identify use of rhyme and/or rhythm in poetry (32207)
- identify similes and personification (32208)

The student will:

- respond to different genres and authors' works read aloud (32305)
- take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306)
- recognize that the author's message may be implied or explicit (32307)
- recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

**Required Component 2—** Key Idea: Listening**Choice Component 2—** Standard 2: Students will read, write, listen, and speak for **literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will attend to an oral reading of literary texts in a small group.	<ul style="list-style-type: none"> <li>Video tape of the student attending to an oral reading in a small group</li> </ul>
SAT32101B	The student will quietly attend to a story during library class.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the story</li> </ul>
SAT32108	The student will identify story elements (e.g., plot, setting, characters, etc) from a literary text that has been read aloud. (Note: vocabulary of character, plot, setting, etc. must be used)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student using oral language, pictures, or speech output devices to indicate plot, setting, and characters from a literary text</li> </ul>
SAT32109	The student will listen to recognize rhythm in poetry and clap his/her hands in time (using a switch, making a sound, etc.) to indicate when he/she hears rhythm in the poem.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating rhythm</li> </ul>
SAT32110	The student will recognize different genres that are read and discussed within a small group by categorizing texts into different genre groups.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer showing categories of different genres</li> </ul>
SAT32111	The student will recognize a simile or personification within a literary text by selecting it from a set of choices.	<ul style="list-style-type: none"> <li>Student work product showing text title, choices presented, and student indicated choice</li> </ul>
SAT32112A	The student will respond appropriately to show comprehension of an unfamiliar story or poem by indicating a feeling or emotion after listening to the new story or poem.	<ul style="list-style-type: none"> <li>Student work product showing the picture that represents the student's emotion or feeling after reading or listening to an unfamiliar story</li> </ul>
SAT32112B	The student will respond appropriately to an unfamiliar story or poem by answering comprehension questions after listening to the story or poem.	<ul style="list-style-type: none"> <li>Student work product of answered comprehension questions related to the unfamiliar text</li> </ul>
SAT32113	The student will recognize the author's message from oral reading of literary texts by indicating which author's message goes with different stories read.	<ul style="list-style-type: none"> <li>Student work product with lines drawn from each book title or picture representing the book title of each of the three stories to the author's message for the particular story</li> </ul>
SAT32201	The student will respond to different genres read aloud. (e.g., drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student responding appropriately to various genres: drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.</li> </ul>
SAT32202	The student will discuss different genres read aloud to enhance comprehension by working with a peer to create a project which documents the genres and comprehension questions answered.	<ul style="list-style-type: none"> <li>Student work product of the project completed by the student and the peer</li> </ul>

SAT32206	The student will identify the author's message from the oral reading of literary text when given a set of choices.	<ul style="list-style-type: none"> <li>• Student work product of the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud</li> </ul>
SAT32207A	The student will listen to identify the use of rhyme in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem</li> </ul>
SAT32207B	The student will identify the use of rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> <li>• Student work product of a poem with student highlights on each of the rhyming words</li> </ul>
SAT32208	The student will identify similes and personification in literary text.	<ul style="list-style-type: none"> <li>• Video tape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the simile and the personification in the text</li> </ul>
SAT32305	The student will respond to different genres and authors' works read aloud by writing or creating two or more statements about things he/she liked or disliked.	<ul style="list-style-type: none"> <li>• Student work product of different genres and authors' works listed and the like or dislike statements created by the student for each work and genre</li> </ul>
SAT32306A	The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student using natural speech, a speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story</li> </ul>
SAT32306B	The student will identify details related to the author's message in a small group setting by answering questions such as "how did the author get you to understand his message?" and sharing it with the group.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student using natural speech, a speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group</li> </ul>
SAT32307	The student will recognize that an author's message may be implied or explicit by labeling given messages as implied or explicit.	<ul style="list-style-type: none"> <li>• Student work product showing the given author's messages labeled with implicit and explicit</li> </ul>
SAT32308	The student will recognize the use of literary devices by listening to a poem and circling and/or underlining two or more examples of rhyme, personification, simile, etc.	<ul style="list-style-type: none"> <li>• Student work product of the literary devices circled or underlined</li> </ul>



# **Mathematics NYSAA Frameworks**

## **Grade 5**

**New York State Alternate Assessment**  
(September 2008)

**GLIs and Essences**  
**Grade 5 – Mathematics**
**5**
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 1**— Band: Number Systems

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 55	5.N.1	Read and write whole numbers to millions	<ul style="list-style-type: none"> <li>• Read and write, group, compare, and order whole numbers to millions</li> <li>• Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions</li> <li>• Understand the concept of ratio and express ratios in different forms</li> <li>• Understand that percent means part of 100, and write percents as fractions and decimals</li> </ul>
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 millions	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i>	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using $<$ , $>$ , or $=$	
	5.N.10	Compare decimals using $<$ , $>$ , or $=$	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

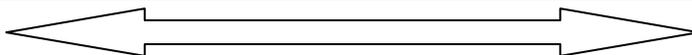
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 1**— Band: Number Systems

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems**

**Less Complex**



**More Complex**

The student will:

- recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109)
- recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110)
- compare two unit fractions,  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and/or  $\frac{1}{3}$  using concrete objects (11111)
- order three or more unit fractions,  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{3}$  using concrete objects (11112)
- compare two decimals to the nearest tenth (11113)
- compare three or more decimals to the nearest tenth (11114)
- group objects into equal sets (11107)
- order whole numerals (11108)
- identify whole numbers (11115)

The student will:

- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207)
- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers (11208)
- compare two fractions that have the same denominator (11203)
- order three or more fractions that have the same denominator (11204)
- compare two decimals to the nearest hundredth (11209)
- order three or more decimals to the nearest hundredth (11210)

The student will:

- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306)
- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307)
- demonstrate the concept of ratio (11303)
- demonstrate an understanding that percent means part of 100 (11304)
- order percents (11308)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 1— Band: Number Systems**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11109	The student will recognize the first digit of two numbers and compare the numbers (i.e., 1,000,000 and 3,000,000) by finding or indicating the largest number.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest number</li> </ul>
SAT11110	The student will recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers by smallest to largest.	<ul style="list-style-type: none"> <li>Student work product showing the first digit in the rounded numbers and the order in which the student placed them</li> </ul>
SAT11111	The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ when presented with a circle or square that has been cut into two and four equal pieces and fractions given on the pieces of the circle, by indicating which one takes up the most or the greater amount of the whole.	<ul style="list-style-type: none"> <li>Student work product illustrating that the student indicated that <math>\frac{1}{2}</math> is greater than <math>\frac{1}{4}</math> of a whole object</li> </ul>
SAT11112	The student will order three unit fractions using Cuisenaire rods.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student ordering the unit fractions</li> </ul>
SAT11113	The student will compare two decimals by indicating which item costs more. (e.g., a cupcake marked \$0.30 or a bag of chips marked \$0.50)	<ul style="list-style-type: none"> <li>Student work product showing the item cost to the tenths decimal and a mark on the item that costs more</li> </ul>
SAT11114	The student will compare three items and place them in order from least to greatest cost. (e.g., a ball marked \$0.50, jacks marked \$0.40, a toy car marked \$0.90)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student ordering three items from least to greatest cost</li> </ul>
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when grouping different sets of objects into two equal sets</li> </ul>
SAT11107B	The student will divide a set of six objects into three equal groups of two or two equal groups of three.	<ul style="list-style-type: none"> <li>Video tape of the student grouping the object into two equal sets</li> </ul>
SAT11108A	The student will order whole numerals by placing three or more number cards in the correct counting order. (e.g., on a blank number line, order number cards one through five; on a worksheet, place number cards 10 through 20 in order; etc.)	<ul style="list-style-type: none"> <li>Student work product of sets of number cards placed in correct counting order</li> </ul>
SAT11108B	The student will order whole numerals by placing or writing three or more consecutive numbers in proper sequence on a number line with missing sequences of numbers. (e.g., 1,2,_____, 6-student fills in 3, 4, and 5; 10,_____,15-student fills in 11, 12, 13, and 14; etc.)	<ul style="list-style-type: none"> <li>Student work product including the student placed or written numbers (three or more) in the appropriate sequence</li> </ul>

SAT11115A	The student will identify whole numbers by naming numbers upon request. (e.g., teacher points to the number, student verbalizes, signs, or hits the appropriate switch to name the requested number)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when naming the requested numbers</li> </ul>
SAT11115B	The student will identify whole numbers by indicating the whole numbers in a group of fractions and whole numbers.	<ul style="list-style-type: none"> <li>Student work product showing the highlighted student's choices</li> </ul>
SAT11207	The student will identify by highlighting the two first digits of a millions number rounded to the nearest hundred thousand and then compare to find the largest number by indicating the largest of two or more numbers. (e.g., 1,100,000, 1,200,000 and 1,300,000)	<ul style="list-style-type: none"> <li>Student work product where the student highlighted the first two digits in a rounded number and circled the largest of the three numbers</li> </ul>
SAT11208	The student will identify by circling the first two digits of a seven-digit number already rounded to the nearest hundred thousand and then order three or more of these numbers by placing them in order from least to greatest.	<ul style="list-style-type: none"> <li>Student work product showing the first two digits in a rounded number circled by the student and in the order in which the student placed them</li> </ul>
SAT11203A	The student will compare two fractions that have the same denominator and indicate the smaller of the two.	<ul style="list-style-type: none"> <li>Student work product indicating the student's choice of the smallest fraction</li> </ul>
SAT11203B	Given two fractions that have the same denominator, the student will compare the fractions and will write or place cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> <li>Student work product showing the fractions with the &lt;, &gt;, or = written in or cards placed in between the two fractions</li> </ul>
SAT11204A	The student will order three fractions with the same denominator from least to greatest and then write the fractions in descending order.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student ordering the fractions and then writing them in order on the board</li> </ul>
SAT11204B	The student will order fractions by taking a pizza divided into eight pieces and order $\frac{1}{8}$ , $\frac{3}{8}$ , and $\frac{4}{8}$ in increasing order.	<ul style="list-style-type: none"> <li>Video tape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order</li> </ul>
SAT11209	The student will compare two decimals to the nearest hundredth by indicating the larger (or smaller) of the two decimals.	<ul style="list-style-type: none"> <li>Student work product indicating either the larger or smaller decimals depending on what is requested</li> </ul>
SAT11210	The student will order three or more decimals to the nearest hundredth by listing prices (given to the nearest cent and written using \$0.00 format) of items from an advertisement(s) in order from least to greatest cost. (e.g., decimals to the nearest hundredth: \$.75, \$.89, \$1.23, etc.)	<ul style="list-style-type: none"> <li>Student work product of a scrapbook including pictures of items and their prices put in order from the least to greatest cost</li> </ul>
SAT11306	The student will identify the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number</li> </ul>
SAT11307	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand by circling them and then ordering three or more of these numbers from smallest to largest.	<ul style="list-style-type: none"> <li>Student work product showing the first three digits in a rounded number circled by the student and then ordered smallest to largest</li> </ul>

SAT11303	The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball.	<ul style="list-style-type: none"> <li>Student work product of a worksheet including the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets"</li> </ul>
SAT11304	The student will demonstrate an understanding of percent by finding samples of an advertisement(s) using percents and will shade hundredths charts to represent the value of the percent.	<ul style="list-style-type: none"> <li>Student work product showing matches between the percents that the student found in the advertisement(s) and a representative hundredths chart correctly shaded</li> </ul>
SAT11308A	The student will order percents by cutting out three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest.	<ul style="list-style-type: none"> <li>Student work product showing the percents of coupons that the student cut out and placed in order from least to greatest percent</li> </ul>
SAT11308B	The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from greatest to lowest.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student being presented with his/her last three percentages on a test or worksheet and indicating the order from greatest percentage to lowest percentage</li> </ul>

**GLIs and Essences**  
**Grade 5 – Mathematics**
**5**
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 56	5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology</i>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to multiply and divide one-, two- and three-digit numbers</li> <li>• Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply, and divide decimals to thousandths</li> </ul>
	5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology</i>	
	5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis	
	5.N.19	Simplify fractions to lowest terms	
	5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	
	5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	
	5.N.22	Add and subtract mixed numbers with like denominators	
	5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	

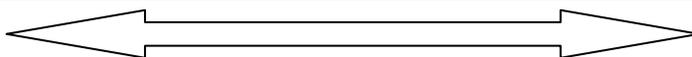
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations**

**Less Complex**



**More Complex**

The student will:

- add, subtract, and/or multiply whole numbers using one or more strategies (13104)
- add decimals to tenths using one or more strategies (13105)
- recognize a whole and/or its parts (13106)

The student will:

- add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)
- add and/or subtract decimals to tenths using two or more strategies (13205)
- connect written and/or pictorial representations of fractions with denominators up to two (13203)
- identify a whole and its parts (13206)

The student will:

- add and/or subtract fractions using one or more strategies (13303)
- add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)

**Required Component 1—** Strand: Number Sense and Operations

**Choice Component 2—** Band: Operations

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will solve addition, subtraction, and/or multiplication problems using a one or more strategies. (e.g., possible strategies: calculator, multiplication table, number line, Touch Math, manipulatives, memory strategies, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when adding, subtracting, and/or multiplying using a calculator to help figure out the answer</li> </ul>
SAT13105	The student will show addition of decimals to tenths using a number line.	<ul style="list-style-type: none"> <li>Student work product showing a number line used to add decimals as a strategy to figure out the answer</li> </ul>
SAT13106	The student will recognize a whole and/or its parts by matching two parts of broken objects together to make a whole. (e.g., two halves of a circle to make a whole circle)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object</li> </ul>
SAT13204A	The student will add and subtract whole numbers using two or more strategies. (e.g., possible strategies: concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer</li> </ul>
SAT13204B	The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer.	<ul style="list-style-type: none"> <li>Student work product illustrating that the student solved addition and subtraction problems using two different strategies to check the answer</li> </ul>
SAT13205	The student will show addition and/or subtraction of decimals to tenths using two different strategies. (e.g., possible strategies: hundredths chart, Cuisenaire rods, calculator, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies</li> </ul>
SAT13203	The student will connect written and/or pictorial representations of fractions with denominators up to two by matching pictures of or written fractions with appropriate denominators to the given fractions.	<ul style="list-style-type: none"> <li>Student work product including lines drawn from pictures of fractions to the written fractions with the appropriate denominators up to two</li> <li>Student work product including pictures of fractions with appropriate denominators up to two written or pasted next to the specific fraction picture</li> </ul>
SAT13206	The student will identify a whole and its parts by matching parts of a broken object together and identifying the whole object. (e.g., three thirds of a circle to make a whole circle)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at a set of objects divided into thirds and matching the three parts together to make a whole object</li> </ul>
SAT13303A	The student will add and subtract fractions using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> <li>Student work product of addition and subtraction fraction problems with student solutions and a teacher notation of the strategy(s) that the student used</li> </ul>

SAT13303B	The student will add and/or subtract fractions involving halves and fourths using a ruler showing halves and fourths of an inch.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student drawing line segments, such as <math>2\frac{1}{2}</math> inches long and adding another segment <math>\frac{1}{4}</math> inches long to get the segment <math>2\frac{3}{4}</math> inches long</li> </ul>
SAT13303C	The student will measure two different lengths of ribbon (i.e., $1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will show how long the ribbon is when added together by using a yardstick.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student measuring the pieces of ribbon, adding them together to form a longer segment, and measuring how long the ribbon is by using a yardstick</li> </ul>
SAT13304	The student will add, subtract, multiply, and/or divide decimals to tenths using one or more strategies.	<ul style="list-style-type: none"> <li>Student work product of the student solving addition, subtraction, multiplication, and/or division problems with decimals to tenths</li> </ul>

<b>Required Component 2— Strand: Geometry</b>			
<b>Choice Component 1— Band: Geometric Relationships</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 57-58	5.G.2	Identify pairs of similar triangles	<ul style="list-style-type: none"> <li>Identify pairs of similar triangles and the ratio of their corresponding sides</li> <li>Classify triangles and quadrilaterals by properties of their angles and sides</li> <li>Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees</li> <li>Identify pairs of congruent triangles and their corresponding parts</li> </ul>
	5.G.3	Identify the ratio of corresponding sides of similar triangles	
	5.G.4	Classify quadrilaterals by properties of their angles and sides	
	5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	
	5.G.6	Classify triangles by properties of their angles and sides	
	5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	
	5.G.8	Find a missing angle when given two angles of a triangle	
	5.G.9	Identify pairs of congruent triangles	
	5.G.10	Identify corresponding parts of congruent triangles	

**Required Component 2**— Strand: Geometry

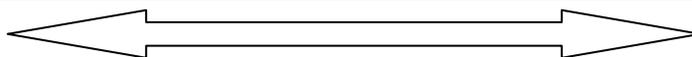
**Choice Component 1**— Band: Geometric Relationships

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships**

**Less Complex**

**More Complex**



The student will:

- sort triangles from quadrilaterals (31101)
- count the number of sides and/or angles of triangles and/or quadrilaterals (31102)
- identify geometric shapes (31103)

The student will:

- classify quadrilaterals by properties of their angles and/or sides (31201)
- recognize, name, draw, compare, and/or sort congruent (same shape and size) figures (31204)
- recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)

The student will:

- classify triangles by properties of their angles and/or sides (31301)
- sort quadrilaterals by properties of their angles and/or sides (31306)
- recognize, name, draw, compare, and/or sort similar triangles and identify their corresponding parts (31307)
- recognize that the sum of the angles of a triangle is 180 degrees (31308)
- recognize, name, draw, compare, and/or sort congruent (same shape and size) quadrilaterals and identify their corresponding parts (31309)

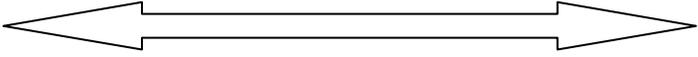
**Required Component 2— Strand: Geometry**
**Choice Component 1— Band: Geometric Relationships**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101A	The student will sort triangles from quadrilaterals when given a variety of shapes.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile</li> </ul>
SAT31101B	The student will sort triangles from quadrilaterals on a worksheet by following directions on how to mark each shape (i.e., circle quadrilaterals and underline triangles, etc.).	<ul style="list-style-type: none"> <li>Student work product showing quadrilaterals that were circled and triangles that were underlined by the student</li> </ul>
SAT31102A	The student will count the number of sides of a variety of quadrilaterals.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student counting the number of sides on a variety of quadrilaterals</li> </ul>
SAT31102B	The student will count how many sides each shape has from a variety of triangles and quadrilaterals and label each shape with the correct number.	<ul style="list-style-type: none"> <li>Student work product showing the number of sides the student counted for each quadrilateral and triangle on the worksheet</li> </ul>
SAT31103A	The student will identify geometric shapes upon request from a choice of different shapes. (e.g., show me the ___ [circle, square, triangle, etc.]; give me the ___; mark the ___; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the teacher's request and showing, pointing, or eye gazing to the requested shape from a set of choices</li> </ul>
SAT31103B	The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.	<ul style="list-style-type: none"> <li>Student work product showing a variety of geometric shapes with lines drawn to each name or names written or pasted next to the corresponding shapes</li> </ul>
SAT31201A	The student will classify quadrilaterals by property of side length by sorting them into two groups when given a set of quadrilaterals. (e.g., four equal side lengths=squares, two equal sides lengths on top and bottom and two equal sides lengths on each side=rectangle, etc.)	<ul style="list-style-type: none"> <li>Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading</li> </ul>
SAT31201B	The student will classify quadrilaterals by properties of their angles and sides (square, rhombus, rectangle, parallelogram, etc.) by gluing the shapes in correct column.	<ul style="list-style-type: none"> <li>Student work product of a table with the quadrilaterals sorted into their appropriate columns by angles and side properties</li> </ul>
SAT31204A	The student will recognize a shape from a set of three or more shapes that is congruent to a given shape.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher</li> </ul>
SAT31204B	The student will compare sets of figures and answer whether they are congruent (yes), or not congruent (no).	<ul style="list-style-type: none"> <li>Student work product of sets of figures with student indicate yes or no next to each set to indicate congruent or not</li> </ul>
SAT31205	The student will recognize that the sum of the interior angles of a quadrilateral is 360 degrees by adding the interior angles to find the sum.	<ul style="list-style-type: none"> <li>Student work product where the student shows the addition of the four angles and the sum of 360 degrees</li> </ul>

SAT31301A	The student will classify triangles by properties by grouping pictures of triangles within the school and/or community according to similar properties of side length or angles. (e.g., equilateral triangle, isosceles triangle, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to their similarities of side length or angles</li> </ul>
SAT31301B	The student will classify triangles by sorting a variety of triangles into right triangles and acute triangles.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile</li> </ul>
SAT31306	The student will sort cut-out paper quadrilaterals by properties of the angles or sides using a t-chart.	<ul style="list-style-type: none"> <li>• Student work product of a t-chart with different quadrilaterals pasted into the appropriate categories</li> </ul>
SAT31307A	The student will sort similar triangles and identify their corresponding angles by circling, highlighting, etc. the angles that are the same degree(s).	<ul style="list-style-type: none"> <li>• Student work product including a variety of triangles that indicates the student's choices of similar triangles and student's identification of angles</li> </ul>
SAT31307B	The student will compare similar triangles and identify by marking the corresponding parts the match (i.e., longest side, similar angles, etc.).	<ul style="list-style-type: none"> <li>• Student work product indicating the student's identification of the corresponding parts that match</li> </ul>
SAT31308	The student will recognize that the sum of the angles of a triangle is 180 degrees by adding up the angles of different triangles.	<ul style="list-style-type: none"> <li>• Student work product including various triangles and the addition problem that shows the sum of interior angles to be 180 degrees</li> </ul>
SAT31309	The student will name and draw or create congruent quadrilaterals and identify their corresponding sides and/or angles.	<ul style="list-style-type: none"> <li>• Student work product showing the named and drawn or created congruent quadrilaterals and the student's indication of the same by sides and/or angles</li> </ul>

<b>Required Component 2— Strand: Geometry</b>			
<b>Choice Component 2— Band: Coordinate Geometry</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 58	5.G.12	Identify and plot points in the first quadrant	<ul style="list-style-type: none"> <li>Identify and plot points in the first quadrant</li> <li>Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes)</li> </ul>
	5.G.13	Plot points to form basic geometric shapes (identify and classify)	
	5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	

<b>AGLIs</b>		<b>5</b>
<b>Grade 5 – Mathematics</b>		
<b>Required Component 2—</b> Strand: Geometry		
<b>Choice Component 2—</b> Band: Coordinate Geometry		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry</b>		
<b>Less Complex</b>		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• use single-digit whole numbers to locate a position on a number line (33101)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• use a letter and a number to locate areas on a map (33202)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify and plot points in the first quadrant of a coordinate plane (33303)</li> <li>• locate and plot points on a coordinate plane to form rectangles (33304)</li> </ul>

**SATs**  
**Grade 5 – Mathematics**

5

**Required Component 2—** Strand: Geometry

**Choice Component 2—** Band: Coordinate Geometry

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT33101A	The student will locate positions on a number line by identifying the numbers that name the positions of objects placed on the number line. (e.g., first, tenth, fourth, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the correct number that represents the position on a number line of objects placed on it</li> </ul>
SAT33101B	The student will use a whole number to locate a position on a number line by taking a large, cut-out numeral one and giving it to the first student standing in a straight line (locating a position on a student number line).	<ul style="list-style-type: none"> <li>Video tape of the student taking the number one to the first student in the student number line</li> </ul>
SAT33101C	The student will locate a position for whole numbers on a number line by pasting the numbers in order and/or by locating the positions of objects placed on a number line.	<ul style="list-style-type: none"> <li>Student work product showing the ordered numbers on a number line and the answered questions about the position of the objects placed on the number line</li> </ul>
SAT33202A	The student will locate, by coordinates, the cafeteria and the gymnasium on a map of the school building with letters across the top and numbers down the side.	<ul style="list-style-type: none"> <li>Student work product of a grid with coordinates and locations of school rooms with student-indicated locations</li> </ul>
SAT33202B	The student will place a marker on the coordinates of a position (letter and number) on a Battleship game board to identify a given position.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates</li> </ul>
SAT33202C	The student will identify, place, or draw an object on a grid using the coordinates (letter and number) of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., A 5 by 5 grid with a house at (B,1); a bear at (A,5); a star at (D,2), etc.)	<ul style="list-style-type: none"> <li>Student work product with questions about locations of objects answered with the letter and number for each object</li> </ul>
SAT33303	The student will identify and plot markers in the first quadrant on a checkerboard grid to identify a given position.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating and plotting a position in the first quadrant when given specific coordinates</li> </ul>
SAT33304	The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle</li> </ul>



# **Social Studies NYSAA Frameworks**

## **Grade 5**

**New York State Alternate Assessment**  
(September 2008)

**GLIs and Essences**  
**Grade 5 – Social Studies**
**5**
**Required Component 1**—Standard: 1-US and NY History

**Choice Component 1**— Unit 6-Colonial Life and the Revolutionary War in NY State

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 28	<p><b>Colonial and Revolutionary periods</b></p> <ul style="list-style-type: none"> <li>- Dutch, English, and French influences in New York State</li> <li>- Lifestyles in the colonies– comparisons during different time periods</li> <li>- Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious</li> <li>- Ways that colonists depended on and modified their physical environments</li> <li>- Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State</li> <li>- Colonial governments</li> <li>- Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?</li> <li>- Ways of making a living in our local region and State</li> <li>- Causes for revolution: social, political, economic</li> <li>- Important accomplishments of individuals and groups living in our community and region</li> </ul> <p><b>The Revolutionary War in New York State</b></p> <ul style="list-style-type: none"> <li>- Location of New York State</li> <li>- The significance of New York State’s location and its relationship to the locations of other people and places</li> <li>- Geographic features that influenced the War</li> <li>- Native American Indians in New York State influenced the War</li> <li>- The war strategy: Saratoga and other local battles</li> <li>- Loyalists and patriots in New York State</li> <li>- Leaders of the Revolution</li> <li>- Effects of the Revolutionary War</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss cultural similarities and differences (including folklore, ideas and other cultural contributions) that helped shape our community, local region, and State</li> <li>• Compare and contrast different types of daily activities including ways of making a living that took place during the colonial and Revolutionary periods</li> <li>• Understand the location and geographical features of New York State and its relation to other places</li> <li>• Recognize leaders of the Revolution</li> <li>• Discuss causes of the Revolutionary War</li> <li>• Describe the role of Native American Indians in New York State during the Revolutionary War</li> <li>• Understand the effects of Revolutionary War</li> </ul>

**Required Component 1**—Standard: 1-US and NY History

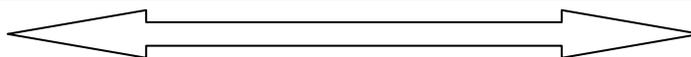
**Choice Component 1**— Unit 6-Colonial Life and the Revolutionary War in NY State

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for US and NY History-Unit 6**

**Less Complex**

**More Complex**



The student will:

- identify their personal location in the classroom, school, home, community, county, or state (12106)
- identify on a map or model their classroom, school, home, community, county or state (12107)
- identify New York as his/her state of residence (12101)
- locate on a New York map where he/she lives (12102)
- recognize pictures or objects that show colonial life in New York (12108)
- identify at least one difference between colonial life and ways of life today (12104)
- explore the lifestyles, cultural environment and/or needs/wants of people during the colonial and/or Revolutionary period (12105)

The student will:

- locate his/her community of residence on a New York map (12201)
- identify reasons why Europeans came to New York long ago (12206)
- identify where the Dutch or English settled in New York State (12207)
- compare one aspect of colonial life to life today, e.g., school, transportation, shelter (12208)
- identify at least one important event that occurred in New York during the American Revolution (12209)

The student will:

- name and locate his/her community of residence on a New York map (12301)
- describe reasons why Europeans came to New York long ago (12307)
- describe cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12308)
- compare colonial cultural features to those of today (12309)
- recognize that New York State's location and/or New York leaders played an important role in the American Revolution (12305)
- explore the significance of at least one American Revolutionary War leader and/or battle (12310)

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 1**— Unit 6-Colonial Life and the Revolutionary War in NY State

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12106	The student will identify his/her desk and/or work area in the classroom.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student entering the classroom, moving to the desk, and/or work area, and positioning him/herself in the location(s)</li> </ul>
SAT12107	The student will indicate on a school map the location of his/her classroom.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student circling, marking, pointing to, etc., the location of his/her classroom on a school map</li> <li>Student work product of map with classroom marked</li> </ul>
SAT12101A	The student will select a map of New York State from a set of two unlabeled states when asked, "In which of these states do you live?" or "Which is your state of residence?"	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying the New York map as his/her state of residence</li> </ul>
SAT12101B	The student will respond 'New York' when asked what state does he/she live in.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating New York using his/her communication device</li> </ul>
SAT12102	The student will locate on a New York map the town/city where he/she lives. (e.g., Albany, Rochester, New York City, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating where he/she lives on a map of New York State</li> <li>Student work product of New York State with town/city clearly marked</li> </ul>
SAT12108	The student will select the pictures, photographs, or objects that represent colonial life in New York.	<ul style="list-style-type: none"> <li>Student work product of appropriately grouped, circled, etc., pictures or objects showing or representing colonial life in New York.</li> </ul>
SAT12104A	The student will identify a person dressed in colonial clothing when given a set of pictures that depict both colonial clothing and clothing worn today. (e.g., George Washington and George Bush)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying clothing differences from a set of pictures</li> </ul>
SAT12104B	The student will create a contrast chart by selecting pictures that depict the differences between colonial times and life today. (e.g., heat with fireplace vs. furnace, various clothing, smoke house vs. refrigerator)	<ul style="list-style-type: none"> <li>Student work product of pictures selected by the student and affixed to a worksheet that illustrates the differences in life now and in colonial times</li> </ul>
SAT12105A	The student will explore the lifestyles of colonial New Yorkers by reviewing pictures/ images of colonial life on a computer. (e.g., housing, clothing, transportation, ways of making a living, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance in reviewing pictures/images on a computer</li> </ul>
SAT12105B	The student will explore the needs/wants of Native American Indians during the colonial period in New York by participating in a trading activity.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student engaged in trading various objects associated with Native American Indians in colonial New York, e.g., beads, shells, food, clothing, etc.</li> </ul>

SAT12201	The student will locate where he/she lives on a New York State map and name in which New York State region it is located.  (e.g., Central, Long Island, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a sticker or circle appropriately placed on a map locating his/her place of residence and a label with the New York State region placed appropriately</li> </ul>
SAT12206	The student will listen to and answer questions about an account that describes reasons why Europeans came to New York long ago.	<ul style="list-style-type: none"> <li>• Student work product illustrating the student's selection of the appropriate sentence strip answers to questions</li> </ul>
SAT12207	The student will locate on a New York State map where the Dutch or English first settled in the 1600s.  (e.g., present-day lower Manhattan and parts of Brooklyn)	<ul style="list-style-type: none"> <li>• Student work product of a sticker or circle appropriately placed on a map locating the first Dutch or English settlements</li> </ul>
SAT12208	The student will select two pictures from an array of pictures that appropriately compare life in colonial times to present-day life.  (e.g., a log cabin and an apartment building or people walking on a dirt road and driving cars, etc.)	<ul style="list-style-type: none"> <li>• Student work product of two appropriately grouped or circled pictures that compare life in colonial times to present-day life</li> </ul>
SAT12209	The student will select from a group of pictures those that depict an important event that happened in New York during the Revolutionary War.  (e.g., Brooklyn, Saratoga, etc.)	<ul style="list-style-type: none"> <li>• Student work product showing pictures selected that depict important events in New York during the Revolutionary War</li> </ul>
SAT12301	The student will name the town he/she lives in using his/her talker and locate it on a New York State map.	<ul style="list-style-type: none"> <li>• Video tape of the student naming his/her town and then placing his/her own picture of the town of residence on the classroom map</li> </ul>
SAT12307	The student will create a list that describes reasons why Europeans came to New York in the 1600s and 1700s.	<ul style="list-style-type: none"> <li>• Student work product of a list describing the two or three reasons Europeans came to New York in the 1600s and 1700s</li> </ul>
SAT12308	The student will listen to a story or watch a video about European colonists in New York and answer questions about their life, either orally or in writing.	<ul style="list-style-type: none"> <li>• Audio tape of the student's answers to questions about the video or story about European colonists</li> </ul>
SAT12309	The student will compare cultural differences between colonial and modern day American life by differentiating between pictures or photographs of life during the two time periods.  (e.g., Venn diagram: transportation modes in middle—colonial times on one side with pictures pasted under it and modern times on other side with pictures pasted under it; list with two columns of jobs one for pictures of colonial jobs and one for pictures of modern day jobs and a third column for the student to indicate a difference)	<ul style="list-style-type: none"> <li>• Student work product differentiating the pictures or photographs that depict colonial American life and those that depict present-day American life</li> </ul>
SAT12305	The student will write a paragraph or create a visual display about the role of at least two New York leaders in the Revolutionary War.	<ul style="list-style-type: none"> <li>• Student work product of a written paragraph or created collage documenting a New Yorker's role in the Revolutionary War</li> </ul>
SAT12310	The student will answer questions orally or in writing about texts or stories that they have read or listened to pertaining to a significant Revolutionary War American patriot or battle.  (e.g., Paul Revere's ride, the Battle of Saratoga, etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student answering questions about a significant Revolutionary War patriot or battle</li> </ul>

**GLIs and Essences**  
**Grade 5 – Social Studies**
**5**
**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 8-Industrial Growth and Expansion in NY State

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 29	<p><b>Industrial growth and expansion</b></p> <ul style="list-style-type: none"> <li>- Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)</li> <li>- Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State)</li> <li>- The important contributions of immigrants to New York State</li> <li>- Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors</li> </ul> <p><b>Urbanization: economic, political, and social impacts</b></p> <ul style="list-style-type: none"> <li>- Rural to urban to suburban migration</li> <li>- Economic interdependence (e.g., resource use: from farm to market)</li> <li>- Ways of learning and public education in our community and State</li> <li>- The labor movement and child labor</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that improved transportation, new inventions and technology, better/faster communication, and available natural resources were critical elements needed for industrial growth and expansion</li> <li>• Explain how patterns of immigration and migration of people helped America to grow and expand</li> <li>• Discuss reasons why America’s population shifted from mostly rural to urban and suburban places</li> <li>• Recognize how the labor system in America underwent major changes</li> <li>• Recognize why the economic system evolved from an agriculturally based system to an industrial society</li> <li>• Understand the reasons that public education was extended to all children and made mandatory to age 16</li> </ul>

**Required Component 1**—Standard: 1-US and NY History

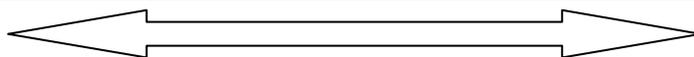
**Choice Component 2**— Unit 8-Industrial Growth and Expansion in NY State

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for US and NY History-Unit 8**

**Less Complex**

**More Complex**



The student will:

- identify modern means of transportation and/or communication, e.g., cars, airplanes, bus, wheelchair, telephones, television, computers (15107)
- identify means of transportation or communication in 18<sup>th</sup> or 19<sup>th</sup> century New York State, e.g., horses, carriages, walking, telegraph, telephone, letters, newspapers (15108)
- compare modern and former means of transportation and/or communication (15109)
- locate the route of the Erie Canal on a map (15104)
- locate cities in New York on a map in relation to the Erie Canal (15105)
- recognize immigrant groups that came to New York State in the 19<sup>th</sup> century (15106)

The student will:

- explore daily life in 19<sup>th</sup> century New York State with special attention to jobs, means of transportation, or communication (15208)
- identify reasons why immigrants came to New York State in the 19<sup>th</sup> century (15209)
- describe the contributions immigrants made to New York State (15203)
- explore how New York State's location, natural features, or transportation systems contributed to the growth of its cities (15210)
- describe the importance of the Erie Canal (15205)
- describe what life was like for immigrant groups that came to live in New York State (15206)
- describe the importance of Ellis Island to immigration (15211)

The student will:

- investigate how advances in transportation or communication and the effects of industrialization led to the growth of New York State's cities in the 19<sup>th</sup> century (15306)
- examine the significance of the Erie Canal to New York State's 19<sup>th</sup> century economy (15302)
- describe a group that immigrated to New York State and the group's contribution(s) to the state (15307)
- examine factory working conditions in New York State (15308)
- examine the role of child labor in the 19<sup>th</sup> century (15309)
- identify reasons New York State enacted compulsory education laws in the 19<sup>th</sup> century (15305)

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 8-Industrial Growth and Expansion in NY State

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT15107A	The student will identify pictures of modern means of transportation and will assemble them to make a collage.  (e.g., cars cut out from newspaper ad, train pictures from the Internet, airplane pictures from magazines, etc., possible choices should include some non-choice/inappropriate responses for modern means of transportation)	<ul style="list-style-type: none"> <li>Student work product of a collage with identified modern means of transportation pasted to it</li> </ul>
SAT15107B	The student will identify a modern form of transportation used to travel to school by using eye gaze to select the model from models of a horse with a cart and a bus.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the school bus as modern transportation</li> </ul>
SAT15108	The student will identify types of transportation from 18 <sup>th</sup> or 19 <sup>th</sup> century New York when presented with pictures or objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student indicating yes or no or pointing to appropriate pictures/objects</li> </ul>
SAT15109	The student will create a list that compares pictures of horses and automobiles as means of transportation.  (e.g., list includes former, 18 <sup>th</sup> century, animal written under horse column and today, modern, machine written under automobile column)	<ul style="list-style-type: none"> <li>Student work product of a list that compares a horse and a car as a means of transportation</li> </ul>
SAT15104	The student will locate by tracing the route of the Erie Canal in the 1840s on a New York State map.	<ul style="list-style-type: none"> <li>Video tape of the student tracing or pointing to the route of the Erie Canal in the 1840s on a New York State map</li> </ul>
SAT15105	The student will locate his/her place of residence and a nearby city then indicate their proximity to the route of the Erie Canal in the 1840s.  (e.g., right next to, very far from, etc.)	<ul style="list-style-type: none"> <li>Student work product with the city/town of residence marked and a line connecting the Erie Canal to his/her town</li> <li>Data Collection Sheet recording student performance when locating his/her place of residence, a nearby city, and indicated proximity to the Erie Canal</li> </ul>
SAT15106	The student will recognize immigrant groups that came to New York State in the 19 <sup>th</sup> century by viewing pictures and/or listening to music representing that group	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when listening to music from specific immigrant groups</li> </ul>
SAT15208	The student will tell two facts contained in a story or text after listening to a story or text about life in New York State during the 19 <sup>th</sup> century.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using a switch to identify two facts about daily life in New York State during the 19<sup>th</sup> century</li> </ul>
SAT15209	The student will identify three reasons immigrants came to New York State in the 19 <sup>th</sup> century by selecting sentence strips.	<ul style="list-style-type: none"> <li>Student work product of sentence strips that the student chose to appropriately identify three reasons for immigration to New York State in the 19<sup>th</sup> century</li> </ul>

SAT15203	The student will create a list, graphic organizer, or collage that describes or shows contributions immigrants made to New York State in the 19 <sup>th</sup> century.	<ul style="list-style-type: none"> <li>Student work product of a list, graphic organizer, or collage that describes or shows immigrant contributions to New York State in the 19<sup>th</sup> century</li> </ul>
SAT15210	The student will explore the growth of New York cities by writing a short paragraph about why cities grew in New York State during the 19 <sup>th</sup> century.  (e.g., specifically indicating location, natural features, or transportation systems in or around cities)	<ul style="list-style-type: none"> <li>Student work product that contains a paragraph that presents reasons why cities grew in New York State during the 19<sup>th</sup> century</li> </ul>
SAT15205	The student will describe the importance of the Erie Canal by stating two ways it brought about change in New York State.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student stating two ways the Erie Canal brought about change in New York State during the 19<sup>th</sup> century</li> </ul>
SAT15206	The student will describe what life was like by answering questions about immigrant life in New York State during the 19 <sup>th</sup> century after listening to a story or watching a video.	<ul style="list-style-type: none"> <li>Student work product of questions about immigrant life in New York State</li> </ul>
SAT15211	The student will research through pictures, photographs, and/or texts the importance of Ellis Island to immigration in the 19 <sup>th</sup> century and write a paragraph or create a graphic organizer about it.  (e.g., how immigrants might have felt when passing through Ellis Island; listing of different groups and some of the numbers of people that passed through)	<ul style="list-style-type: none"> <li>Student work product that contains a paragraph describing how immigrants might have felt when passing through Ellis Island in the 19<sup>th</sup> century</li> </ul>
SAT15306	The student will investigate what caused cities to grow in New York State during the 19 <sup>th</sup> century by selecting pictures that relate to industrialization and transportation advances that led to faster or better production and movement of goods to create a picture document.  (e.g., people working in automobile factories, railroads, etc.)	<ul style="list-style-type: none"> <li>Student work product of selected pictures of people working in a factory and the type of transportation advance that was used to move those goods</li> </ul>
SAT15302	The student will examine the significance of the Erie Canal by stating or listing ways the construction and use of the Erie Canal affected New York State's economy in the 19 <sup>th</sup> century.  (e.g., rapid growth of New York City, lowered prices of wheat in New York City, manufactured goods going west, shipping became cheaper, farmers were able to ship farm products for profit, New York State became an agricultural state, people traveled west to find more farm land, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student stating ways the construction and use of the Erie Canal affected New York State's economy in the 19<sup>th</sup> century</li> </ul>
SAT15307	The student will identify an immigrant group to research and present to the class a cultural contribution the selected immigrant group made.  (e.g., Groups from Poland and perogies, Groups from Ireland and Celtic music, Groups brought over holiday traditions to USA: Dutch-Christmas Stocking, Germans-Advent Wreath, English-Sending Christmas Cards, Asia-New Year's Celebrations, Latin America-Cinco De Mayo, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student presenting to the class the immigrant group they chose and the cultural contribution the group made by hitting their talkers at the appropriate times during their presentation</li> </ul>

SAT15308	The student will investigate factory working conditions in New York State for immigrants during the late 19 <sup>th</sup> century by circling working conditions that only apply to New York State immigrants working during this time period.  (e.g., low pay, unsafe working conditions, long hours, etc.)	<ul style="list-style-type: none"> <li>• Student work product of selected working conditions applied to the most appropriate factory workers in the late 19<sup>th</sup> century</li> </ul>
SAT15309	The student will examine child labor in the 19 <sup>th</sup> century by selecting sentence strips that describe why children often worked, the conditions they worked in and/or how it impacted the labor force.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student selecting sentence strips that describe child labor during the 19<sup>th</sup> century</li> </ul>
SAT15305	The student will identify reasons why New York State enacted compulsory education laws in the 19 <sup>th</sup> century by creating a list or writing a paragraph after reading or listening to information about compulsory education laws.	<ul style="list-style-type: none"> <li>• Student work product of a list of or paragraph describing reasons why New York State enacted compulsory education laws in the 19<sup>th</sup> century</li> </ul>

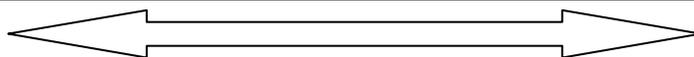
**GLIs and Essences**  
**Grade 5 – Social Studies**
**5**
**Required Component 2**—Standard: 5-Civics, Citizenship, and Government

**Choice Component 1**— Unit 4-Government of World Communities

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 27	<p><b>Symbols of citizenship in world communities</b></p> <ul style="list-style-type: none"> <li>- People in world communities celebrate various holidays and festivals</li> <li>- People in world communities use monuments and memorials to represent symbols of their nations</li> </ul> <p><b>Governments around the world</b></p> <ul style="list-style-type: none"> <li>- Governments in world communities organize to provide functions people cannot provide as individuals</li> <li>- Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them</li> <li>- Governments in world communities develop rules and laws</li> <li>- Governments in world communities plan, organize, and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people in world communities celebrate various holidays and festivals</li> <li>• Understand how people in world communities use monuments and memorials to represent symbols of their nation</li> <li>• Understand that world communities develop rules and laws</li> <li>• Discuss reasons why world communities organize to provide functions people cannot provide as individuals</li> </ul>

**Required Component 2**—Standard: 5-Civics, Citizenship, and Government

**Choice Component 1**— Unit 4-Government of World Communities

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4**
**Less Complex**

**More Complex**

<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify one major U.S. holiday, e.g., Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, etc. (31106)</li> <li>• identify one major holiday celebrated in communities around the world (31107)</li> <li>• recognize a reason why a national holiday is celebrated (31108)</li> <li>• recognize an activity that might take place on the national holiday (31109)</li> <li>• recognize one important symbol of a community around the world, e.g., Great Wall of China, Eiffel Tower, national flags, etc. (31110)</li> <li>• recognize that all communities (school, local, national, and world) need rules and laws (31111)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify at least two national holidays celebrated in communities around the world (31208)</li> <li>• identify reasons why national holidays are celebrated in communities around the world (31209)</li> <li>• identify activities that take place on national holidays (31203)</li> <li>• identify national holidays or symbols associated with a foreign country (31210)</li> <li>• list and describe the importance of school and classroom rules (31211)</li> <li>• identify the similar purposes of school rules and government laws (31212)</li> <li>• recognize at least one difference between school rules and government laws (31213)</li> <li>• recognize the importance of obeying laws (31214)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify national holidays and symbols in communities around the world (31309)</li> <li>• describe the origins/reasons national holidays or symbols were established (31310)</li> <li>• explain what or how a national symbol represents a community around the world (31311)</li> <li>• compare holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31312)</li> <li>• compare school rules and governmental laws (31305)</li> <li>• recognize that all nations have organized governments (31306)</li> <li>• explain why governments pass laws (31307)</li> <li>• describe services citizens receive from their government, e.g., schools, public libraries, police and fire protection, public transportation, road construction, national defense, etc. (31313)</li> </ul>
---	--	--

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 1— Unit 4-Government of World Communities**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31106	The student will identify the picture of (or an item that represents) a United States national holiday when asked, "which is a U.S. holiday?" from choices including other countries holidays. (e.g., Thanksgiving, Independence Day, Cinco De Mayo, Boxing Day, Lantern Festival, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying one United States holiday from multiple choices of pictures (or other items) presented to the student on a velcro board</li> </ul>
SAT31107	The student will identify one national holiday in a foreign country. (e.g., Chinese New Year, Bastille Day, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying one national holiday in the foreign country</li> </ul>
SAT31108	The student will recognize one reason a United States national holiday is celebrated by selecting a written statement of reason given a picture of a national holiday. (e.g., Memorial Day to honor soldiers killed in wars, etc.)	<ul style="list-style-type: none"> <li>Student work product of a national holiday pasted to one reason it is celebrated by use of an appropriate picture</li> </ul>
SAT31109	The student will recognize an activity of one national holiday by participating in an activity that represents what might have happened in a colonial Thanksgiving.	<ul style="list-style-type: none"> <li>Video tape of the student interacting with classmates, teachers, and others during a Thanksgiving feast</li> </ul>
SAT31110A	The student will recognize a foreign nation by selecting a symbol or structure of the foreign nation. (e.g., Eiffel Tower and France, Great Wall and China, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student touching, pointing to, or using eye gaze to recognize a symbol or structure and the foreign nation where it is located</li> </ul>
SAT31110B	The student will recognize one important symbol representing the United States when given several objects that represent symbols from around the world by ringing a model of the Liberty Bell.	<ul style="list-style-type: none"> <li>Video tape of the student viewing choices and recognizing the symbol that represents the United States</li> </ul>
SAT31111	The student will recognize the need for rules and laws by selecting an example that depicts people obeying rules or laws. (e.g., in school, when driving a car, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a list of locations where and/or situations when it is important to obey rules</li> <li>Student work product of pictures that depict rules and where they are important</li> </ul>
SAT31208	After selecting two foreign countries, the student will identify a familiar national holiday for each country. (e.g., France and Bastille Day, Mexico and Cinco De Mayo, China and Chinese New Year, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the foreign countries and their national holiday</li> </ul>
SAT31209	The student will name at least two reasons countries celebrate holidays. (e.g., independence, religion, honor war dead, honor past leaders, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student stating two reasons countries celebrate holidays</li> </ul>

SAT31203	The student will identify activities that are commonly associated with Thanksgiving by creating a collage of pictures or listing the activities from various choices.	<ul style="list-style-type: none"> <li>• Student work product of two selected activities commonly associated with Thanksgiving from a list of four various activities</li> </ul>
SAT31210	The student will identify symbols of the nation they represent from a field of choices.  (e.g., Arc de Triomphe and the French tricolor flag—France, Mt. Fuji and the cherry blossom tree—Japan, etc.)	<ul style="list-style-type: none"> <li>• Student work product of appropriately identified pictures of symbols and the nation they represent</li> </ul>
SAT31211	From a list of rules, the student will mark those that are part of classroom rules and then paste the card indicating the importance of following each rule next to the marked classroom rules.	<ul style="list-style-type: none"> <li>• Video tape of the student marking or indicating to the teacher the rules that are part of his/her classroom rules and then selecting and pasting cards that indicate the importance of the rule being followed</li> <li>• Student work product of the rules matched with reasons for rules pasted on them</li> </ul>
SAT31212	The student will identify similarities by matching school rules and government laws to pictures or photographs that depict reasons for rules and laws.  (e.g., keeping people safe to include rules like "hands to yourself" and obeying all traffic signals, etc.)	<ul style="list-style-type: none"> <li>• Student work product of pictures of rules with reasons for rules (similarities)</li> </ul>
SAT31213	The student will recognize the difference between school and government laws by listing who must follow the rules and what the consequences are if they are not followed.  (e.g., school rules followed by students could result in detention or loss of privilege, government laws followed by all citizens could result in jail time, etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student stating who needs to follow rules and what the consequences could be for not obeying them</li> <li>• Student work product with pictures representing groups that must follow rules and the consequences for not following them</li> </ul>
SAT 31214	The student will recognize the importance of obeying laws by listing positive and negative outcomes for following or not following rules.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with outcomes for obeying or not obeying laws</li> </ul>
SAT31309	Given two different countries, the student will identify a symbol and a holiday of each specific country.	<ul style="list-style-type: none"> <li>• Student work product with three sections filled in with the country, a symbol that represents that country (i.e., national flag) and a holiday that is celebrated in that country</li> </ul>
SAT31310	The student will describe at least two reasons two national holidays were established by completing an informational chart	<ul style="list-style-type: none"> <li>• Student work product of a chart with pasted pictures or word phrases that show the reasons two national holidays were established</li> </ul>
SAT31311	The student will tell why a specific symbol or monument represents a country around the world.  (e.g., the Lincoln Memorial, the Taj Mahal, etc.)	<ul style="list-style-type: none"> <li>• Audio tape of the student stating a reason(s) why a specific symbol or monument is associated with a country, when the symbol or monument is stated by the teacher</li> </ul>
SAT31312	The student will compare how Independence Day and Memorial Day are celebrated in the United States to similar holidays in a foreign country.	<ul style="list-style-type: none"> <li>• Student work product of a list or chart that compares Independence Day and Memorial Day in the two countries</li> </ul>
SAT31305	The student will compare school rules and governmental laws by creating a Venn diagram that depicts what and to whom school rules and government laws apply.	<ul style="list-style-type: none"> <li>• Student work product of a Venn diagram that shows the student-indicated what and to whom school rules and government laws apply</li> </ul>

SAT31306A	<p>The student will create a chart or list of governments around the world and the countries they are associated with.</p> <p>(e.g., Democracy-US, France, Communism-China, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing governments and countries associated with them</li> </ul>
SAT31306B	<p>The student will create a chart that includes one similarity and one difference regarding how the governments of two countries are organized.</p> <p>(e.g., United States and China – Representative Democracy versus Communist System, Australia and United States both have elected House of Representatives and Senate but Australia is run by a Queen and United States is run by a President, etc.)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student selecting pictures of two countries and then selecting sentence strips that indicate a similarity and a difference for each of the identified national governments</li> </ul>
SAT31307	<p>The student will write a paragraph or create a list that explains why governments pass laws.</p>	<ul style="list-style-type: none"> <li>• Student work product that contains a list or paragraph that explains why governments pass laws</li> </ul>
SAT31313	<p>The student will describe government services by indicating services and selecting the appropriate way it applies to them.</p> <p>(e.g., police—protection; school—learning/education; public transportation—access to different locations; etc.)</p>	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student indicating a specific service and then how they use that service or what that service provides</li> </ul>

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 2— Unit 9-Government: Local, State, and National**

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 29	<p><b>Government</b></p> <ul style="list-style-type: none"> <li>- Basic democratic values (Taken from: National Standards for Civics and Government)</li> <li>- The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism</li> <li>- The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories</li> </ul> <p><b>Local and State governments</b></p> <ul style="list-style-type: none"> <li>- An introduction to the probable consequences of the absence of government</li> <li>- The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches</li> <li>- The meaning of key terms and concepts related to government, including democracy, power, and citizenship</li> <li>- The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties</li> <li>- Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office</li> <li>- People elect and/or appoint leaders who make, enforce, and interpret laws</li> <li>-Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community</li> <li>-Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use</li> <li>-Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community</li> <li>-Citizens can participate in political decision making and problem solving at the local, State, and national levels</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the basic values of American democracy</li> <li>• Explain fundamental values and principles of American democracy as expressed in key historic documents, songs, speeches, and stories</li> <li>• Explore the roles of citizens: what are the roles and responsibilities of citizens?</li> <li>• Demonstrate how leaders are chosen to serve in a community (classroom, local, state, and national)</li> <li>• Understand that governments (classroom, local, state, and national) have specific roles to play</li> </ul>

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 2— Unit 9-Government: Local, State, and National**
**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 9**
**Less Complex**
**More Complex**

The student will:

- recognize examples of inappropriate behaviors, e.g., fighting, stealing, lying, etc. (33105)
- recognize examples of appropriate behaviors, e.g., honesty, cooperation, respect for others, etc. (33106)
- recognize that voting or volunteering are duties of a citizen (33107)
- recognize The Pledge of Allegiance or *The Star Spangled Banner* (33108)

The student will:

- identify the importance of obeying classroom or school rules and/or governmental laws (33206)
- match leaders/roles to each level of state and/or national government (33202)
- recognize one purpose written constitutions have in New York State and/or United States governmental organization (33207)
- identify the Pledge of Allegiance or *The Star Spangled Banner* as patriotic United States symbols (33208)
- identify why the right to elect political leaders is essential in a democracy (33209)
- recognize the three branches of government (33205)
- recognize the roles/powers of the three branches of government (33210)

The student will:

- explain the importance of obeying classroom/school rules and/or governmental laws (33307)
- identify similarities and/or differences between school rules and laws enacted by governments (33301)
- describe the rights and responsibilities of citizens living in a democratic society (33308)
- identify the significance of The Declaration of Independence and the United States Constitution (33309)
- explain that the Pledge of Allegiance and/or *The Star Spangled Banner* are examples of American democratic ideals and principles (33310)
- identify how individuals can participate in government (33305)
- identify and/or use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33311)

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 2— Unit 9-Government: Local, State, and National**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33105	The student will recognize examples of inappropriate behaviors by responding when presented with images of such behaviors.	<ul style="list-style-type: none"> <li>Student work product with pictures of various behaviors (appropriate and inappropriate) with inappropriate behaviors crossed out</li> <li>Data Collection Sheet recording student performance when responding to various images of inappropriate behaviors</li> </ul>
SAT33106A	The student will recognize the photographs or pictures that depict appropriate behaviors from a group of behaviors by marking them with a stamper.	<ul style="list-style-type: none"> <li>Student work product that contains marked pictures depicting appropriate behaviors</li> </ul>
SAT33106B	The student will select behaviors that illustrate self-control and respect when given images of people demonstrating appropriate and inappropriate behaviors.	<ul style="list-style-type: none"> <li>Video tape of the student looking at choices and indicating the ones that show appropriate behaviors</li> </ul>
SAT33107A	The student will recognize that volunteering at a community or school site is an important civic duty by participating in an activity.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student volunteering with tasks at a local animal shelter</li> </ul>
SAT33107B	The student will participate in a voting activity to demonstrate that choosing to vote is an important civic activity.	<ul style="list-style-type: none"> <li>Student work product containing a voting result produced by the student</li> </ul>
SAT33108A	The student will recognize The Pledge of Allegiance or <i>The Star Spangled Banner</i> by responding correctly.	<ul style="list-style-type: none"> <li>Video tape of the student when listening to or reciting The Pledge of Allegiance or listening to or singing <i>The Star Spangled Banner</i></li> </ul>
SAT33108B	The student will select The Pledge of Allegiance when given three national anthems to listen to.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student listening to anthems and selecting the correct one</li> </ul>
SAT33206	The student will identify the importance of obeying rules by indicating the benefits that come from following classroom rules and/or the consequences that occur from not following them. (e.g., benefits: rewarded for following rules, able to follow directions; consequences: getting in trouble, hard to hear the teacher, miss directions; etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a list, chart, or graphic organizer that indicates how following classroom rules is beneficial to all while not following classroom rules makes it difficult to learn and can result in punishment</li> </ul>
SAT33202A	The student will match a leader to his/her role at the local, state, or national level. (e.g., governor leads a state; judge leads a courtroom; president leads a country, etc.)	<ul style="list-style-type: none"> <li>Student work product of a leader and the role they are in at the local, state, or national level</li> </ul>
SAT33202B	The student will match a role to the level of government at which it occurs, local, state, or national. (e.g., mayor – local; governor – state; president – national, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating the role and the level of government at which it occurs</li> </ul>

SAT33207	The student will recognize one purpose written constitutions have in a New York State government organization from a choice of two. (e.g., separating branches of government, listing the powers of the governor/legislature, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting one purpose of New York State's constitution from a choice of two choice cards or objects (e.g., to run businesses or to describe the powers of the governor)</li> </ul>
SAT33208	The student will identify the significance of The Pledge of Allegiance and <i>The Star Spangled Banner</i> to United States citizens by indicating one reason they are recited or sung.	<ul style="list-style-type: none"> <li>Student work product of identified reason Americans recite The Pledge of Allegiance and reason they sing <i>The Star Spangled Banner</i></li> </ul>
SAT33209	The student will identify why voting for political leaders is an essential part of a democracy. (e.g., people as sovereign, individual input over leaders, future politicians, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a list or paragraph explaining the importance of voting in a democracy</li> </ul>
SAT33205	The student will recognize the three branches of government by selecting the pictures or objects that represent them from a set of choices.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the pictures or objects representing each of the three branches of government</li> </ul>
SAT33210	The student will recognize the roles by indicating the job of each branch of government to the branch that is responsible for carrying it out. (e.g., roles to branch: make laws-legislative, make sure laws are followed-executive, interpret laws-judicial)	<ul style="list-style-type: none"> <li>Student work product of a chart that shows the branches of government and the jobs that each branch has</li> </ul>
SAT33307	The student will explain by listing three reasons why it is important to obey school or classroom rules and/or government laws.	<ul style="list-style-type: none"> <li>Student work product that contains a list, chart, or graphic organizer that describes three reasons why obeying rules within and/or outside school are important</li> </ul>
SAT33301	The student will indicate two differences and two similarities between school rules and government laws by pointing to or using eye gaze to identify the difference and pointing to or using eye gaze to identify the similarities.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying two ways school rules and government laws are alike and different</li> </ul>
SAT33308	The student will describe the rights and responsibilities of citizens living in a democratic society by answering questions posed by the teacher. (e.g., voting, volunteering, serving on juries, not littering, etc.)	<ul style="list-style-type: none"> <li>Student work product of answered questions about how people living in a democracy can fulfill their civic responsibilities and their individual rights</li> </ul>
SAT33309	The student will identify by highlighting in blue two reasons the Declaration of Independence and in red two reasons the United States Constitution are important documents from a choice of four reasons or a reading passage.	<ul style="list-style-type: none"> <li>Student work product that contains highlighted sentence strips of two reasons from a list of four why the Declaration of Independence and the United States Constitution are important documents</li> </ul>
SAT33310A	The student will highlight the phrases of <i>The Star Spangled Banner</i> that indicate examples of American principles and ideals. (e.g., O'er the land of the free)	<ul style="list-style-type: none"> <li>Student work product of the student highlighted phrases in <i>The Star Spangled Banner</i></li> </ul>
SAT33310B	The student will explain by identifying the democratic ideals that are illustrated in The Pledge of Allegiance and <i>The Star Spangled Banner</i> .	<ul style="list-style-type: none"> <li>Audio tape of the student listing ideals of The Pledge of Allegiance and <i>The Star Spangled Banner</i></li> </ul>
SAT33305	The student will identify voting as how individuals can participate in a democratic government by participating in voting activities at school.	<ul style="list-style-type: none"> <li>Video tape of the student voting in a class election, e.g., student council, when to have a class party, etc.</li> </ul>
SAT33311	The student will identify and define a list of terms related to government using a glossary.	<ul style="list-style-type: none"> <li>Student work product that contains a list of three appropriate definitions of terms related to government</li> </ul>



**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 6**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Key Idea: Reading

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 45	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software</li> <li>• Skim material to gain an overview of content or locate specific information</li> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> <li>• Recognize organizational formats to assist in comprehension of informational texts</li> <li>• Identify missing, conflicting, unclear, and irrelevant information</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implied rather than stated</li> <li>• Compare and contrast information about one topic from multiple sources</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance</li> <li>• Condense, combine, or categorize new information from one or more sources, with assistance</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> <li>• Make, confirm, or revise predictions, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Read to collect facts and ideas from multiple sources</li> <li>• Demonstrate ability to compare and contrast information</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**Required Component 1**— Key Idea: Reading

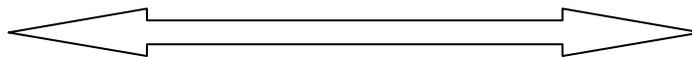
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**



The student will:

- locate a book in a school library (11101)
- select an informational text on a specific topic (11102)
- use text feature(s) such as a title, subtitle, caption, and/or chart to gather information (11107)
- attend to or read to collect fact(s) about a topic (11104)
- attend to or read to recognize main idea(s) in informational text(s) (11105)
- attend to or read to recognize the similarities or differences between two topics (11106)

The student will:

- use the school library resources to find information (11211)
- use the school library to acquire information on two or more related topics (11212)
- locate the public library (11203)
- use text organizational feature(s) to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapters headings, table of contents, indexes) (11204)
- use text feature(s) such as captions, charts, tables, and/or maps to gather information (11205)
- read to collect facts and/or ideas about a topic (11206)
- recognize statements of opinion (11207)
- re-state or paraphrase collected facts and/or ideas (11208)
- identify main idea(s) in informational texts (11209)
- compare or contrast facts or ideas pertaining to a single topic (11210)

The student will:

- locate and use the school library or public library to acquire information (11309)
- read to collect facts and/or ideas from two or more texts about a chosen topic (11310)
- identify the main idea and/or supporting details in informational text(s) (11303)
- relate facts and/or ideas to a chosen topic (11304)
- distinguish facts from opinions (11305)
- compare and/or contrast two comparable subjects (11311)
- use facts to support a main idea (11307)
- draw conclusion(s) based on explicit information about a topic (11308)

<b>Required Component 1— Key Idea: Reading</b>		
<b>Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate a book in a school library.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating a book from the school library</li> </ul>
SAT11102	The student will select the informational text on a specific topic when presented with two or more books on different topics and types of text.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and types of texts (e.g., novel, poem, etc.)</li> </ul>
SAT11107	The student will use text features (e.g., captions, charts, titles, etc.) to gather information about a given topic.	<ul style="list-style-type: none"> <li>Video tape of the student gathering information using text features about a given topic</li> </ul>
SAT11104A	The student will attend to or read an informational text and will collect fact(s) by indicating object(s) that relate to a particular topic. (e.g., topic-dogs, facts-need food, need water, some domestic, some wild, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic</li> </ul>
SAT11104B	The student will attend to an informational text about a topic and will collect facts by pasting the facts related to the topic on a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the topic and text that student attended to plus pictures, words, and/or symbols for each of the facts pasted on the organizer</li> </ul>
SAT11105	The student will recognize the main idea(s) in an article when presented with two or more choices after attending to or reading an informational article. (e.g., choices: phrases, key words, etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's choice of main idea cards pasted next to the article</li> </ul>
SAT11106	The student will attend to information read by the teacher about two topics and recognize the similarities or differences between the two by matching pictures of facts taken from text to correct areas of a Venn Diagram. (e.g., plants and animals—both need water, food, and sunlight, one needs soil, one needs exercise, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student attending to the text and completing the Venn diagram</li> <li>Student work product of the Venn Diagram</li> </ul>
SAT11211	The student will use a selection of library books to identify information about one topic.	<ul style="list-style-type: none"> <li>Student work product of pictures, illustrations, and/or phrases that outline information gathered from books with the sources listed</li> </ul>
SAT11212	The student will use the school library reference section or computers to acquire information on two or more related topics.	<ul style="list-style-type: none"> <li>Student work product showing the two related topics and the facts and details that the student collected from the school library's resources</li> </ul>
SAT11203	The student will locate the public library using a map of the city or neighborhood	<ul style="list-style-type: none"> <li>Video tape of the student locating the public library</li> <li>Sequenced, captioned, dated photographs of the student locating the public library on a map</li> </ul>

SAT11204	The student will use organizational features to locate facts and/or ideas on a specific topic in informational text.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts</li> </ul>
SAT11205	The student will use text feature(s) such as captions, charts, tables, and/or maps to gather information and use it to answer questions.	<ul style="list-style-type: none"> <li>Student work product showing the text feature(s) and the questions the student answered</li> </ul>
SAT11206A	The student will read a short selection about a topic and highlight two or more facts in the reading selection.	<ul style="list-style-type: none"> <li>Student work product of text student read with the facts highlighted</li> </ul>
SAT11206B	The student will read an article or passage and identify facts about the topic by answering detail questions.	<ul style="list-style-type: none"> <li>Student work product with detail questions answered by the student about the read article or passage</li> </ul>
SAT11207	The student will recognize opinion statements in a list of statements that include fact and opinion.	<ul style="list-style-type: none"> <li>Student work sample showing a list of statements with the opinions marked in an appropriate manner (e.g., bingo marker, pasted symbol, stamp of F/O, etc.)</li> </ul>
SAT11208	The student will restate or paraphrase facts and/or ideas about a topic after attending to or reading a text about the topic.	<ul style="list-style-type: none"> <li>Student work product with the ideas that the student came up with to restate or paraphrase facts and/or ideas about the topic from the text or article</li> </ul>
SAT11209	The student will identify main idea(s) in different informational texts read aloud.	<ul style="list-style-type: none"> <li>Student work product of the main idea in different informational texts circled or marked by the student</li> </ul>
SAT11210	The student will compare or contrast the facts or ideas collected using multiple sources of information about a topic. (e.g., compare and contrast weather charts from paper, internet, TV; compare and contrast store circulars for sales, product availability; etc.)	<ul style="list-style-type: none"> <li>Student work product of a chart that compares or contrasts facts or ideas from different sources (chart might have three columns - higher, same, lower)</li> </ul>
SAT11309	The student will locate and use the school or public library to check out books on a given topic and use the books to create a report about the topic.	<ul style="list-style-type: none"> <li>Student work product of the informational report that the student created using the books from the library with the library books cited</li> </ul>
SAT11310A	The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.	<ul style="list-style-type: none"> <li>Student work product with facts collected from the texts to answer questions about the topic</li> </ul>
SAT11310B	The student will read to collect facts by answering factual questions from two texts after reading the texts on a given topic. (e.g., about animals; weather; transportation, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering the questions about the topic</li> </ul>
SAT11303	The student will identify the main idea and/or supporting details in informational texts.	<ul style="list-style-type: none"> <li>Student work product of text with main idea and supporting details highlighted, marked, circled, etc.</li> </ul>
SAT11304	The student will relate facts and/or ideas to a chosen topic by creating a collage.	<ul style="list-style-type: none"> <li>Student work product of collage with pictures, words, phrases, etc. representing the facts and ideas the student selected for the chosen topic</li> </ul>
SAT11305	The student will distinguish facts from opinions by highlighting or labeling sentences in newspaper articles as fact or opinion.	<ul style="list-style-type: none"> <li>Student work product with sentences from newspaper articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.</li> </ul>

SAT11311	The student will compare and/or contrast two comparable subjects using a graphic organizer. (e.g., Venn diagram, chart, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects</li> </ul>
SAT11307	The student will use facts to support a main idea by completing graphic organizer using collected facts that support the main idea indicated on the organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea</li> </ul>
SAT11308A	The student will draw a conclusion on what is the product (cupcakes) when shown materials (muffin tins, cake mix, egg, water) being used to produce the product.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs showing student exploring materials, choosing a picture of the product, and completing the product</li> </ul>
SAT11308B	The student will draw a conclusion and state specifically why he/she made the conclusion using information from the text to back it up. (e.g., conclusion: the price of gas will continue to rise, because: the cost of a barrel of oil is rising, we use more gas than ever; etc.)	<ul style="list-style-type: none"> <li>• Student work product of given conclusion and the information as to why the student came to that conclusion listed underneath it</li> </ul>

**Required Component 1**— Key Idea: Reading**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 46	<ul style="list-style-type: none"> <li>• Read, view, and interpret texts from a variety of genres</li> <li>• Define characteristics of different genres</li> <li>• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> <li>• Read aloud from a variety of genres (e.g., plays and poems)               <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> <li>• Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)</li> <li>• Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres</li> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> <li>• Recognize how different authors treat similar themes</li> <li>• Identify the ways in which characters change and develop throughout a story</li> <li>• Interpret characters, plot, setting, and theme, using evidence from the text, with assistance</li> <li>• Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance</li> <li>• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance</li> <li>• Recognize how the author’s use of language creates images or feelings, with assistance</li> <li>• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance</li> <li>• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Identify ways in which characters’ actions and/or emotions change and develop throughout a story</li> <li>• Recognize poetic elements (such as rhyme patterns, rhythm, and repetition)</li> <li>• Make predictions and draw conclusions about literary texts</li> <li>• Identify the author’s intended message and support it with relevant details from the text</li> <li>• Summarize the plot and support it and/or elaborate on it with details of what happens in the story</li> </ul>

**Required Component 1**— Key Idea: Reading

**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**

The student will:

- select and attend to or read literature (12101)
- recognize literary terms (e.g., plot, character, setting, etc.) in literary text(s) (12108)
- recognize plot means the sequence of events or action of a narrative leading to a logical ending (12103)
- relate text to a personal experience (12104)
- recognize explicit motive(s) of character(s) (12105)
- recognize that character(s) change in a story (12106)
- identify favorite and/or least favorite story(s) (12109)

The student will:

- make prediction(s) based on clues in a story (12208)
- identify favorite and/or least favorite part(s) of a story (12202)
- relate setting, events, and/or a character to personal experience or the experience of others (12203)
- identify key details about plot, character(s) and/or setting (12209)
- identify implicit motive(s) of character(s) (12205)
- identify change(s) in character(s) in a story (12206)
- identify characteristics of texts to differentiate genres (12207)

The student will:

- explain what happens in a story in sequence (plot) (12301)
- provide details about events (plot): "who", "what", "where", "when", and/or "how" (12311)
- identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12303)
- make prediction(s) or draw conclusion(s) about a character or plot based on specific details in story(s) (12304)
- recognize the same story can be told in different genres (12305)
- identify the author's message (12306)
- explain author's message using details from the story (12307)
- distinguish prose from poetry (12308)
- recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12312)
- identify details in a story or poem that appeal to the senses (12310)

**Required Component 1— Key Idea: Reading****Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will select and attend to or read literature during the literacy block.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student read or attended to each book on the student's reading list</li> </ul>
SAT12108	The student will recognize literary terms (plot, character and/or setting) in a literary text by answering questions using the terms when presented with pictures from the text.	<ul style="list-style-type: none"> <li>Video tape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture</li> </ul>
SAT12103	The student will recognize plot, meaning a sequence of events leading to a logical ending, using pictures to identify the beginning, middle, and ending of a narrative when asked "what is the plot of this story?".	<ul style="list-style-type: none"> <li>Student work product of student-sequenced pictures of the beginning, middle, and end based on a narrative text</li> </ul>
SAT12104	The student will relate an event in a text to one of their own personal experiences by indicating the similarities between the two.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student verbalizing, signing, etc. how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)</li> </ul>
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive given a set of choices.	<ul style="list-style-type: none"> <li>Student work product of selected pictures or words that relate to the explicit motive(s) of a character</li> </ul>
SAT12106	The student will recognize that characters change in a story by sequencing pictures to show a character at the beginning and end of the story.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, and sequencing the character at the beginning and then the end of the text</li> </ul>
SAT12109	The student will identify his/her favorite and/or least favorite story by eye gazing to select the picture that represents the story, from a selection of three stories read.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating his/her favorite story by selecting the appropriate picture</li> </ul>
SAT12208	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	<ul style="list-style-type: none"> <li>Student work product of answered prediction questions</li> </ul>
SAT12202	The student will identify his/her favorite and/or least favorite part of a story by drawing pictures and/or writing a sentence relating to the part.	<ul style="list-style-type: none"> <li>Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part within a story</li> </ul>
SAT12203	The student will relate a similar setting, event, or person from their experience to a story that he/she listened to.	<ul style="list-style-type: none"> <li>Student work product of a T chart with character, setting, or event from a story linked with the person, location, or occurrence from their experience</li> </ul>
SAT12209	The student will identify key details about the plot, the main character, and/or the setting of the story by answering questions related to the story.	<ul style="list-style-type: none"> <li>Student work product with the questions about plot, character(s), and/or setting answered with details from the story</li> </ul>

SAT12205	The student will identify the implicit motives of characters in texts by indicating the appropriate answers given a set of choices.	<ul style="list-style-type: none"> <li>Student work product showing the texts and the characters with the implicit motives selected by the student for each character</li> </ul>
SAT12206	The student will identify a change in a character by role playing to show the change that occurs to a character in a story.	<ul style="list-style-type: none"> <li>Video tape of the student performing the role of a character that changes within a story</li> </ul>
SAT12207	The student will identify characteristics of texts to differentiate genres by indicating a genre and the characteristic that represents that genre.	<ul style="list-style-type: none"> <li>Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's designation of each</li> </ul>
SAT12301	The student will explain what happens in a story in sequence by paraphrasing the story and drawing a picture showing the overall plot or one of the plot events from the story.	<ul style="list-style-type: none"> <li>Student work product with the paraphrased sequence of the story and the drawing created by the student about the plot</li> </ul>
SAT12311	The student will provide details about events in a story by answering questions related to the events. (e.g., who did (event); where did (event) occur; when did (event) happen; how did (event) come about; etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's responses to questions related to events in story</li> </ul>
SAT12303	The student will identify changes in a character and/or their personality reflected in the character's actions and/or words by indicating how a character is at the beginning, at the change, and at the end of the story.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end through the things he/she say or how he/she acts in the story</li> </ul>
SAT12304	The student will make a prediction about a character's actions using details from a story.	<ul style="list-style-type: none"> <li>Audio tape of the student discussing the details of the story and making a predication about character actions</li> </ul>
SAT12305	The student will recognize that the same story can be told in different genres by telling how a story written in two different genres is alike.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating the similarities of a story from two different genres</li> </ul>
SAT12306	The student will identify the author's message in a movie clip by identifying the correct symbol for the message from a group of symbols.	<ul style="list-style-type: none"> <li>Student work product of a worksheet with appropriate author's message answers marked</li> </ul>
SAT12307	The student will explain the author's message using details from a story while participating in a group discussion.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering questions during group discussion</li> </ul>
SAT12308	The student will distinguish prose from poetry by indicating prose or poetry from a set of choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating poetry or prose piece from a set of choices</li> </ul>
SAT12312A	The student will recognize the poetic element of using rhymes in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem</li> </ul>
SAT12312B	The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> <li>Student work product of a poem with student highlights on each of the rhyming words</li> </ul>
SAT12310	The student will identify and mark sensory details in a story or poem.	<ul style="list-style-type: none"> <li>Student work product of text with red (mouth) stickers over words related to taste; yellow (ear) stickers over sound words</li> </ul>

**Required Component 2—** Key Idea: Writing

**Choice Component 1—** Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 48	<ul style="list-style-type: none"> <li>• Use at least three sources of information, with appropriate citations, to develop reports</li> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information</li> </ul>

**Required Component 2**— Key Idea: Writing

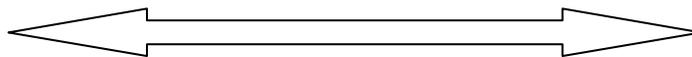
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 1**

**Less Complex**

**More Complex**



The student will:

- identify main idea(s) in informational text for note-taking (21101)
- separate main idea(s) from detail(s) (21102)
- summarize informational text in his/her own words (21106)
- arrange events in logical sequence using time-ordered words (e.g., first, next, last, etc.) (21107)
- create picture(s), symbol(s), object(s), etc. to communicate information (21105)

The student will:

- identify the main idea in text(s) with multiple paragraphs (21201)
- identify detail(s) and/or example(s) in text (21202)
- recognize a relationship between the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc) (21208)
- identify relevant and/or irrelevant ideas or facts related to the main idea (21209)
- compose a general statement about comparison or contrast (21210)
- organize details in appropriate order based on their relationship to the main idea (e.g. chronological, order of importance, etc.) (21211)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21207)

The student will:

- take notes, using a note-taking process, to record data, facts, and/or ideas (21301)
- recognize relationships between data, facts, and/or ideas to organize notes (21308)
- distinguish relevant from irrelevant ideas or facts (21303)
- organize the main idea and supporting details or examples in an appropriate organizational format (21309)
- compose the answers to literal questions about explicit text ("who", "what", "where", "when", and/or "how") in an appropriate organizational format (21310)
- compare and/or contrast facts and/or ideas (21306)
- compose a conclusory sentence about a comparison or contrast (21311)

Required Component 2— Key Idea: Writing		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for <b>information and understanding</b> .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify the main idea for note-taking from an informational text by selecting the main idea using pictures and placing them on a graphic organizer.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the main idea for note-taking</li> </ul>
SAT21102	The student will separate main ideas from details by sorting pictures, phrases, or symbols into two categories: main ideas and details.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being given a pile of cards and the text, then sorting main idea cards into one pile and detail cards into another pile</li> </ul>
SAT21106	The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.	<ul style="list-style-type: none"> <li>Student work product of the student-summarized information using pictures, symbols, phrases, etc.</li> </ul>
SAT21107	The student will arrange events in a logical sequence by placing the correct picture from a text next to the time-ordered words.	<ul style="list-style-type: none"> <li>Student work product of the words first, next, and last with the student placed pictures next to them</li> </ul>
SAT21105	The student will create a picture related to an informational text by placing stickers related to details about the topic on a paper. (e.g., topic-erosion: stickers of wind, water, removal of soil placed under topic)	<ul style="list-style-type: none"> <li>Student work product of the topic from an informational text with stickers relating to details from the topic appropriately placed next to the topic</li> </ul>
SAT21201	The student will identify the main idea from two or more paragraphs of an informational text that the student has read or listened to.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the main ideas from specific paragraphs of a text</li> </ul>
SAT21202	The student will identify details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and making choices relating to the details or examples from the text</li> </ul>
SAT21208	The student will recognize the basic relationship between facts and/or ideas in an informational text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and ideas in a text</li> </ul>
SAT21209	The student will identify relevant facts and/or ideas related to the main idea given a set of choices. (i.e., Topic— Types of Pets: relevant-dog, cat, hamster, horse, etc; irrelevant-what they eat, what type of house they need, etc.)	<ul style="list-style-type: none"> <li>Student work product of worksheet showing topic, main idea, and the relevant facts or ideas that the student selected</li> </ul>
SAT21210A	The student will create a general statement comparing two things.	<ul style="list-style-type: none"> <li>Student work product of the comparison between two different animals using his/her voice generating device, signing, using pictures or symbols, etc.</li> </ul>
SAT21210B	The student will create a general statement contrasting two things.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.</li> </ul>

SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least.	<ul style="list-style-type: none"> <li>Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text</li> </ul>
SAT21207	The student will use one or more steps of the writing process to create a simple paragraph.	<ul style="list-style-type: none"> <li>Student work product showing all stages of the student's work throughout the writing process</li> </ul>
SAT21301	The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading, or listening to an informational text.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer</li> </ul>
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by sorting them into common topics.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics</li> </ul>
SAT21303	The student will distinguish relevant from irrelevant facts or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not. (i.e., Topic--Pet Care: relevant-grooming, food, vet, etc.; irrelevant-breeds of dogs, types of pets)	<ul style="list-style-type: none"> <li>Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts</li> </ul>
SAT21309	The student will organize the main idea and supporting details into an appropriate organizational format by indicating from a choice of two which format will work best given the main ideas and supporting details present.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details presented to the student</li> </ul>
SAT21310	The student will compose answers to literal questions in complete written form based on a text read.	<ul style="list-style-type: none"> <li>Student work sample of the student's written answers to literal questions based on a text: "How long has Albany been the capital of New York State?" "It has been the capital for 211 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY."</li> </ul>
SAT21306	The student will prepare a graphic organizer that shows a comparison of factual information. (e.g., Venn diagram of weather information; sizes of cities in New York based on population: T-Chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)	<ul style="list-style-type: none"> <li>Student work product of the student's comparison using a graphic organizer</li> </ul>
SAT21311	The student will create a summary sentence(s) to compare or contrast two people.	<ul style="list-style-type: none"> <li>Student work product of the summary sentence(s) indicating the comparison of similar characteristics of the two people and the contrast of different characteristics of the same two people</li> </ul>

**Required Component 2**—Key Idea: Writing**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 48	<ul style="list-style-type: none"> <li>• Write original literary texts               <ul style="list-style-type: none"> <li>- use organizing structures, such as stanzas, chapters, scenes, and verses</li> <li>- develop characters, create a setting, and establish a plot</li> <li>- use examples of literary devices, such as rhythm, rhyme, simile, and personification</li> <li>- establish a consistent point of view (e.g., first or third person)</li> <li>- use vocabulary to create a desired effect</li> </ul> </li> <li>• Write interpretive essays to               <ul style="list-style-type: none"> <li>- summarize the plot</li> <li>- describe the characters and explain how they change</li> <li>- describe the setting and recognize its importance to the story</li> <li>- draw a conclusion about the work</li> <li>- interpret the impact of literary devices, such as simile and personification</li> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul> </li> <li>• Respond to literature, connecting the response to personal experience</li> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> <li>• Express opinions and support them through specific references to the text, with assistance</li> <li>• Demonstrate understanding of plot and theme, with assistance</li> <li>• Identify and describe characters and their motivations, with assistance</li> <li>• Analyze the impact of the setting, with assistance</li> <li>• Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</li> <li>• Draw conclusions and provide reasons for the conclusions, with assistance</li> <li>• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Write original literary texts that develop characters, create a setting, and establish a plot</li> <li>• Write clear, concise, and varied sentences, beginning to develop a personal writing style and voice</li> <li>• Produce clear responses to stories read or listened to, supporting the understanding of characters and events with details from the story</li> </ul>

**Required Component 2**—Key Idea: Writing

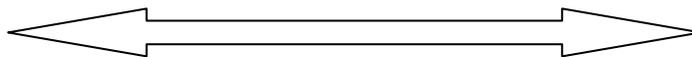
**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 2**

**Less Complex**

**More Complex**



The student will:

- compose story(s) using personal experience(s) (22106)
- begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)
- compose response to literary questions about plot, character, and/or setting (22108)
- identify characteristic(s) of writing style in favorite story(s) (22104)
- create picture(s), symbol(s), object(s), etc. to communicate a story (22105)

The student will:

- compose story(s) with original plot and/or character(s) with some development (22207)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202)
- identify details in stories that develop plot (problem/conflict) and/or the character(s) (relationships, motivation) (22203)
- recognize details of setting in story(s) (22204)
- compose response to explicit questions about story(s) using related vocabulary (22208)
- recognize writing style(s) of various author(s) (22206)

The student will:

- compose original story(s) with well developed or defined plot, character(s), and/or setting (22306)
- write responses to story(s) using the writing process (22302)
- demonstrate an understanding of plot and/or character by using story element vocabulary(22307)
- use the writing process to develop clear, concise, and/or varied sentences (22304)
- begin to develop a personal writing style (22305)

**Required Component 2—Key Idea: Writing**
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22106	The student will create a story relating to a personal experience.	<ul style="list-style-type: none"> <li>Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experiences</li> </ul>
SAT22107A	The student will begin to use the prewriting and drafting steps of the writing process to create a simple story.	<ul style="list-style-type: none"> <li>Student work product showing the process, using words, symbols, or other modes, for prewriting and drafting steps of creating a story</li> </ul>
SAT22107B	The student will begin to use the initial steps of the writing process using a graphic organizer as a first step of the writing process for organization and/or brainstorming.	<ul style="list-style-type: none"> <li>Student work product of the graphic organizer with the beginning information completed by the student</li> </ul>
SAT22108	The student will compose a response to literary questions about plot, character(s), and/or setting for a story using written language or picture symbols.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when composing responses to questions about the plot, character(s), and/or setting in a story</li> </ul>
SAT22104	The student will identify characteristics of writing style in favorite stories by sorting texts of favorite stories by point of view. (e.g., first or third person)	<ul style="list-style-type: none"> <li>Video tape of the student sorting texts by the characteristics of writing styles with different points of view</li> </ul>
SAT22105A	The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life. (e.g., bottle [infant], favorite toy [toddler], favorite book [school age], etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline</li> </ul>
SAT22105B	The student will create pictures and captions for a story based on a personal experience.	<ul style="list-style-type: none"> <li>Student work product of pictures and captions for each picture showing the story that the student created</li> </ul>
SAT22207	The student will create an original story in which he/she identifies details that develop the plot (problem/conflict) and the character(s) (relationships, motivation, etc.) of the story.	<ul style="list-style-type: none"> <li>Student work product of a student's original text with words or phrase cards selected for the plot and characters</li> </ul>
SAT22202	The student will edit his/her own text using the writing process.	<ul style="list-style-type: none"> <li>Student work product of his/her own text before and after student edits</li> </ul>
SAT22203	The student will identify details in a story that develop the plot and/or character(s) of the story.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer of the plot details and/or character traits with details from the story</li> </ul>
SAT22204	The student will recognize the details of the setting by selecting words or pictures that are used in the story to develop the setting.	<ul style="list-style-type: none"> <li>Video tape of the student looking at pictures or word cards of possible setting details and selecting those related to the story read</li> </ul>

SAT22208	The student will create responses to explicit questions by selecting the correct or most appropriate responses from a given set of pictures or words to create applicable sentences.	<ul style="list-style-type: none"> <li>• Student work product consisting of sentences completed by the student using picture or word cards</li> <li>• Data Collection Sheet recording student performance when selecting related word cards and creating sentences in response to the explicit questions about a specific story</li> </ul>
SAT22206	The student will recognize the writing styles of various authors by indicating which style is most associated with which author.	<ul style="list-style-type: none"> <li>• Student work product with lines drawn from a particular writing style to the author most associated with the style</li> <li>• Video tape of the student indicating whether an author is associated with a writing style when presented with individual picture cards</li> </ul>
SAT22306	The student will create an original, well-developed story using all story elements.	<ul style="list-style-type: none"> <li>• Student work product of a created story with all elements clearly defined and developed</li> </ul>
SAT22302	The student will write responses to a story using the writing process to answer questions posed by the teacher regarding stories read.	<ul style="list-style-type: none"> <li>• Video tape of the student using the writing process to develop responses to questions posed by the teacher</li> </ul>
SAT22307	The student will demonstrate an understanding of the elements of plot and character by using the vocabulary to identify the story elements that relate to each in a given text.	<ul style="list-style-type: none"> <li>• Student work product with story elements (plot and character) defined on the worksheet and examples of each from a given text provided next to the definitions</li> </ul>
SAT22304	The student will use one or more steps of the writing process to develop clear, concise, and varied sentences.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise, and varied sentences</li> </ul>
SAT22305	The student will use one or more steps of the writing process to develop a personal writing style.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) he/she used and the beginning development or usage of a particular personal writing style</li> </ul>

# **Mathematics NYSAA Frameworks**

## **Grade 6**

**New York State Alternate Assessment**  
(September 2008)

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6**
**Required Component 1—** Strand: Number Sense and Operations

**Choice Component 1—** Band: Number Systems

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 64-65	6.N.1	Read and write whole numbers to trillions	<ul style="list-style-type: none"> <li>• Define and identify properties of addition and multiplication</li> <li>• Understand and use the concepts of rate, ratio, and proportion</li> <li>• Read, write, and identify percents of a whole and solve percent problems</li> <li>• Define absolute value and determine the absolute value of rational numbers (including positive and negative)</li> <li>• Locate (on a number line) and order rational numbers (including positive and negative)</li> </ul>
	6.N.2	Define and identify the commutative and associative properties of addition and multiplication	
	6.N.3	Define and identify the distributive property of multiplication over addition	
	6.N.4	Define and identify the identity and inverse properties of addition and multiplication	
	6.N.5	Define and identify the zero property of multiplication	
	6.N.6	Understand the concept of rate	
	6.N.7	Express equivalent ratios as a proportion	
	6.N.8	Distinguish the difference between rate and ratio	
	6.N.9	Solve proportions using equivalent fractions	
	6.N.10	Verify the proportionality using the product of the means equals the product of the extremes	
	6.N.11	Read, write, and identify percents of a whole (0% to 100%)	
	6.N.12	Solve percent problems involving percent, rate, and base	
	6.N.13	Define absolute value and determine the absolute value of rational numbers (including positive and negative)	
	6.N.14	Locate rational numbers on a number line (including positive and negative)	
	6.N.15	Order rational numbers (including positive and negative)	

**Required Component 1**— Strand: Number Sense and Operations

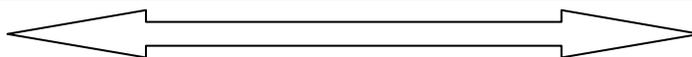
**Choice Component 1**— Band: Number Systems

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems**

**Less Complex**

**More Complex**



The student will:

- identify the first digit of a number already rounded to the nearest billion and compare two of these numbers (11105)
- identify the first digit of a number already rounded to the nearest billion and order three or more of these numbers (11106)
- recognize that 50% represents the same amount as  $\frac{1}{2}$  of the whole (11107)
- compare and/or order integers from -10 to 10 and/or unit fractions using a number line (11108)

The student will:

- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and compare two or more of these numbers (11205)
- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and order three or more of these numbers (11206)
- identify commonly used percents and their fractional equivalents (e.g.,  $10\% = \frac{1}{10}$ ,  $25\% = \frac{1}{4}$ ,  $50\% = \frac{1}{2}$ ,  $100\% = \frac{5}{5}$ , etc.) (11207)
- compare and/or order integers from -20 to 20 and/or unit fractions (11208)

The student will:

- identify the first three digits of a ten-digit number already rounded to the nearest ten million and compare two or more of these numbers (11305)
- identify the first three digits of a ten-digit number already rounded to the nearest million and order three or more of these numbers (11306)
- solve real world problems involving commonly used percents (Examples: 0%, 10%, 25%, 50%, 100%) (11307)
- compare and/or order integers, fractions and/or percents (11308)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 1— Band: Number Systems**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11105	The student will identify the first digit of two numbers already rounded to the nearest billion by highlighting, circling, or marking the first digits and compare the numbers (i.e., 4,000,000,000 and 7,000,000,000) by finding or indicating the larger number.	<ul style="list-style-type: none"> <li>Student work product showing the first digit in two rounded numbers highlighted, circled, or marked by the student and indicating the largest number</li> </ul>
SAT11106	The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from least to greatest.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the first digit in a rounded number and then the order the student placed them in</li> </ul>
SAT11107A	The student will recognize $\frac{1}{2}$ is equal to 50 percent of an object by sorting items that have $\frac{1}{2}$ written on them into the same pile as objects with 50 percent written on them from a varied set of objects.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the items that indicate <math>\frac{1}{2}</math> and indicate 50 percent and placing them in one pile together separated from the other sets of objects</li> </ul>
SAT11107B	The student will recognize that 50% represents $\frac{1}{2}$ of the whole by looking at a half circle and a whole circle and indicating a one-half circle when asked, "Where is one half?" and the half circle when asked, "Where is 50 percent?"	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the same items when asked two different questions about <math>\frac{1}{2}</math> and 50 percent</li> </ul>
SAT11107C	The student will recognize that $\frac{1}{2}$ is the same as 50% by marking $\frac{1}{2}$ of an item in red and 50% of the item in blue on a worksheet.	<ul style="list-style-type: none"> <li>Student work product showing <math>\frac{1}{2}</math> and 50% sections of a whole item colored in</li> </ul>
SAT11108A	The student will compare integers when using positive and negative numbers by using a set of stairs as a number line to show higher/greater or lower/lesser position. (e.g., +2 and -3; 0 and -5, +4 and -4, etc.)	<ul style="list-style-type: none"> <li>Student work product of the placement of different positive and negative integers on the number line of "stairs" to compare positions</li> </ul>
SAT11108B	The student will order three or more integers in the correct counting sequence using cards or writing numbers on a blank or partially completed number line. (e.g., ordering could include any range of integers from -10 to +10)	<ul style="list-style-type: none"> <li>Student work product showing the ordering of integers on a blank or partially completed number line</li> </ul>
SAT11205	The student will identify the first two digits of ten-digit numbers rounded to nearest hundred million by underlining, pointing to, or writing and then compare these two rounded numbers (i.e., 4,100,000,000, 4,200,000,000 or 4,300,000,000) by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> <li>Student work product showing the student indicated first two digits in the rounded numbers and &lt;, &gt;, or = written in or cards placed in between the two numbers</li> </ul>

SAT11206	The student will identify the first two digits of ten-digit numbers already rounded to the nearest hundred million by underlining, pointing to, or writing and then order three or more of these numbers in descending or ascending order.	<ul style="list-style-type: none"> <li>Student work product with the student indicated first two digits in the rounded numbers and then the correct order of three or more of these numbers.</li> </ul>
SAT11207	The student will identify commonly used percents and their fractional equivalents by drawing a line from one to the other or pasting the percents and fractions next to each other.  (e.g., $10\% = \frac{1}{10}$ , $25\% = \frac{1}{4}$ , $50\% = \frac{1}{2}$ , $100\% = \frac{5}{5}$ , etc.)	<ul style="list-style-type: none"> <li>Student work product showing the student identified the equivalents of a percent to a fraction or vice versa</li> </ul>
SAT11208A	The student will order integers by placing symbols or words for integers within the range of -20 to +20 on a thermometer that already contains some of these integers.  (e.g., ordering could include any range of integers from -20 to +20)	<ul style="list-style-type: none"> <li>Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to +20</li> </ul>
SAT11208B	The student will compare integers and/or unit fractions by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> <li>Student work product with greater than, less than, or equal to indicated for each set of integers or unit fractions</li> </ul>
SAT11305	The student will identify the first three digits of two or more ten-digit numbers already rounded to the nearest ten million by stating, signing, etc. and then compare by indicating the largest number.  (e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when indicating the first three digits and then circling the largest of the three numbers</li> </ul>
SAT11306	The student will identify the first three digits of three or more ten-digit numbers already rounded to the nearest million by highlighting, circling, marking, etc. and then order these numbers by least to greatest (or greatest to least).  (e.g., rounded numbers: 5,645,000,000; 2,347,000,000; 4,231,000,000; etc.)	<ul style="list-style-type: none"> <li>Student work product indicating the first three digits in a ten-digit number already rounded to the nearest hundred million by highlighting the first three digits and the correct order of three or more of these numbers.</li> </ul>
SAT11307A	The student will solve real world problems involving commonly used percents by determining prices in advertisements that indicate a percentage off or savings.	<ul style="list-style-type: none"> <li>Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item with the percent off</li> </ul>
SAT11307B	The student will solve problems involving commonly used percents by identifying a percentage of "happy" friends versus "tired" friends when given the feelings of ten friends or classmates.	<ul style="list-style-type: none"> <li>Student work product of a percentage figured out and based on a student comparison</li> </ul>
SAT11308A	The student will order integers, fractions, and/or percents given a mixed set of cards by placing each card in ascending or descending order.	<ul style="list-style-type: none"> <li>Student work product showing the ordered integers, fractions, or percents</li> </ul>
SAT11308B	The student will compare sets of integers, fractions, or percents by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> <li>Student work product showing the sets of integers, fractions, or percents with the &lt;, &gt;, or = written in or cards placed in between the two items</li> </ul>

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6**
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 65-66	6.N.16	Add and subtract fractions with unlike denominators	<ul style="list-style-type: none"> <li>• Add, subtract, multiply, and divide fractions and mixed numbers with unlike denominators</li> <li>• Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)</li> <li>• Evaluate numerical expressions using order of operations (may include exponents of two and three)</li> <li>• Represent repeated multiplication in exponential form and evaluate expressions having exponents of one, two, or three</li> </ul>
	6.N.17	Multiply and divide fractions with unlike denominators	
	6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators	
	6.N.19	Identify the multiplicative inverse (reciprocal) of a number	
	6.N.20	Represent fractions as terminating or repeating decimals	
	6.N.21	Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)	
	6.N.22	Evaluate numerical expressions using order of operations (may include exponents of two and three)	
	6.N.23	Represent repeated multiplication in exponential form	
	6.N.24	Represent exponential form as repeated multiplication	
	6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three	

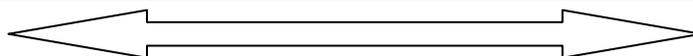
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations**

**Less Complex**



**More Complex**

The student will:

- add and/or subtract simple unit fractions ( $\frac{1}{2}, \frac{1}{4}$ ) using one or more strategies (13104)
- compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105)
- add, subtract, multiply and/or divide integers using one or more strategies (13106)
- identify a whole and its parts (13107)

The student will:

- add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies (13203)
- relate fractions (as tenths) and their decimal or percent equivalents using one or more strategies (13204)

The student will:

- add, subtract, and/or multiply fractions using one or more strategies (13303)
- evaluate or solve numerical expressions using order of operations with whole numbers only (13304)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 2— Band: Operations**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will add and/or subtract simple fractions using a pictorial display. (e.g., addition: picture of $\frac{1}{2}$ pizza + picture of $\frac{1}{4}$ pizza = picture of $\frac{4}{4}$ pizza or picture of $\frac{3}{4}$ pizza)	<ul style="list-style-type: none"> <li>Student work product of illustrating simple addition of fractions using pictorial displays where the student selects the answer from a choice of two</li> </ul>
SAT13105	The student will order percents 10, 25, 50, and 100 and their fractional equivalents. (e.g., 10%- $\frac{1}{10}$ ; 25%- $\frac{1}{4}$ ; 50%- $\frac{1}{2}$ ; 100% - $\frac{5}{5}$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it</li> </ul>
SAT13106A	The student will add, subtract, multiply, and/or divide integers using one or more strategies on a given worksheet. (e.g., possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)	<ul style="list-style-type: none"> <li>Student work product of completed worksheet with the strategy(s) used by the student notated by the teacher</li> </ul>
SAT13106B	The student will use a beginning strategy of addition by adding one more to a given set of numbers.	<ul style="list-style-type: none"> <li>Video tape of the student adding one more item to a set of objects to show addition</li> </ul>
SAT13107A	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole</li> </ul>
SAT13107B	The student will identify a whole and its parts by placing two parts together to make a whole object. (e.g., Given a puzzle that has objects broken in half, the student will make a whole octagon, cone, etc.)	<ul style="list-style-type: none"> <li>Sequenced captioned dated photographs showing the student putting halves together to make a whole when asked by teacher "make a whole octagon", "make a whole cone", etc.</li> </ul>
SAT13203	The student will add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating the student's solution to the given problem</li> </ul>
SAT13204	The student will relate fractions to decimal money amounts using one or more strategies. (e.g., $\frac{10}{100} = \frac{1}{10} = \$0.10$ ; $\frac{2}{10} = \$0.20$ ; $\frac{5}{10} = \$0.50$ ; organizing equivalent amounts in chart with columns labeled Fraction and Decimal; possible strategies: fraction models with 10 x 10 grids, calculators, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student relating a given fraction to its monetary equal using a number line divided into tenths and labeled with money equivalents</li> </ul>
SAT13303	The student will add, subtract, and/or multiply fractions using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating the student's solution to the given problems and the strategy(s) notated by the teacher</li> </ul>

SAT13304A	The student will evaluate or solve numerical expressions using appropriate order of operations by giving solutions to multi step problems given.	<ul style="list-style-type: none"> <li>Student work product showing a set of simple numeric expressions (using whole numbers less than 10 and 2 or more operations) and the student's answer when simplifying these expressions</li> </ul>
SAT13304B	<p>The student will evaluate multi-step numerical expressions in correct order of operations by indicating which operation to apply first by circling the first operation within the expression.</p> <p>(e.g.,  <math>3 + 4 + 2 =</math>  <math>\textcircled{3 + 4} + 2 =</math>  <math>7 + 2 = 9</math>)</p>	<ul style="list-style-type: none"> <li>Video tape of the student indicating the correct order of operations given simple whole number expressions</li> </ul>

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6**
**Required Component 2—** Strand: Algebra

**Choice Component 1—** Band: Variables and Expressions

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 66	6.A.1	Translate two-step verbal expressions into algebraic expressions	<ul style="list-style-type: none"> <li>Translate verbal expressions into algebraic expressions and evaluate algebraic expressions</li> </ul>
	6.A.2	Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)	

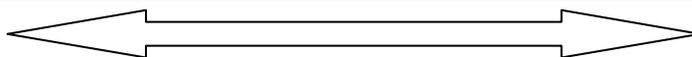
**Required Component 2**— Strand: Algebra

**Choice Component 1**— Band: Variables and Expressions

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions**

**Less Complex**



**More Complex**

The student will:

- use whole numbers and the symbol + and/or – to translate verbal/written expression(s) into numerical expression(s) (41104)
- find the value of numerical expression(s) involving whole numbers (41105)
- compare using the term(s) equal to, greater than, and/or less than (41106)

The student will:

- use numerals and the symbols +, –, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)
- evaluate numerical expressions (41202)

The student will:

- use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)
- evaluate and/or simplify algebraic expressions (41302)

**Required Component 2— Strand: Algebra**
**Choice Component 1— Band: Variables and Expressions**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41104A	The student will use whole numbers and + or – to translate verbal expressions by indicating the correct numerical expression. (e.g., expression: "I had five pencils and gave a friend three of them."-- choices: $5 + 3$ $5 - 3$ $5 - 2$ )	<ul style="list-style-type: none"> <li>Video tape of the student listening to the verbal expression and choosing the correct numerical expression that goes with the verbal expression</li> </ul>
SAT41104B	The student will use whole numbers and + or – to translate written expressions in word problems into numerical expressions.	<ul style="list-style-type: none"> <li>Student work product with written expressions and the student's translated numerical expressions</li> </ul>
SAT41105A	The student will find the value of numerical expressions that use the addition symbol and/or the subtraction symbol.	<ul style="list-style-type: none"> <li>Student work product containing numerical expressions with values indicated by the student</li> </ul>
SAT41105B	The student will find the value of numerical expressions using blocks or stickers as manipulatives. (e.g., $2 + 3 = \underline{\quad} ?$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student solving numerical expressions using sets of blocks or stickers</li> </ul>
SAT41106A	The student will compare numerals or sets of items using the term(s) of equal to, greater than, and/or less than in symbol format representing the term(s). (e.g., Shown 2 $\underline{\quad}$ 2, the student chooses the equal to (=) symbol card; Shown 3 CDs and 6 CDs, the student chooses the less than (<) symbol card; etc.)	<ul style="list-style-type: none"> <li>Student work product showing sets of numerals or items with the student indicated symbol for greater than, less than, or equal to</li> </ul>
SAT41106B	The student will compare sets of concrete objects using terms equal to, greater than, or less than by demonstrating or completing the requested comparison. (e.g., Shown a picture of two pencils, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils to indicate the request of "show me an equal set", etc.)	<ul style="list-style-type: none"> <li>Student work product showing the student indicating equal sets of objects or sets of objects that are greater than or less than another set</li> </ul>
SAT41106C	The student will compare numerals or sets of items using the terms of equal to, greater than, and/or less than by circling or selecting the term that correctly compares the sets.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student comparing different sets and indicating equal to, greater than, and/or less than</li> </ul>
SAT41203A	The student will use whole numbers and +, –, ×, and/or ÷ to translate verbal or written expressions into numerical expressions. (e.g., The student reads "I bought 2 fiction books, each costing \$4.00 and one map book costing \$2.00." The student writes: $(2 \times 4.00) + 2.00$ )	<ul style="list-style-type: none"> <li>Student work product that shows the related numeric expressions for a mathematical situations</li> </ul>
SAT41203B	The student will use numerals and +, –, ×, and/or ÷ to translate verbal expressions by indicating the correct numerical expression. (e.g., expression: "I bought 4 oranges, each costing \$1.00, and 1 sandwich costing \$3.00." Choices: $(4 \times 1) + 3$ ; $4 + 1 + 3$ ; $4 + (4 + 4) + 2$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the verbal expression and choosing the correct numerical expression from the set of three numerical expressions</li> </ul>

SAT41203C	The student will use whole numbers and +, −, ×, and/or ÷ to translate verbal expressions into a numeric statements. (e.g., the teacher states four plus three and the student writes or selects the expression $4 + 3$ , etc.)	<ul style="list-style-type: none"> <li>Student work product showing numeric statements written or selected by the students and corrected and scored by the teacher</li> </ul>
SAT41202	The student will evaluate numerical expressions to find the value of them. (e.g., $4 + 2 + 3$ —student indicates or writes 9; $1 + 5 - 2$ —student indicates or writes 4; etc.)	<ul style="list-style-type: none"> <li>Student work product showing the numerical expressions and the steps the student follows to evaluate them</li> </ul>
SAT41303	The student will use numerals, variables, and operation symbols to translate verbal or written expressions into algebraic expressions. (e.g., the teacher says “six plus how many” and the student writes or selects the statement that says $6 + ?$ , etc.)	<ul style="list-style-type: none"> <li>Student work product showing statements written or selected by the student, corrected and scored by the teacher</li> </ul>
SAT41302A	The student will evaluate algebraic expressions by indicating expressions that are equal to ten. (e.g., $4 + 6$ ; $1 + 2$ ; $6 - 3$ ; $2 + 8$ )	<ul style="list-style-type: none"> <li>Student work product of student-indicated expressions equal to ten</li> </ul>
SAT41302B	The student will simplify algebraic expressions. (e.g., $\square + 10 + 2$ is the same as $\square + \underline{\quad}$ ; $4 + 2 + \square$ is the same as $\underline{\quad} + \square$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards</li> </ul>

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6**
**Required Component 2—** Strand: Algebra

**Choice Component 2—** Band: Equations and Inequalities

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 66-67	6.A.3	Translate two-step verbal sentences into algebraic equations	<ul style="list-style-type: none"> <li>• Translate verbal sentences into algebraic equations, solve equations (two-step) and evaluate formulas</li> <li>• Solve simple proportions within context</li> </ul>
	6.A.4	Solve and explain two-step equations involving whole numbers using inverse operations	
	6.A.5	Solve simple proportions within context	
	6.A.6	Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)	

**Required Component 2**— Strand: Algebra

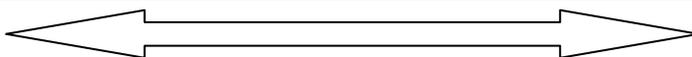
**Choice Component 2**— Band: Equations and Inequalities

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities**

**Less Complex**

**More Complex**



The student will:

- use whole numbers and the symbols (+ or –) and equal sign (=) to translate verbal or written sentence(s) into algebraic equation(s) (42104)
- identify correct numeric sentence(s) (42102)
- solve simple whole number equation(s) involving addition and/or subtraction (42105)

The student will:

- use numerals, variables, and the symbols (+, –, ×, or ÷) and equal sign (=) to translate verbal or written sentences into algebraic equations (42203)
- solve one-step equations using any of the four operations (42202)

The student will:

- translate verbal or written sentences indicating a two-step process into algebraic equations (42303)
- solve two-step algebraic equations (42304)

**Required Component 2—** Strand: Algebra

**Choice Component 2—** Band: Equations and Inequalities

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104A	The student will use whole numbers, operation symbols, and the equal sign to create numerical expressions when given written sentences. (e.g., four plus six equals, two pens plus two pens equals, etc.)	<ul style="list-style-type: none"> <li>Student work product of the written sentences and the students' translations under the sentences</li> </ul>
SAT42104B	The student will place number and symbol cards in order to form an equation when the teacher verbalizes equations. (e.g., The student says or signs, "two plus three equals five.")	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to a verbal sentence and then ordering the set of number and symbol cards correctly</li> </ul>
SAT42102	The student will identify the numeric sentences that are correct by highlighting, circling, etc. each correct one. (e.g., $1 + 3 = 4$ or $2 + 3 = 6$ ; $4 + 4 = 18$ or $10 + 1 = 11$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product of correct sentences highlighted by the student</li> </ul>
SAT42105	The student will solve simple equations involving addition and/or subtraction.	<ul style="list-style-type: none"> <li>Student work product with various types of addition problems and the student's answers to these problems</li> </ul>
SAT42203	The student will use numerals, variables, and the symbols (+, −, ×, or ÷) and equal sign (=) to translate verbal or written sentences involving one or more steps in algebraic equations.	<ul style="list-style-type: none"> <li>Student work product showing algebraic equations translated by the student from verbal or written sentences</li> </ul>
SAT42202A	The student will solve one-step equations by filling in missing number(s). (e.g., $5 - \square = 2$ , etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when indicating the missing numbers in simple algebraic equations</li> </ul>
SAT42202B	The student will solve one-step equations using addition, subtraction, multiplication, and/or division.	<ul style="list-style-type: none"> <li>Student work product showing the one-step equations that the student solved</li> </ul>
SAT42303	The student will translate verbal or written sentences involving two steps into algebraic equations. (e.g., the teacher says "I have three cupcakes, I make three more. I eat 2. How many are left?" and the student writes or selects $3 + 3 - 2 =$ , etc.)	<ul style="list-style-type: none"> <li>Video tape of the student listening to the verbal expression and indicating the correct numerical equation</li> <li>Student work product of including the written sentences with the two steps that the student translated</li> </ul>
SAT42304	The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers or writing the answers in the appropriate space.	<ul style="list-style-type: none"> <li>Student work product indicating that the student solved two-step algebraic equations by indicating the answer</li> </ul>

**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 7**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Key Idea: Reading

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 53	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources to acquire information</li> <li>• Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer</li> <li>• Preview informational texts, with guidance, to assess content and organization and select texts useful for the task</li> <li>• Use indexes to locate information and glossaries to define terms</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational text</li> <li>• Distinguish between relevant and irrelevant information</li> <li>• Identify missing, conflicting, and/or unclear information</li> <li>• Formulate questions to be answered by reading informational text, with assistance</li> <li>• Compare and contrast information from a variety of different sources</li> <li>• Condense, combine, or categorize new information from one or more sources</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information</li> <li>• Make, confirm, or revise predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources with some direction to acquire information</li> <li>• Read to collect facts and ideas from multiple sources and begin to interpret data</li> <li>• Demonstrate ability to compare and contrast information from a variety of different sources</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**Required Component 1**—Key Idea: Reading

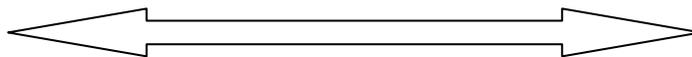
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**



The student will:

- locate and/or use the school library resources to find information (11101)
- use the school library to acquire information on two or more related topics (11111)
- locate the public library (11103)
- locate organizational text feature(s) in original format(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104)
- use text feature(s) such as a caption, chart, table, and/or map to gather information (11105)
- attend to or read to collect fact(s) and/or idea(s) about a topic (11106)
- recognize statements of opinion (11107)
- re-state or paraphrase collected fact(s) and/or idea(s) (11108)
- identify main idea(s) in informational text(s) (11109)
- compare or contrast facts or ideas pertaining to a single topic (11110)

The student will:

- locate and use the school library or public library to acquire information (11209)
- attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)
- identify the main idea and/or supporting details in informational text(s) (11203)
- relate facts and/or ideas to chosen topic (11204)
- distinguish facts from opinions (11205)
- compare and/or contrast two comparable subjects (11211)
- use facts to support a main idea (11207)
- draw conclusion(s) based on explicit information about a topic (11208)

The student will:

- use the school library and/or public library resources to acquire information (11301)
- attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307)
- distinguish facts from opinions (11303)
- distinguish the relevant from the irrelevant facts and/or ideas (11304)
- distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305)
- recognize information that is implied (11306)

Required Component 1—Key Idea: Reading		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for <b>information and understanding</b> .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate the area of the library where books about a given topic are located.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student going through the process of locating the area where the books about the given topic are located</li> </ul>
SAT11111	The student will use the school library by checking out two or more books on related topics and use the books to create a report about the topics. (e.g., related topics-animals in the wild and domesticated animals; planes and trains; etc.)	<ul style="list-style-type: none"> <li>Student work product of the informational report the student created using the books from the library with the library books cited</li> </ul>
SAT11103	The student will locate the public library by finding and circling the picture of the public library on a community map.	<ul style="list-style-type: none"> <li>Student work product of the map with various locations around the community with the public library circled</li> </ul>
SAT11104	The student will locate organizational text features (e.g., title, table of contents, glossary, etc.) in multiple resources upon request.	<ul style="list-style-type: none"> <li>Video tape of the student locating text features in multiple resources (e.g., text book, magazine, library book, etc.)</li> </ul>
SAT11105A	The student will use a table and/or chart in a text to gather information about the topic being studied.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating information in a table or chart and recording it in his/her notes</li> </ul>
SAT11105B	The student will find the chapter and/or page number in a book's Table of Contents to answer questions.	<ul style="list-style-type: none"> <li>Student work product showing the chapter and/or page numbers the student used to gather information about a specific topic</li> </ul>
SAT11106	The student will attend to or read an informational text and circle or select a fact about a topic presented by the teacher. (e.g., bus schedule facts, animal survival facts, weather facts, etc.)	<ul style="list-style-type: none"> <li>Student work product of a T-Chart with facts pasted by student about a bus schedule</li> <li>Student work product of a weather journal with clippings from a newspaper about weather</li> </ul>
SAT11107	The student will recognize the statements which are opinions by circling, highlighting, underlining, etc. the statements of opinion.	<ul style="list-style-type: none"> <li>Student work product with statements of opinion marked by the student</li> </ul>
SAT11108	The student will re-state or paraphrase a collected fact or idea about a chosen topic.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student re-stating or paraphrasing a fact or idea that was collected about a topic</li> </ul>
SAT11109	The student will read or listen to informational text and identify the main idea of the reading by recording it on a note page.	<ul style="list-style-type: none"> <li>Student work product of the note page that the student produced with the main idea clearly indicated</li> </ul>
SAT11110	The student will compare or contrast facts collected about a topic by placing them in the appropriate areas on a Venn diagram.	<ul style="list-style-type: none"> <li>Student work product of completed Venn diagram with facts compared for a specific topic</li> </ul>
SAT11209	The student will go to the school library, locate the daily paper, and check the weather for the following day.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating the library, finding the paper, finding the weather section and pointing to the weather for tomorrow</li> </ul>

SAT11210	The student will read or attend to two different informational texts about a similar topic to collect facts and/or ideas about the topic and answer questions related to the facts or ideas presented within the texts. (e.g., topic-taking care of dogs, facts-eat dog food, need fresh water, go to a vet when sick, need exercise, get groomed, etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student answering the questions about the facts or ideas (e.g. better approaches, other opinions, pros and cons, etc)</li> <li>• Student work product with questions about facts collected from the topic (e.g., in yes or no question format, a collage of pictures illustrating facts, or a bingo marker stamped on pictures that relate to the fact collected for the specific topic, etc.)</li> </ul>
SAT11203	The student will identify the main idea and/or supporting details in a text by stopping when reading or stopping the reader when an important detail is mentioned and highlighting it in the text.	<ul style="list-style-type: none"> <li>• Student work product of the highlighted text completed by the student</li> </ul>
SAT11204	The student will relate facts and/or ideas to a chosen topic by creating a collage with the appropriate facts or ideas included in the collage.	<ul style="list-style-type: none"> <li>• Student work product of the collage with the various facts and/or ideas pasted on it under the topic heading</li> </ul>
SAT11205	The student will distinguish facts from opinions by labeling or marking whether a sentence is a fact or opinion given a set of statements.	<ul style="list-style-type: none"> <li>• Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly</li> </ul>
SAT11211	The student will compare and/or contrast two comparable subjects by indicating what is similar and what is different about the two subjects. (e.g., subject of transportation by bicycle and car: similar both have wheels and can take you somewhere; different a bicycle has two wheels, a car has four wheels; etc.)	<ul style="list-style-type: none"> <li>• Student work product showing the two comparable subjects with the similarities and differences listed</li> </ul>
SAT11207	The student will use facts to support a main idea by selecting the applicable facts from a set of choices.	<ul style="list-style-type: none"> <li>• Student work product with the main idea listed and the facts that were selected to support the main idea</li> </ul>
SAT11208	The student will draw a conclusion based on facts or ideas collected about a chosen topic. (e.g., weather forecasting, plant growth needs, etc.)	<ul style="list-style-type: none"> <li>• Student work product detailing source(s), collected facts or ideas, and a statement of conclusion drawn</li> </ul>
SAT11301	The student will use the school library reference section or computers to acquire information on two or more related topics.	<ul style="list-style-type: none"> <li>• Student work product showing the two related topics and the facts and details the student collected from the school library's resources</li> </ul>
SAT11307A	The student will attend to a teacher reading or read three or more informational texts about a single topic and display the facts in a list or chart.	<ul style="list-style-type: none"> <li>• Student work product showing list or chart of facts collected</li> </ul>
SAT11307B	The student will read three or more informational texts to collect facts and/or ideas about a single topic.	<ul style="list-style-type: none"> <li>• Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)</li> </ul>
SAT11303A	The student will distinguish facts from opinions by sorting statement of each into two different piles.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles</li> </ul>

SAT11303B	The student will distinguish facts from opinions in the daily paper. (e.g., letters to the editor-opinion, news story-facts, obituary-some facts some opinion, etc.)	<ul style="list-style-type: none"> <li>• Student work product of articles selected and clearly marked which is fact and which is opinion (either by article or by paragraph in the article)</li> </ul>
SAT11304	The student will distinguish relevant from irrelevant facts or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not. (i.e., Topic—Planets: relevant-names of planet in our solar system, definition of a planet; irrelevant-Earth is third planet from the Sun, Mars may have water)	<ul style="list-style-type: none"> <li>• Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts</li> </ul>
SAT11305	The student will distinguish similar and dissimilar information from two sources on the same topic and list these on a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer that shows similar and dissimilar information about the topic</li> </ul>
SAT11306	The student will recognize information that is implied by reading his/her schedule and completing the task that is implied. (e.g., schedule has physical education class listed; implied task is put on sneakers, gym clothes, and go to gym; etc.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of student reading the schedule and completing the task</li> </ul>

**Required Component 1**—Key Idea: Reading

**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 53	<ul style="list-style-type: none"> <li>• Recognize that one text may generate multiple interpretations</li> <li>• Interpret characters, plot, setting, and theme, using evidence from the text</li> <li>• Identify the author’s point of view, such as first-person narrator and omniscient narrator</li> <li>• Recognize recurring themes in a variety of literary works</li> <li>• Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author’s message or intent</li> <li>• Recognize how the author’s use of language creates images or feelings</li> <li>• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry</li> <li>• Read silently and aloud from a variety of genres, authors, and themes</li> <li>• Identify questions of personal importance and interest, and list works of literature that addresses them</li> <li>• Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</li> <li>• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</li> <li>• Compare a film, video, or stage version of a literary work with the written version</li> </ul>	<ul style="list-style-type: none"> <li>• Compare motives of characters, cause of events, and importance of setting in literature to their own lives</li> <li>• Compare different mediums of a literary work with the written version</li> <li>• Identify poetic elements in order to understand poetry (such as rhyme, rhythm, and repetition)</li> <li>• Recognize the use of literary devices, such as simile and metaphor</li> </ul>

**Required Component 1**—Key Idea: Reading

**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**

The student will:

- make prediction(s) based on clues in a story (12109)
- identify favorite and/or least favorite part(s) of a story (12110)
- relate setting, event(s), and/or character(s) to personal experience or the experience of others (12111)
- recognize key details about setting, plot, and/or character(s) in a literary story (12112)
- recognize characters in multiple literary stories (12113)
- identify change(s) in character(s) in a story (12114)
- recognize the author’s message (12115)
- attend to or read different genres of literary stories (12116)

The student will:

- tell what happens in a story in sequence (plot) (12201)
- provide details about events (plot): “who”, “what”, “where”, “when”, and/or “how” (12211)
- identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12203)
- identify implicit motive(s) of character(s) (12204)
- make prediction(s) or draw conclusion(s) about character(s) or plot based on specific details in story(s) (12205)
- recognize the same story can be told in different genres (12206)
- explain author’s message using details from the story (12207)
- distinguish prose from poetry (12208)
- recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12212)
- identify details in a story or poem that appeal to the senses (12210)

The student will:

- identify cause(s) of event(s) in story(s) (12301)
- identify character’s motivation (12302)
- explain how setting affects the events or characters in a story (12303)
- show how one character is similar to or different from another character in the story in actions or words (12304)
- compare two versions of the same story: in written text and/or in some other form (e.g., film, cartoon, song, play, etc.) (12309)
- read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306)
- recognize a simile (comparisons using *like* or *as*) in story(s) and/or poetry (12307)
- recognize a metaphor (comparisons, without using *like* or *as*, of two things that are basically different but have one similarity) in story(s) and/or poetry (12308)

**Required Component 1**—Key Idea: Reading**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12109	The student will make a prediction and indicate the clues from the story that led him/her to make that predication.	<ul style="list-style-type: none"> <li>Audio tape of the student stating predictions and clues from story that led to the prediction</li> </ul>
SAT12110A	The student will attend to a story represented by pictures on a worksheet and select the picture of his/her favorite part of the story.	<ul style="list-style-type: none"> <li>Student work product of stamped part(s) of the story that are his/her favorite</li> </ul>
SAT12110B	The student will identify his/her favorite and/or least favorite part of a story by drawing a picture and/or writing a sentence relating to the part.	<ul style="list-style-type: none"> <li>Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part within a story</li> </ul>
SAT12111	The student will relate a similar setting, event, or person from their own experience to a story that he/she listened to.	<ul style="list-style-type: none"> <li>Student work product of a T chart with character, setting, or event from a story linked with the person, location, or occurrence from their experience.</li> </ul>
SAT12112	The student will recognize key details by completing a graphic organizer using key details about the setting, plot, and/or character(s) in a literary story.	<ul style="list-style-type: none"> <li>Student work product of the completed graphic organizer</li> </ul>
SAT12113	The student will recognize different characters from multiple stories by placing the correct character with the title of the story.	<ul style="list-style-type: none"> <li>Student work product of the matched characters to the correct story titles</li> </ul>
SAT12114	The student will identify changes in characters in a story by pasting pictures, words, or phrases on a time line to illustrate changes.	<ul style="list-style-type: none"> <li>Student work product of timeline illustrating changes the characters went through in the story</li> </ul>
SAT12115	The student will recognize the author's message in a story or a play by identifying a symbol for the message from a group of symbols.	<ul style="list-style-type: none"> <li>Student work product of PECs, Boardmaker, symbols selected or marked indicating the author's message</li> </ul>
SAT12116	The student will attend to stories presented from two genres.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance of the amount of time the student attended to a fictional story and a poem about the same topic</li> </ul>
SAT12201	The student will tell what happens in a story by sequencing pictures that illustrate events.	<ul style="list-style-type: none"> <li>Student work product of pictures sequenced to tell events in story and affixed to a timeline</li> </ul>
SAT12211	The student will provide details about events in a story by answering questions related to the events. (e.g., who did (event); where did (event) occur; when did (event) happen; how did (event) come about; etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's responses to questions related to events in story</li> </ul>
SAT12203	The student will identify changes in a character reflected in their actions by identifying different ways the character behaved at select points in the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying actions of characters at select point in the story</li> </ul>

SAT12204	The student will identify the implied motive of a character in a story read to him/her by selecting it from a set of possible choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting the correct implied motive of a given character</li> </ul>
SAT12205	The student will make a prediction about a character's actions or the next thing that will occur in the plot using details from a story.	<ul style="list-style-type: none"> <li>Audio tape of the student discussing details of the story and making a predication about character actions or plot</li> </ul>
SAT12206	The student will recognize that the same story can be told in different genres by indicating which stories written in two different genres are alike given a set of three or more choices.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student indicating which two out of three genres are the same story</li> </ul>
SAT12207	The student will explain the author's message using details from a story while participating in a group discussion.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering questions about author's message using his/her device during group discussion</li> </ul>
SAT12208	The student will distinguish prose from poetry by indicating prose or poetry from a set of choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating poetry or prose piece from a set of choices</li> </ul>
SAT12212	The student will recognize the poetic element of repetition in choral reading by inserting the repetition of a poem at the appropriate time during the reading.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when using a communication device to insert the repetition in a choral reading of a poetry selection</li> </ul>
SAT12210	The student will identify the details in a story that appeal to the senses by selecting those words that (in text or picture format) relate to color, texture, taste, or smell.	<ul style="list-style-type: none"> <li>Video tape of the student selecting words that provide details about sensory experiences</li> <li>Student work product of the words that illustrate sensory experiences affixed to a worksheet</li> </ul>
SAT12301	The student will identify the causes of events in a story by matching pictures of the events with those things that precipitated them.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer including the events in the story and the things that lead to or caused the events to take place</li> </ul>
SAT12302	The student will identify a character's motivation by answering questions posed by a teacher about a character's motivation in a story read or listened to.	<ul style="list-style-type: none"> <li>Student work product of questions about a character's motivation answered by the student</li> </ul>
SAT12303	The student will explain how setting affects the events or characters in a story by listing the setting and providing a sentence(s) about the relationship between the two.	<ul style="list-style-type: none"> <li>Student work product showing the setting and the student created sentence(s) about how the setting affects the events or characters in the story</li> </ul>
SAT12304	The student will show how characters in a story are similar and different by completing a Venn Diagram.	<ul style="list-style-type: none"> <li>Student work product of a Venn Diagram that shows character similarities and differences</li> </ul>
SAT12309A	The student will compare two versions of a story by indicating how a familiar story from different genres is alike using a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of a completed graphic organizer comparing the two genres of the same story</li> </ul>
SAT12309B	The student will compare by indicating how a familiar story from different genres is alike after listening and/or reading two versions of the same story in different formats.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student identifying the pair and explaining the similarities between the play version and the textual version of the same story</li> </ul>
SAT12309C	The student will compare two versions of the same story by telling how a book version and a film version of the story differ.	<ul style="list-style-type: none"> <li>Audio tape of the student giving details that are different in the movie as compared to the book</li> </ul>
SAT12306	The student will read a simple poetry piece that uses rhyme, rhythm, and/or repetition and answer comprehension questions after reading the piece.	<ul style="list-style-type: none"> <li>Student work product with the poetry piece read by the student and the comprehension questions answered</li> </ul>

SAT12307	The student will recognize a simile in a story or poem by raising his or her hand when a simile is heard.	<ul style="list-style-type: none"><li>• Data Collection Sheet recording student performance when recognizing the simile with a raised hand</li></ul>
SAT12308	The student will recognize a metaphor in a story or poem by circling, highlighting, or marking the metaphor from the story given a set of choices.	<ul style="list-style-type: none"><li>• Student work product with the story or poem title, the choices, and the metaphor the student marked</li></ul>

**Required Component 2**—Key Idea: Listening

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 57	<ul style="list-style-type: none"> <li>• Identify essential information for note-taking</li> <li>• Listen in planning or brainstorming sessions with peers</li> <li>• Listen to and follow multi-step directions that provide information about a task or assignment</li> <li>• Recall significant ideas and details, and describe the relationships between and among them</li> <li>• Distinguish between relevant and irrelevant oral information</li> <li>• Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information</li> <li>• Draw conclusions and make inferences on the basis of explicit information</li> <li>• Recognize that the speaker’s voice quality and delivery impact communication, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and follow multi-step directions that provide information about a task or assignment</li> <li>• Identify essential information for note-taking</li> <li>• Draw conclusions on the basis of explicit information</li> </ul>

**Required Component 2**—Key Idea: Listening

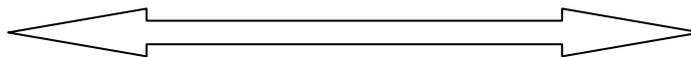
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 1**

**Less Complex**

**More Complex**



The student will:

- listen to and follow one-step directions to perform a task or assignment (31101)
- respond to speaker (e.g. yes or no questions, choice decisions, etc.) (31102)
- distinguish between fact and opinion (31106)
- identify how details are related to main idea(s) and/or each other (31104)
- take notes (main idea) during a listening activity(s) (31107)

The student will:

- listen to and follow two-step directions that provide information about a task or assignment (31201)
- draw conclusion(s) on the basis of explicit information and/or relationships within information (31202)
- take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31204)

The student will:

- listen to and follow multi-step directions that provide information about a task or assignment (31305)
- listen to a presentation and identify essential information via note-taking (31306)
- draw conclusion(s) on the basis of explicit information and relationships within the information presented during a listening activity(s) (31307)
- identify essential detail(s) when note-taking (31304)

Required Component 2—Key Idea: Listening		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for <b>information and understanding.</b>		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101A	The student will place story pictures that will be used in a sequencing activity on a table in the classroom.	<ul style="list-style-type: none"> <li>Video tape of the student listening to the directions and placing the story pictures on the table</li> </ul>
SAT31101B	The student will listen to and follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.	<ul style="list-style-type: none"> <li>Student work product showing the directions and the task the student performed with a notation that the directions were read to the student</li> </ul>
SAT31102	The student will answer yes or no or true or false to questions about factual information in a text presented by the teacher.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when responding to different questions about factual information presented to the student</li> </ul>
SAT31106A	The student will listen to an editorial from a newspaper and an informational piece from the internet read aloud to identify which one is fact-based and which one is opinion-based.	<ul style="list-style-type: none"> <li>Audio tape of the student listening to the two different pieces and indicating which is fact-based and which is opinion-base</li> </ul>
SAT31106B	The student will distinguish between facts and opinions by sorting or indicating statements of each from an article after listening to a text or article.	<ul style="list-style-type: none"> <li>Student work product with facts in the article underlined and opinions in the article circled</li> <li>Video tape of the student listening to the text or article and creating two piles: one for facts and one for opinions</li> </ul>
SAT31104	The student will identify how the supporting details are related to the main idea(s) and the other supporting details in an informational text read by the teacher.	<ul style="list-style-type: none"> <li>Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea</li> </ul>
SAT31107	The student will take notes during a listening activity by selecting those pictures that illustrate key points in the presentation. (Note: pictures presented should include minor details and unrelated details)	<ul style="list-style-type: none"> <li>Student work product of a T-chart that contains the pictures that the student selected to illustrate the details of the presentation</li> </ul>
SAT31201	The student will listen to and follow two-step verbal directions that provide information about a task or assignment. (e.g., get your communication board and come to the table for reading group) (Note: direction must be given as a whole not broken into steps)	<ul style="list-style-type: none"> <li>Video tape of the student following the two-step directions and completing the task</li> </ul>
SAT31202A	The student will draw a conclusion after listening to explicit information presented by a speaker by indicating a response from three options or words that describe a possible conclusion of the lecture.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when drawing conclusions of factual information given a set of responses to choose from</li> </ul>
SAT31202B	The student will draw a conclusion based on their daily schedule using PEC symbols to respond to questions, such as, "If you just finished "reading", what will you do next?"	<ul style="list-style-type: none"> <li>Video tape of the student using PEC symbols to draw a conclusion based on a question</li> </ul>

SAT31204A	The student will take notes about the main idea and supporting detail(s) during a listening activity by writing or selecting the appropriate word or picture cards and placing them on a worksheet in the correct locations.	<ul style="list-style-type: none"> <li>• Student work product of the worksheet the student completed with the main idea in one part and the supporting detail(s) in another part</li> </ul>
SAT31204B	The student will take notes by placing idea cards on a graphic organizer showing main ideas and supporting details collected while listening to informational texts or articles.	<ul style="list-style-type: none"> <li>• Student work product of completed graphic organizer with main ideas and supporting details from different texts or articles listened to</li> </ul>
SAT31305	The student will listen to and follow multi-step verbal directions that provide information to complete a given task or assignment.	<ul style="list-style-type: none"> <li>• Student work product with multi-step directions that was followed by the student to complete the task</li> <li>• Video tape of the student listening to the multi-step directions and following them as directed to complete a task</li> </ul>
SAT31306	The student will identify essential information from a presentation by taking notes about information from the speaker's presentation.	<ul style="list-style-type: none"> <li>• Video tape of the student taking notes during the presentation</li> <li>• Student work product of notes taken by the student during the presentation with the most essential information highlighted or underlined</li> </ul>
SAT31307	The student will draw a conclusion based on explicit information and a relationship within the information about various career paths after listening to speakers.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer showing the conclusion the student drew and the relationship of information presented about different career paths</li> </ul>
SAT31304	The student will identify essential details when note-taking by selecting the essential details related to an article given a set of essential and non-essential article details.	<ul style="list-style-type: none"> <li>• Student work product showing the essential details that the student selected</li> </ul>

**Required Component 2—Key Idea: Listening**
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 57	<ul style="list-style-type: none"> <li>• Interpret and respond to texts on a variety of themes from different genres and authors</li> <li>• Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text</li> <li>• Recognize different levels of meaning in presentations</li> <li>• Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance</li> <li>• Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance</li> <li>• Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate</li> <li>• Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response</li> <li>• Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings</li> <li>• Recognize social, historical, and cultural features in presentations of literary texts, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to and interpret texts from different genres and authors</li> <li>• Listen to class lectures, and small group and classroom discussions, to comprehend literary text</li> <li>• Recognize how the author's use of repetition, rhythm, rhyme, and/or figures of speech affect the listener's understanding of literary text</li> </ul>

**Required Component 2**—Key Idea: Listening

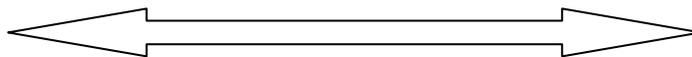
**Choice Component 2**— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Listening-Standard 2**

**Less Complex**

**More Complex**



The student will:

- attend to different genres that are read aloud (32106)
- recognize rhyme and/or rhythm in poetry (32102)
- identify story elements (e.g., character, plot, setting, etc.) (32107)
- take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108)
- recognize the use of literary device(s) (e.g., rhyme, rhythm, personification, and/or simile, etc.) to enhance appreciation of literature (32109)

The student will:

- recognize the author's purpose (32205)
- identify details that imply information about a character (32206)
- recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203)
- recognize that the author's message may be explicit (stated) or implicit (not stated) (32207)

The student will:

- recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305)
- begin to interpret text(s) using inferences about character(s) (32302)
- identify literary device(s) in text(s) to support interpretations of story(s) and/or poem(s) (32303)
- recognize how the author's use of literary device(s) affects a listener's understanding of literary text (32306)

**Required Component 2—Key Idea: Listening**
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will attend to an oral reading of literary texts in two or more different genres in a small group.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to oral readings in a small group</li> </ul>
SAT32106B	The student will quietly attend to stories from different genres read aloud during library class.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the stories</li> </ul>
SAT32102A	The student will recognize beginning rhythm by clapping his/her hands or nodding his/her head to the cadence of a poem as it is being read.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when recognizing beginning rhythm and demonstrating the cadence in a poem</li> </ul>
SAT32102B	The student will recognize rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> <li>Student work product of poem with student highlights on each of the rhyming words</li> </ul>
SAT32107	The student will identify story elements by responding to questions about a story read aloud. (Note: questions must use the vocabulary of plot, character, setting, etc.)	<ul style="list-style-type: none"> <li>Student work product of the story element questions answered about a story</li> <li>Video tape of the student using symbols or speech output devices to answer story element questions about a story</li> </ul>
SAT32108	The student will take part in a small group discussion by asking or responding to a question about the author's message or purpose.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student taking part in the discussion and answering or posing a follow-up question related to the author's message</li> </ul>
SAT32109A	The student will recognize the use of literary devices by listening to a poem and circling and/or underlining examples of rhyme, rhythm, personification, and/or simile.	<ul style="list-style-type: none"> <li>Student work product of the literary devices circled or underlined</li> </ul>
SAT32109B	The student will recognize the use of the literary device of personification by signaling when he/she recognizes personification in a literature piece.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when recognizing personification in a literary story</li> </ul>
SAT32205	The student will recognize the author's purpose after listening to a story and selecting the most appropriate choice from a given set.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the story, being presented with the choices, and selecting the author's purpose choice card</li> </ul>
SAT32206	The student will identify details from a story that imply information about a character by marking, highlighting, etc. the specific details in the story that provide the implied details about a selected character.	<ul style="list-style-type: none"> <li>Student work product with text highlighted, marked, etc. by the student that imply specific information about a specific character</li> </ul>
SAT32203	The student will recognize that the author's use of literary devices affects appreciation by indicating a preference for one of two literary texts based on style and give reason for choice. (e.g., use of rhythm, use of colorful language, use of humor, etc.)	<ul style="list-style-type: none"> <li>Student work product of pictures representing different texts with different styles - The student indicates his/her preferred text by placing a sticker on the text and selecting the reason for the choice from his/her PEC symbols</li> </ul>

SAT32207	The student will recognize that the author's message may be explicit or implicit by labeling given statements of the author's message as explicit or implicit from two or more literary stories listened to.	<ul style="list-style-type: none"> <li>Student work product with statements of the author's message and labels pasted or written next to each message indicating explicit or implicit</li> </ul>
SAT32305A	The student will listen to class lectures to recognize how the author's style affects comprehension and/or interpretation and select the author's style utilized in the story discussed and give a way it affects comprehension and/or interpretation.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student verbalizing, signing, or using symbols to indicate the author's style and indicate how it affects comprehension and/or interpretation</li> </ul>
SAT32305B	The student will indicate a particular style and express appreciation of one text over another having the same theme. (e.g., style: precise language vs. extensive description, etc.)	<ul style="list-style-type: none"> <li>Audio tape of the student indicating his/her opinion regarding a text based on the preferred style, including his/her reasoning</li> </ul>
SAT32202	The student will begin to interpret a story listened to using information inferred about the characters by completing if-then statements about the characters.	<ul style="list-style-type: none"> <li>Student work product with completed if A then B statements about the characters from the story that was read</li> </ul>
SAT32303	The student will identify the literary device(s) in a story that support a given interpretation by marking, selecting, or highlighting the used device(s) related to the interpretation of the story.	<ul style="list-style-type: none"> <li>Student work product of a given interpretation of the story and the student indicated or selected literary device(s) that were used in the story to come to that interpretation</li> </ul>
SAT32306	The student will recognize how the author's use of literary device(s) affects a listener's understanding by listening to a poem using the sound device and tapping the rhythm with a pencil and select a picture of what the tap or rhythm suggests from a set of choices. (e.g., poems using sound devices, "The Highwayman" by Alfred Noyes-where the rhythm of the poem reflects a horse's gallop)	<ul style="list-style-type: none"> <li>Video tape of the student listening to the poem, tapping out the rhythm while listening to it, and then selecting the picture that represents what the tap or rhythm was portraying</li> </ul>



# **Mathematics NYSAA Frameworks**

## **Grade 7**

**New York State Alternate Assessment**  
(September 2008)

**GLIs and Essences**  
**Grade 7 – Mathematics**
**7**
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 1**— Band: Number Theory

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 74	7.N.8	Find the common factors and greatest common factor of two or more numbers	<ul style="list-style-type: none"> <li>• Given two or more numbers, find the common factors, greatest common factor, multiples, and least common multiple</li> <li>• Determine the prime factorization of a given number and write in exponential form</li> </ul>
	7.N.9	Determine multiples and least common multiple of two or more numbers	
	7.N.10	Determine the prime factorization of a given number and write in exponential form	

**Required Component 1**— Strand: Number Sense and Operations

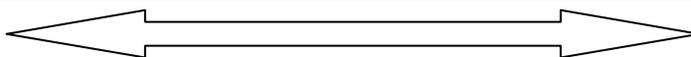
**Choice Component 1**— Band: Number Theory

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Theory**

**Less Complex**

**More Complex**



The student will:

- show multiplication of whole numbers less than 10 with or without manipulatives (12104)
- multiply and/or divide whole numbers less than 10 (12105)
- show addition of two or more whole numbers with or without manipulatives (12106)
- add and/or subtract one or two-digit whole numbers (12107)

The student will:

- identify two whole numbers that when multiplied result in a given number using one or more strategies (12201)
- identify a missing factor when given one factor and the resulting product using one or more strategies (12204)
- on a number line of whole numbers from 1 to 10, identify which numbers are prime numbers (12203)

The student will:

- identify whole number factors of one or more whole numbers from 1 to 20 using one or more strategies (12303)
- identify a pair of factors of one or more whole numbers from 1 to 20 (12302)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 1— Band: Number Theory**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12104A	The student will show multiplication of whole numbers under 10 using objects, pictures, number line, etc. (e.g., given $2 \times 3 =$ , student shows $\cdot \cdot \times \cdot \cdot \cdot = \cdot \cdot \cdot \cdot \cdot \cdot$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem</li> </ul>
SAT12104B	The student will show multiplication when given the whole number equations by placing objects in each of the egg carton cups, such as 2 objects in 3 egg carton cups ( $2 \times 3$ ), 1 object in 4 egg carton cups ( $1 \times 4$ ), etc. (e.g., using a partial egg carton cup to show)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when multiplying numbers using objects and the egg carton cup</li> </ul>
SAT12105A	The student will multiply and/or divide whole numbers less than 10 by answering questions on a worksheet.	<ul style="list-style-type: none"> <li>Student work product of multiplication and/or division problems answered by the student on a worksheet</li> </ul>
SAT12105B	The student will divide even whole numbers less than 10 by 2 by separating a group of objects into two equal groups.	<ul style="list-style-type: none"> <li>Video tape of the student dividing a group of objects into two equal groups</li> </ul>
SAT12106A	The student will show addition of two or more whole numbers using objects, pictures, tally marks, etc. (e.g., given $2 + 3 + 1 =$ , student shows $// + /// + / = ////$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem</li> </ul>
SAT12106B	The student will show addition of two or more whole numbers by placing the correct number of objects under each addend and then grouping them together to show the addition. (e.g., $2+3=5$ , student selects two objects, then selects three objects for a group, then groups those objects together to show the answer)	<ul style="list-style-type: none"> <li>Video tape of the student placing objects under each addend and then combining them to show addition</li> </ul>
SAT12107	The student will add and/or subtract one or two digit whole numbers by filling in answers on a worksheet. (e.g., $1+3=$ ; $12+1=$ ; $4+10=$ ; $11+11=$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product showing addition and/or subtraction of various sets of numbers</li> </ul>
SAT12201	The student will identify a pair of numbers that when multiplied, result in a given number using one or more strategies. (e.g., $? \times ? = 6$ ; $? \times ? = 12$ ; etc.; possible strategies: concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the blank numbers and the answer with the student indicated numbers to go in the blanks with the strategy the student used indicated by the teacher</li> </ul>
SAT12204	The student will identify the missing factor when given one factor and the solution using manipulatives. (e.g., $4 \times ? = 20$ ; $1 \times ? = 2$ ; $3 \times ? = 9$ ; etc.)	<ul style="list-style-type: none"> <li>Video tape of the student finding the missing factor using a set of manipulatives</li> </ul>

SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by highlighting the prime numbers.	<ul style="list-style-type: none"><li>• Student work product of highlighted numbers on the number line</li></ul>
SAT12303	The student will find the whole number factors for one or more whole numbers from 1 to 20 using a calculator or a number line. (e.g., factors of 6 = 1, 2, 3, and 6; factors of 12 = 1, 2, 3, 4, 6, 12; factors of 20 = 1, 2, 4, 5, 10, 20)	<ul style="list-style-type: none"><li>• Student work product showing two or more of the factors of, for example, three numbers from 1 to 20 with the strategy the student used indicated by the teacher</li></ul>
SAT12302	The student will identify a pair of factors of one or more whole numbers from 1 to 20.	<ul style="list-style-type: none"><li>• Student work product showing examples of the pair of factors of several whole numbers from 1 to 20</li></ul>

**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 75	7.N.11	Simplify expressions using order of operations. <i>Note: Expressions may include absolute value and/or integral exponents greater than 0</i>	<ul style="list-style-type: none"> <li>• Simplify expressions using order of operations</li> <li>• Add, subtract, multiply, and divide integers</li> <li>• Determine the square root of a number</li> <li>• Classify irrational numbers</li> </ul>
	7.N.12	Add, subtract, multiply, and divide integers	
	7.N.13	Add and subtract two integers (with and without the use of a number line)	
	7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = .01 = \frac{1}{100}$ )	
	7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	
	7.N.16	Determine the square root of non-perfect squares using a calculator	
	7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals	

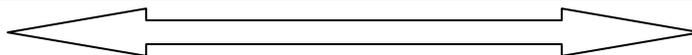
**Required Component 1**— Strand: Number Sense and Operations

**Choice Component 2**— Band: Operations

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations**

**Less Complex**



**More Complex**

The student will:

- add integers from -10 to +10 using one or more strategies (13103)
- simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)
- identify a whole and its parts (13104)

The student will:

- add and/or subtract integers from -20 to +20 (13203)
- using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)

The student will:

- add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives (13303)
- simplify expressions using order of operations (13302)

**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 2— Band: Operations**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13103A	The student will add integers between -10 and +10 using one or more strategies, such as a number line, counter chips, calculator, etc. (e.g., integers could include any range of integers from -10 to +10)	<ul style="list-style-type: none"> <li>Student work product showing the answered addition problems with a notation by the teacher indicating the strategy the student used (a number line, counters, calculator, etc.)</li> </ul>
SAT13103B	The student will add positive integers by adding one more object to a group of objects, using a number line.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using a number line with one object placed at the number 1, then, placing another object on the number line at the number two (to add one) and indicating the total by touching the number</li> </ul>
SAT13102	The student will simplify a numerical expression involving addition of three numbers. (e.g., $3 + 1 + 4$ is the same as $\_\_ + 4$ ; $1 + 1 + 1$ is the same as $\_\_ + 1$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product of simplified equations with final solutions</li> </ul>
SAT13104A	The student will recognize a whole and its parts when given three choices by placing the parts on the whole.	<ul style="list-style-type: none"> <li>Student work product with one column indicating whole and another column indicating parts</li> </ul>
SAT13104B	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole</li> </ul>
SAT13203A	The student will add integers between -20 to +20 to find the sum. (e.g., integers could include any range of integers from -20 to +20, $15 + 5 = \_\_$ ; $1 + -2 = \_\_$ ; $4 + 10 = \_\_$ ; $-5 + -3 = \_\_$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product showing addition problems and the sum</li> </ul>
SAT13203B	The student will add and/or subtract integers between -20 to +20 answering questions related to temperature. (e.g., low temp of day + ? = high temp; high temp of day – low temp of day = degree of difference; 10 degrees + 2 degrees = ?; etc.)	<ul style="list-style-type: none"> <li>Student work product of answers to questions related to temperature involving addition and/or subtraction</li> </ul>
SAT13202A	The student will use the order of operations to simplify numerical expressions of whole numbers. (e.g., Given $3 + 4 - 2 =$ , the student provides “ $7 - 2 = 5$ .”)	<ul style="list-style-type: none"> <li>Student work product showing the order of operations process the student used to simplify expressions</li> </ul>
SAT13202B	The student will use the appropriate order of operations to shop and select two or more of one item and one or more of another item, then find the total cost. (e.g., School store: 2 pencils @ 5¢ each and 1 pen @ 50¢ [ $0.05 + 0.05 + 0.50 = ?$ or $10 + 0.50 = ?$ ]; Music on-line: 5 songs @ \$1 each and 2 albums @ \$10 each [ $1 + 1 + 1 + 1 + 1 + 1 + 10 + 10 = ?$ or $5 + 20 = ?$ ])	<ul style="list-style-type: none"> <li>Student work product of a scrapbook showing shopping activities where student simplified a numerical expression by finding the total cost of the items selected</li> </ul>

SAT13303	The student will add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives on a worksheet.	<ul style="list-style-type: none"> <li>Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate amounts such as total number of yards gained and/or lost; starting and finishing yard line</li> </ul>
SAT13302	The student will simplify an expression using order of operations. (e.g., 4 books @ \$2 each plus 2 pens @ 50¢, $(4 \times 2) + (2 \times 0.50)$ is the same as <u>8 + 1</u> )	<ul style="list-style-type: none"> <li>Video tape of the student being given an expression and going through the order of operations to simplify the expression</li> </ul>

**GLIs and Essences  
Grade 7 – Mathematics**
**7**
**Required Component 2—** Strand: Statistics and Probability

**Choice Component 1—** Band: Collection, Organization, and Display of Data

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 78	7.S.1	Identify and collect data using a variety of methods	<ul style="list-style-type: none"> <li>Using a variety of methods, identify, collect, and display data in graphs</li> </ul>
	7.S.2	Display data in a circle graph	
	7.S.3	Convert raw data into double bar graphs and double line graphs	

**Required Component 2**— Strand: Statistics and Probability

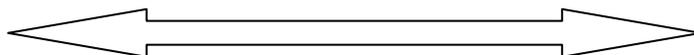
**Choice Component 1**— Band: Collection, Organization, and Display of Data

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Statistics and Probability-Collection, Organization, and Display of Data**

**Less Complex**

**More Complex**



The student will:

- gather data and record it on a list or in a chart (51103)
- organize data and represent it using a simple graph (51104)
- recognize a question that could be answered by gathering data (51105)

The student will:

- pose a question, gather data appropriate to the question and record the data in an organized way (51203)
- organize data and represent it using a table, pictograph or a bar graph (51204)

The student will:

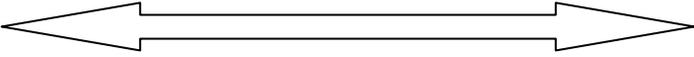
- pose a question, gather data appropriate to the question and record the data using a table or frequency chart (51303)
- organize data and represent it using two or more different methods (51304)

<b>Required Component 2— Strand: Statistics and Probability</b>		
<b>Choice Component 1— Band: Collection, Organization, and Display of Data</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT51103	The student will gather and record data on a list or chart in response to a question posed by the teacher or another student.	<ul style="list-style-type: none"> <li>• Student work product of a picture board listing pictures of peers who are in school on a certain day</li> <li>• Student work product of a chart that shows how many boys and/or how many girls are in a class</li> </ul>
SAT51104A	The student will organize data given to him or her and represent it on a simple graph using colored dots. (e.g., number of boys, girls, and teachers in class today, etc.)	<ul style="list-style-type: none"> <li>• Student work product of student filled in graph and the given or specified data</li> </ul>
SAT51104B	After recording the temperatures for a given time period, the student will organize the data and display the temperatures in a simple graph, such as a bar graph or line graph.	<ul style="list-style-type: none"> <li>• Student work product showing the organized temperatures displayed in a bar graph or line graph</li> </ul>
SAT51105	The student will recognize a question that could be answered by collecting data through selecting the appropriate question when presented with different sentence questions.	<ul style="list-style-type: none"> <li>• Video tape of the student selecting the question he/she wants to present as a question to collect data when presented with sentence questions</li> </ul>
SAT51203	The student will pose a question that could be answered by collecting and gathering data on a given topic and representing the data using a graph. (e.g., Question asked: "How many pockets do you have?" or "What did you eat for breakfast?")	<ul style="list-style-type: none"> <li>• Student work product that shows the question asked, the data collected, and a pictograph representing that data</li> </ul>
SAT51204	The student will organize a set of related and unrelated data cards by sorting the appropriate data and representing that data using table, pictograph, or bar graph.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student indicating the data and placing it in the table</li> </ul>
SAT51303	The student will select a topic of interest, pose a question, collect responses, and organize the responses on a table or frequency chart.	<ul style="list-style-type: none"> <li>• Student work product of a diary of the student's project in which the student posed a question, collected information, and recorded the information on a table or frequency chart</li> </ul>
SAT51304	The student will organize a set of data previously collected and will represent it using two or more different methods. (e.g., methods: a frequency chart and a bar graph)	<ul style="list-style-type: none"> <li>• Student work product of the frequency chart and of the bar graph</li> </ul>

**GLIs and Essences  
Grade 7 – Mathematics**
**7**
**Required Component 2—** Strand: Statistics and Probability

**Choice Component 2—** Band: Analysis of Data

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 78	7.S.4	Calculate the range for a given set of data	<ul style="list-style-type: none"> <li>• Read and interpret data represented graphically</li> </ul>
	7.S.5	Select the appropriate measure of central tendency	
	7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)	

<b>AGLIs</b>		<b>7</b>
<b>Grade 7 – Mathematics</b>		
<b>Required Component 2—</b> Strand: Statistics and Probability		
<b>Choice Component 2—</b> Band: Analysis of Data		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data</b>		
<b>Less Complex</b>		<b>More Complex</b>
The student will: <ul style="list-style-type: none"> <li>recognize data displayed on a simple graph (53102)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>read and/or interpret data displayed on pictograph(s) and/or bar graph(s) (53201)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>read and/or interpret data displayed on pictograph(s), bar graph(s), and/or frequency chart(s) (53301)</li> </ul>

Required Component 2— Strand: Statistics and Probability		
Choice Component 2— Band: Analysis of Data		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b> Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	The student will recognize data on a simple graph by attending to data in the graph and eye gazing, pointing to, circling, etc. the appropriate requested choice from a set of choices. (e.g., a graph that shows how many students are engaged in a certain activity or are present or absent on a given day—student indicates appropriate graph; when presented with two different sets of data in a table and a graph—the student will recognize the bar graph)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to a graph and then selecting the graph that shows the data requested</li> <li>Student work product of different displayed data and the one that the student indicated as the bar graph</li> </ul>
SAT53102B	The student will recognize data on a simple graph by attending to the teacher placing data into a graph. (e.g., data could be displayed in very bright colored dots, textured markers, pictures, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segmented) recording student performance when attending to the teacher filling in basic data on a graph</li> </ul>
SAT53201A	The student will read and/or interpret data to answer simple questions related to data displayed in a pictograph and/or a bar graph. (e.g., Questions: "Which category has the most?"; "How many more in one category when compared to another category?"; "How many objects are there all together in two categories?"; etc.)	<ul style="list-style-type: none"> <li>Student work product showing the pictograph, questions, and/or answers to questions related to the data</li> </ul>
SAT53201B	The student will interpret a stacking block graph of his/her attendance in a month by indicating which day of the week he/she was present most.	<ul style="list-style-type: none"> <li>Video tape of the student looking at a stacking block graph of his/her monthly attendance and signing, stating, or placing a sticker on, the day of the week that he/she was present most of the time</li> </ul>
SAT53301	The student will read and/or interpret data by stating a conclusion or answering questions based on data displayed on a pictograph, bar graph, and/or frequency chart. (e.g., Bar graph of a person's earnings from a job over a week and the student's calculations of the total weekly earnings)	<ul style="list-style-type: none"> <li>Student work product of a pictograph, bar graph, or frequency chart and the student's conclusions or responses to questions related to the data</li> </ul>



**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 8**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Key Idea: Reading

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 59	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources independently to acquire information</li> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts</li> <li>• Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment</li> <li>• Preview informational texts to assess content and organization and select texts useful for the task</li> <li>• Use indexes to locate information and glossaries to define terms</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational text</li> <li>• Distinguish between relevant and irrelevant information</li> <li>• Identify missing, conflicting, or unclear information</li> <li>• Formulate questions to be answered by reading informational text</li> <li>• Compare and contrast information from a variety of different sources</li> <li>• Condense, combine, or categorize new information from one or more sources</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information</li> <li>• Make, confirm, or revise predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources to acquire information</li> <li>• Read to collect facts and ideas from multiple sources and interpret data</li> <li>• Demonstrate ability to compare and contrast information from a variety of different sources</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**Required Component 1**—Key Idea: Reading

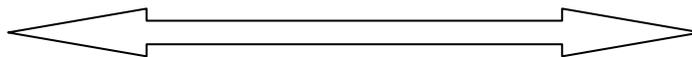
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**



The student will:

- locate the school library or public library (11101)
- attend to or read multiple informational texts to collect facts and/or ideas (11107)
- attend to or read to collect fact(s) and/or idea(s) about a chosen topic (11102)
- identify the main idea and/or supporting details in informational text(s) (11103)
- relate fact(s) and/or idea(s) to chosen topic (11104)
- compare and/or contrast two comparable subjects using a chart and/or graphic organizer (11105)
- use facts to support a main idea (11106)

The student will:

- use the school library and/or public library resources to acquire information (11201)
- collect facts and/or ideas from more than one text (11202)
- distinguish facts from opinions (11203)
- distinguish the relevant from the irrelevant facts and/or ideas (11204)
- distinguish similar and/or dissimilar information from a variety of sources about the same topic (11205)
- recognize information that is implied (11206)
- recognize the difference between implicit and explicit information (11209)
- draw conclusion(s) based on explicit information about a topic (11208)

The student will:

- use multiple resources in the school library and/or public library to acquire information (11309)
- identify the best library resources to use to collect facts and/or ideas about a given topic (11310)
- compare and/or contrast information from multiple sources (11303)
- identify statements of fact and opinion (11311)
- identify relevant facts and/or data to support a given topic (11305)
- draw conclusion(s) based on explicit and/or implicit information (11306)
- interpret information (11307)
- use multiple informational texts (print, non-print, etc.) to collect facts and/or ideas about a single topic (11312)

<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate the school or public library by marking the location on a map or going to the library when requested.	<ul style="list-style-type: none"> <li>• Video tape of the student locating the school or public library</li> <li>• Sequenced, captioned, dated photographs of the student locating the school or public library on a map</li> </ul>
SAT11107A	The student will attend to the teacher reading or will read three or more informational texts, then displaying the facts in a list or chart.	<ul style="list-style-type: none"> <li>• Student work product showing list or chart of facts collected</li> </ul>
SAT11107B	The student will attend or read three or more informational texts to collect facts and/or ideas about a single topic.	<ul style="list-style-type: none"> <li>• Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)</li> </ul>
SAT11102	The student will attend to or read informational texts to collect fact(s) or idea(s) about a chosen topic by highlighting, selecting, eye gazing to etc. a fact or idea presented by the teacher given a set of choices. (e.g., topic-weather, facts-picture of different types of weather, definitions for different types of clouds, etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student attending to or reading texts, being presented with two choices, and eye gazing to or selecting the fact or idea that came from the text</li> <li>• Student work product showing the topic and the fact or idea cards selected that relate to the text read or listened to</li> </ul>
SAT11103A	The student will identify the main idea and/or supporting details in informational texts by highlighting, circling, or marking the main idea or details as requested.	<ul style="list-style-type: none"> <li>• Student work product of text with main idea and supporting details highlighted, marked, circled, etc.</li> </ul>
SAT11103B	Student will identify the main idea and/or supporting details in an informational text by completing a spider-web organizer with word or picture cards or writing the information in the appropriate areas.	<ul style="list-style-type: none"> <li>• Student work product of completed spider-web organizer page for a informational text</li> </ul>
SAT11104A	The student will relate facts and/or ideas to the chosen topic by indicating objects, symbols, drawings, or pictures that are related to the topic.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when answering yes or no questions about whether an object matched the topic</li> <li>• Student work product of a collage of all objects, symbols, drawings, or pictures (yes answers) that relate to the topic</li> </ul>
SAT11104B	The student will relate facts and/or ideas by selecting objects needed to go swimming and placing them in an empty swim bag after listening to a book about Olympic swimmers.	<ul style="list-style-type: none"> <li>• Video tape of the student relating facts in a book about swimmers to actual swimming objects</li> </ul>
SAT11105	The student will compare and/or contrast two comparable subjects by placing pictures, words, or phrase cards in correct sections of a Venn Diagram to show similarities and differences.	<ul style="list-style-type: none"> <li>• Student work product of completed Venn Diagram similarities in the middle and differences on each side</li> </ul>

SAT11106	The student will use facts to support a main idea by completing graphic organizer using collected facts that support the main idea indicated on the organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea</li> </ul>
SAT11201	The student will use the reference section of the library to locate information on a topic.	<ul style="list-style-type: none"> <li>• Video tape of the student locating the resource section of the library and locating a resource that pertains to the topic given</li> </ul>
SAT11202	The student will collect facts and/or ideas on a topic from two or more texts (textbooks, the internet, library sources, etc.).	<ul style="list-style-type: none"> <li>• Student work product of facts and/or ideas collected about a topic and their sources cited on a worksheet</li> </ul>
SAT11203	The student will distinguish facts from opinions by highlighting or labeling sentences in an informational text as fact or opinion.	<ul style="list-style-type: none"> <li>• Student work product with sentences from informational articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.</li> </ul>
SAT11204A	The student will distinguish irrelevant from relevant facts by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not. (e.g., Topic--Civil Rights Movement: relevant--Martin Luther King Jr., bus boycott, Brown vs. Board. of Ed.; irrelevant--many African Americans lived with extended family, many African Americans worked as domestic help or in factories)	<ul style="list-style-type: none"> <li>• Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts</li> </ul>
SAT11204B	The student will distinguish relevant from irrelevant information gathered from informational texts.	<ul style="list-style-type: none"> <li>• Student work product consisting of a worksheet with relevant facts related to the text marked with a red sticker and irrelevant facts marked with a green sticker</li> </ul>
SAT11205	The student will identify similar and dissimilar information from two newspaper articles on the same topic.	<ul style="list-style-type: none"> <li>• Student work product of a worksheet with similar facts listed on one side and dissimilar facts listed on the other</li> </ul>
SAT11206	The student will recognize information that is implied by reading his/her schedule and completing the task that is implied. (e.g., schedule has reading class listed; implied task get the reading station box, reading book, and go to reading room or station; etc.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student reading the schedule and completing the task</li> </ul>
SAT11209	The student will recognize the difference between implicit and explicit information by labeling given statements as implicit or explicit after listening to an informational text.	<ul style="list-style-type: none"> <li>• Student work product with information from text and the labeled statements with implicit and explicit depending on the statement</li> </ul>
SAT11208	The student will draw a conclusion based on facts or ideas collected about a chosen topic. (e.g., possibility of favorite football or baseball team winning the Superbowl or World Series, endangered species future, etc.)	<ul style="list-style-type: none"> <li>• Student work product detailing source(s), collected facts or ideas, and a statement of the conclusion drawn</li> </ul>
SAT11309	The student will use multiple resources (dictionary, encyclopedia, internet, etc.) in the school or public library to collect facts and/or ideas about a single topic during reading class.	<ul style="list-style-type: none"> <li>• Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)</li> </ul>

SAT11310	The student will select the best library resource to use to collect facts on a topic given a choice of three. (Note: choices should be one with strong connection to a topic, one with some connection and one not connected at all)	<ul style="list-style-type: none"> <li>• Video tape of the student identifying a topic, listening to what each resource is about, and selecting the resource that has the best information about the topic</li> </ul>
SAT11303	The student will compare and/or contrast information from two or more informational sources by indicating what is similar and what is different about specific information from each source.	<ul style="list-style-type: none"> <li>• Student work product showing the sources and the information from each with the similarities and differences listed</li> </ul>
SAT11311	The student will identify statements of fact and opinion after each is read by the student or the teacher by sorting statements of each into two different piles or labeling each with fact or opinion.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles</li> <li>• Student work product with statements of fact labeled as fact and statements of opinion labeled as opinion</li> </ul>
SAT11305	The student will identify the facts or data that are relevant to the main idea when presented with a main idea and various facts and/or data, some of which would not be related to the topic. (i.e., Topic—Planets: relevant-names of planet in our solar system, definition of a planet, size of each of the planets; irrelevant-stars are made up of gases, Mars may have water)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when selecting the appropriate facts and/or data that are relevant to the given main idea</li> </ul>
SAT11306	The student will draw a conclusion and state specifically why he/she made the conclusion using explicit and/or implicit information from the text to back it up.	<ul style="list-style-type: none"> <li>• Student work product of a specific conclusion and the information as to why the student came to that conclusion listed underneath it</li> </ul>
SAT11307	The student will interpret a given set of information by answering questions related to the information.	<ul style="list-style-type: none"> <li>• Student work product showing the information presented to the student and the answers to the questions that are related to this information</li> </ul>
SAT11312	The student will use multiple informational texts to collect four or more facts and/or ideas on a given topic.	<ul style="list-style-type: none"> <li>• Student work product of graphic organizer with the facts and/or ideas collected with the sources for each indicated</li> </ul>

**Required Component 1**—Key Idea: Reading

**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 60	<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example,               <ul style="list-style-type: none"> <li>- identify conflicting information</li> <li>- consider the background and qualifications of the writer</li> <li>- question the writer’s assumptions, beliefs, intentions, and biases</li> <li>- evaluate examples, details, or reasons used to support ideas</li> <li>- identify fallacies of logic that lead to unsupported conclusions</li> <li>- discriminate between apparent messages and hidden agendas</li> <li>- identify propaganda and evaluate its effectiveness</li> <li>- identify techniques the author uses to persuade (e.g., emotional and ethical appeals)</li> <li>- identify differing points of view in texts and presentations</li> <li>- identify cultural and ethnic values and their impact on content</li> <li>- identify multiple levels of meaning</li> </ul> </li> <li>• Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal</li> <li>• Suspend judgment until all information has been presented</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information</li> <li>• Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal</li> <li>• Suspend judgment until all information has been presented</li> </ul>

**Required Component 1**—Key Idea: Reading

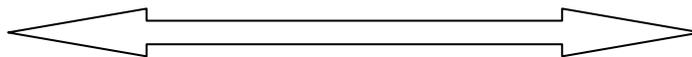
**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 3**

**Less Complex**

**More Complex**



The student will:

- attend to or read to identify the main idea(s) (13108)
- attend to or read to identify similar information in two sources (13102)
- attend to or read to compare similar information to find differences in two sources (13109)
- attend to or read to identify author's purpose (13104)
- attend to or read to identify personal experience similar to text (13105)
- attend to or read to recognize difference(s) in perspective(s) (e.g., cultural or historical) on an issue presented in one or more texts (13110)
- recognize personal criteria used to evaluate or opinions about specific text(s) (13111)

The student will:

- identify the main idea and/or supporting ideas (13208)
- recognize relative importance of supporting details (13202)
- determine whether supporting details justify a positive evaluation of the main idea (13209)
- compare supporting details within text to help determine validity (13210)
- compare author's information with personal experience on same topic to determine accuracy (13211)
- recognize that various perspectives may alter opinions about a literary or informational text (13206)
- use personal criteria to evaluate quality of literary work(s) (13207)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, compare/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13304)
- use established criteria to evaluate literary work(s) (13302)
- indicate a personal opinion about a literary work based on personal criteria (13305)

**Required Component 1—Key Idea: Reading****Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT13108	The student will attend to or read literature to identify the main idea by selecting the card (word or picture) that reflects the main idea.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when attending to or reading a text and indentifying the main idea from a set of choices</li> </ul>
SAT13102	The student will attend to or read to identify similar information in two sources and indicate "yes" or "no" to questions about the texts. (e.g., answering questions such as: Are the numbers (data) the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.)	<ul style="list-style-type: none"> <li>Audio tape of the student indicating yes or no to the specific questions posed about information in two texts or articles</li> </ul>
SAT13109	The student will attend to or read two articles (newspaper, internet, etc.) on a similar subject, compare the information and indicate how or what information is different.	<ul style="list-style-type: none"> <li>Student work product with chart comparing the information from the two articles and the differences highlighted, marked, etc.</li> </ul>
SAT13104	The student will attend to or read literature to identify the author's purpose by selecting the card (word or picture) that reflects the author's purpose.	<ul style="list-style-type: none"> <li>Video tape of the student attending and selecting the card that represents the author's purpose</li> </ul>
SAT13105	The student will attend to or read a text and identify personal experiences similar to the text. (e.g., weekend activities, hobbies, types of pets, etc.)	<ul style="list-style-type: none"> <li>Student work product showing personal experience word, picture, or sentence cards indicated by the student and matched to the similar information from the text</li> </ul>
SAT13110	The student will attend to texts about a historical event, identify the perspective of each text, and indicate how they are different. (e.g., civil rights movement—newspaper article from the time and an account(s) by African American citizens, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student identifying perspective and stating the difference between the two</li> <li>Student work product consisting of a worksheet on which the student has indicated perspectives and differences</li> </ul>
SAT13111	The student will recognize his/her personal criteria of "like/dislike" about a story by selecting a stamp and stamping it on a worksheet of symbols for the reasons "happy, sad, scary, boring, etc."	<ul style="list-style-type: none"> <li>Student work product of personal criteria of "like/dislike" related to the reason stamped on a picture representing the story</li> </ul>
SAT13208	The student will identify the main idea and/or supporting details in informational texts.	<ul style="list-style-type: none"> <li>Student work product of text with main idea and supporting details highlighted, marked, circled, etc.</li> </ul>
SAT13202	The student will recognize the relative importance of supporting details by answering specific questions related to character development.	<ul style="list-style-type: none"> <li>Student work product showing the questions the student answered about character development in a story using details from the story</li> </ul>
SAT13209	The student will determine whether supporting details justify a positive evaluation of the main idea by marking the positive details given a set of supporting details (positive and negative) and the main idea.	<ul style="list-style-type: none"> <li>Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc.</li> </ul>

SAT13210	The student will compare the validity of supporting details by matching it to similar information in other parts of the text.	<ul style="list-style-type: none"> <li>• Student work product of documentation of a detail and the multiple places it is found in a text</li> </ul>
SAT13211	The student will compare the author's facts about a topic with their own personal experiences and indicate if the author's facts are accurate.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer created or completed by the student showing similarities of facts on a topic to the student's own experience and a response of yes or no to accuracy</li> </ul>
SAT13206	The student will recognize that various perspectives may alter opinions about a story or text by collecting opinions of like or dislike and why, from classmates about a text listened to during reading.	<ul style="list-style-type: none"> <li>• Student work product showing the text listened to and the tallies of like or dislike recorded next to the text title and the reason given by students</li> </ul>
SAT13207	The student will use personal criteria to evaluate the quality of a literary work by giving reasons why he/she found the work enjoyable. (e.g., I like the rhythm of poem; the author talked a lot about how things looked so I could imagine them; the author used a lot of colorful words; etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student describing the criteria used to evaluate the literary work</li> </ul>
SAT13304	The student will recognize a strategy to determine the validity of information by selecting those strategy(s) that provide for the strongest support of the author's perspective. (e.g., data in text, references to other texts, expert testimony, etc.; note: include items that support and items that don't support in choices)	<ul style="list-style-type: none"> <li>• Audio tape of the student answering questions that are related to the author's perspective and selecting items that validate the information presented by the author</li> </ul>
SAT13302	The student will use established criteria to evaluate a literary work by completing the information in a given criteria worksheet.	<ul style="list-style-type: none"> <li>• Student work product showing the established criteria and the information that the student used from the literary work to evaluate it</li> </ul>
SAT13305A	The student will indicate a personal opinion about a literary work from a set of personal criteria. (e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)	<ul style="list-style-type: none"> <li>• Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to – The student indicates at the bottom of the checklist a specific opinion about the work</li> </ul>
SAT13305B	The student will indicate a personal opinion about a literary work from a set of personal criteria by writing the title and author of a book he/she read and circling the ratings on a Book Review form that he/she created.	<ul style="list-style-type: none"> <li>• Student work product showing the student opinion about the literary work on the student Book Review form</li> </ul>

**Required Component 2**—Key Idea: Writing

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 61	<ul style="list-style-type: none"> <li>• Use several sources of information, in addition to an encyclopedia, to develop research reports</li> <li>• Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format</li> <li>• Take research notes, using a note-taking process</li> <li>• Use outlines and graphic organizers, such as semantic webs, to plan reports</li> <li>• Include relevant and exclude irrelevant information</li> <li>• Use paraphrase and quotation correctly</li> <li>• Connect, compare, and contrast ideas and information from one or more sources</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text</li> <li>• Cite sources in notes and bibliography, using correct form</li> <li>• Write accurate and complete responses to questions about informational material</li> <li>• Maintain a portfolio that includes informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• Write accurate and complete responses to questions about informational material</li> <li>• Identify an appropriate format for sharing information such as outlines and graphic organizers</li> <li>• Write clear, concise, and varied sentences, developing a personal writing style and voice</li> </ul>

**Required Component 2**—Key Idea: Writing

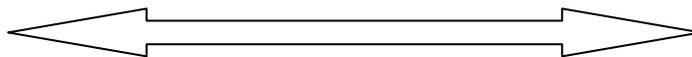
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 1**

**Less Complex**

**More Complex**



The student will:

- connect details to main idea example(s) using a graphic organizer (21101)
- convey answers to literal questions about explicit text (“who”, “what”, “where”, “when”, and/or “how”) (21108)
- create a graphic organizer to record facts and/or ideas (21103)
- take notes to record data , fact(s), and/or idea(s) (21104)
- organize notes logically about a topic (21105)
- summarize informational text in own words (21109)
- create picture(s), symbol(s), object(s), etc. to communicate information (21107)

The student will:

- use a note-taking process, to record data, facts, and/or ideas (21201)
- recognize the relationship among the facts and/or ideas (e.g. importance, cause and/or effect, support, opposition, etc.) (21202)
- take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206)
- takes notes identifying the main idea and/or its supporting details or examples (21204)
- compare and/or contrast facts, ideas, and/or data (21205)

The student will:

- use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301)
- compose clear sentences to answer literal questions or to present information (“who”, “what”, “where”, “when”, “how”, and/or “why”) about explicit informational text (21306)
- use information to support answers to literal questions (21303)
- use an outline or other organizer to share information (21304)
- compare and contrast ideas, facts, and/or data from informational text(s) (21307)

<b>Required Component 2—Key Idea: Writing</b>		
<b>Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will connect details to main idea by indicating or selecting from a set of choices the main idea and two or more supporting details completing a graphic organizer with this information.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer completed by the student with the main idea and supporting details added in the appropriate spots</li> </ul>
SAT21108A	The student will convey answers to literal questions about an explicit text (who, what, where, when and/or how) from a set of choice cards for each question. (e.g., “News to You” worksheets with questions, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student answering specific literal questions using his/her PECs or Boardmaker sheets</li> </ul>
SAT21108B	The student will convey answers literal questions about explicit text by writing single words, phrases, and/or short sentences for each question.	<ul style="list-style-type: none"> <li>Student work product with literal questions and student written answers next to each</li> </ul>
SAT21103	The student will create a graphic organizer to record basic facts or ideas from a text by selecting the information boxes that would best represent the facts or ideas in the text.	<ul style="list-style-type: none"> <li>Student work product of the information boxes student selected to use in the creation of his/her graphic organizer to record facts or ideas from a text</li> </ul>
SAT21104	The student will take notes to record data, facts, and/or ideas from informational text by selecting only those notes that are related to the text.	<ul style="list-style-type: none"> <li>Video tape of the student reading or attending to a text and then looking at note cards and indicating those that relate to the text</li> </ul>
SAT21105A	The student will organize a series of notes logically about a topic discussed in class.	<ul style="list-style-type: none"> <li>Student work product showing the series of notes placed in logical order by the student</li> </ul>
SAT21105B	The student will organize notes about the life cycle of a living thing in logical sequence from the first stage to the last stage. (e.g., butterfly, duck, spider, frog, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when organizing the stages of a life cycle of a living thing in logical, sequential order</li> </ul>
SAT21109	The student will summarize key points from an informational text using his/her own words, verbalization, signing, symbols, pictures, etc.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student summarizing key points from an informational text in his/her own words or interpretation of the key points</li> <li>Student work product of a summary that the student provided</li> </ul>
SAT21107A	The student will create pictures, symbols, objects, etc. to communicate information about a text read or listened to by selecting or drawing the text specific information.	<ul style="list-style-type: none"> <li>Student work product of selected graphics or images using Boardmaker or PECs, Internet pictures, writing with symbols, or drawings, etc. that give information about a text</li> </ul>
SAT21107B	The student will create pictures to communicate information by selecting pictures to communicate information about the student’s favorite activities in school using the touch screen.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when communicating information by selecting his/her favorite activities</li> </ul>

SAT21201	The student will use a note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading or listening to an informational text.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer</li> </ul>
SAT21202	The student will recognize the basic relationship between facts and/or ideas in an informational text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> <li>• Video tape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and ideas in a text</li> </ul>
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text by listing each in the specified column or area on the graphic organizer. (i.e., Text—Landforms: relevant-mountains, valleys, etc.; irrelevant-valleys formed by erosion, there are four mountain ranges in NY)	<ul style="list-style-type: none"> <li>• Student work product of notes on a graphic organizer and relevant ideas, facts, or data listed in one column and irrelevant ideas, facts, or data listed in another column</li> </ul>
SAT21204	The student will take notes by identifying the main idea and/or it's supporting details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases to chose from and placing them on a notes page.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student being given the text, looking at the choices, and making decisions relating to the main idea and/or supporting details or examples from the text; then placing his/her choices on a notes page</li> </ul>
SAT21205A	After reading or listening to an informational text, the student will compare and/or contrast facts or ideas by completing a chart or other graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with the facts or ideas comparing the information</li> </ul>
SAT21205B	The student will compare and/or contrast data about a specific topic in a chart. (e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.)	<ul style="list-style-type: none"> <li>• Student work product of a chart with headings for New York and another state and under each the data specific to the state and one statement about how they compare</li> </ul>
SAT21301	The student will use a note-taking process to demonstrate relationships among data, facts, and/or ideas from a text by sorting them into common topics and placing the relevant information on a notes page.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics and placing them on a notes page</li> </ul>
SAT21306A	The student will create a clear sentence to answer literal questions using information from various resources for support. (e.g., possible literal questions presented: "Why did the American colonies revolt against Great Britain?" "How did the American colonies manage to win their independence from such a powerful country as Great Britain?" "What is an effect of the rising or lessening of the cost of gas?")	<ul style="list-style-type: none"> <li>• Student work product of student-created clear sentences for each literal question asked, based on an informational text</li> </ul>
SAT21306B	The student will create a clear sentence to respond to literal questions or provide information about an informational text read or listened to.	<ul style="list-style-type: none"> <li>• Student work product of clear sentences providing information or answering questions about a text</li> </ul>
SAT21303	The student will answer a literal question using a main idea and one or more supporting details from a text to validate his/her response.	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions</li> </ul>

SAT21304	The student will use an outline or other organizer by selecting a graphic organizer that is most appropriate for sharing three or more relevant details from an informational text when given a set of graphic organizers.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being presented with the information from an informational text and a set of choices and then selecting the appropriate graphic organizer to present the specific relevant details from an informational text</li> </ul>
SAT21307	The student will compare and contrast ideas, facts, or data on a graphic organizer to indicate similarities and differences found in an informational text.	<ul style="list-style-type: none"> <li>Student work product of the idea, fact, or data presented on a graphic organizer to indicate a comparison (similarities) of the information and contrast of the information (differences) related to a specific idea</li> </ul>

**Required Component 2—Key Idea: Writing**
**Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.****

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 62	<ul style="list-style-type: none"> <li>• Present clear analyses, using examples, details, and reasons from text</li> <li>• Present a hypothesis and predict possible outcomes from one or more perspectives</li> <li>• Select content and choose strategies for written presentation on the basis of audience, purpose, and content</li> <li>• Explain connections between and among texts to extend the meaning of each individual text</li> <li>• Compare and contrast the use of literary elements in more than one genre, by more than one author</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• State an opinion or predict possible outcomes by providing supporting evidence</li> <li>• Select content and choose strategies for a written presentation on the basis of audience, purpose, and content</li> </ul>

**Required Component 2**—Key Idea: Writing

**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 3**

**Less Complex**

**More Complex**

The student will:

- recognize appropriate prediction(s) based on text about possible outcome(s) (23101)
- recognize concept(s) of audience, purpose, and/or content in text (23102)
- recognize that opinion-based writing requires facts, examples, or reasons to support an opinion (23103)
- identify relevant and/or irrelevant information (23104)
- identify facts and/or opinions (23105)
- indicate an opinion about a text (23107)

The student will:

- make prediction(s) about possible outcome(s) and/or explain reasoning using evidence (23208)
- compose persuasive, expository, or descriptive sentence(s) about one topic for a particular audience (23209)
- recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203)
- share details to develop a description (23210)
- share details to develop exposition (23211)
- share facts to support an opinion (23212)
- use another resource to check the validity of one fact or example in persuasive writing (23213)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23306)
- indicate an opinion and provide supporting evidence for that opinion (23307)
- develop content for a composed presentation for a particular audience and/or purpose (23308)
- identify persuasive technique(s) in an editorial or advertising (23309)
- use multiple resources to check the validity of fact(s) or example(s) in persuasive writing (23310)
- recognize one strategy that is necessary for effective persuasion, exposition (informational), and/or description (23311)
- compose a persuasive, expository (informational), or descriptive paragraph for a particular audience (23312)

**Required Component 2—Key Idea: Writing**
**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23101	The student will recognize an appropriate prediction of a story or text by selecting a possible outcome from several given possibilities.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when recognizing the appropriate predictions based on possible outcomes</li> </ul>
SAT23102	The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text.	<ul style="list-style-type: none"> <li>Student work product of pictures or symbols that represent the text and student selected pictures or symbols representing various audiences to go with the text</li> </ul>
SAT23103	The student will recognize that opinion-based writing requires facts to support the opinion by selecting a corresponding statement of fact to support a given opinion about an illustration depicting a situation. (e.g., FACT: "The man is in snowstorm with no coat." supports an OPINION: "The man is cold.")	<ul style="list-style-type: none"> <li>Video tape of the student being presented with an illustration and opinion and then selecting the basis for that opinion from provided fact sentence strips, one of which coincides with the illustration (e.g., man is in snowstorm with no coat = the man is cold.)</li> </ul>
SAT23104	The student will identify relevant and irrelevant information when presented with a main idea and details from a text, some of which are not pertinent. (i.e., Topic--Plant Care: relevant- soil condition, quantity of water, type of plant; irrelevant- mom grows plants, plastic pot or glass pot)	<ul style="list-style-type: none"> <li>Student work product of a main idea and a supporting detail with a circle drawn around the relevant information and an 'X' placed over the irrelevant information</li> </ul>
SAT23105A	The student will identify facts and opinions by writing or circling fact or opinion for each statement.	<ul style="list-style-type: none"> <li>Student work product showing statements with fact or opinion written or indicated for each statement</li> </ul>
SAT23105B	The student will identify facts by indicating which two pictures out of five pictures show factual events or the details of facts.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures</li> </ul>
SAT23107A	The student will indicate an opinion about a text by writing one opinion about the text.	<ul style="list-style-type: none"> <li>Student work product with written opinion about the text</li> </ul>
SAT23107B	The student will indicate an opinion by tapping his/her finger on the picture to indicate a favorite recipe when given a cookbook with pictures of recipes.	<ul style="list-style-type: none"> <li>Video tape of the student indicating his/her opinion of a favorite recipe</li> </ul>
SAT23107C	The student will indicate an opinion about a text by hitting a switch or responding to a yes/no question to answer the teacher posed question "did you like the text?".	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating his/her opinion of whether they liked or disliked a text</li> </ul>
SAT23208	The student will predict an outcome of a story and the reasoning from the selection when given a set of pictures, symbols, or words.	<ul style="list-style-type: none"> <li>Video tape of the student selecting a prediction from a series of sequential pictures and selecting pictures from two or more to support reasoning</li> </ul>

SAT23209	The student will create persuasive sentences appropriate for a particular audience about a selected topic. (e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a letter the student wrote to the principal about school lunch</li> </ul>
SAT23203	The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement.	<ul style="list-style-type: none"> <li>• Video tape of the student looking through magazines to indicate an advertisement to show persuasion</li> <li>• Student work product of a collage of persuasive advertisements from various magazines</li> </ul>
SAT23210	The student will share details that provide enough description about an object or event that another person can identify the item or event being described.	<ul style="list-style-type: none"> <li>• Audio tape of the student providing details to another student or teacher to get them to recognize what the student is talking about</li> </ul>
SAT23211	The student will share details to develop an exposition by selecting words, phrases, or sentence cards that are applicable for an expository writing about a topic.	<ul style="list-style-type: none"> <li>• Student work product of the topic with the chosen word, phrase, or sentence cards for an expository type writing</li> </ul>
SAT23212	The student will share facts to support an opinion by communicating facts collected from a resource to support a given opinion.	<ul style="list-style-type: none"> <li>• Video tape of the student providing facts that the student collected to another student or teacher and indicating the source of these facts for the given opinion</li> </ul>
SAT23213	The student will use an additional resource to validate a fact(s) found in a persuasive writing about a topic of interest to the student. (e.g., encyclopedia, internet, reference book to validate fact(s) in newspaper editorial article, advertising pamphlet, etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student highlighting the fact(s) in the persuasive writing and then looking up information in a resource to validate the fact(s)</li> <li>• Student work product of a worksheet the student completes providing a fact(s) from the persuasive writing, the resource(s) used to validate fact(s), and a statement of validation from the resource(s)</li> </ul>
SAT23306	The student will make a prediction and provide supporting evidence from the story or text that led him/her to make that predication.	<ul style="list-style-type: none"> <li>• Audio tape of the student stating predictions and supporting evidence from story or text that led to the prediction</li> </ul>
SAT23307	The student will indicate an opinion and its supporting evidence by creating a paragraph in which he/she states an opinion and provides supporting evidence.	<ul style="list-style-type: none"> <li>• Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion</li> </ul>
SAT23308	The student will select a topic, collect facts, and make posters to be used in a presentation to the class.	<ul style="list-style-type: none"> <li>• Student work product of posters showing the facts and details that the student will share in his/her presentation to the class</li> </ul>
SAT23309	The student will identify one or more persuasive techniques when given an editorial or advertisement. (e.g., comparison, exaggeration, etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student pointing out or otherwise indicating the specific persuasive techniques used in the advertisement</li> </ul>
SAT23310	The student will use three or more resources to check the validity of facts and/or examples provided in a persuasive writing by matching the persuasive writing fact or example with the facts collected from the different sources.	<ul style="list-style-type: none"> <li>• Student work product that includes the persuasive fact or example with the facts collected from each source and the sources indicated</li> </ul>
SAT23311	The student will recognize one strategy that is necessary for effective persuasion, exposition, and/or description by selecting a strategy applicable for a type of writing from a set of choices.	<ul style="list-style-type: none"> <li>• Student work product of the matched strategy to the applicable type of writing</li> </ul>

SAT23312A	The student will compose an expository or descriptive paragraph(s) or sentences to share with a given audience.	<ul style="list-style-type: none"> <li>• Student work product of created sentences or paragraph(s) in an expository or descriptive writing style appropriate for a specific audience</li> </ul>
SAT23312B	The student will compose a persuasive paragraph to convince the class to have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school.	<ul style="list-style-type: none"> <li>• Student work product of a persuasive paragraph</li> <li>• Audio tape of the student presenting his/her persuasive paragraph to the class</li> </ul>

# **Mathematics NYSAA Frameworks**

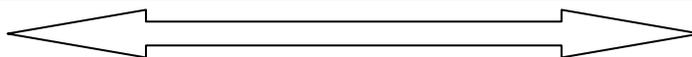
## **Grade 8**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Strand: Geometry

**Choice Component 1**— Band: Geometric Relationships

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 86	8.G.1	Identify pairs of vertical angles as congruent	<ul style="list-style-type: none"> <li>• Identify pairs of vertical, supplementary, and complementary angles and calculate the missing angle measurements when given two intersecting lines and an angle</li> <li>• Determine angle pair relations and calculate the missing angle measurement when given two parallel lines cut by a transversal</li> </ul>
	8.G.2	Identify pairs of supplementary and complementary angles	
	8.G.3	Calculate the missing angle in a supplementary or complementary pair	
	8.G.4	Determine angle pair relationships when given two parallel lines cut by a transversal	
	8.G.5	Calculate the missing angle measurements when given two parallel lines cut by a transversal	
	8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle	

**Required Component 1**— Strand: Geometry**Choice Component 1**— Band: Geometric Relationships**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)****POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships****Less Complex****More Complex**

The student will:

- identify congruent shapes (same size and shape) and/or congruent angles (same size) (31104)
- identify parallel line segments (31105)
- identify shapes that contain angles (31103)

The student will:

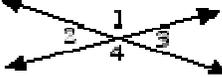
- identify pairs of congruent angles (31201)
- identify pairs of vertical angles and determine if they are congruent (31204)
- determine the measure of the missing angle when given the measure of one of a pair of vertical angles (31203)

The student will:

- identify pairs of supplementary angles (31301)
- calculate the missing angle of a pair of supplementary angles (31302)

**Required Component 1— Strand: Geometry**
**Choice Component 1— Band: Geometric Relationships**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31104A	The student will identify congruent angles when shown an angle by selecting, eye gazing, or pointing to a congruent angle from a variety of choices. (e.g., shapes with angles and food with angles)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting, from a set of three or more angles, the angle that is congruent to the given angle</li> </ul>
SAT31104B	The student will identify congruent shapes by placing them on top of one another to see which shapes match.	<ul style="list-style-type: none"> <li>Student work product of congruent shapes matched on a worksheet</li> </ul>
SAT31104C	The student will identify congruent shapes by sorting a variety of examples into two categories congruent and not congruent.	<ul style="list-style-type: none"> <li>Student work product showing two columns: one column with congruent shapes grouped together and another column with not congruent shapes grouped together</li> </ul>
SAT31105	The student will identify parallel segments by indicating whether segments are parallel. (e.g., through yes/no responses, marking or labeling the parallel segments, etc.)	<ul style="list-style-type: none"> <li>Student work product of a worksheet with different segments drawn on it and the ones marked, highlighted, etc. that the student identified as parallel</li> </ul>
SAT31103	The student will identify shapes with angles by marking or indicating shapes with angles when given shapes with and without angles. (e.g., by eye gazing, touch screen, and other modes of communication the shapes with angles)	<ul style="list-style-type: none"> <li>Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s)</li> <li>Video tape of the student being presented with two shapes and when asked "which shape has an angle?", the student eye-gazes to the appropriate shape</li> </ul>
SAT31201	The student will identify pairs of congruent angles by placing them on top of each other to see which match.	<ul style="list-style-type: none"> <li>Video tape of the student matching angles and indicating which are congruent</li> <li>Student work product of congruent angles matched on a worksheet</li> </ul>
SAT31204	The student will identify pairs of vertical angles, determine if the angles are congruent, and then mark those that are.	<ul style="list-style-type: none"> <li>Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent</li> </ul>
SAT31203	The student will determine the measure of the missing angle when given one measure of a pair of vertical angles by selecting or writing the measure for the corresponding vertical angle.  (e.g., Given the measure of angle 1 as 130 degrees, what is the measure of the other vertical angle, angle 4?)	<ul style="list-style-type: none"> <li>Student work product of pictures selected by the student indicating the measure of the missing angle when given the measure of one of a pair of vertical angles</li> </ul>
SAT31301A	The student will identify pairs of supplementary angles by selecting or drawing pairs supplementary angles given angles with a variety of degrees.	<ul style="list-style-type: none"> <li>Student work product of pictures selected by the student of supplementary angles</li> <li>Student work product of pairs of supplementary angles drawn by the student</li> </ul>

SAT31301B	The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles. (e.g., Student correctly identifies the piece with the angle that fits with a given angle)	<ul style="list-style-type: none"><li>• Video tape of the student putting a puzzle together with pieces that contain supplementary angles</li></ul>
SAT31302	The student will calculate the missing angle of a pair of supplementary angles.	<ul style="list-style-type: none"><li>• Student work product indicating the measure of the missing angle of a pair of supplementary angles calculated by the student</li></ul>

**Required Component 1**— Strand: Geometry

**Choice Component 2**— Band: Transformational Geometry

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 86	8.G.7	Describe and identify transformations in a plane, using proper function notation (rotations, reflections, translations, and dilations)	<ul style="list-style-type: none"> <li>• Describe, identify, and draw transformations in a plane (rotations, reflections, translations, and dilations)</li> <li>• Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation</li> </ul>
	8.G.8	Draw the image of a figure under rotations of 90 and 180 degrees	
	8.G.9	Draw the image of a figure under a reflection over a given line	
	8.G.10	Draw the image of a figure under a translation	
	8.G.11	Draw the image of a figure under dilation	
	8.G.12	Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation	

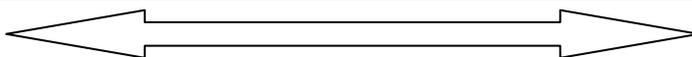
**Required Component 1**— Strand: Geometry

**Choice Component 2**— Band: Transformational Geometry

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry**

**Less Complex**



**More Complex**

The student will:

- identify or interpret images resulting from translations (slides) using one or more types of models (32102)
- recognize the image of a figure or shape that has been rotated (turned), translated (slide), dilated (shrunk or enlarged), or reflected (flipped) (32103)

The student will:

- identify or interpret images resulting from translations (slides) and/or reflections (flips) using one or more types of models (32202)

The student will:

- identify and interpret images resulting from translations (slides), reflections (flips), rotations (turns), and/or dilations (shrinks or enlargements) (32302)

**Required Component 1—** Strand: Geometry

**Choice Component 2—** Band: Transformational Geometry

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32102	The student will identify images by showing a translation using a model or manipulative. (e.g., slide (move) an object (counter, checker) from one place to another on the work surface, responding to "left", "right", etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student sliding an object on work surface</li> <li>• Student work product of a journal showing the initial position of a shape and the results of the student sliding the shape to the right, left, up, and/or down a certain number of units (e.g., slide the shape two units down on a small grid)</li> </ul>
SAT32103A	The student will recognize a figure (letter, drawn object, etc.) when the figure is dilated by matching the original figure to the dilated figure given a couple of choices showing the figure differently.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student looking at the given image and then selecting the enlarged version of it</li> </ul>
SAT32103B	The student will recognize images of figures or shapes that have been rotated, translated, dilated, or reflected by eye gazing to, pointing to, or circling the corresponding shape before the transformation.	<ul style="list-style-type: none"> <li>• Student work product showing the shapes that the student matched with lines drawn connecting the matched shapes, shapes that are marked with the same color, etc.</li> </ul>
SAT32103C	The student will recognize figures or shapes that have been rotated, translated, dilated, or reflected by attending to the teacher transforming the figures or shapes both before and after, then repeating what the teacher modeled.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording performance of the student attending to the shape before the transformation and after the shape transformation and repeating the transformation</li> </ul>
SAT32202A	The student will identify images by showing translations and/or reflections using models, manipulatives, and/or pictures.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student sliding a shape in a certain direction for a given number of units and/or flipping the shape over a given line</li> </ul>
SAT32202B	The student will interpret images that have been translated and/or reflected by naming the specific transformation for each image.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when naming the transformation when the teacher slides and/or flips a shape on a board or grid</li> </ul>
SAT32302	The student will identify and interpret translations, reflections, rotations, and/or dilations using models, manipulatives, and/or pictures by labeling the transformation when the teacher slides, flips, turns, and/or dilates shapes on a board.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using reflections and rotations as directed by teacher</li> <li>• Data Collection Sheet (multi-step) recording student performance when labeling the transformations appropriately</li> </ul>

**GLIs and Essences**  
**Grade 8 – Mathematics**
**8**
**Required Component 2—** Strand: Algebra

**Choice Component 1—** Band: Variables and Expressions

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 84	8.A.1	Translate verbal sentences into algebraic inequalities	<ul style="list-style-type: none"> <li>• Translate verbal sentences into algebraic inequalities</li> <li>• Write verbal expressions that match given mathematical expressions</li> <li>• Determine the relationship between a description of a situation and its graph</li> <li>• Use physical models to perform operations with polynomials</li> </ul>
	8.A.2	Write verbal expressions that match given mathematical expressions	
	8.A.3	Describe a situation involving relationships that matches a given graph	
	8.A.4	Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship	
	8.A.5	Use physical models to perform operations with polynomials	

**Required Component 2**— Strand: Algebra

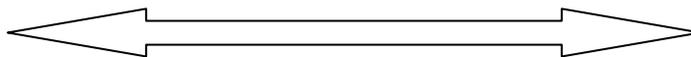
**Choice Component 1**— Band: Variables and Expressions

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions**

**Less Complex**

**More Complex**



The student will:

- compare quantities of objects using the symbols ( $=$ ,  $>$ , or  $<$ ) related to the terms (equal to, greater than, or less than) (41103)
- compare numerals using the symbols ( $=$ ,  $>$ ,  $<$ , or  $\neq$ ) related to the terms (equal to, greater than, less than, or not equal) (41104)
- translate verbal/written sentences into algebraic sentences using numerals and the symbols  $+$ ,  $-$ ,  $=$ , and/or  $\neq$  (41105)

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $\neq$ ,  $>$ , and/or  $<$  (41203)
- identify correct number sentences that use any of the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $\neq$ ,  $>$ , and/or  $<$  (41204)
- evaluate numerical expressions (41205)

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $\neq$ ,  $>$ ,  $<$ ,  $\geq$ , and/or  $\leq$  (41304)
- complete and/or identify correct number sentences that use any of the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $\neq$ ,  $>$ ,  $<$ ,  $\geq$ , and/or  $\leq$  (41305)
- create verbal expressions that match given mathematical expressions (41306)
- evaluate and/or simplify algebraic expressions (41307)

**Required Component 2— Strand: Algebra**
**Choice Component 1— Band: Variables and Expressions**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103A	The student will compare quantities of objects relating to the symbols ( $>$ , $<$ , $=$ ) when given two sets of objects and will identify which set is greater than ( $>$ ), less than ( $<$ ), or equal to ( $=$ ) by placing the correct symbol between the sets.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when comparing different sets and the identified symbol for each set</li> <li>Student work sample showing sets of numbers and the symbol the student identified to show the comparison</li> </ul>
SAT41103B	The student will compare quantities of objects by indicating the correct set to complete the expression when presented with a given set and the symbol less than ( $<$ ), greater than ( $>$ ), or equal to ( $=$ ). (e.g., presented with '2 books $<$ '— student chooses between 7 books or 1 book; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the appropriate set</li> </ul>
SAT41104	The student will compare two numerals and select the correct symbol ( $<$ , $>$ , $=$ , or $\neq$ ). (e.g., $10 ? 4$ ; $2 ? 6$ ; $3 ? 1$ , etc.)	<ul style="list-style-type: none"> <li>Student work product of sets of numbers and symbol cards pasted between the numbers</li> </ul>
SAT41105	The student will translate two or more simple verbal or written sentences into algebraic sentences using numerals and symbols ( $+$ , $-$ , $=$ , and/or $\neq$ ) by writing equations in journal. (e.g., teacher states or signs: "four plus three is equal to seven", student writes $4 + 3 = 7$ ; teacher writes "one apple plus two apples is not equal to four apples", student writes $1 + 2 \neq 4$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product of a student journal containing verbal or written sentences given by the teacher and the student's translation using numerals and symbols</li> </ul>
SAT41203	The student will translate verbal or written sentences into algebraic equations using the symbols $+$ , $-$ , $\times$ , $\div$ , $\neq$ , $>$ , and/or $<$ by indicating or writing the correct numerical equation. (e.g., written sentence: "John has four pencils, he buys three more." and the student writes or selects $4 + 3$ , etc.)	<ul style="list-style-type: none"> <li>Student work product of written sentences that the student translated</li> <li>Video tape of the student listening to the verbal expression and indicating the correct numerical equation</li> </ul>
SAT41204	The student will identify correct number sentences that use $+$ , $-$ , $\times$ , $\div$ , $\neq$ , $>$ , and/or $<$ given a set of choices. (e.g., $3+5>8$ ; $5-3\neq 8$ ; $3-8>5$ )	<ul style="list-style-type: none"> <li>Student work product with the correct number sentences identified</li> </ul>
SAT41205	The student will evaluate (solve) numerical expressions by filling in or selecting the missing number or symbol.  (e.g., $3 \_ 5 = 8$ given $<$ , $+$ , and $=$ ; $5 - \square = 3$ given $4$ , $7$ , $2$ ; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression</li> </ul>
SAT41304	The student will translate verbal or written sentences into algebraic sentences using the symbols $+$ , $-$ , $\times$ , $\div$ , $\neq$ , $>$ , $<$ , $\geq$ , and/or $\leq$ .	<ul style="list-style-type: none"> <li>Student work product showing algebraic sentences translated from verbal sentences read to the student</li> </ul>

SAT41305A	The student will complete number sentences that use various mathematical symbols by filling in the missing element(s) in the sentences. (e.g., $4 \underline{\quad} 4 < 10$ —student could indicate the symbols $+$ , $-$ , or $\div$ ; $9 \underline{\quad} 5$ —student could indicate $>$ or $\neq$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product showing the number sentences with the missing elements filled in by the student</li> </ul>
SAT41305B	The student will identify correct number sentences that use any of the symbols $+$ , $-$ , $\times$ , $\div$ , $\neq$ , $>$ , $<$ , $\geq$ , and/or $\leq$ by pointing to, circling, eye gazing to, etc. the ones that are correct given a variety of sentences.	<ul style="list-style-type: none"> <li>Student work product of the student pointed to, circled, eye gazed to, etc. correct number sentences</li> </ul>
SAT41306	The student will create verbal expressions when given written mathematical expressions. (e.g., $x+10$ —the student states, signs, etc. the sum of 10 and a number)	<ul style="list-style-type: none"> <li>Audio tape of the student giving verbal expressions for given mathematical expressions</li> </ul>
SAT41307A	The student will evaluate algebraic expressions by indicating expressions that are equal to 20. (e.g., $10 + 10$ ; $4 + 14$ ; $18 - 2$ ; $2 + 18$ )	<ul style="list-style-type: none"> <li>Student work product of student-indicated expressions equal to twenty</li> </ul>
SAT41307B	The student will simplify algebraic expressions. (e.g., $\square + 50 + 5$ is the same as $\square + \underline{\quad}$ ; $1 + 20 + \square$ is the same as $\underline{\quad} + \square$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards</li> </ul>

**Required Component 2—** Strand: Algebra

**Choice Component 2—** Band: Patterns, Relations and Functions

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 85	8.A.15	Understand that numerical information can be represented in multiple ways, arithmetically, algebraically, and graphically	<ul style="list-style-type: none"> <li>• Understand, create, and interpret numerical information using equations, tables of values, and graphs</li> <li>• Correctly use the terminology function, relation, domain, and range</li> </ul>
	8.A.16	Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line	
	8.A.17	Define and use correct terminology when referring to a function (domain and range)	
	8.A.18	Determine if a relation is a function	
	8.A.19	Interpret multiple representations using equation, table of values, and graph	

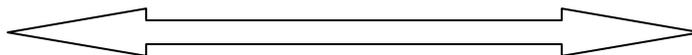
**Required Component 2**— Strand: Algebra

**Choice Component 2**— Band: Patterns, Relations and Functions

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Algebra-Patterns, Relations and Functions**

**Less Complex**



**More Complex**

The student will:

- recognize repeating patterns in nature, art, music, or literature (43105)
- duplicate or extend repeating patterns in nature, art, music, or literature (43106)
- when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107)
- when given a repeating number and/or shape pattern, extend the pattern (43108)

The student will:

- when given a growing number and/or shape pattern, extend the pattern (43203)
- when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)

The student will:

- when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305)
- when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)
- create a number and/or shape pattern (43307)
- identify the rule for a number pattern (43308)

<b>SATs</b>		<b>8</b>
<b>Grade 8 – Mathematics</b>		
<b>Required Component 2— Strand: Algebra</b>		
<b>Choice Component 2— Band: Patterns, Relations and Functions</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT43105A	The student will recognize patterns by attending to repeating patterns made by the teacher. (e.g., very loud music, soft music; very loud music, soft music; for one minute)	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segmented) recording student performance when attending to a repeating pattern made by the teacher</li> <li>Video tape of the student attending to the pattern</li> </ul>
SAT43105B	The student will recognize repeating patterns by indicating through facial expression, vocalization, body movement, etc. patterns of sensations when touching a pattern of textures (e.g., cotton/sandpaper, leaf/rock) or listening to patterns of sounds (e.g., piano/drum). (e.g., Which pattern is a repeating pattern? a aa a aa a aa <u>or</u> a aa aaa aaaa ?; blue, green, red, blue, green, red <u>or</u> blue, red, red, blue, green, green ?)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student recognizing a textured pattern or sound pattern</li> <li>Data Collection Sheet (multi-step) recording student performance when recognizing varying patterns of textures, shapes, or sounds</li> </ul>
SAT43106A	The student will duplicate simple A-B texture patterns by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original patterns. (e.g., cotton/sandpaper, leaf/rock etc.)	<ul style="list-style-type: none"> <li>Video tape of the student presented with a pattern (A), then presented with the same pattern (B), and then a different pattern as the student answers through a yes or no response if the last pattern is the same as the A-B pattern</li> </ul>
SAT43106B	The student will duplicate repeating patterns by performing movements in time to drummed patterns in music pieces.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student duplicating the pattern in drummed music</li> </ul>
SAT43106C	The student will extend repeating patterns in nature, art, music, or literature by indicating or filling in what would come next. (e.g., Given the drum pattern: beat, beat beat, beat, beat beat, what would come next?)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance of the repeating patterns that the student extended</li> </ul>
SAT43107	The student will duplicate the pattern when given a repeating or growing number and/or shape pattern by repeating the given patterning. (e.g., repeating: 10, 20, 30, 10, 20, 30— student duplicates exactly as pattern is presented; growing: 2, 4, 6, 8—student duplicates the growing by two pattern with different numbers)	<ul style="list-style-type: none"> <li>Video tape of student using the Simon game</li> <li>Student work product showing original pattern and student's duplicated pattern</li> </ul>

<p>SAT43108</p>	<p>The student will extend the pattern when given a repeating number and/or shape pattern by filling in the missing number or shape. (e.g., number: 1, 2, 1, 2, _?_; 3, 2, 1, 3, 2, 1, _?_; shape: )</p>	<ul style="list-style-type: none"> <li>• Student work product of repeating number patterns with a line filled in by the student at the end of the pattern to extend it</li> </ul>
<p>SAT43203</p>	<p>The student will extend the pattern when given a growing number or shape pattern by filling in the number or shape to extend it. (e.g., 4, 8, 12, 16, _?_; 2, 5, 8, _?_; )</p>	<ul style="list-style-type: none"> <li>• Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend a the pattern</li> </ul>
<p>SAT43204A</p>	<p>The student will fill in the missing element in a repeating number pattern. (e.g., 4, 1, 4, 1, __, 1; 8, 6, 7, 8, __, 7; etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product of repeating number patterns with the missing element filled in by the student</li> </ul>
<p>SAT43204B</p>	<p>The student will fill in the missing element in a growing number and/or shape pattern.</p>	<ul style="list-style-type: none"> <li>• Student work product of a growing number and/or shape pattern with the missing element completed</li> </ul>
<p>SAT43305</p>	<p>The student will extend the pattern when given a number and/or shape pattern in the form of a list or table by indicating the next number or shape as appropriate.</p>	<ul style="list-style-type: none"> <li>• Student work product indicating the extended pattern in the list or table</li> </ul>
<p>SAT43306</p>	<p>The student will fill in the missing element in the pattern when given a number and/or shape pattern in the form of a list or table.</p>	<ul style="list-style-type: none"> <li>• Student work product indicating the filled in missing elements in the pattern shown in a list or table</li> </ul>
<p>SAT43307</p>	<p>The student will create a number and/or shape pattern and then will extend the pattern two or three more times.</p>	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook of numeric patterns created by the student and then extended by the student</li> </ul>
<p>SAT43308</p>	<p>The student will identify the rule for a number pattern by describing the rule for finding the next element in the pattern.</p>	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student describing the rule for finding the next element of a number pattern</li> </ul>

# **Science NYSAA Frameworks**

## **Grade 8**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 5	<p>S2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.</p> <p>S2.1a demonstrate appropriate safety techniques</p> <p>S2.1b conduct an experiment designed by others</p> <p>S2.1c design and conduct an experiment to test a hypothesis</p> <p>S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including:</p> <ul style="list-style-type: none"> <li>• measuring</li> <li>• observing</li> <li>• describing</li> <li>• classifying</li> <li>• sequencing</li> </ul> <p>S2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.</p> <p>S2.2a include appropriate safety procedures</p> <p>S2.2b design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models)</p> <p>S2.2c design a simple controlled experiment</p> <p>S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment</p> <p>S2.2e choose appropriate sample size and number of trials</p> <p>S2.3 Carry out research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation.</p> <p>S2.3a use appropriate safety procedures</p> <p>S2.3b conduct a scientific investigation</p> <p>S2.3c collect quantitative and qualitative data</p>	<ul style="list-style-type: none"> <li>• Use appropriate techniques, tools, and safety procedures to design and conduct scientific investigations</li> <li>• Record quantitative and qualitative data</li> </ul>

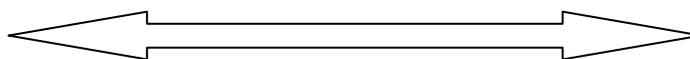
**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2**

**Less Complex**



**More Complex**

The student will:

- recognize one technique for conducting scientific investigations (12105)
- recognize tool(s) used for scientific investigations (12106)
- recognize a safety hazard associated with a scientific investigation (12103)
- recognize result(s) of an investigation (12107)

The student will:

- identify simple techniques used during scientific investigations (12201)
- identify tools needed for a scientific investigation (12202)
- identify a safety procedure for a scientific investigation (12203)
- conduct all steps of a simple scientific investigation (12204)
- identify result(s) of an investigation (12207)

The student will:

- design a simple scientific investigation (12303)
- gather tool(s) needed for a scientific investigation (12307)
- implement a technique that is appropriate to answer a specific question (12308)
- use appropriate safety procedures during a scientific investigation (12302)
- recognize independent variables, dependent variables, and constants in a simple investigation (12304)
- record result(s) of an investigation (data) (12309)
- record qualitative and quantitative results of an investigation (12305)

**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 1**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12105A	The student will recognize a technique for conducting a scientific investigation by selecting from two choices. (e.g., technique--a picture of a scientist filling a graduated cylinder; non-technique--a picture of a graduated cylinder)	<ul style="list-style-type: none"> <li>Student work product showing the student selecting from words, photographs, and/or symbols representing techniques for conducting a scientific investigation</li> </ul>
SAT12105B	Given a magnet and a group of objects, the student will recognize one technique of investigation by testing if objects are attracted to a magnetic by picking them up with the magnet.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student demonstrating the technique of using a magnet to figure out what objects are attracted to a magnet</li> </ul>
SAT12106	The student will recognize which tool is used for scientific investigations by selecting from two choices. (e.g., While investigating temperature of water in different situations, student would be shown a picture of a measuring cup and a thermometer. Student identifies the thermometer as the tool needed to measure temperature.)	<ul style="list-style-type: none"> <li>Student work product demonstrates correctly selecting appropriate tool to conduct investigation</li> </ul>
SAT12103	The student will recognize a safety hazard associated with a scientific investigation by selecting the picture from a choice that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the student selecting photographs representing safety hazards and safe practices by marking the appropriate pictures</li> </ul>
SAT12107	The student will recognize the results of an investigation by correctly recognizing a representation of the results of an investigation, after watching the investigation. (e.g., the plant wilted, the water froze, the rock sunk, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student reaching for the unhealthy plant (rather than healthy plant) following an investigation of a lack of water on plants</li> </ul>
SAT12201	The student will observe an investigation and identify two or more simple techniques used during the scientific investigation by naming the technique. (e.g., filling a graduated cylinder, massing an object on a balance, reading a thermometer, etc.)	<ul style="list-style-type: none"> <li>Video tape showing the student naming (verbally, written, using augmented communication) simple techniques used after observing a scientific investigation</li> </ul>
SAT12202	The student will identify two or more tools needed for a scientific investigation by indicating the appropriate tools given the investigation. (e.g., beaker, graduated cylinder, balance, microscope, eye dropper, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the two or more selected (scribed, written, using augmented communication) scientific tools</li> </ul>

SAT12203	The student will identify which safety procedure is being followed during an observed investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating which safety procedure is being followed when presented with a photograph of a scientific experiment</li> </ul>
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/melt temperatures, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance on all steps of the investigation</li> </ul>
SAT12207	The student will identify the result of a scientific investigation by naming or selecting the appropriate result, after observing the investigation. (e.g., plant with no water = unhealthy; beach ball on top of water floats)	<ul style="list-style-type: none"> <li>Student work product showing the correctly named or selected result from a list, photographs, or symbols that depict the results of an experiment</li> </ul>
SAT12303	The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., what will happen if we deprive a plant of light—student indicates steps to design the investigation)	<ul style="list-style-type: none"> <li>Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols or computer graphics)</li> </ul>
SAT12307	The student will gather tool(s) needed for a given scientific investigation from a choice of objects. (e.g., The student gathers materials (from a set of scientific tools) such as a ruler to do an experiment to measure the growth of a plant.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the tools gathered by the student for the investigation</li> </ul>
SAT12308	The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see which one is attracted to the magnet or placing one plant in darkness, one in light to see which remains healthy)	<ul style="list-style-type: none"> <li>Video tape of the student implementing a technique that is appropriate to answer a specific question</li> </ul>
SAT12302	The student will demonstrate correct safety procedures for a scientific investigation by wearing goggles, lab coat, tying back hair, following directions, etc.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording performance of the student using safety procedures for a scientific investigation</li> <li>Sequenced, captioned, dated photographs of the student wearing goggles while conducting an investigation</li> </ul>
SAT12304	The student will recognize the independent variables, dependent variables, and constants in an investigation he/she has performed or designed.	<ul style="list-style-type: none"> <li>Student work product showing the named or selected independent variable, dependent variable, and constant in an investigation as they design or perform it</li> </ul>
SAT12309	The student will record the result(s) of an investigation he/she observes by identifying qualitative changes. (e.g., when ice is left at room temperature it melts)	<ul style="list-style-type: none"> <li>Student work product showing data collected by the student for the investigation</li> </ul>
SAT12305	The student will record both quantitative and qualitative results of an investigation observed by completing a graph, chart or list. (e.g., ice left at room temperature melts [qualitative] and changes from 0°C to room temperature [quantitative])	<ul style="list-style-type: none"> <li>Student work product (graph, chart, list, drawings, photograph) showing the qualitative and quantitative results of an investigation</li> </ul>

**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

<b>Science Core Curriculum</b>	<b>Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 5–6	<p>S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis.</p> <p>S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships</p> <p>S3.1b generate and use scales, create legends, and appropriately label axes</p> <p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p> <p>S3.2a accurately describe the procedures used and the data gathered</p> <p>S3.2b identify sources of error and the limitations of data collected</p> <p>S3.2c evaluate the original hypothesis in light of the data</p> <p>S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena</p> <p>S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation</p> <p>S3.2f make predictions based on experimental data</p> <p>S3.2g suggest improvements and recommendations for further studying</p> <p>S3.2h use and interpret graphs and data tables</p> <p>S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.</p>	<ul style="list-style-type: none"> <li>• Organize data (results) using graphs, diagrams, tables, and models</li> <li>• Draw conclusions based on data from an investigation</li> </ul>

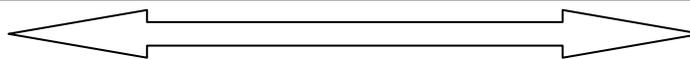
**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 3**

**Less Complex**



**More Complex**

The student will:

- recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101)
- recognize the cause of an event (13104)
- recognize the effect of an event (13105)
- demonstrate a cause and effect relationship (13106)
- recognize whether an event is possible based on the results of the investigation (13107)

The student will:

- record results of an investigation in a graph, diagram, table, or model (13201)
- identify simple trends in the results of investigations (13202)
- identify the cause and effect relationships of an event (13204)
- identify a conclusion based on the results of an investigation (13205)

The student will:

- compare results of investigation(s) using graphs, diagrams, tables, or models (13304)
- describe simple trends in the results of investigations (13302)
- explain a conclusion based on the results of an investigation (13303)
- predict future event(s) based on results of the investigation (13305)

**Required Component 1**— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

**Choice Component 2**—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	The student will recognize the results of investigations presented using graphs or concrete objects.  (e.g., Show the student a line graph indicating the results of an investigation of the distance an object travels. Have the student point to the place on the graph where the object traveled after a specific period of time.)	<ul style="list-style-type: none"> <li>Student work product showing marks that the student (or teacher marks for student) made indication of the results of an investigation on a graph</li> </ul>
SAT13101B	The student will recognize the results of an investigation by determining if there are more boys or girls in class today using stack blocks that were placed in piles by students as they entered the classroom.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student determining the results of the investigation on number of boys and girls in class</li> </ul>
SAT13104	The student will recognize the cause of an event by selecting from two choices the one which is the logical cause.  (e.g., choose between a heat lamp and a ball which caused candle wax to melt)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording the performance of the student's selection of the cause</li> </ul>
SAT13105	The student will recognize the effect of an event by selecting from two choices that which is the logical effect.  (e.g., choose between steam and ice when water is heated)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the effect of an event               <ol style="list-style-type: none"> <li>The student looking at the event and effect choices</li> <li>The student making a selection from word cards</li> <li>The student placing the choice onto a worksheet</li> </ol> </li> </ul>
SAT13106	The student will demonstrate a cause and effect relationship by operating the appropriate device.  (e.g., Given a light switch and a doorbell button, ask the student which would be used to turn on a light.)	<ul style="list-style-type: none"> <li>Video tape of the student demonstrating the cause and effect relationship</li> </ul>
SAT13107	The student will recognize whether an event is possible when shown the results of an investigation by indicating yes or no.  (e.g., Investigate the growth of a puppy - when presented with a dog or a horse as the outcome, the student would select which is the possible result from the puppy.)	<ul style="list-style-type: none"> <li>Student work product showing the student's selection of the possible results of the investigation</li> </ul>
SAT13201	The student will record the results of an investigation in a graph (diagram).  (e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desks of students with red shirts, blue shirts, and green shirts.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student recording the results of an investigation in a graph (diagram)</li> </ul>

SAT13202	The student will identify simple trends in the results of investigations by answering questions regarding trends using previously recorded data. (e.g., using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he/she would expect in July; etc.)	<ul style="list-style-type: none"> <li>• Student work product showing trends indicated by the student</li> </ul>
SAT13204	The student will identify the cause and effect relationship of an event by selecting from choice cards. (e.g., given two series of pictures – heat lamp, ice cube, puddle and Sun, box, road and car – the student will select the series that shows a cause and effect relationship)	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when the student selects by eye-gaze, pointing, augmented communication, or verbalizing the cause and effect relationship</li> </ul>
SAT13205	The student will identify a conclusion based on the results of the investigation by selecting from two or more choices, one of which illustrates the result. (e.g., after completing an investigation looking at what plants need to grow and given photographs or actual objects of water and a rock, students will select the correct object based on the outcome of the experiment)	<ul style="list-style-type: none"> <li>• Video tape of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the experiment</li> </ul>
SAT13304	The student will compare the results of an investigation using a table to show the comparison. (e.g., temperature results: students will record the temperature of the classroom at 10:00 AM and 2:00 PM and compare the morning temperature to the afternoon temperature – warmer/colder)	<ul style="list-style-type: none"> <li>• Student work product showing the student's comparison indicating warmer or colder at each time of day on the table</li> </ul>
SAT13302	The student will describe simple trends by comparing results of an investigation repeated several times using graphs to record the results and answering questions about the trends in the results. (e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day's results, and the student will describe the trends in the results of the investigation)	<ul style="list-style-type: none"> <li>• Video tape of the student looking at the results of the graphs and describing the trends of the investigations based on the teacher questions</li> </ul>
SAT13303	The student will explain a conclusion based on the results of an investigation. (e.g., using the results of an investigation in which weight was a determining factor in distance traveled by a car coasting down a hill, the student will name, point to, or eye gaze to the heaviest car as the car that traveled the farthest; create or write a few sentences explaining a conclusion given specific results)	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects</li> <li>• Student work product of explained conclusion regarding specific results of an investigation</li> </ul>

SAT13305	<p>The student will predict future events based on the results of an investigation by graphing present events for a week and making a prediction of events to come in the future.</p> <p>(e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00 AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day's results and then the student will predict tomorrow's temperatures)</p>	<ul style="list-style-type: none"><li>• Student work product of a graph of temperatures and the student's recording of a weather prediction for the next day</li></ul>
----------	---	--

**Required Component 2**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 17–18	<p><b>5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</b></p> <p>5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.</p> <p>5.1b An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p>5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.</p> <p>5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.</p> <p>5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p> <p>5.1f Regulation of an organism’s internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.</p> <p>5.1g The survival of an organism depends on its ability to sense and respond to its external environment.</p> <p><b>5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</b></p> <p>5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.</p> <p>5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.</p> <p>5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.</p> <p>5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.</p> <p>5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.</p> <p>5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one’s dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.</p>	<ul style="list-style-type: none"> <li>• Understand that all organisms require energy and nutrients and obtain them in a variety of ways</li> <li>• Understand that all organisms attempt to maintain a balanced condition from their design and response</li> <li>• Understand that organisms require food to maintain a healthy condition</li> </ul>

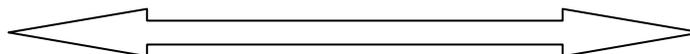
**Required Component 2**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5**

**Less Complex**



**More Complex**

The student will:

- recognize one or more components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23107)
- recognize an aspect of an organism's design that helps the organism get food (23102)
- recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight (23108)
- recognize the functions of the basic parts of plants (23109)
- recognize some behaviors of organisms that help it maintain a healthy condition (23110)

The student will:

- recognize that organism(s) get energy or nutrients from food (23210)
- identify two or more of the components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23207)
- identify an aspect of an organism's design that helps the organism get food (23203)
- identify an aspect of an organism's response that helps the organism get food, water, air or sunlight (23208)
- identify the features that enable a plant or animal to survive in its environment (23209)
- identify the function of animal organ systems (23206)

The student will:

- identify the differences in the ways that plants and animals get energy or nutrients (23306)
- identify that organisms need food to live, maintain health and a balanced condition (23307)
- identify how an aspect of an organism's design helps the organism get food (23303)
- identify how the responses of organisms help them get food, water, air or sunlight (23308)
- recognize that animals need a balanced diet to maintain health (23309)

**Required Component 2**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107A	The student will recognize a component that most organisms need to live: food, water, air, sunlight, by eye gazing to an item. (e.g., presented with the choice of the sun or an IPOD, student will select which choice most organisms need to live)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording performance of the student indicating by eye gaze what most organisms need to live</li> </ul>
SAT23107B	Given a cup of water and a rock and asked to identify something most organisms need to live, the student will recognize a component for organism's health by touching the cup of water.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at choices and selecting which one most organisms need to live</li> </ul>
SAT23102	The student will recognize an aspect of an organism's design that helps the organism get food by matching the adaptation to the animal's food source. (e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats do not need claws as they eat plants and do not seek prey, etc.)	<ul style="list-style-type: none"> <li>Student work product in which the student matches animals with their design that helps them get food (e.g. worksheet identifying animals with claws as animals that hunt prey)</li> </ul>
SAT23108A	The student will recognize an aspect of an organism's response that helps the organism get water and sunlight by pointing to the picture that illustrates the response. (e.g., a plant has two responses to get water and sunlight: 1. roots grow towards water and nutrients – usually down; 2. stems and leaves grow towards sunlight – usually up; a plant will turn toward the window to get sun, when turned away it will turn toward the window again)	<ul style="list-style-type: none"> <li>Video tape of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air or sunlight</li> </ul>
SAT23109	The student will recognize the functions of different parts of plants by indicating an appropriate function when given the plant parts. (e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)	<ul style="list-style-type: none"> <li>Student work product of matched basic plant parts to their function</li> </ul>
SAT23110	The student will recognize safe behaviors which will keep the person in a healthy condition by selecting a photograph of a safe behavior. (e.g., a child is skateboarding with a helmet and another is skateboarding without a helmet; a person is wearing a seatbelt in a car while driving; a person is smoking a cigarette, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording performance of student indicating through eye-gazing or pointing to photographs of safe behaviors (e.g., in a car, playing outside, lifestyle choices, etc.)</li> </ul>
SAT23210A	The student will recognize that an organism gets energy and/or nutrients from food by selecting choices that illustrate this basic function. (e.g., selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism</li> </ul>

SAT23210B	The student will recognize that food is necessary for organisms to get energy by selecting food items that different organisms will use. (e.g., cows eat grass; birds eat insects, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording performance of student by indicating through eye-gazing or pointing to food eaten by a particular organism</li> </ul>
SAT23207	The student will identify two or more of the components that most organisms need to live and maintain health: food, water, air, sunlight by selecting from an array of pictures. (e.g., given a selection of items – banana, bottled water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live)	<ul style="list-style-type: none"> <li>Video tape of the student creating a collage of pictures that are components that most organisms need to live</li> </ul>
SAT23203	The student will identify one aspect of an animal's design by naming, selecting, circling, etc. the specific body part that helps the animal get food. (e.g., given a bird, the student will identify the beak; given a frog, the student will identify the tongue; given a bear, the student will identify the claw or teeth as an aspect of an organism's design that helps the organism get food)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting one aspect of an organism's design that helps the organism get food</li> </ul>
SAT23208	The student will identify one aspect of an organism's response that helps the organism get food, water, air, or sunlight. (e.g., the student is asked what plants do to absorb sunlight and the student points to the leaves on the plant bending toward the window; the student is asked how a plant absorbs water and the student points to the roots of the plant growing down into soil)	<ul style="list-style-type: none"> <li>Video tape of the student identifying one aspect of an organism's response that helps the organism get food, water, air or sunlight</li> </ul>
SAT23209A	The student will identify the features of animals in two different environments that enable it to survive in its environment by listing different animals and their features to survive. (e.g., animals that live in a desert will have different features than animals that live in the woods)	<ul style="list-style-type: none"> <li>Student work product consisting of a chart listing different animals and their features for survival</li> </ul>
SAT23209B	The student will identify features that enable a plant or animal to survive in its environment. (e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g. fur – bear, dog, storing water – camel, camouflage – zebra, chameleon)</li> </ul>
SAT23206	The student will identify the function of animal organ system by indicating the function when given the organ systems. (e.g. reproductive system to offspring, skeletal system to support, digestive system to breaking down food)	<ul style="list-style-type: none"> <li>Student work product matching organ systems to their functions</li> </ul>
SAT23306	The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes. (e.g., animals eat plants or other animals for energy and plants absorb sunlight and water for energy)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording the performance of student selecting "absorb" (word or photo card with symbol for roots) or "eat" (word or photo card with symbol for mouth) when presented with pictures of different plants and animals</li> </ul>

SAT23307	The student will identify that small animals (i.e., hamsters, rabbits, cats, dogs) need food to live, maintain health and a balanced condition by selecting or writing the food items next to the appropriate animals.	<ul style="list-style-type: none"> <li>• Student work product animals with list of food items that are appropriate to the specific animal to help it maintain health and a balanced condition</li> </ul>
SAT23303	The student will identify how one aspect of an organism's design helps the organism get food by marking the correct answer to show what design helps the animal get food. (e.g., plant eaters have flat teeth for grinding plant material, animal eaters have pointy teeth for tearing meat, giraffes have long necks to eat from higher branches, frogs have long tongues to capture food, etc.)	<ul style="list-style-type: none"> <li>• Student work product with "X"s showing the student's responses to how one aspect of an organism's design helps the organism get food</li> </ul>
SAT23308	The student will identify how the responses of organisms help them get food by answering questions about how the animal's actions help it obtain food. (e.g., hiding until the prey comes close, sneaking up on prey, etc.)	<ul style="list-style-type: none"> <li>• Audio tape of the student answering questions after watching video clips of animals obtaining food and indicating how the animal's actions helped it obtain food</li> </ul>
SAT23309	The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart. (e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health)	<ul style="list-style-type: none"> <li>• Student work product showing items selected to represent food needed to maintain health</li> </ul>

**Required Component 2—** Standard: 4 - The Physical Setting/Earth Science

**Choice Component 2—**Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 24–25	<p><b>3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.</b></p> <p>3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.</p> <p>3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.</p> <p>3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles.</p> <p>3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.</p> <p>3.1e A liquid has a definite volume, but takes the shape of a container.</p> <p>3.1f A solid has definite shape and volume. Particles resist a change in position.</p> <p>3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.</p> <p>3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.</p> <p>3.1g Buoyancy is determined by comparative densities.</p> <p><b>3.2 Distinguish between chemical and physical changes.</b></p> <p>3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.</p> <p>3.2b Mixtures are physical combinations of materials and can be separated by physical means.</p> <p>3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.</p> <p>3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.</p> <p>3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.</p> <p><b>3.3 Develop mental models to explain common chemical reactions and changes in states of matter.</b></p> <p>3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.</p> <p>3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.</p>	<ul style="list-style-type: none"> <li>• Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point</li> <li>• Recognize that matter can change either physically or chemically but matter is always conserved</li> <li>• Understand that matter is made up of atoms</li> <li>• Understand that elements combine to form all substances</li> </ul>

<b>Performance Indicators (continued)</b>		
3.3c	Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.	
3.3d	Interactions among atoms and/or molecules result in chemical reactions.	
3.3e	The atoms of any one element are different from the atoms of other elements.	
3.3f	There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.	
3.3g	The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).	

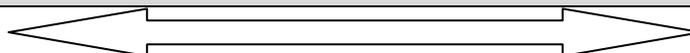
**Required Component 2**— Standard: 4 - The Physical Setting/Earth Science

**Choice Component 2**—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 3**

**Less Complex**



**More Complex**

The student will:

- recognize that everything is made of matter (33105)
- identify one characteristic of matter (e.g. color, odor, mass, hardness, etc.) (33106)
- recognize a solid and a liquid (33107)
- recognize an object as hot (warm) or cold (cool) (33103)
- recognize that matter is made of small parts (atoms) (33108)
- recognize a physical change in a substance (33109)
- recognize a chemical change in a substance (33110)

The student will:

- identify multiple characteristics of matter (e.g. color, odor, mass, hardness, etc.) (33206)
- identify whether matter is a solid, a liquid, or a gas (33202)
- identify that changes occur when materials interact (33207)
- identify a physical change in a substance (e.g. salt in water) (33208)
- identify a chemical change in a substance (e.g. oxygen and iron-rust) (33209)
- recognize objects according to characteristics such as mass, length or size (33210)
- sort objects according to characteristics such as mass, length or size (33211)

The student will:

- describe the color, odor, mass, or hardness of matter (33310)
- describe the properties of a solid, a liquid, or a gas (33302)
- compare the mass of two objects that are the same size (density) (33303)
- recognize that electricity causes a light bulb to produce light and heat (33311)
- demonstrate conservation of matter (33312)
- define matter (33313)
- describe how matter is made of small parts (atoms) (33314)
- perform an investigation involving a physical change (33315)
- perform an investigation involving a chemical change (33316)
- describe an investigation involving a physical change (33317)
- describe an investigation involving a chemical change (33318)

**Required Component 2**— Standard: 4 - The Physical Setting/Earth Science

**Choice Component 2**—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33105A	The student will recognize the concept of matter by indicating an answer from a choice of two or more answers to complete the sentence "Everything is made up of ..." (with the answer being "matter").	<ul style="list-style-type: none"> <li>Student work product showing the student choosing (scribed, written, using augmented communication) word "matter" to complete the sentence.</li> </ul>
SAT33105B	The student will recognize that everything is made up of matter by looking at and interacting with different examples of matter. (e.g., balloon with air in it, water in it, beads in it).	<ul style="list-style-type: none"> <li>Data Collection Sheet (time segmented) recording student performance of interactions with different examples of matter</li> <li>Sequenced, captioned, dated photographs of students looking at and interacting/handling each of the balloons.</li> </ul>
SAT33106	The student will identify one characteristic of matter by labeling objects with one characteristic related to color, odor, density or hardness. (e.g., grass is green; vinegar has an odor, a dry sponge is not very dense but a clay brick of the same size is ; rock is hard; note: naming the object does not indicate it's characteristics)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the color, odor, density, or hardness of familiar objects</li> </ul>
SAT33107	The student will recognize a solid and a liquid by indicating yes or no in response to a question or labeling items as a solid or a liquid.	<ul style="list-style-type: none"> <li>Student work product showing the student labeling objects as solids or liquids</li> <li>Video tape of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question "Is this a _____?"</li> </ul>
SAT33103	The student will recognize an object as hot (warm) or cold (cool) by indicating through eye gazing or pointing to selected objects with such characteristics. (e.g., student has experienced hot or cold objects. When asked, student can indicate the hot object.)	<ul style="list-style-type: none"> <li>Student work product showing student answer (written, scribed, using augmented communication) to whether an item was hot or cold</li> </ul>
SAT33108	The student will recognize the concept of atoms by indicating that a single part is made up of the same material as the larger part of that same material. (e.g., water, H <sub>2</sub> O, is made up of hydrogen atoms and oxygen atoms)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when student is presented with H<sub>2</sub>O the student will select hydrogen and oxygen from a list of five different elements</li> </ul>
SAT33109	The student will recognize a physical change by attending to an example of a physical change. (e.g., colored ice cube melting in water changes its state of matter but not its color—some physical characteristics change but not others)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of student observing the color of ice melting in water</li> <li>Data Collection Sheet (time-segmented) recording student performance attending to physical change investigation</li> </ul>

SAT33110	The student will recognize a chemical change by attending to an example of a chemical change. (e.g. putting Alka-seltzer in water; frying an egg; burning a piece of paper)	<ul style="list-style-type: none"> <li>• Video tape of the student attending to (observing) the sign of a chemical change (a new substance forming such as a gas produced from the Alka- seltzer)</li> <li>• Data Collection Sheet (time-segmented) recording student performance attending to chemical change investigation</li> </ul>
SAT33206	The student will identify at least two characteristics of an object's matter through verbal description or picture representation. (e.g., given a piece of pink granite the student selects the word cards for hard, pink, and odorless.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given</li> <li>• Student work product with the piece of matter indicated or shown and the recorded student responses or circled words from a list that describe the characteristics of the matter</li> </ul>
SAT33202A	The student will identify whether a substance is a solid, a liquid or a gas by labeling the item with the appropriate state of matter. (e.g., ice-solid, milk-liquid, rock-solid, air-gas, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a table listing things as a solid, a liquid, or a gas</li> </ul>
SAT33202B	The student will identify matter as a solid or a liquid by selecting the item when requested by the teacher "identify the <u>solid/liquid</u> ".	<ul style="list-style-type: none"> <li>• Video tape of the student pointing, eye gazing to, or handing the solid or liquid item as requested</li> </ul>
SAT33207	The student will identify if changes occur when observing two materials being mixed together by responding "yes" or "no". (e.g., vinegar and baking soda - change; salt and pepper mixed together – no change, etc.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording performance of the student responding to the question "Did a change occur?" for different materials</li> </ul>
SAT33208	The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change. (e.g., freezing of water to form ice, water condensing on a pitcher, adding water to dirt, grinding a sugar cube, etc.)	<ul style="list-style-type: none"> <li>• Student work product from observing physical change shows sequence from original state to final state (e.g., water at room temperature [liquid] becomes ice [solid] when frozen)</li> </ul>
SAT33209	The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it. (e.g. rust on iron, baking soda and vinegar)	<ul style="list-style-type: none"> <li>• Audio tape of the student indicating the chemical change that took place (e.g., new substances formed, bubbles [production of a gas])</li> </ul>
SAT33210	The student will recognize objects according to characteristics of size or length by indicating the appropriate picture of an object, given a characteristic.	<ul style="list-style-type: none"> <li>• Student work product showing a mark on the picture of the longer item, the larger item, the smallest item, etc.</li> </ul>
SAT33211	Given a variety of objects, the student will sort objects according to mass by putting lighter objects (with less weight) inside a box and heavier objects (with more weight) inside another box.	<ul style="list-style-type: none"> <li>• Video tape of the student sorting objects into their respective boxes</li> </ul>
SAT33310	The student will describe physical characteristics of objects by using descriptive words. (e.g., color is green, scratches glass, mass is 96 grams)	<ul style="list-style-type: none"> <li>• Audio tape of student using descriptive words for the objects presented</li> </ul>

SAT33302	The student will describe the properties of a solid, liquid, or gas by determining if objects are solid, liquid or gas and indicating his/her reasoning. (e.g., rock is solid because it remains one shape and size no matter what container it is in)	<ul style="list-style-type: none"> <li>Student work product will correctly identify objects as solid, liquid or gas and list reasons for their answers</li> </ul>
SAT33303	The student will compare the mass of two objects that are the same size and indicate which is denser. (e.g. given two objects that are the same size, the student will compare the mass by holding the objects and identifying which object is denser)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when comparing objects over multiple object combinations</li> </ul>
SAT33311	The student will recognize that electricity causes a light bulb to produce light and heat by indicating "electricity" from a variety of possible choices, when asked "what makes the light and heat from this light bulb?"	<ul style="list-style-type: none"> <li>Student work product showing "electricity" written or pasted next to various pictures of lit light bulbs</li> </ul>
SAT33312	The student will demonstrate that matter is conserved by investigating matter through phase changes. (e.g., Put ice cube in water. Mass the ice cube and water. Observe that as ice cube melts, the total mass remains the same and that matter does not disappear.)	<ul style="list-style-type: none"> <li>Student work product from an investigation showing that matter is conserved</li> </ul>
SAT33313	The student will define matter by using a scientific textbook or resource to create or write a definition and give examples of different types of matter.	<ul style="list-style-type: none"> <li>Student work product of definition and examples of matter</li> </ul>
SAT33314	The student will describe how matter is made of small parts (atoms) by creating or writing a paragraph regarding atoms.	<ul style="list-style-type: none"> <li>Student work product of description of how a particular piece of matter is made up of atoms</li> </ul>
SAT33315A	The student will perform an investigation involving a physical change. (e.g. dissolving Kool-Aid in water)	<ul style="list-style-type: none"> <li>Video tape of student performing the investigation</li> </ul>
SAT33315B	The student will perform an investigation involving a physical change by boiling water on a stove.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs showing student performing investigation <ol style="list-style-type: none"> <li>Student putting water on stove</li> <li>Student turning stove on</li> <li>Student observing bubbles in water or observing tea kettle whistling</li> </ol> </li> </ul>
SAT33316	The student will perform an investigation involving a chemical change by making brownies. (e.g., focusing on how the batter changes from liquid to solid as more complex molecules are created and how it rises due to the production of gases)	<ul style="list-style-type: none"> <li>Student work product with identified ingredients by their chemical characteristics (including solid and liquid) and how their chemical characteristics change in the final product</li> </ul>
SAT33317	The student will describe an investigation of a physical change by listing steps and results. (e.g., investigation examples: mixing chalk in water; mixing cornstarch in water; mixing together then separating iron filings from sand, salt, and wood chips, melting ice)	<ul style="list-style-type: none"> <li>Student work product with a list of the steps of the investigation and the results</li> </ul>
SAT33318	The student will describe an investigation of a chemical change by listing steps and results. (e.g., investigation examples: adding vinegar to baking soda; burning a piece of paper)	<ul style="list-style-type: none"> <li>Student work product with a list of the steps of the investigation and the results, describing the chemical changes taking place during these steps.</li> </ul>



# **Social Studies NYSAA Frameworks**

## **Grade 8**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1—Standard: 1-US and NY History**
**Choice Component 1— Unit 7-An Industrial Society**

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 69-71	<p><b>II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE</b></p> <p><b>Content Outline:</b></p> <p>A. The immigration experience</p> <ol style="list-style-type: none"> <li>1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time</li> <li>2. Differences were based on national origins, cultural patterns, and religion</li> <li>3. Similarities included motivations for coming and patterns of community settlement</li> <li>4. Initial clashes ended in varying degrees of acculturation</li> <li>5. Occupational and political experiences varied</li> </ol> <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> <li>1. A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions</li> <li>2. Immigrants as rural settlers in the Midwest</li> <li>3. The Chinese experience in the Far West</li> <li>4. Mexicans in the Southwest</li> <li>5. New York City’s ethnic neighborhoods</li> <li>6. French-Canadian settlement in northern New York State</li> <li>7. Immigration patterns and experiences throughout New York State</li> <li>8. Irish immigration: Mass starvation in Ireland, 1845-1850</li> <li>9. Immigrants in the local community</li> </ol> <p>C. Legal basis for citizenship in the United States</p> <ol style="list-style-type: none"> <li>1. Citizenship by the “law of the soil”</li> <li>2. Citizenship by birth to an American parent</li> <li>3. Citizenship through naturalization</li> </ol> <p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> <li>1. Civic: A citizen should be: <ol style="list-style-type: none"> <li>a. Knowledgeable about the process of government</li> <li>b. Informed about major issues</li> <li>c. A participant in the political process</li> </ol> </li> <li>2. Legal: A citizen should: <ol style="list-style-type: none"> <li>a. Be knowledgeable about the law</li> <li>b. Obey the laws</li> <li>c. Respect the rights of others</li> <li>d. Understand the importance of law in a democratic society</li> </ol> </li> <li>3. The changing role of the citizen</li> </ol> <p>E. America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> <li>1. Motivated by new economic opportunities</li> <li>2. Changing patterns of movement, e.g., blacks begin to move North</li> <li>3. Westward settlement</li> <li>4. The disappearance of the frontier—physical limits of geography</li> </ol> <p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> <li>1. Improved standard of living increased consumption</li> <li>2. Greater variety of goods available</li> <li>3. Continually rising expectations</li> </ol> <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> <li>1. Greater variety of leisure activities became available as less time was spent on work</li> <li>2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts</li> </ol>	<ul style="list-style-type: none"> <li>• Understand the role of immigration in the settlement and development of the United States and New York State</li> <li>• Explain historic events through those who experienced the events</li> <li>• Understand the development of the United States including the impact of mobility, the role of leisure activities, its development as a consumer society, and the rights/responsibilities of citizens</li> </ul>

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 1**— Unit 7-An Industrial Society

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for US and NY History-Unit 7**

**Less Complex**

**More Complex**

The student will:

- locate on a world map or globe the continent or country of his/her family's country of ancestry (13106)
- identify that American culture developed from many different traditions (13107)
- identify the routes taken by any immigrant group that came to the United States (13108)
- recognize what immigrant life was like in the United States between 1820 and 1920 (13109)
- recognize what factory work was like for immigrants (13110)

The student will:

- recognize that millions of immigrants came to the United States from Europe between 1820 and 1920 (13202)
- examine the immigrant experience as shown through their art, writings, music, and/or artifacts (13208)
- explore Ellis Island's role in the immigrant experience (13209)
- identify factory jobs held by many immigrants (13210)
- examine what factory work was like for immigrants (13211)
- describe what urban life was like for immigrants (13206)
- identify how an immigrant became a U.S. citizens (13212)

The student will:

- demonstrate that different groups of people came to the United States at different times (13307)
- locate countries/regions immigrants came from (13308)
- list and/or explain reasons why immigrants came to the United States (13309)
- identify the roles immigrants had and the contributions they made to industrialization (13310)
- explore the types of work immigrants found in New York State (13311)
- investigate challenges immigrants faced with urban life or discrimination (13312)

**SATs**  
**Grade 8 – Social Studies** **8**

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 1**— Unit 7-An Industrial Society

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106A	The student will locate his/her family's country or continent of ancestral origin by pointing to it on a map or a globe.	<ul style="list-style-type: none"> <li>Video tape of the student locating the appropriate country or continent on a map or globe</li> </ul>
SAT13106B	The student will locate where his/her ancestors might have come from on a world map by putting his/her left hand on the United States (to indicate where the student is) and right hand on another country where his/her ancestors may have come from.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the United States and the country of his/her family's ancestry</li> </ul>
SAT13106C	The student will locate his/her family's continent of ancestral origin by coloring that continent on a map.	<ul style="list-style-type: none"> <li>Student work product that shows the colored in continent of his/her family's ancestral origin</li> </ul>
SAT13107A	The student will identify different cultural groups and match them to the food and/or clothing they contributed to American culture.	<ul style="list-style-type: none"> <li>Student work product that contains pasted pictures of cultural groups with the food and/or clothing next to the appropriate cultural group</li> </ul>
SAT13107B	The student will identify two different cultural traditions that immigrants brought to the United States after listening to a story, music, or a video about them.	<ul style="list-style-type: none"> <li>Student work product of a collage or drawing that represents the two traditions immigrants brought to the United States</li> </ul>
SAT13108	The student will locate on a map or globe at least one route taken by any immigrant group to the United States.  (e.g., Europeans crossed the Atlantic to New York City; Asians crossed the Pacific to San Francisco; etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating a route taken by an immigrant group to the United States</li> </ul>
SAT13109	The student will recognize the pictures or photographs that depict immigrant life in the United States between 1820 and 1920 from an array of pictures or photographs showing life in the present, past, and future.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student recognizing appropriate pictures or photographs</li> </ul>
SAT13110	The student will recognize one aspect of what factory work was like for immigrants after listening to a video or story about immigrants working in factories.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student pointing to or otherwise recognizing pictures depicting aspects of what factory life was like for immigrants</li> </ul>
SAT13202	The student will recognize that millions of immigrants came to the United States from Europe by creating a graph or chart.	<ul style="list-style-type: none"> <li>Student work product that contains a student-created tactile or color-coded graph that shows the number of immigrants who arrived in the United States between 1820 and 1920</li> </ul>
SAT13208	The student will examine the immigrant experience by listening to or reading a short excerpt or story written by someone who grew up in an immigrant family.	<ul style="list-style-type: none"> <li>Student work product that contains a written description, graphic organizer, or pictures that describes the immigrant's story</li> </ul>
SAT13209	The student will explore by role playing the Ellis Island immigrant arrival and registration experience of the 1880s through the early 20 <sup>th</sup> century.	<ul style="list-style-type: none"> <li>Video tape of the student role playing the Ellis Island immigrant experience</li> </ul>

SAT13210	The student will identify factory jobs that many immigrants held by selecting pictures of those jobs.  (e.g., pictures from the era might include production, maintenance, and sewing; could also include management jobs as positions that immigrants generally didn't have)	<ul style="list-style-type: none"> <li>• Student work product of student grouping or circling the immigrant jobs</li> </ul>
SAT13211	The student will examine one or two aspects of what factory work was like for most immigrants by answering specific questions.	<ul style="list-style-type: none"> <li>• Student work product of questions about one or two aspects of what factory work was like for immigrants</li> </ul>
SAT13206	The student will describe what urban life was like for immigrants by selecting photographs or pictures (from the period) that depict life in the city from an array of photographs.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when selecting the appropriate photographs or pictures of urban life</li> </ul>
SAT13212	The student will identify how an immigrant became a U.S. citizen by selecting sentence cards describing the process from a variety of choices.	<ul style="list-style-type: none"> <li>• Student work product showing the sentence strips that the student selected which describe the process an immigrant went through to become a U.S. citizen</li> </ul>
SAT13307	The student will demonstrate when different groups of immigrants arrived in the United States between 1820 and 1920 by creating a timeline.	<ul style="list-style-type: none"> <li>• Student work product that contains a color-coded or tactile timeline of immigrant groups and their arrival dates in the United States between 1820 and 1920</li> </ul>
SAT13308	The student will label a map of Europe to indicate at least two countries from which immigrants to the United States came.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student labeling a map identifying immigrant countries of origin</li> </ul>
SAT13309	The student will list reasons why immigrants came to the United States by listing them in a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product that contains a list or graphic organizer identifying two or three reasons immigrants came to the United States</li> </ul>
SAT13310	The student will identify the roles of immigrants and ways that immigrants contributed to the industrialization of the United States by selecting them from multiple choice cards.  (e.g., direct labor, as a business leader [Andrew Carnegie], immigrants supplied cheap labor in factories, helped build canals, railroads, highways, etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student selecting the choice cards related to the roles and the ways immigrants contributed to the industrialization of the United States</li> </ul>
SAT13311	The student will explore three different types of work immigrants found in New York State by making a list of jobs performed by immigrants.	<ul style="list-style-type: none"> <li>• Student work product that contains a list of jobs that immigrants found in New York State</li> </ul>
SAT13312	The student will investigate by naming some types of discrimination immigrant groups faced after listening to a video and a story about discrimination toward immigrant groups during 1820 to 1920.	<ul style="list-style-type: none"> <li>• Audio tape of the student identifying the types of discrimination from the video and story</li> </ul>

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 9-Between the Wars

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 77-79	<p><b>I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</b></p> <p><b>Content Outline:</b></p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> <li>1. End of reform era</li> <li>2. The rise of organized crime</li> <li>3. Economic, social, political effects</li> </ol> <p>B. The Republican decade</p> <ol style="list-style-type: none"> <li>1. Political developments               <ol style="list-style-type: none"> <li>a. Back to “normalcy”; the election of 1920</li> <li>b. Scandals</li> <li>c. Coolidge: austerity and integrity</li> <li>d. Government and business: laissez-faire and protection</li> <li>e. Election of 1928</li> </ol> </li> </ol> <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> <li>1. General policy of noninvolvement in European affairs; the League of Nations controversy</li> <li>2. Limited participation in international activities               <ol style="list-style-type: none"> <li>a. World Court</li> <li>b. Naval disarmament 1924</li> <li>c. Efforts for peace; Kellogg-Briand Pact, 1928</li> <li>d. Postwar reparation talks</li> <li>e. Relief efforts in Europe</li> </ol> </li> <li>3. Expansion of international trade and tariffs</li> <li>4. Restrictions on immigration, e.g., Quota Act, 1924</li> </ol> <p>D. A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> <li>1. Increase in single-family homes; move to nuclear families</li> <li>2. Emergence of suburbs</li> <li>3. Spread of middle-class values</li> <li>4. Increased use of credit</li> </ol> <p>E. Changes in the workplace</p> <ol style="list-style-type: none"> <li>1. Shift from agrarian to industrial workforce</li> <li>2. Lessened demand for skilled workers</li> <li>3. Working conditions and wages improved</li> </ol>	<ul style="list-style-type: none"> <li>• Understand economic and political developments in the United States between World War I and World War II (Content Outline: A-F and I)</li> <li>• Understand how people in the United States were consumers and producers of goods and services during the 1920s (Content Outline: D and I)</li> <li>• Appreciate that culture is expressed in different ways such as (1) the importance of the Harlem Renaissance in American culture and society, and (2) how leisure activities reflect a particular time period (Content Outline: G and H)</li> </ul>

	<b>Content Understandings (continued)</b>	
	<ul style="list-style-type: none"> <li>4. Increase in white-collar employees</li> <li>5. Women continued to increase their presence in the workforce</li> <li>F. Problems developed in the midst of unprecedented prosperity               <ul style="list-style-type: none"> <li>1. Not all groups benefited equally                   <ul style="list-style-type: none"> <li>a. Low farm prices</li> <li>b. High black unemployment</li> <li>c. Millions of poor</li> </ul> </li> <li>2. New trends conflicted with tradition</li> <li>3. Environmental balance was jeopardized</li> </ul> </li> <li>G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions               <ul style="list-style-type: none"> <li>1. Restrictions on immigration</li> <li>2. Black migration to Northern cities</li> <li>3. Growth of organizations to fight discrimination; e.g., NAACP</li> <li>4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance</li> <li>5. Generational conflicts</li> <li>6. Widespread emergence of retired workers</li> <li>7. Right-wing hate groups</li> </ul> </li> <li>H. New ideas about the use of leisure time emerged               <ul style="list-style-type: none"> <li>1. Impact of the automobile: Henry Ford</li> <li>2. Organized sports: Babe Ruth</li> <li>3. Search for heroes and heroines: Lindbergh, Amelia Earhart</li> <li>4. Motion pictures</li> <li>5. Popular literature</li> <li>6. Fads and fashion</li> <li>7. Changes in social behavior</li> </ul> </li> <li>I. The stock market crash marked the beginning of the worst economic time the country has ever known               <ul style="list-style-type: none"> <li>1. National prosperity had been structured on the investments of the wealthy</li> <li>2. There were problems with the economic structure</li> <li>3. People lost faith in the system</li> <li>4. The government was unwilling or unable to correct the downturn</li> <li>5. The economic depression that followed was the worst in our history</li> </ul> </li> </ul>	

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 9-Between the Wars

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for US and NY History-Unit 9**
**Less Complex**
**More Complex**

The student will:

- recognize technological advances of the 1920s, e.g., radio, movies, airplanes, automobiles, etc. (16105)
- explore how technological advances changed ways of life for Americans in the 1920s (16106)
- recognize the contributions of a famous American associated with the 1920s, e.g., Charles Lindbergh, Babe Ruth, Amelia Earhart, Henry Ford, etc. (16107)
- recognize a cultural development associated with the 1920s, e.g., The Harlem Renaissance, Prohibition, art, jazz, dance, literature, motion pictures, fads, fashions, etc. (16108)
- recognize aspects of African American history around the 1920s., e.g., northern migration, etc. (16109)

The student will:

- examine how ways of life changed for many Americans during the 1920s: due to technological advances, increased leisure time, prosperity for some but not all, the continued growth of industry, etc. (16204)
- identify why the United States had limited involvement in world affairs during the 1920s (16205)
- identify the effects of prohibition on the United States (16206)
- identify the effects that millions of African Americans moving from the south to north had on cities and/or American society (16207)

The student will:

- explore why some Americans prospered during the 1920s; while others (farmers) did not (16306)
- describe ways that American culture changed during the 1920s, e.g., economic problems, stock market crash, etc. (16307)
- explore racial and/or ethnic discrimination that occurred during the 1920s (16303)
- identify aspects of the Harlem Renaissance or changes in women's roles during the 1920s (16308)
- explain why most farmers did not prosper during the 1920s (16305)

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 9-Between the Wars

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT16105	The student will recognize technological advances or inventions of the 1920s by indicating them from pictures or objects.  (e.g., pictures should show advancement and prior devices used to do same jobs – wash board and wringer washer)	<ul style="list-style-type: none"> <li>Student work product showing the correct pictures circled on a page of multiple pictures</li> </ul>
SAT16106A	The student will explore how technological advances changed ways of life for Americans by selecting photographs or pictures that depict things people did once the advancement was made compared to what they did prior.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sorting photographs in two columns to categorize them as examples of things that people did prior to advancement compared to after</li> </ul>
SAT16106B	The student will explain how and why things that changed in peoples lives given an advancement of the 1920s.  (e.g., automobile: people could travel longer distances, didn't take as long to get places, etc.)	<ul style="list-style-type: none"> <li>Student work product with advancement paired with change and paired with reason</li> </ul>
SAT16107A	The student will recognize two contributions of an American associated with the 1920s after listening to a short story or watching a video about the person and selecting sentence strips applicable to the person's contributions.	<ul style="list-style-type: none"> <li>Student work product that contains sentence strips that represent the person's contributions</li> </ul>
SAT16107B	The student will recognize the contributions of a New Yorker associated with the 1920s.  (e.g., George Eastman)	<ul style="list-style-type: none"> <li>Student work product that matches the name of a famous New Yorker to his/her contributions associated with the 1920s</li> </ul>
SAT16108A	The student will recognize a cultural development related to the Harlem Renaissance after reading literature or listening to music associated with the period and answering a question about it.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student being exposed to literature or music from the Harlem Renaissance and answering a question about it</li> </ul>
SAT16108B	The student will recognize a cultural development associated with the 1920s by attending to art or music from the period.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when listening to music from the 1920s</li> </ul>
SAT16108C	The student will recognize a cultural development associated with the 1920s by performing a dance or song.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student dancing the Charleston, singing "Yes, We Have No Bananas," etc.</li> </ul>
SAT16109	The student will recognize aspects of African American history by tracing a route(s) that was traveled during the Great Migration North.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when tracing the route(s) on the classroom wall map</li> </ul>

SAT16204	<p>The student will examine by creating a simple graphic organizer of pictures outlining how ways of life changed in the United States during the 1920s.</p> <p>(e.g., new appliances increased leisure time, radio broadcast news and entertainment shows around the country, cars became more common and traveled farther than before, movies became popular, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product that contains a description of how ways of life in the United States changed during the 1920s</li> </ul>
SAT16205	<p>The student will identify one reason that the United States refused to join the League of Nations.</p>	<ul style="list-style-type: none"> <li>• Audio tape of the student giving a reason why the United States refused to join the League of Nations</li> </ul>
SAT16206	<p>The student will identify pictures that depict the effects on life during Prohibition in the United States.</p>	<ul style="list-style-type: none"> <li>• Student work product that contains circled or pasted pictures that depict the effects on life during Prohibition in the United States</li> </ul>
SAT16207	<p>The student will identify the effects that the northern migration of African Americans had on cities by selecting phrases or sentences that describe these effects.</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student looking at the choice of phrases or sentences and indicating them in order to describe possible effects of northern migration</li> </ul>
SAT16306	<p>The student will explore why some people tended to prosper during the 1920s and why others did not by reading or listening to a story about the era and answering questions.</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student using a felt board upon which pictures/descriptions of the reasons some people prospered are placed on one side and reasons others did not are placed on the other</li> </ul>
SAT16307	<p>The student will describe ways American culture changed by writing a paragraph about changes in the United States during the 1920s.</p> <p>(e.g., topics such as: entertainment, prohibition, widening gap between rich and poor, Red Scare, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product that contains a paragraph that describes how American culture changed during the 1920s</li> </ul>
SAT16303	<p>The student will explore ethnic or racial discrimination during the 1920s in the United States by listing or selecting three groups and one reason discrimination occurred for each group.</p>	<ul style="list-style-type: none"> <li>• Student work product that contains a list of ethnic or racial discrimination and a reason the discrimination occurred for three groups of Americans during the 1920s</li> </ul>
SAT16308	<p>The student will identify changes in the role of women during the 1920s as compared to before the 1920s after listening to or reading a book about women in the 1920s.</p>	<ul style="list-style-type: none"> <li>• Student work product that contains selected pictures, photographs, a diagram, or a graphic organizer that identifies changes in the role of women during the 1920s</li> </ul>
SAT16305	<p>The student will explain why most farmers did not prosper during the 1920s after using a variety of sources.</p> <p>(e.g., overproduction led to falling prices, bankruptcies, etc.)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student creating a list or selecting pictures that depict the reasons why most farmers did not prosper during the 1920s using various picture cards and sentence strips</li> </ul>

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 1— Unit 4-Experiment in Government		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 54-55	<p><b>III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION</b></p> <p><b>Content Outline:</b></p> <p>A. Annapolis Convention, 1786</p> <ol style="list-style-type: none"> <li>1. Impracticality of correcting weaknesses in Articles of Confederation</li> <li>2. Need for an improved form of government without losing key elements of a new philosophy of government</li> <li>3. Decision to write a constitution</li> </ol> <p>B. Constitutional Convention: setting and composition</p> <p>C. Major issues</p> <ol style="list-style-type: none"> <li>1. Limits of power: national versus state</li> <li>2. Representation: slaves and apportionment</li> <li>3. Electoral procedures: direct versus indirect election</li> <li>4. Rights of individuals</li> </ol> <p>D. The need for compromise</p> <ol style="list-style-type: none"> <li>1. The issue of a “federal” or a “national” government</li> <li>2. The Great Compromise on representation</li> <li>3. The three-fifths compromise on slavery</li> <li>4. The commerce compromises</li> </ol> <p>E. The underlying legal and political principles of the Constitution</p> <ol style="list-style-type: none"> <li>1. Federalism</li> <li>2. Separation of powers</li> <li>3. Provisions for change</li> <li>4. Protection of individual rights</li> </ol> <p>F. The Constitution and the functioning of the federal government</p> <ol style="list-style-type: none"> <li>1. The Preamble states the purpose of the document</li> <li>2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III)</li> <li>3. The relation of states to the federal union (Article IV)</li> <li>4. Assuming the responsibility for a federal system (Article VI)</li> </ol> <p>G. The Constitution as a living document</p> <ol style="list-style-type: none"> <li>1. The elastic clause and delegated power facilitate action</li> <li>2. Amendment procedure as a mechanism for change (Article V)</li> <li>3. The Bill of Rights</li> <li>4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969)</li> </ol> <p>H. The evolution of an “unwritten constitution”</p> <ol style="list-style-type: none"> <li>1. Political parties</li> <li>2. The President’s cabinet</li> <li>3. President’s relation to Congress</li> <li>4. Committee system in Congress</li> <li>5. Traditional limitations on Presidential term</li> </ol> <p>I. The ratification process</p> <ol style="list-style-type: none"> <li>1. The debates in the states, especially New York State</li> <li>2. The Federalist Papers</li> <li>3. Poughkeepsie Convention <ol style="list-style-type: none"> <li>a. Federalists—Hamilton</li> <li>b. Anti-Federalists—Clinton</li> </ol> </li> <li>4. Formal ratification of the Constitution and launching of the new government</li> <li>5. The personal leadership of people like Washington, Franklin, Hamilton, Madison</li> </ol>	<ul style="list-style-type: none"> <li>• Understand the importance of events that took place during the writing and adoption of the United States Constitution (Content Outline: A-E and I)</li> <li>• Understand that the Constitution provides a framework for government (Content Outline: F-H)</li> <li>• Demonstrate what citizenship means in a democratic society (Content Outline: F and G)</li> <li>• Know the rights, roles, and responsibilities of a good citizen under the Constitution (Content Outline: F and G)</li> </ul>

**Required Component 2**—Standard: 5-Civics, Citizenship, and Government

**Choice Component 1**— Unit 4-Experiment in Government

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4**
**Less Complex**
**More Complex**

The student will:

- recognize him/herself as a member of a group, i.e., class, family, community (32107)
- recognize that individual(s) are citizens of a community (32108)
- recognize he/she is a citizen of New York State (32102)
- recognize a right that he/she has as a citizen (32103)
- identify an example of good citizenship in school (32104)
- identify an example of good citizenship outside of school (32105)
- demonstrate what it means to be a good citizen in the classroom, at home, and/or in the larger community (32106)

The student will:

- recognize that he/she is a citizen of both New York State and the United States (32209)
- recognize what governments do (32210)
- identify the purpose of a constitution (32211)
- explore examples of citizens fulfilling civic responsibilities (32212)
- identify examples of rights or securities that citizens have in the United States (32213)
- identify a reason for writing the United States Constitution (32206)
- identify why the Bill of Rights was added to the Constitution (32214)
- identify two basic rights guaranteed by the Bill of Rights (32215)

The student will:

- explain the purpose of a constitution (32301)
- identify the three branches of government of either New York State or the United States (executive, legislative, judicial) (32309)
- identify one purpose of each branch of the United States government (32303)
- explain how citizens fulfill civic responsibilities (32310)
- recognize examples of powers held only by state government (32311)
- identify examples of powers held by both the federal and state governments (32312)
- explain the importance of the Bill of Rights (32307)
- recognize the purposes of political parties (32313)

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 1— Unit 4-Experiment in Government**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

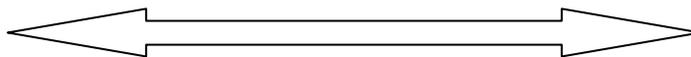
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32107A	The student will recognize him/herself as a group member given a choice of three groups when asked questions like "which group are you a member?"  (note: choices should include two nonmember choices)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when recognizing him/herself as a group member</li> </ul>
SAT32107B	The student will recognize him/herself as a group member by selecting the picture of him/herself from a set of three or more when asked "Who is a member of ___ (group name) ___?"	<ul style="list-style-type: none"> <li>Student work product with group name and selected picture affixed</li> </ul>
SAT32108	The student will recognize that he/she is a citizen of a community by locating the town/city of which he/she is a citizen.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student placing a sticker on, pointing at, or circling the town or city of his/her citizenship</li> </ul>
SAT32102	The student will recognize that he/she is a citizen of the state he/she lives in by locating New York State on a map of the United States when asked "Of which state are you a citizen?"	<ul style="list-style-type: none"> <li>Student work product that contains a map of eastern United States with a sticker or stamp placed on New York</li> </ul>
SAT32103A	The student will recognize a right he/she has as a citizen from a variety of choices (some rights, some not).  (e.g., right to privacy, right to equal protection of the law, right to vote, right to peaceful protest, etc.)	<ul style="list-style-type: none"> <li>Student work product that shows the rights that were recognized by the student</li> </ul>
SAT32103B	The student will recognize one action he/she has the right to take from a list of actions (some rights, some not) people might take.  (e.g., speak freely, go to a place of worship, criticize the government, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying a right that he/she possesses</li> </ul>
SAT32104	The student will identify an example of good citizenship by creating a daily chart of classroom rules that he/she followed during the day.	<ul style="list-style-type: none"> <li>Student work product that shows a classroom rule followed during the day</li> </ul>
SAT32105	The student will identify an example of good citizenship outside school by making a poster of pictures of people displaying good citizenship behaviors.  (e.g., volunteer work, community clean-up project, helping elderly, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a list or pictures of good citizenship behaviors outside of school</li> </ul>
SAT32106A	The student will demonstrate what it means to be a good citizen in the classroom by remaining quiet when he/she hears the Pledge of Allegiance being stated in the morning program.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance of being a good citizen in the classroom by exhibiting appropriate behaviors</li> </ul>

SAT32106B	The student will demonstrate what it means to be a good citizen in a larger community by participating in a community service activity.  (e.g., fund raising drive for a school project or local charity, food drive, school beautification project, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance of good citizenship through participation in a volunteer effort</li> </ul>
SAT32106C	The student will demonstrate what it means to be a good citizen at home by identifying one chore they are responsible for at home.	<ul style="list-style-type: none"> <li>Student work product that describes or illustrates the chore he/she is responsible for at home, (e.g., a picture, paragraph, audio recorded description, etc.)</li> </ul>
SAT32209	The student will recognize that he/she is a citizen of the state and country in which he/she lives by locating New York State on a United States map and the United States on a world map when told "Show me the state and country of which you are a citizen."	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating New York State and the United States as his/her state and country of citizenship</li> </ul>
SAT32210	The student will recognize that a local government helps people in the community by listing some different ways the government helps.  (e.g., establish laws; provide services [police, fire, schools, trash collection, parks]; etc.)	<ul style="list-style-type: none"> <li>Student work product of pasted pictures, circled pictures, or a list of ways a local government helps people in the community</li> </ul>
SAT32211	The student will identify the purpose of a constitution by creating or indicating a rule, promise, or right to contribute to a class constitution.	<ul style="list-style-type: none"> <li>Audio tape of the student citing the rule, promise, or right to be used for a classroom constitutional document</li> </ul>
SAT32212	The student will explore examples of people who demonstrate civic responsibility in the community by writing or creating a thank you note to civic volunteers with whom they visited or spoke to about their responsibilities.	<ul style="list-style-type: none"> <li>Video tape of the student listening to class speakers or visiting civic volunteers and then creating or writing the thank you note for the speakers</li> </ul>
SAT32213	The student will identify two citizen rights that he/she has in the United States by pointing to word cards that depict citizen rights.  (e.g., right to education, freedom of speech, freedom of religion, right to a fair and speedy trial, right to vote, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying two rights that United States citizens have</li> </ul>
SAT32206	The student will identify a reason why the Constitution was written by locating one in the Preamble to the United States Constitution.	<ul style="list-style-type: none"> <li>Student work product with a reason circled, highlighted, rewritten, or spoken in a sentence</li> </ul>
SAT32214	The student will identify a reason why the Bill of Rights was added to the Constitution in a written statement.	<ul style="list-style-type: none"> <li>Student work product that contains a reason why the Bill of Rights was added to the Constitution</li> </ul>
SAT32215	The student will identify two basic rights he/she has that are guaranteed by the Bill of Rights, by selecting sentence strips that describe the rights.	<ul style="list-style-type: none"> <li>Student work product of sentence strips pasted to a worksheet on the Bill of Rights</li> </ul>
SAT32301	The student will write a paragraph or create a list that explains reasons why a group would write a constitution.	<ul style="list-style-type: none"> <li>Student work product that contains a paragraph or list that explains reasons why a group would write a constitution</li> </ul>
SAT32309	The student will identify a picture that typically depicts each of the three branches of the state or federal government.  (e.g., a courthouse, the White House, etc., not people)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the picture that depicts each branch of government</li> </ul>

SAT32303	The student will identify one purpose of each of the three branches of government by matching word cards of each branch of government with word cards of each purpose.  (e.g., legislative-pass laws, executive-enforce laws, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the branch of government and matching its purpose to it</li> </ul>
SAT32310	The student will explain how citizens fulfill civic responsibilities by answering questions after listening to a speaker or reading about civic responsibilities.	<ul style="list-style-type: none"> <li>Student work product with questions about how citizens fulfill civic responsibilities</li> </ul>
SAT32311	The student will recognize pictures or phrases that depict or describe examples of powers held only by a state government.	<ul style="list-style-type: none"> <li>Student work product that contains appropriately grouped pictures or phrases that depict or describe examples of state government powers</li> </ul>
SAT32312	The student will identify examples of powers by selecting pictures that depict or describe examples of powers held by both the state and the federal government.	<ul style="list-style-type: none"> <li>Student work product of a Venn diagram with powers held by both federal and state governments listed or pictures pasted in the middle</li> </ul>
SAT32307	The student will explain the importance of the Bill of Rights by giving examples of how the Bill of Rights protects individual citizen's rights.	<ul style="list-style-type: none"> <li>Audio tape of the student indicating examples of how the Bill of Rights protects individual citizen's rights</li> </ul>
SAT32313	The student will recognize by naming the two major national political parties and giving examples of their purposes.	<ul style="list-style-type: none"> <li>Student work product that contains a paragraph, graphic organizer, or list that names the two major political parties and examples of their purposes</li> </ul>

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 2— Unit 11-WWII to the Present**

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 86-87	<p><b>I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM</b></p> <p><b>Content Outline:</b></p> <p>A. Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> <li>1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment</li> <li>2. Number of service jobs, women in the workforce increased</li> <li>3. Poverty continued to exist in the midst of plenty</li> </ol> <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> <li>1. Postwar baby boom had major effects on social and economic decisions made by families</li> <li>2. Growth of suburbs paralleled by movement from major cities</li> <li>3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work</li> </ol> <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> <li>1. Important executive and judicial decisions supported equal rights</li> <li>2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation</li> <li>3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African Americans</li> <li>4. Women, Native American Indians, and others also sought greater equality</li> <li>5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969)</li> </ol> <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> <li>1. Assassinations of major leaders: Kennedy, King</li> <li>2. Nation split over involvement in Vietnam War</li> <li>3. Groups in society turn to violence to reach their goals</li> <li>4. Resignation of President Nixon</li> <li>5. Oil crisis and skyrocketing inflation</li> </ol>	<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of citizens in a rapidly changing world (Content Outline: C)</li> <li>• Compare key events in United States and New York State history (Content Outline: A, B, and D)</li> <li>• Examine the role of individuals in expanding civil rights (Content Outline: C)</li> <li>• Identify key changes in American life since World War II (Content Outline: A-D)</li> </ul>

**Required Component 2—Standard: 5-Civics, Citizenship, and Government**
**Choice Component 2— Unit 11-WWII to the Present**
**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 11**
**Less Complex**
**More Complex**


The student will:

- recognize that there are civil right(s) that are afforded to all (34101)
- recognize way(s) to resolve conflict in school, at home, and/or in larger community (34106)
- recognize elements of American culture that changed during post-World War II, e.g. growth of suburbs, television, music, baby boom, interstate highway construction, family life, etc. (34107)
- recognize post-World War II presidents and/or civil rights leaders (34104)
- recognize ways African Americans sought to gain their civil rights after World War II (34108)

The student will:

- identify reasons suburbs grew rapidly after World War II (34206)
- identify contributions of the post-World War II president(s) and/or civil rights leader(s) (34207)
- explain the goals of the Civil Rights movement (34203)
- identify reasons the United States became involved in the Vietnam War (34208)
- identify the effects of President Kennedy's and/or Martin Luther King's assassinations on the United States (34209)
- identify the changes brought about in schools by the *Brown v. Board of Education* Supreme Court decision (1954) (34210)

The student will:

- explain how the growth of technology changed the American economy after World War II (34301)
- describe how the construction of interstate highways changed housing patterns after World War II (34302)
- examine the historical impact of significant leaders of the Civil Rights movement on America (34306)
- examine the effects of United States involvement in the Vietnam War on the nation's politics and/or culture (34304)
- discuss the significance of the *Brown v. Board of Education* Supreme Court decision (1954) on American society (34305)

**SATs**  
**Grade 8 – Social Studies** **8**

**Required Component 2**—Standard: 5-Civics, Citizenship, and Government

**Choice Component 2**— Unit 11-WWII to the Present

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT34101	The student will recognize civil rights that are afforded to all by selecting two rights from a group of choices.  (e.g., right to privacy, right to peaceful protest, right to vote, right to criticize the government, right to education, freedom of speech, freedom of religion, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at choices, making a selection, and handing the card to the teacher</li> </ul>
SAT34106A	The student will recognize ways to solve conflict in school by indicating two strategies used to resolve a conflict after reading or listening to a story.	<ul style="list-style-type: none"> <li>Student work product indicating two strategies that the story talked about in order to resolve the conflict</li> </ul>
SAT34106B	The student will recognize that one way to resolve a classroom conflict is by actual demonstration of voting activities on one of two solutions through a show of hands and deciding on the solution by majority rule.	<ul style="list-style-type: none"> <li>Video tape of the student recognizing that voting activities can resolve conflict when demonstrating that majority rules</li> </ul>
SAT34106C	The student will recognize ways to resolve conflict in school by taking turns when selecting music, videos, or other activities that are a part of classroom instruction.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance while taking turns when selecting a class activity, video, etc.</li> </ul>
SAT34107	The student will recognize elements of American culture that changed in the 1950s by performing or listening to song lyrics or watching or performing dance steps from the 1950s and an earlier time period.	<ul style="list-style-type: none"> <li>Video tape of the student performing a song or dance or listening to or watching a song or dance from the 1950s and an earlier time period, e.g., 1920s</li> </ul>
SAT34104	The student will recognize post-WW II presidents or civil rights leaders after reading about them or listening to their speeches by pointing to their pictures upon request.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying post-WW II presidents or civil rights leaders</li> </ul>
SAT34108	The student will recognize at least two ways that African Americans sought to gain their civil rights after World War II by selecting pictures associated with the Civil Rights movement.  (e.g., marches, protests, legal challenges, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains pasted photographs associated with the Civil Rights movement (e.g., March on Washington, photographs of civil rights leaders, marches, sit-ins, etc.)</li> </ul>
SAT34206	The student will identify by listing at least two factors that caused suburbs to grow after World War II.  (e.g., highway construction, jobs, overall economic prosperity, etc.)	<ul style="list-style-type: none"> <li>Student work product of indicated factors that caused suburbs to grow after World War II</li> </ul>
SAT34207	After selecting an important post-World War II civil rights leader, the student will identify his/her contributions by creating a poster or graphic organizer that depicts how the individual contributed to the Civil Rights movement.  (e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)	<ul style="list-style-type: none"> <li>Student work product of a poster or graphic organizer depicting the contributions of a post-World War II civil rights leader</li> </ul>

SAT34203	The student will explain the goals of the Civil Rights movement by creating a chart that shows the major achievements of the civil rights movement.  (e.g., school integration, voting rights, etc.)	<ul style="list-style-type: none"> <li>• Student work product of a chart or timeline that depicts the major achievements of the post-World War II Civil rights Movement</li> </ul>
SAT34208	The student will identify reasons why the United States became involved after watching a video or read a selection about the Vietnam War and answer questions.	<ul style="list-style-type: none"> <li>• Student work product of questions about the Vietnam War and why the United States got involved</li> </ul>
SAT34209	The student will identify the effects on the nation by selecting pictures, news accounts, or other sources that depict or describe the effects on the nation of President John F. Kennedy's assassination.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student grouping pictures that depict the effect on the nation of the assassination of President John F. Kennedy</li> </ul>
SAT34210	The student will identify changes brought about by the Supreme Court decision in the case of <i>Brown v. Board of Education of Topeka</i> after listening or reading a story about a conflict in school between students.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when identifying the appropriate changes</li> </ul>
SAT34301	The student will explain how the growth of technology changed the American economy by creating a timeline that depicts the development or progression of computer technology after World War II and its effect on the economy.	<ul style="list-style-type: none"> <li>• Student work product that contains a timeline or pictures that match to a timeline that depicts the development or progression of computer technology and the economic growth after World War II</li> </ul>
SAT34302	The student will write a paragraph or create a graphic organizer that describes how highway construction helped lead to the growth of suburbs after World War II.	<ul style="list-style-type: none"> <li>• Student work product that contains a paragraph or graphic organizer describing how highway construction helped lead to the growth of suburbs after World War II</li> </ul>
SAT34306	The student will examine the importance of post-WW II civil rights leaders in United States history by watching a video or listening to or reading a story about the leaders and answering questions about them.  (e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student answering questions about a civil rights leader's impact based on a video or story account of the individual</li> </ul>
SAT34304	The student will examine the United States involvement in the Vietnam War by listening to a protest song about it and explaining its meaning.	<ul style="list-style-type: none"> <li>• Student work product that contains a paragraph or picture explaining the protest song's meaning</li> </ul>
SAT34305	The student will discuss how the Supreme Court decision in <i>Brown v. Board of Education of Topeka</i> affected American society by explaining two major outcomes.	<ul style="list-style-type: none"> <li>• Audio tape of the student explaining how the Supreme Court decision in <i>Brown v. Topeka Board of Education</i> affected American society</li> </ul>



**English Language Arts  
(ELA)  
NYSAA Frameworks  
  
High School**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Key Idea: Reading**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 66	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research               <ul style="list-style-type: none"> <li>- define a purpose for reading by asking questions about what they need to know for their research</li> </ul> </li> <li>• Use specialized reference sources, such as glossaries and directories</li> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks               <ul style="list-style-type: none"> <li>- demonstrate task awareness by employing flexible strategies</li> </ul> </li> <li>• Skim texts to gain an overall impression and scan texts for particular information               <ul style="list-style-type: none"> <li>- focus on key words and phrases to generate research questions</li> </ul> </li> <li>• Recognize the defining features and structures of informational texts</li> <li>• Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites</li> <li>• Identify and evaluate the validity of informational sources, with assistance</li> <li>• Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</li> <li>• Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies               <ul style="list-style-type: none"> <li>- employ a range of post-reading practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research</li> <li>• Read to collect facts and ideas from multiple sources and interpret data</li> <li>• Demonstrate ability to compare and contrast information from a variety of different sources and begin to analyze this information</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**Required Component 1**—Key Idea: Reading

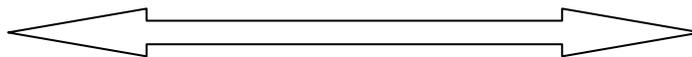
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**



The student will:

- use the school library and/or public library resources to identify a resource with information on a topic (11101)
- attend to or read to collect fact(s) and/or idea(s) about a single topic (11107)
- attend to or read text to distinguish facts from opinions (11103)
- attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104)
- attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108)
- use text feature(s) (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109)

The student will:

- use the school library or public library resources to acquire information (11201)
- identify the best library resource to use to collect facts and/or ideas about a given topic (11209)
- compare and/or contrast information from multiple sources (11203)
- identify statements of fact and/or opinion (11204)
- identify relevant facts and/or data to support given topic (11210)
- draw conclusion(s) based on explicit and/or implicit information (11206)
- interpret information using strategy(s) (11207)
- recognize information that is implied (11208)

The student will:

- use multiple resources in the school and/or public library resources to acquire information and/or research (11306)
- interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302)
- review research data, explicit and/or implicit, and draw conclusion(s) (11307)
- develop opinion(s) based on information (11304)
- support opinion(s) with relevant information (11305)

**Required Component 1—Key Idea: Reading**
**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101A	The student will use the school library computer to locate the call number of a book about a topic. (e.g., animals, space, NASCAR, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when using the school library computer and detailing steps student took in finding the call number (including call number and title of book)</li> </ul>
SAT11101B	The student will use the periodical section of the school or public library to identify a local newspaper as a resource with information on a specific topic in the community. (e.g., jobs, cultural events, recreation, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student using the periodical section of the library to gather information about the topic</li> </ul>
SAT11101C	The student will use the electronic communication, search engines, etc. in the school or public library to acquire information on a specific topic.	<ul style="list-style-type: none"> <li>Student work product of the information that the student located using the electronic communication, search engines, etc. based on his/her topic</li> </ul>
SAT11107A	The student will attend to or read to collect facts and/or ideas about a topic by selecting pictures, word cards, or objects related to facts or ideas in the text. (e.g., topics: internet safety, cell phone safety, kitchen safety, skateboarding, caring for a pet, etc.)	<ul style="list-style-type: none"> <li>Student work product showing pictures or word cards that the student chose to make a "facts page" about the topic selected</li> <li>Sequenced, captioned, dated photographs of the student attending to the text, article, etc., looking at the choices presented, and then choosing the objects that reflect facts or ideas from the text</li> </ul>
SAT11107B	The student will read or attend to local newspapers, bulletin boards, brochures, the Internet, etc. to collect facts or ideas about a topic of interest in the community. (e.g., jobs, clothing or food sales, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating a topic of interest and then attending to the text, article, etc. and stamping the facts or ideas presented in the text, article, etc.</li> </ul>
SAT11107C	The student will read a biography to collect facts about the individual's life.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the biography's title indicated and spaces for facts from the biography in a section titled 'Facts About (biography person)'</li> </ul>
SAT11103A	The student will attend to or read an advertisement and distinguish the facts from the opinions in the advertisement.	<ul style="list-style-type: none"> <li>Student work product with opinions circled and facts underlined</li> </ul>
SAT11103B	The student will attend to or read a newspaper editorial and distinguish the facts from the opinions in the article.	<ul style="list-style-type: none"> <li>Student work product of the article with facts highlighted in yellow and opinions highlighted in green</li> </ul>
SAT11104A	The student will attend to a text about jobs in the community during a reading response activity to distinguish relevant from irrelevant ideas and/or facts in determining if he/she has the qualifications/ability to apply for the job.	<ul style="list-style-type: none"> <li>Student work product of a T-chart with the student's selection of a job and separation of relevant and irrelevant facts and/or ideas</li> </ul>
SAT11104B	The student will read and distinguish relevant from irrelevant facts in his/her resume as it applies to a job description given.	<ul style="list-style-type: none"> <li>Student work product of resume highlighted in two colors to show relevant and irrelevant information</li> </ul>

SAT11108A	The student will compare three recipes read or attended to on how to make macaroni and cheese to distinguish similar and dissimilar ingredients and steps.	<ul style="list-style-type: none"> <li>• Student work product of recipes highlighted or marked to indicate similarities and differences or similarities and differences organized in a T-chart</li> </ul>
SAT11108B	The student will attend to or read texts about a topic and construct a Venn diagram comparing and contrasting information from a minimum of two sources on a topic. (e.g., topics: climate change, sports team, etc.)	<ul style="list-style-type: none"> <li>• Student work product of Venn diagram with similarities of information in the middle and difference on each side about a topic with sources of information cited</li> </ul>
SAT11109A	The student will use text features to find the section and page number in the newspaper, periodicals, or Web sites where entertainment information can be found and then use the section and page numbers to locate that information.	<ul style="list-style-type: none"> <li>• Video tape of the student reviewing the newspaper's table of contents, locating the section and page number for the entertainment section, and finding that section in the paper</li> <li>• Student work product that indicates section number (#) and page number (#) and lists information found</li> </ul>
SAT11109B	The student will use a text feature such as headlines, subheads, photo captions, etc. to find information by distinguishing among the text features and using them to gather information. (e.g., locates title of newspaper and tells where paper is printed, etc.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student identifying the text features and using the features to provide simple information (i.e. locate table of contents to determine what page a given chapter starts on)</li> </ul>
SAT11201A	The student will use the reference section in the school or public library to acquire information about jobs, cultural events, recreation, etc. in the community.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when using the school or public library reference section to acquire the information</li> <li>• Student work product showing information found on a chart about activities occurring that weekend from a periodical</li> </ul>
SAT11201B	The student will use various electronic communication devices, search engines, etc. in the school or public library to acquire information about a specific topic.	<ul style="list-style-type: none"> <li>• Student work product of the information that the student acquired about the topic with references, citations and/or notes indicating where the information came from</li> </ul>
SAT11209	The student will identify the best library resource to collect facts about a topic, such as WWII, given a minimum of three resources to choose from.	<ul style="list-style-type: none"> <li>• Student work product of the topic, the list of resources the student was given and the resource the student chose marked</li> </ul>
SAT11203	The student will compare and/or contrast information from local newspaper(s) and the internet about a specific story about the community, using a Venn Diagram or other graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer that indicates a comparison stories, based on information acquired from both sources; and/or a contrast of differences of the two stories based on information acquired from both sources</li> </ul>
SAT11204A	The student will identify statements of fact about jobs in the community during a reading response activity by using a checklist or other strategy.	<ul style="list-style-type: none"> <li>• Student work product of a checklist with statements of fact clearly marked about jobs in the community</li> </ul>
SAT11204B	The student will identify statements of fact and/or opinion after statements are read by the student or the teacher by sorting these statements of each into two different piles or labeling each with fact or opinion.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles</li> <li>• Student work product with statements of fact labeled as fact and statements of opinion labeled as opinion</li> </ul>

SAT11210A	The student will identify relevant facts and/or data that support a given topic. (e.g., topic: rapid climate change-student selects those that support concerns about climate change)	<ul style="list-style-type: none"> <li>• Student work product of a checklist with supporting facts and/or clearly marked</li> </ul>
SAT11210B	The student will identify relevant data from text features (e.g., spreadsheet, graphs, charts, etc.) about jobs in the community during a reading response activity to support one point of view about the topic of jobs.	<ul style="list-style-type: none"> <li>• Student work product of the text features with relevant data clearly marked</li> </ul>
SAT11206	The student will draw a conclusion based on explicit and/or implicit facts or data gathered on a checklist about a topic. (e.g., jobs in the community, global citizenship, higher education, recreation, etc.)	<ul style="list-style-type: none"> <li>• Student work product with facts identified and a valid conclusion marked from a choice of three</li> </ul>
SAT11207	The student will use a graphic organizer as a strategy to interpret information about a topic by drawing a conclusion from given information. (e.g., topic: December holidays, sports, etc.)	<ul style="list-style-type: none"> <li>• Student work product using words, pictures and/or symbols used to draw a conclusion based on information from given graphic organizer</li> </ul>
SAT11208	The student will recognize information that is implied by attending to a descriptive text and indentifying the implied emotion or feelings of the subject of the text.	<ul style="list-style-type: none"> <li>• Student work product that outlines details that lead to implied feelings and the emotion or feelings the subject probably exhibits</li> </ul>
SAT11306A	The student will use the reference section in the school library and the internet to acquire information on careers in the field of arts and humanities or any field of interest to the student.	<ul style="list-style-type: none"> <li>• Student work product of the information the student obtained from the library while researching a field of interest with sources cited</li> </ul>
SAT11306B	The student will use various texts in the reference section in the school or public library to research information on a topic chosen by the student.	<ul style="list-style-type: none"> <li>• Student work product of the information the student obtained from the library while researching a topic the student chose with sources cited</li> </ul>
SAT11302	The student will interpret facts or data from two or more sources (Internet, magazines, newspapers, etc.) related to music to determine the most popular artist.	<ul style="list-style-type: none"> <li>• Student work product of parts of two or more articles with facts or data highlighted and a conclusion determined by the student about the most popular artist</li> <li>• Student work product of a collage of facts and data on an artist he/she interprets as most popular with sources cited</li> </ul>
SAT11307	The student will connect explicit and implicit research data about the topic of health to draw a conclusion about making the best decisions for a healthy lifestyle. (e.g., what is a healthy diet, how much exercise should you do a day, how do you reduce risk of heart attack/cancer, etc.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student reviewing research data and indicating a conclusion about the topic</li> </ul>
SAT11304	The student will develop an opinion based on information about a specific topic (e.g., jobs in the community, recreation, culture, etc.) found in the reference section (e.g., Internet, newspapers, etc.) of the school library.	<ul style="list-style-type: none"> <li>• Student work product showing the student's opinions and supporting information from sources (e.g., local newspapers, Internet, etc.)</li> </ul>
SAT11305	The student will support the opinion that exercise and healthy food increase life expectancy/energy level by collecting relevant facts from current health journals.	<ul style="list-style-type: none"> <li>• Student work product that shows the opinion and the facts the student collected</li> </ul>

**Required Component 1**—Key Idea: Reading**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 67	<ul style="list-style-type: none"> <li>• Form opinions and make judgments about the accuracy of information and personal texts</li> <li>• Generate a list of significant questions to assist with analysis of text</li> <li>• Analyze and evaluate nonfiction texts               <ul style="list-style-type: none"> <li>- determine the significance and reliability of information</li> <li>- focus on key words/phrases that signal that the text is heading in a particular direction</li> </ul> </li> <li>• Analyze and evaluate poetry to recognize the use and effect of               <ul style="list-style-type: none"> <li>- rhythm, rhyme, and sound pattern</li> <li>- repetition</li> <li>- differences between language of the poem and everyday language of readers</li> </ul> </li> <li>• Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements</li> <li>• Analyze and evaluate fiction, including               <ul style="list-style-type: none"> <li>- the development of a central idea or theme</li> <li>- the development of characters and their actions</li> <li>- the elements of the plot, such as conflict, climax, and resolution</li> <li>- the significance of the title</li> </ul> </li> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective</li> <li>• Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information</li> <li>• Form opinions and make judgments about literary works</li> </ul>

**Required Component 1**—Key Idea: Reading

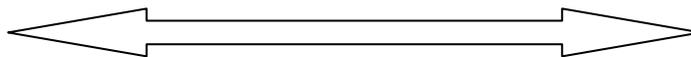
**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 3**

**Less Complex**

**More Complex**



The student will:

- attend to or read to identify main idea(s) and/or supporting ideas (13106)
- attend to or read to determine whether supporting details justify a positive evaluation of the main idea (13107)
- attend to or read to compare related information to help determine validity (13103)
- recognize personal criteria or opinion about a literary work (13108)
- use personal criteria to evaluate the quality of literary work(s) (13105)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, comparison/contrast similar texts, data, or personal experience, author's purpose, different perspectives, etc.) (13205)
- use a research resource to check reliability of source(s) of informational text(s) (13202)
- use established criteria to evaluate literary work(s) (13203)
- indicate a personal opinion about a literary work based on personal criteria (13206)

The student will:

- use strategy(s) to determine validity and/or accuracy of information (e.g., adequate support, comparison/ contrast similar texts, data, or personal experience, author's purpose, different perspectives, reliability of sources, etc.) (13304)
- use personal and/or established criteria to evaluate quality of literary work(s) (13302)
- indicate opinion(s) about literary work(s) based on established criteria (13305)

**Required Component 1—Key Idea: Reading**

**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106A	The student will attend to or read a text about a specific topic and identify the main idea of the text by selecting a picture or statement of the main idea from a set of choices. (e.g., topics: jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.)	<ul style="list-style-type: none"> <li>Student work product with the picture or statement that shows the main idea of the topic identified (stamped, marked, underlined)</li> </ul>
SAT13106B	The student will attend to or read a text and identify the main idea and/or supporting ideas from the text. (e.g., texts: newspaper article, magazine, Internet article, literary work, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the main idea or supporting idea from a choice of three different sentence strips (of pictures and/or words) one of which includes a correct answer</li> </ul>
SAT13107	The student will attend to or read the movie or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews, etc.) is convincing enough to select or reject a particular movie to see.	<ul style="list-style-type: none"> <li>Student work product indicating what information provided by the reviewer convinced him/her to select or not to select the movie and his/her choice</li> </ul>
SAT13103	The student will determine the validity of statements related to sports by responding true or false after attending to a text and a movie about winter sports.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student determining the validity of sports information from two sources by indicating true or false to a given statement</li> </ul>
SAT13108A	The student will recognize an opinion about a literary work by indicating his/her own opinion after reading or listening to a literary text. (e.g., reasons for liking or disliking work-“I like it because...”; “I think/feel ...[text gave enough information on topic or not]”; etc.)	<ul style="list-style-type: none"> <li>Student work product where the student indicates why he/she has an opinion about a literary work that the student has read or listened to</li> </ul>
SAT13108B	The student will recognize an opinion about a literary work by completing a reading journal recording the title and author with a personal judgment and recommendation of the story or text read.	<ul style="list-style-type: none"> <li>Student work product of the reading journal entry with the title, author, and personal judgment and recommendation for the story or text</li> </ul>
SAT13105	The student will use personal criteria to evaluate a literary work by answering the question “what did you like about this?”.	<ul style="list-style-type: none"> <li>Student work product showing the picture the student selected that shows what (criteria) he/she liked</li> </ul>
SAT13205	The student will recognize the strategy used to determine validity and/or accuracy by indicating which strategy is being used when presented with different examples of strategies.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating that the examples of multiple sets of resources match with adequate support (graphic organizer matches with the information; a personal experience matches with a comparison of information, etc.)</li> </ul>
SAT13202	The student will go to the library and find another source that supports the reliability of information presented in a given article.	<ul style="list-style-type: none"> <li>Student work product of a T-chart with given article and library article being compared</li> </ul>

SAT13203	The student will use a given list of established criteria to evaluate a literary work and indicate an opinion about the work based on the criteria.	<ul style="list-style-type: none"> <li>• Student work product consisting of a list of criteria and the student's opinion about a piece of work based on responses to the how the literary work meets the criteria</li> </ul>
SAT13206A	The student will name or select books that he/she has read or heard and will explain why he/she likes or dislikes them.	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student selecting two books and explaining or indicating that he/she liked or disliked them, for example, because they are both about animals, or disliked them, for example, because they were scary</li> </ul>
SAT13206B	The student will indicate an opinion using a set of personal criteria after reading or listening to a text by completing a checklist created by the student of criteria questions or statements.	<ul style="list-style-type: none"> <li>• Student work product of the student's opinion about a text and completed checklist of student's personal criteria evaluating the literary text</li> </ul>
SAT13304A	The student will use the strategy of comparing multiple texts to determine validity and/or accuracy of the information by reading or listening to two texts written by different authors on the same topic and comparing the two works.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer citing the texts used, listing of facts from the text and similar or conflicting information found in other texts, and indicating whether information is valid and/or accurate</li> </ul>
SAT13304B	The student will compare information found on two or more different educational or government-sponsored resources or websites to determine the validity of the information.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer or a check list showing the resources, the comparison of the resources, and indicating the validity of the information</li> </ul>
SAT13302	The student will use personal and/ or established criteria to evaluate the quality of a literary work by giving reasons why he/she found the work enjoyable or not.	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student describing the criteria used to evaluate the literary work</li> </ul>
SAT13305	The student will maintain a journal of titles, authors, comments, and opinions about texts using established criteria.	<ul style="list-style-type: none"> <li>• Student work product of a reading journal including a criteria checklist in which student records the title, author, and his/her opinions about each book read and indicates the level of recommendation to others for reading the book</li> </ul>

**Required Component 2**—Key Idea: Writing

**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 68	<ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> <li>• Select and limit topics for informational writing, with assistance</li> <li>• Analyze data and facts to communicate information</li> <li>• Take notes from written and oral texts, such as lectures and interviews</li> <li>• Use a range of organizational strategies to present information</li> <li>• Apply new information in different contexts and situations</li> <li>• Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> <li>• Define the meaning of and understand the consequences of plagiarism</li> <li>• Use paraphrase and quotation in order to communicate information most effectively</li> <li>• Use charts, graphs, or diagrams to illustrate informational text</li> <li>• Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</li> <li>• Maintain a portfolio that includes informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes using a note-taking process</li> <li>• Write accurate and complete responses to questions about informational material</li> <li>• Identify an appropriate format for sharing information such as outlines and graphic organizers</li> <li>• Write clear, concise, and varied sentences that demonstrate a personal writing style and voice</li> </ul>

**Required Component 2**—Key Idea: Writing

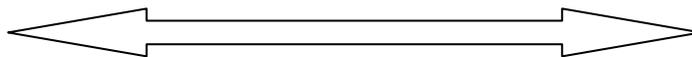
**Choice Component 1**— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 1**

**Less Complex**

**More Complex**



The student will:

- identify relevant and/or irrelevant idea(s), fact(s), and/or data (21101)
- distinguish between relevant and irrelevant ideas, facts, and/or data (21108)
- connect supporting details to main idea (21109)
- convey answers to literal questions about explicit text (e.g., “who”, “what”, “where”, “when”, and/or “how”) (21110)
- create an organizer to compare facts and/or ideas (21104)
- take notes to record idea(s), fact(s), and/or data (21105)
- create picture(s), symbol(s), object(s), etc. to communicate information (21106)
- summarize informational text in his/her own words (21111)

The student will:

- use the note-taking process to show the relationships among relevant ideas, facts, and/or data (21206)
- compose clear sentences to answer literal questions (e.g., “who”, “what”, “where”, “when”, “how”, and/or “why”) or to present information about explicit informational text (21207)
- use information to support answers to literal questions (21203)
- identify the most appropriate organizational format to share information (21208)
- share information about a comparison and/or contrast (21209)

The student will:

- take accurate notes using a note-taking process (21301)
- compose clear, concise, and complete sentences to answer literal questions (21304)
- compose clear, concise, and complete sentence to present information about informational text (21305)
- use appropriate format(s) for sharing information (e.g., outlines, graphic organizers, semantic webs, etc.) (21306)

**Required Component 2—Key Idea: Writing**
**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify relevant information by selecting cards with symbols, words, pictures, etc. representing data, facts, and/or ideas in a text and arrange them in a graphic organizer used for note-taking.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer on which the student placed, glued, attached, etc. data, facts, and/or ideas relevant to the specific text</li> </ul>
SAT21108	The student will distinguish relevant facts related to his/her life when given information about himself/herself and other people by sorting relevant (self) and irrelevant (other people) facts.	<ul style="list-style-type: none"> <li>Student work product showing what the student identifies as relevant cards and irrelevant cards and sorting them in two piles</li> </ul>
SAT21109	The student will connect supporting details to a main idea found in an informational text about a given topic or topic of the student's choice using a semantic web to show the connection.	<ul style="list-style-type: none"> <li>Student work product of a semantic web that shows the connection of the supporting details to the appropriate main idea</li> </ul>
SAT21110A	The student will answer who, what, where, when, and/or how questions about explicit texts using cards, symbols, or pictures, etc.	<ul style="list-style-type: none"> <li>Student work product showing responses the student gave to questions using cards, symbols, or pictures to respond</li> </ul>
SAT21110B	The student will answer a variety of "wh" questions, in writing, after listening to informational texts.	<ul style="list-style-type: none"> <li>Student work product with written answers to the literal questions</li> </ul>
SAT21104A	The student will create a graphic organizer to compare facts or ideas by selecting the most appropriate graphic organizer from a set of choices.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the data that needs to go into a graphic organizer and then selecting the one that is most appropriate to compare the data from a set of different organizers</li> </ul>
SAT21104B	The student will create an organizer to compare facts and/or ideas about a chosen topic.	<ul style="list-style-type: none"> <li>Student work product of created organizer that allows for a comparison of fact and/or idea about a topic</li> </ul>
SAT21105	The student will take notes to record facts or data about a given topic by using a series of manipulatives or at least three visual images. (e.g., symbols, photos, etc. can be used to indicate the facts or data as notes)	<ul style="list-style-type: none"> <li>Video tape of the student taking notes about facts or data in a specific text(s) using symbols, photos, etc. as a response</li> <li>Student work product of notes page with symbols, photos, etc. on it</li> </ul>
SAT21106A	The student will create a pictorial list of his/her favorite books to recommend by selecting pictures, symbols, objects, etc., representing favorite books from a set of possible books.	<ul style="list-style-type: none"> <li>Student work product of a list of "Favorite Books to Recommend" consisting of pictures or symbols pasted to the list of recommendations</li> </ul>
SAT21106B	The student will create pictures, symbols, objects, etc. to communicate information about a text read or listened to by selecting or drawing the text specific information.	<ul style="list-style-type: none"> <li>Student work product of selected graphics or images using Boardmaker or PECs, Internet pictures, writing with symbols, or drawings, etc. that give information about a text</li> </ul>
SAT21111A	The student will summarize information from an informational text in his/her own words when given a set of sentence strips about a topic by selecting those strips he/she feels are appropriate.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting the sentence strips that appropriately summarize the informational text</li> </ul>

SAT21111B	The student will verbally summarize an informational text.	<ul style="list-style-type: none"> <li>• Audio tape of the student verbally summarizing an informational text</li> </ul>
SAT21206	The student will record notes from an informational text in a semantic web to show a connection.	<ul style="list-style-type: none"> <li>• Student work product of semantic web created by the student with facts and connection included</li> </ul>
SAT21207	The student will write, record, or verbally sign or state clear sentences to answer literal questions about an informational text.	<ul style="list-style-type: none"> <li>• Student work product showing the sentences the student composed for each of the literal questions</li> <li>• Video tape or audio tape of the student stating or signing sentences answering literal questions</li> </ul>
SAT21203	The student will use facts and/or data to support answers to literal questions about a topic. (e.g., jobs in the community, outer space, the rainforest, etc.)	<ul style="list-style-type: none"> <li>• Student work product of answers to literal questions based on facts or statistics obtained from a resource that are placed next to, written next to, matched to, etc. the appropriate literal questions they support</li> </ul>
SAT21208	The student will identify the best organizational format to announce the school play when given three choices (e.g., letter, flyer, poster, etc.).	<ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student looking at the topic to announce, looking at the different formats for the announcement, and choosing the best format</li> </ul>
SAT21209	The student will share information about a comparison or contrast of ideas or facts in a text.	<ul style="list-style-type: none"> <li>• Student work product of a completed graphic organizer with three details indicating a comparison of the ideas or facts or information indicating a contrast (differences) between ideas or facts</li> </ul>
SAT21301	The student will take accurate notes by using an outline format and providing the main idea along with supporting information, from an informational text.	<ul style="list-style-type: none"> <li>• Student work product of the student's outline with information completed based on an informational text</li> </ul>
SAT21304	The student will create clear, concise, and complete sentences that answer literal questions about informational text.	<ul style="list-style-type: none"> <li>• Audio tape of the student using his/her voice to create clear, concise, and complete sentences answering literal questions</li> <li>• Student work product of written or created clear, concise, and complete sentences answering literal questions</li> </ul>
SAT21305	The student will create clear, concise, and complete sentences to present information about a text.	<ul style="list-style-type: none"> <li>• Student work product of clear, concise, and complete sentences created by student</li> </ul>
SAT21306	The student will use an appropriate note-taking format for sharing information about a topic of interest to the student. (e.g., outline, graphic organizer, semantic web, etc.)	<ul style="list-style-type: none"> <li>• Student work product of the appropriate note-taking format that was chosen and completed by the student</li> <li>• Video tape of the student using an appropriate note-taking format to share information about a topic</li> </ul>

**GLIs and Essences  
High School – ELA**
**HS**
**Required Component 2—Key Idea: Writing**
**Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.**

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 69	<ul style="list-style-type: none"> <li>• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</li> <li>• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences</li> <li>• Use strategies designed to influence or persuade in advertisements</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence</li> <li>• Use strategies designed to influence or persuade in advertisements</li> </ul>

**Required Component 2**—Key Idea: Writing

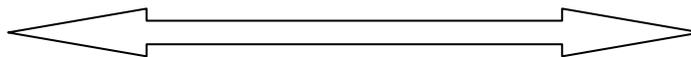
**Choice Component 2**— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 3**

**Less Complex**

**More Complex**



The student will:

- make prediction(s) about possible outcome(s) and explain reasoning using evidence (23107)
- compose a persuasive, expository, or descriptive piece, about one topic for a particular audience (23108)
- recognize the use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103)
- share details to develop a description (23109)
- share details to develop exposition (23110)
- share facts to support an opinion (23111)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23206)
- indicate an opinion and provide supporting evidence for that opinion (23207)
- develop content for a presentation for a particular audience and/or purpose (23208)
- identify a persuasive technique used in an editorial or advertising (23203)
- use another resource to check the validity of one fact or example in persuasive writing (23209)
- compose a persuasive, expository, or descriptive paragraph about a single topic for multiple audiences (23210)

The student will:

- compose a composition indicating an opinion, arguments for or against, and supporting evidence (23305)
- compose a composition predicting various possible outcomes and providing supporting evidence (23306)
- identify a hypothesis and its supporting evidence (23307)
- describe persuasive technique(s) used in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23308)

**Required Component 2—Key Idea: Writing**
**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107	The student will predict a possible outcome using eye gaze, pointing, etc. to indicate the picture representing the outcome and a reason for selecting that outcome, having listened to three-quarters (3/4) of a story.	<ul style="list-style-type: none"> <li>Video tape of the student selecting a prediction of a possible outcome and a relevant reason for the prediction provided in a picture or word card for a story</li> </ul>
SAT23108A	The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student creating a descriptive text using the choices presented</li> </ul>
SAT23108B	The student will compose a paragraph designed to persuade classmates to select the game he/she wants to play during recreation time.	<ul style="list-style-type: none"> <li>Student work product of a persuasive paragraph composed by the student</li> </ul>
SAT23103	The student will recognize the use of persuasion by creating a picture display of persuasion used in our everyday lives.	<ul style="list-style-type: none"> <li>Student work product of picture display or collage of pictures with examples of persuasion</li> </ul>
SAT23109	The student will share details that describe a person or thing such that another student can determine who or what he/she is talking about.	<ul style="list-style-type: none"> <li>Video tape of the student sharing symbols or pictures to describe a person or thing to another student and indicating to the other student when he/she has identified the correct person or object</li> </ul>
SAT23110	The student will share details of a recipe so that another person could complete the recipe.	<ul style="list-style-type: none"> <li>Student work product of pictures that sequence steps of a recipe so that someone else could complete it</li> </ul>
SAT23111	The student will share facts to support an opinion by collecting information from Internet, newspapers, and/or magazines that represent and support a given or chosen opinion.	<ul style="list-style-type: none"> <li>Student work product showing the initial opinion and the facts the student located from various sources to support the opinion</li> </ul>
SAT23206	The student will make a prediction about the outcome of a story and provide evidence from the story to support that outcome.	<ul style="list-style-type: none"> <li>Student work product showing symbols, pictures, etc. to indicate the student's prediction and symbols, pictures, etc. representing actual evidence from the story to support the outcome</li> </ul>
SAT23207	The student will state an opinion on climate change, popular music, best football team, etc. and provide supporting evidence from current media.	<ul style="list-style-type: none"> <li>Student work product showing the student's opinion and supporting details from media</li> </ul>
SAT23208A	The student will develop content for a PowerPoint presentation by selecting those items from a list (words, pictures, phrases, etc.) that support their purpose and/or audience.	<ul style="list-style-type: none"> <li>Student work product showing content selected for a PowerPoint presentation</li> </ul>
SAT23208B	The student will write an article for the school newspaper (other students being the particular audience) developing the content through a series of revisions (drafts) and creating a final product.	<ul style="list-style-type: none"> <li>Student work product of the article that the was created for the school newspaper</li> </ul>

SAT23203A	The student will view an advertisement from a magazine or newspaper and identify two or more techniques used as persuasion. (e.g., details: color, photographs or illustrations, specific words (SALE), etc.)	<ul style="list-style-type: none"> <li>Video tape of the student identifying techniques within an advertisement by marking, circling, indicating, etc. two or more specific things in the ad that make it persuasive</li> </ul>
SAT23203B	The student will identify a persuasive technique used in an editorial by a newspaper to persuade the public. (e.g., symbolism, exaggeration, analogy, irony, labeling, etc.)	<ul style="list-style-type: none"> <li>Student work product of the editorial(s) with the specific words highlighted within the editorial that are used to persuade the public</li> </ul>
SAT23209	The student will use another resource to check the validity of a fact or example in persuasive writing by interviewing a teacher or another adult about the information.	<ul style="list-style-type: none"> <li>Video tape of the student interviewing a teacher or other adult about facts presented in a persuasive writing using the means most appropriate for the student (e.g., voice, speech generating device, signing, etc.)</li> </ul>
SAT23210A	The student will compose a persuasive paragraph about why he/she should be the next American Idol.	<ul style="list-style-type: none"> <li>Student work product of a persuasive paragraph about why the student should be the next American Idol</li> </ul>
SAT23210B	The student will compose a descriptive paragraph about a single topic given or chosen by the student to inform multiple audiences (such as the class, the principal, and another class, etc.).	<ul style="list-style-type: none"> <li>Student work product of the descriptive paragraph about the topic given or chosen by the student</li> </ul>
SAT23305	The student will create a composition that contains an opinion about the nutritional value of cafeteria food, including information for or against healthier cafeteria food and evidence to support the opinion.	<ul style="list-style-type: none"> <li>Student work product of produced composition using words, symbols, and/or pictures illustrating the opinion statement, arguments, and supporting evidence</li> </ul>
SAT23306	The student will create a composition that contains a prediction about who will win a particular reality show and evidence to support the prediction.	<ul style="list-style-type: none"> <li>Student work product of composition produced using words, symbols, pictures with the students prediction of possible outcome and supporting evidence to back up the prediction on a single topic</li> </ul>
SAT23307	The student will identify a hypothesis and the supporting evidence that goes with it by selecting each from a set of choice cards after reading or listening to information.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting which cards indicate a hypothesis and then indicating which cards have information that provide supporting evidence for the selected hypothesis</li> </ul>
SAT23308	The student will describe different persuasive techniques or other attempts to persuade in an editorial by indicating examples of the techniques from pictures, words, phrases, etc. (e.g., techniques: false cause, hasty generalization, plain folks, testimonials, etc.)	<ul style="list-style-type: none"> <li>Student work product of a poster showing examples of different techniques</li> </ul>

# **Mathematics NYSAA Frameworks**

## **High School**

**New York State Alternate Assessment**  
(September 2008)

**GLIs and Essences  
High School – Mathematics**
**HS**

<b>Required Component 1— Strand: Algebra</b>			
<b>Choice Component 1— Band: Variables and Expressions</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 94	A.A.1	Translate a quantitative verbal phrase into an algebraic expression	<ul style="list-style-type: none"> <li>• Translate words into an algebraic expression</li> <li>• Translate an algebraic expression into words</li> </ul>
	A.A.2	Write a verbal expression that matches a given algebraic expression	

**Required Component 1**— Strand: Algebra

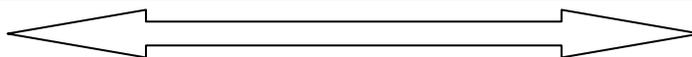
**Choice Component 1**— Band: Variables and Expressions

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions**

**Less Complex**

**More Complex**



The student will:

- translate verbal or written phrases into algebraic expressions, using numbers and the symbols + and/or – (41103)
- model numerical expressions involving whole numbers using concrete objects (41104)
- compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than, or less than) (41105)
- compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than or not equal) (41106)

The student will:

- translate verbal or written phrases into algebraic expressions using numbers and the symbols +, –, ×, and/or ÷ (41203)
- translate algebraic expressions that use numbers and the symbols +, –, ×, and/or ÷ into a model or representation of the expression (41204)
- evaluate numerical expressions (41206)

The student will:

- translate verbal or written phrases into algebraic expressions using numbers, variables, and the symbols +, –, ×, and/or ÷ (41303)
- translate algebraic expressions that use numbers and the symbols +, –, ×, and/or ÷ into words (41304)
- evaluate and/or simplify algebraic expressions (41305)

**Required Component 1— Strand: Algebra**
**Choice Component 1— Band: Variables and Expressions**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103A	The student will translate verbal or written phrases into algebraic expressions by selecting the correct translated expression. (e.g., teacher states "Which of these two cards shows four plus two?" $4 + 2$ or $1 + 2$ , student selects the first card; teacher writes seven plus one, $1 + 5$ or $7 + 1$ , student circles the second expression)	<ul style="list-style-type: none"> <li>Student work product that shows what a student indicates as a correct algebraic expression based on a given verbal or written phrase translated</li> </ul>
SAT41103B	The student will translate written expressions into algebraic expressions using numbers and + or – in various word problems. (e.g., Paul purchased 2 CD's for \$11.95 and \$15.95— translates into $11.95 + 15.95$ ; Mary has cloth for a dress. She has 2 yards and 5 yards— translates into $2 + 5$ ; Steve runs 5 miles each day. He has run 3 miles so far— translates into $5 - 3$ )	<ul style="list-style-type: none"> <li>Student work product with written expressions and the student's translated algebraic expressions</li> </ul>
SAT41104A	The student will model numerical expressions involving whole numbers using concrete objects by placing the concrete objects next to the given expression. (e.g., Given the expression $4 + 1$ , the student will place four objects and one object next to each other; Given the expression $1 + 1 + 2$ , the student will place one object, plus one object, plus two objects next to each other.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being presented with a numeric expression and selecting concrete objects to represent the expression</li> </ul>
SAT41104B	The student will model numerical expressions by touching one object on the left side of desktop, then touching a tactile model of an equal sign, then touching one object on the right side of the desktop when requested to model the expression one equals one.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when modeling the requested expression of one equals one</li> </ul>
SAT41105A	The student will compare a set of objects as being greater than, less than, or equal to another set by pasting the symbol or the word to represent the relationship.	<ul style="list-style-type: none"> <li>Video tape of the student looking at two sets of objects and indicating by selecting the symbol that tells if the set is greater than, less than, or equal to the other set</li> </ul>
SAT41105B	The student will compare quantities of objects using the symbols $<$ , $>$ or $=$ by indicating comparisons that are correct.  (e.g., $\begin{array}{c} \blacksquare \\ \blacksquare \end{array} < \begin{array}{c} \blacksquare \\ \blacksquare \\ \blacksquare \end{array}$ or $\begin{array}{c} \blacksquare \\ \blacksquare \\ \blacksquare \end{array} > \begin{array}{c} \blacksquare \\ \blacksquare \end{array}$ or $\begin{array}{c} \blacksquare \\ \blacksquare \end{array} = \begin{array}{c} \blacksquare \\ \blacksquare \end{array}$ )	<ul style="list-style-type: none"> <li>Student work product with the correct comparison highlighted, marked, or indicated on the worksheet</li> </ul>
SAT41105C	The student will compare using objects to represent equal quantities of objects by giving the teacher the same number of objects that the teacher showed the student.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when indicating equal objects</li> </ul>

SAT41106	The student will compare two numerals using symbols $<$ , $>$ , or $=$ by selecting or writing the symbol between two given numerals. (e.g., $25 ? 20$ ; $10 ? 50$ ; $5 ? 1$ , etc.)	<ul style="list-style-type: none"> <li>Student work product of sets of numbers and symbol cards pasted or written between the numbers</li> </ul>
SAT41203A	The student will translate verbal or written phrases (expressions) into algebraic expressions using numbers and $+$ , $-$ , $\times$ , and/or $\div$ to show the translated expression. (e.g., Kelly purchased 4 CD's at \$11.95 each and a CD case for \$4.99— translates to $4 \times 11.95 + 4.99$ ; The temperature is 67 degrees. It will rise 17 degrees— translates to $67 + 17$ ; 12 boys want to play basketball and need two teams— could be translated into $12 \div 2$ )	<ul style="list-style-type: none"> <li>Student work product that shows the related algebraic expressions for a mathematical situation (verbal or written phrases)</li> </ul>
SAT41203B	The student will translate written phrases (expressions) into algebraic expressions using numbers and the symbols $+$ , $-$ , $\times$ , and/or $\div$ by rewriting word problems into expressions. (e.g., Expressions Note: This is one of the steps of solving a word problem – deciding on the plan, deciding on the operation and which numbers to use, thus, translating the words into mathematical expressions. In this case the student does not need to solve the problem, just develop the plan to solve.)	<ul style="list-style-type: none"> <li>Student work product that shows the word problems and the students written algebraic expression for each problem</li> </ul>
SAT41204A	The student will translate algebraic expressions, verbal or written, into a model of the expression using symbol and number cards and/or concrete objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being presented with the algebraic expressions and selecting concrete objects and symbols to create models of the expressions</li> </ul>
SAT41204B	The student will translate algebraic expressions into representations of the expressions by indicating or selecting the related pictorial model from a variety of models.	<ul style="list-style-type: none"> <li>Student work product of the algebraic expressions and the student selected pictorial model that represents the appropriate translated expression</li> </ul>
SAT41204C	The student will translate algebraic expressions that use numbers and symbols $+$ , $-$ , $\times$ , and/or $\div$ into a representation by creating verbal expressions for the given algebraic expression.	<ul style="list-style-type: none"> <li>Audio tape of the student giving verbal expressions for given algebraic expressions</li> </ul>
SAT41206	The student will evaluate numerical expressions by filling in or selecting the missing number or symbol. (e.g., $10 \_ 1 = 11$ given $<$ , $+$ , and $=$ ; $9 - \square = 3$ given 9, 6, 2; etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when selecting the card that completes the given expressions correctly</li> </ul>
SAT41303	The student will translate verbal or written phrases of real life mathematical situations into algebraic expressions using numbers, variables, and the symbols $+$ , $-$ , $\times$ , and/or $\div$ by writing or selecting the appropriate expressions. (e.g., Randy purchased three items. He gave the clerk a \$10 bill.— could translate to $10 - (3a)$ ; 3 equal piles of magazines and 4 equal piles of books— could translate to $3m + 4b$ )	<ul style="list-style-type: none"> <li>Student work product of descriptions of real life situations and the student's written algebraic expressions related to the situations</li> </ul>

SAT41304	The student will translate algebraic expressions into words by verbally stating or signing the expressions that apply to real life situations.	<ul style="list-style-type: none"> <li>Video tape of the student verbalizing algebraic expressions that fit real life mathematical situations</li> </ul>
SAT41305A	The student will evaluate algebraic expressions by indicating expressions that are equal to 50. (e.g., $100 - 50$ ; $40 + 10$ ; $60 - 20$ ; $20 + 20$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product of student indicated expressions equal to fifty</li> </ul>
SAT41305B	The student will simplify algebraic expressions by indicating the correct simplification from a set of choices. (e.g., $\square + 10 + 45$ is the same as $\square + \underline{\hspace{1cm}}$ ; $30 + 2 + \square$ is the same as $\underline{\hspace{1cm}} + \square$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards</li> </ul>

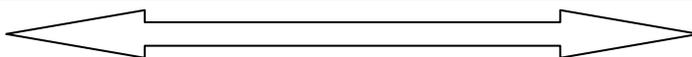
**Required Component 1**— Strand: Algebra

**Choice Component 2**— Band: Equations and Inequalities

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 94-95	A.A.3	Distinguish the difference between an algebraic expression and an algebraic equation	<ul style="list-style-type: none"> <li>• Translate verbal sentences and situations into mathematical equations and inequalities</li> <li>• Analyze and solve verbal problems involving a variety of solution strategies</li> <li>• Solve systems of equations</li> </ul>
	A.A.4	Translate verbal sentences into mathematical equations or inequalities	
	A.A.5	Write algebraic equations or inequalities that represent a situation	
	A.A.6	Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable	
	A.A.7	Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables	
	A.A.8	Analyze and solve verbal problems that involve quadratic equations	
	A.A.9	Analyze and solve verbal problems that involve exponential growth and decay	
	A.A.10	Solve systems of two linear equations in two variables algebraically	
	A.A.11	Solve a system of one linear and one quadratic equation in two variables, where only factoring is required. <i>Note: The quadratic equation should represent a parabola and the solution(s) should be integers</i>	

**Required Component 1**— Strand: Algebra

**Choice Component 2**— Band: Equations and Inequalities

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities**
**Less Complex**
**More Complex**


The student will:

- when given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern (42104)
- solve simple algebraic equations involving addition and/or subtraction (42102)
- identify correct number sentences (42105)
- compare using the terms equal to, greater than, and/or less than (42106)

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols  $(+, -, \times, \div, >, \text{ and/or } <)$  and equal  $(=)$  or not equal  $(\neq)$  sign (42203)
- solve one-step verbal/written problems using one or more strategies (42204)
- when given a repeating or growing number pattern, describe or state the rule for the pattern (42205)
- identify correct number sentences that use any of the symbols  $+, -, \times, \div, =, \neq, >, \text{ and/or } <$  (42206)

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols  $(+, -, \times, \div, >, <, \geq, \text{ and/or } \leq)$  and equal  $(=)$  or not equal  $(\neq)$  sign (42304)
- complete and/or identify correct number sentences that use any of the symbols  $+, -, \times, \div, =, \neq, >, <, \geq, \text{ and/or } \leq$  (42306)
- solve two or more step verbal/written problems using one or more strategies (42305)
- solve one-step and/or two-step equations (42303)

**Required Component 1— Strand: Algebra**
**Choice Component 2— Band: Equations and Inequalities**
**SAMPLE ASSESSMENT TASKS (SATs)**

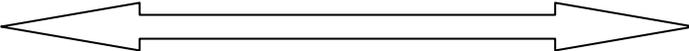
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104A	The student will identify the missing number or shape by filling in the missing element in a repeating number or shape pattern using concrete objects (number cut-outs or shapes). (e.g., 1, 2, 3, 1, 2, 3, 1, <u>   </u> , 3;  )	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using concrete objects to fill in the missing element in a repeating pattern</li> </ul>
SAT42104B	The student will identify the missing element in a growing numerical pattern when given a set of choices. (e.g., 2, <u>   </u> , 6, 8, 10, 12—with the choices of 2, 7, and 4)	<ul style="list-style-type: none"> <li>Student work product of a growing numerical pattern with the missing element filled in by the student</li> </ul>
SAT42102	The student will solve algebraic equations involving addition and/or subtraction by indicating the correct number to complete it. (e.g., $1 + 2 = \square$ ; $\square + 2 = 3$ --solve equations by stating, writing, etc. the number that goes in the box?)	<ul style="list-style-type: none"> <li>Student work product showing what a student indicates is a correct number to solve a simple algebraic equation</li> </ul>
SAT42105A	The student will identify correct number sentences by distinguishing between true or correct number sentences and false or incorrect ones. (e.g., $5 + 8 = 13$ vs. $5 + 10 = 13$ )	<ul style="list-style-type: none"> <li>Video tape of the student indicating which number sentences are true and which are false</li> </ul>
SAT42105B	The student will identify correct number sentences to solve given problems by selecting a number sentence from a group of two.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the correct number sentence for a given problem (teacher says "I have two and I get one more." The student picks <math>2+1</math>. The teacher says "<math>4+5=9</math>" and the student picks the correct number sentence)</li> </ul>
SAT42106	The student will compare using equal to, greater than or less than by stating, circling, etc. the appropriate term for each given comparison.	<ul style="list-style-type: none"> <li>Student work product showing the term chosen by the student to indicate what the comparison is showing</li> </ul>
SAT42203	The student will translate verbal or written sentences by recognizing an equation or inequality that models a given situation. (e.g., "Mary saved \$12. How much more money does she need to purchase a book that costs \$16?" $16-12=X$ , $X=\$4$ or $12 + 16 = x$ , $x=\$28$ )	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening or looking at the situation and the choices and indicating the correct one for the situation</li> </ul>
SAT42204	The student will solve simple real life problems involving a one-step equation using one or more strategies. (e.g., possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's solutions to one-step, real life problems with the strategy(s) the student used notated by the teacher</li> </ul>

SAT42205	The student will describe a rule for finding the next number in a number pattern. (e.g., for the pattern 2, 5, 8, 11, ?, the rule to find the next number is "add 3 to the preceding number.")	<ul style="list-style-type: none"> <li>Video tape of the student giving the rule or describing how to find the next number of a number pattern</li> </ul>
SAT42206	The student will identify correct number sentences that use a variety of symbols by indicating the true ones with a check mark. (e.g., true: $4 = 4$ , $3 < 7$ , $10 \neq 2$ ; not true: $1 > 5$ , $1 = 7$ , etc.)	<ul style="list-style-type: none"> <li>Student work product indicating true number sentences with a check mark</li> </ul>
SAT42304	The student will translate verbal/written sentences into algebraic sentences using any of the symbols $+$ , $-$ , $\times$ , $\div$ , $>$ , $<$ , $\geq$ , and/or $\leq$ and equal ( $=$ ) or not equal ( $\neq$ ) by writing out or selecting the appropriate symbols.	<ul style="list-style-type: none"> <li>Student work product showing algebraic sentences translated from verbal sentences read to the student or written on a worksheet</li> </ul>
SAT42306A	The student will complete correct number sentences that use any of the symbols $+$ , $-$ , $\times$ , $\div$ , $=$ , $\neq$ , $>$ , $<$ , $\geq$ , and/or $\leq$ by filling in the missing element in the sentences.	<ul style="list-style-type: none"> <li>Student work product showing the number sentences with the missing elements filled in by the student</li> </ul>
SAT42306B	The student will identify correct number sentences that use any of the symbols $+$ , $-$ , $\times$ , $\div$ , $=$ , $\neq$ , $>$ , $<$ , $\geq$ , and/or $\leq$ by highlighting, circling, eye gazing to, etc. the ones that are correct given a variety of sentences.	<ul style="list-style-type: none"> <li>Student work product of the student highlighted, circled, eye gazed to, etc. correct number sentences</li> </ul>
SAT42305	The student will solve two or more step real life written or verbal problems using one or more strategies. (e.g., Randy purchased three items for \$6.00 each. He gave the clerk \$20 bill. How much change did he receive? – could be written out to solve as $3 \times 6 = \square$ $20 - \square = c$ or $20 - (3 \times 6) = c$ , $20 - 18 = c$ , $c = 2$ ; etc.; possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the two or more step real life problems and the work the student did to solve them with the strategy(s) the student used notated by the teacher</li> </ul>
SAT42303	The student will solve real life problems involving one or two-step equations. (e.g., Dan bought three more than twice as many CDs as Jack bought. Dan bought 13 CDs. How many CDs did Jack buy? $2x + 3 = 13$ , $2x = 10$ , $x = 5$ ; 5 objects cost \$15. How much did the objects cost a piece? $5m = 15$ , $m = 3$ ; etc.)	<ul style="list-style-type: none"> <li>Student work product of a mathematics journal of real life verbal problems and the student's solution to these problems</li> <li>Data Collection Sheet (multi-step) recording student performance when solving one- and/or two-step verbal problems</li> </ul>

**Required Component 2— Strand: Statistics and Probability**
**Choice Component 1— Band: Organization and Display of Data**

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 98-99	A.S.1	Categorize data as qualitative or quantitative	<ul style="list-style-type: none"> <li>• Categorize data as qualitative or quantitative</li> <li>• Categorize data as biased or non-biased</li> <li>• Display data in graphs</li> </ul>
	A.S.2	Determine whether the data to be analyzed is univariate or bivariate	
	A.S.3	Determine when collected data or display of data may be biased	
	A.S.4	Compare and contrast the appropriateness of different measures of central tendency for a given data set	
	A.S.5	Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data	
	A.S.6	Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot	
	A.S.7	Create a scatter plot of bivariate data	
	A.S.8	Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line	

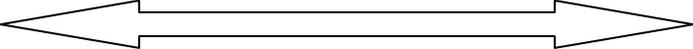
<b>AGLIs</b>		<b>HS</b>
<b>High School – Mathematics</b>		
<b>Required Component 2—</b> Strand: Statistics and Probability		
<b>Choice Component 1—</b> Band: Organization and Display of Data		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for Statistics and Probability-Organization and Display of Data</b>		
<b>Less Complex</b>		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>display given data in a simple graph, list, or chart (52103)</li> <li>gather data and/or record data on a list or in a chart (52102)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>display data in a scatter plot (52201)</li> <li>gather data and display it in a graph (52203)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify data as qualitative or quantitative (52301)</li> <li>identify data as biased or unbiased (52302)</li> <li>gather data and display it in a bar graph or scatter plot (whichever is more appropriate) (52304)</li> </ul>

<b>Required Component 2— Strand: Statistics and Probability</b>		
<b>Choice Component 1— Band: Organization and Display of Data</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT52103A	The student will display data that has already been collected in a graph, list, or chart by gluing, shading in, or writing data into the given form.	<ul style="list-style-type: none"> <li>Student work product that shows a graph made by the student from data already collected</li> </ul>
SAT52103B	The student will display data by recognizing a graph or chart that correctly shows a set of data that has been collected.	<ul style="list-style-type: none"> <li>Video tape of the student identifying the graph that matches a given set of data</li> </ul>
SAT52103C	The student will display data already collected in a graph, list, or chart by eye gazing to or responding to yes/no questions, determining if presented data should be included in the display. (e.g., gathered data about daily attendance to be displayed in a list of 'Students Here Today'—teacher indicates John is here today, then asks "does John go on the list"—student indicates yes or no)	<ul style="list-style-type: none"> <li>Student work product of list, chart, or graph with the presented data that student indicated should be displayed (i.e., pictures of peers on a "Who is Here Today" list)</li> </ul>
SAT52102A	The student will gather data on a question posed by the teacher by responding with yes/no or indicating the answer by selecting the appropriate data choice.	<ul style="list-style-type: none"> <li>Video tape of the student indicating "yes" or "no" responses or selecting appropriate data choice cards when a data question is asked by the teacher</li> </ul>
SAT52102B	The student will gather data on a question posed ("yes/no" response) and record it by stamping a chart for every "yes" response he/she receives.	<ul style="list-style-type: none"> <li>Student work product of the chart with bingo marks to indicate "yes" responses</li> </ul>
SAT52102C	The student will gather data by collecting information daily and recording it on a list or in a chart. (e.g., collecting tokens or markers to indicate who is present and/or absent on a given day)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student collecting data and recording it on a list or chart</li> </ul>
SAT52201	The student will display data in a scatter plot using data that has already been collected.	<ul style="list-style-type: none"> <li>Video tape of the student creating a scatter plot from data that has already been collected</li> <li>Student work product of a scatter plot made using data already collected</li> </ul>
SAT52203	The student will gather data by asking staff or peers a specific question and then display it in a graph. (e.g., question about favorite restaurant, favorite color, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student gathering data and recording it on a graph</li> </ul>
SAT52301	The student will identify data sets in graphs, lists, and/or charts as qualitative or quantitative by following the directions to correctly indicate each (i.e., highlighting qualitative data one color and quantitative data another, etc.). (e.g., data in graphs taken from USA Today)	<ul style="list-style-type: none"> <li>Student work product showing data sets sorted into two categories: qualitative or quantitative</li> </ul>

SAT52302	The student will identify data as biased or unbiased by labeling with word cards or marking different data presented as biased or unbiased. (e.g., How many hours did you watch television during vacation? Biased Unbiased)	<ul style="list-style-type: none"> <li>• Student work product with biased and unbiased data marked as such</li> </ul>
SAT52304	The student will gather data and display the data in a bar graph or scatter plot after selecting a question or being given a specific topic on which to collect data.	<ul style="list-style-type: none"> <li>• Student work product showing the question that was asked, the data that was collected, and the scatter plot that represented these data</li> <li>• Video tape of the student selecting a question, gathering data, and representing the data in a scatter plot</li> </ul>

**GLIs and Essences  
High School – Mathematics**
**HS**
**Required Component 2— Strand: Statistics and Probability**
**Choice Component 2— Band: Analysis of Data**

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg.99	A.S.9	Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot	<ul style="list-style-type: none"> <li>• Analyze data represented graphically</li> <li>• Interpret data represented graphically</li> </ul>
	A.S.10	Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions	
	A.S.11	Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles	
	A.S.12	Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)	
	A.S.13	Understand the difference between correlation and causation	
	A.S.14	Identify variables that might have a correlation, but not a causal relationship	

<b>AGLIs</b>		<b>HS</b>	
<b>High School – Mathematics</b>			
<b>Required Component 2— Strand: Statistics and Probability</b>			
<b>Choice Component 2— Band: Analysis of Data</b>			
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>			
<b>POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data</b>			
<b>Less Complex</b>			<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize data displayed on a simple graph (53102)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>interpret data displayed on a simple graph (53201)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify related data displayed on two or more simple graphs (53303)</li> <li>interpret different, but related data sets displayed on one or more simple graphs (53304)</li> </ul>	

**Required Component 2— Strand: Statistics and Probability****Choice Component 2— Band: Analysis of Data****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	The student will recognize data in a simple graph by selecting the graph that displays data on a given topic. (e.g., data could be displayed in very bright colored dots, textured markers, pictures, etc.)	<ul style="list-style-type: none"> <li>Student work product showing various graphs, the topic, and the graph that the student selected as related to the topic (marked, colored, etc)</li> </ul>
SAT53102B	The student will recognize data in a simple graph by attending to data in the graph and eye gazing, pointing to, circling, etc. the appropriate requested choice from a set of choices. (e.g., when presented with two different sets of data in a table and a graph—the student will recognize the bar graph)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to a graph and then selecting the graph that shows the data requested</li> <li>Student work product of different displayed data and the one the student indicated as the bar graph</li> </ul>
SAT53102C	The student will recognize data displayed on a simple graph by answering simple questions about the data. (e.g., questions: "Was Janet here today?" "How many students are buying hot lunch today?"; simple graphs: graph with large textured dots in columns on it)	<ul style="list-style-type: none"> <li>Student work product that shows the graph and the student's answers to the questions posed about data displayed on a graph</li> <li>Sequenced, captioned, dated photographs of the student selecting the correct answer of a question posed about information displayed on a graph</li> </ul>
SAT53201	The student will interpret data represented on a graph by answering comparison questions based on a graph, posing a question about the data, etc.	<ul style="list-style-type: none"> <li>Video tape of the student interpreting data displayed on a graph by answering questions</li> <li>Student work product of questions posed by the student about information displayed on a graph</li> </ul>
SAT53303	The student will identify related data displayed on two simple graphs by selecting or indicating the common element from each. (e.g., Bar graph and a frequency chart that show the number of each color of Skittles from two different bags)	<ul style="list-style-type: none"> <li>Student work product of a journal that includes sets of data displayed on two different types of graphs and student statements about the data</li> </ul>
SAT53304	The student will interpret two different sets of data, each displayed on the same frequency chart or scatter plot, and will answer questions related to the data. (e.g., "Whose bag of marbles had the greatest number of tiger's eye marbles?")	<ul style="list-style-type: none"> <li>Student work product showing the same type of graph for two different sets of data and questions related to the interpretation of the data</li> </ul>



# **Science NYSAA Frameworks**

## **High School**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 9–11	<p><b>1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.</b></p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or hydrotropic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p><b>1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).</b></p> <p>1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.</p> <p>1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.</p> <p>1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.</p> <p>1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.</p> <p>1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.</p> <p>1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.</p>	<ul style="list-style-type: none"> <li>• Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability</li> <li>• Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis.</li> <li>• Understand that one-celled organisms contain structures to maintain homeostasis</li> </ul>

Performance Indicators (continued)		
1.2g	Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.	
1.2h	Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.	
1.2i	Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).	
1.2j	Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.	
<b>1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.</b>		
1.3a	The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.	

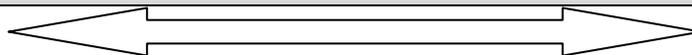
**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 1**

**Less Complex**



**More Complex**

The student will:

- identify a living thing (21104)
- identify a non-living thing (21105)
- recognize relationships between living and non-living things (21106)
- recognize that humans have organs that are connected (21107)
- recognize the five senses (21103)
- identify a single celled organism (21108)

The student will:

- identify relationships within an ecosystem in which living things depend on living and/or non-living things (21201)
- identify the groups of organs that work together (21205)
- identify the five senses (21206)
- recognize a one-celled organism or a model of a one-celled organism (21204)
- recognize that organisms are made up of cells (21203)

The student will:

- recognize disruptions in the relationships between living and non-living things within an ecosystem (21301)
- describe how humans have system(s) of organs that fulfill certain need(s) (e.g. circulation, respiration, digestion, waste removal) (21302)
- describe the purpose and/or use of the senses (21306)
- recognize that one-celled organisms have structures that fulfill certain needs (21305)
- identify different cells that the human body is made up of (21307)
- recognize that cells have structures that fulfill certain needs (21308)

**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 1**—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21104A	The student will identify a living thing by eye gazing to the living thing when presented with choices.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying living things</li> </ul>
SAT21104B	The student will identify living things from a selection of living and non-living objects or examples. (e.g., a fish, rock, shoe, plant, CD-Rom, or a pencil, etc.—which is living?)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student choosing living things from a pile of items</li> </ul>
SAT21104C	The student will identify which object is a living thing by nodding his/her head when asked the question "Is this a living thing?", given pictures of a rock, a book, and a dog.	<ul style="list-style-type: none"> <li>Video tape of the student responding to a question to identify a living thing</li> </ul>
SAT21105	The student will identify a non-living thing by placing the non-living word card in front of the appropriate items.	<ul style="list-style-type: none"> <li>Video tape of the student placing non-living word card in front of non-living objects at a science workstation</li> </ul>
SAT21106A	The student will recognize the relationship between living and non-living things. (e.g., fish live in water, humans live in houses, etc.)	<ul style="list-style-type: none"> <li>Student work product with lines drawn from the non-living thing to the living thing it relates to (e.g. given a picture of dirt and Legos, student will match dirt to the plant)</li> </ul>
SAT21106B	Given a picture of multiple items that are living, the student will recognize what non-living things the living thing needs to survive.	<ul style="list-style-type: none"> <li>Video tape of the student looking at multiple items and selecting the non-living thing that the living thing needs to survive</li> </ul>
SAT21107A	The student will recognize that humans have organs that are connected to each other within a system to fulfill the specific need of that system by making a model of that system showing the connections. (e.g., circulation, respiration, digestion, waste removal)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making a model of the digestive system</li> <li>Student work product of a completed model of the digestive system</li> </ul>
SAT21103	The student will recognize the five senses by answering yes or no questions about each of the senses.	<ul style="list-style-type: none"> <li>Audio tape of the student responding to the yes or no questions</li> </ul>
SAT21108	The student will identify a single celled organism by selecting a picture or representation of an amoeba from other organisms.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance in identifying a single celled organism via eye gaze when given a choice of amoeba, cat, and dog</li> </ul>
SAT21201	The student will identify relationships within an ecosystem in which living things depend on living and/or non-living things. (e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [nonliving things], etc.)	<ul style="list-style-type: none"> <li>Student work product of a collage of pictures showing the pond ecosystem and the living things and/or non-living things on which the fish rely</li> </ul>

SAT21205	The student will identify the groups of organs that work together by labeling the major organs in a group for the need they fulfill. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.)	<ul style="list-style-type: none"> <li>Student work product with diagrams of body systems with labels showing some major organs in a group for the need they fulfill</li> </ul>
SAT21206	The student will identify the five senses by indicating the sense associated with a particular body part.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the senses associated with the body parts</li> </ul>
SAT21204	The student will recognize a one-celled organism from a group of pictures or objects.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the model of a one-celled organism from a group of pictures or objects</li> </ul>
SAT21203	The student will recognize that organisms are made up of cells by attending to a video or informational text read by the teacher about the cells and selecting a picture or representation of the cells that make up an organism.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance in attending to the video or reading about cells and selecting the picture that represents an organisms cells</li> </ul>
SAT21301	The student will recognize disruptions in the relationships between living and non-living things by showing cause and effect. (e.g., fire disrupting an ecosystem, severe storms disrupting an ecosystem, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student explaining a poster about disruptions in the relationship between living and non-living things</li> <li>Student work product where he/she match cause and effect of a disruption with result (e.g. not feeding fish = fish dies)</li> </ul>
SAT21302	The student will describe how humans have systems of organs that fulfill certain needs by creating a presentation on the computer about a system. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.).	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student creating a presentation on the computer and presenting it to the class about the respiration system</li> </ul>
SAT21306	The student will describe the purpose or use of a sense by selecting the appropriate purpose when given the sense.	<ul style="list-style-type: none"> <li>Student work product of student matching sense with its particular use.</li> <li>Sequenced, captioned, dated photographs of student placing word card of purpose by ear, eye, nose, mouth, hand as possible choices</li> </ul>
SAT21305	The student will recognize that one-celled organisms have structures that fulfill certain needs by indicating the organism when given the structure and function. (e.g., amoeba—pseudopods for movement, euglena—eyespot for light detection/absorption, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the structure and need it fulfills matched to the one-celled organism that has that structure</li> </ul>
SAT21307	The student will identify different cells that the human body is made up of by indicating the appropriate cell given its picture or the specific part of the body the cell comes from. (e.g., nerve cell-brain, blood cell-veins and arteries, etc.)	<ul style="list-style-type: none"> <li>Student work product with the cells labeled specific to the human body</li> </ul>

SAT21308	The student will recognize that cells have structures for certain needs by labeling the structures of a plant and animal cell with their appropriate function. (e.g., chloroplast carries out photosynthesis; mitochondria is the powerhouse of the cell; nucleus is the control center of the cell)	<ul style="list-style-type: none"><li>• Student work product of a diagram of a plant and a animal cell with the structures and functions labeled</li></ul>
----------	---	--

**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 2**—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 19–20	<p><b>7.1 Describe the range of interrelationships of humans with the living and nonliving environment.</b></p> <p>7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.</p> <p>7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients.</p> <p>7.1c Human beings are part of the Earth’s ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.</p> <p><b>7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.</b></p> <p>7.2a Human activities that degrade ecosystems result in the loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.</p> <p>7.2b When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.</p> <p>7.2c Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.</p> <p><b>7.3 Explain how individual choices and societal actions can contribute to improving the environment.</b></p> <p>7.3a Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.</p> <p>7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.</p>	<ul style="list-style-type: none"> <li>• Understand that living and non-living things share a strong interdependence in maintaining Earth’s ecosystem. Earth provides various resources to support human populations. Therefore, human activity plays a huge part in renewing or depleting these resources.</li> <li>• Recognize that technological advances and population growth affect both living and non-living environments</li> <li>• Understand that the choices we make now affect future generations</li> </ul>

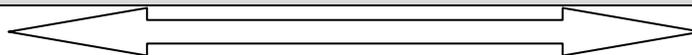
**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 2**—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 7**

**Less Complex**



**More Complex**

The student will:

- recognize that living things (including humans) need non-living things (24101)
- recognize ways that humans use non-living things (24102)
- recognize ways that human actions affect the environment (24106)
- recognize impacts that humans have on the Earth's resources (24107)
- recognize ways to minimize human impacts on the environment (24108)

The student will:

- identify at least one way that people need non-living things (24201)
- identify at least one way that humans can use non-living things wisely (24203)
- identify ways that humans can influence the environment (24205)
- identify at least one way that humans need Earth's resources (24202)
- identify at least one way that humans impact the environment (24204)

The student will:

- describe examples of how living and non-living things are interdependent (24301)
- demonstrate how humans can minimize their impact by using resources wisely (24307)
- describe that humans can deplete or ruin resources and they will no longer be available for other people to use (24306)
- describe multiple ways humans need the Earth's resources (24308)
- describe multiple ways that humans impact the Earth's resources (24309)
- describe at least one impact on the environment from technology and human populations (24305)

**Required Component 1**— Standard: 4 - The Living Environment

**Choice Component 2**—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT24101	The student will recognize that living things need non-living things to survive by identifying non-living item(s) that living things need. (e.g., animals and plants need sun, water, etc.)	<ul style="list-style-type: none"> <li>Student work product of a list of non-living things that most living things need or where teacher marks item student identifies via eye gaze (e.g., plant → water)</li> </ul>
SAT24102A	The student will recognize ways that humans use non-living things by indicating uses of water when presented with choice cards. (e.g. bathing, cooking, drinking)	<ul style="list-style-type: none"> <li>Video tape of the student hitting a switch when teacher presents a use for water card and not hitting the switch when presented with an incorrect choice</li> </ul>
SAT24102B	The student will recognize which non-living thing is used by humans during a daily activity. (e.g., pencil for writing, fork for eating, housing for shelter, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting non-living things used by humans from a group of choices and handing them to the teacher</li> </ul>
SAT24106	The student will recognize that people's activities have an affect on the environment by indicating an example of an activity that has a negative effect on the environment.	<ul style="list-style-type: none"> <li>Student work product with X's marked next to the activities that have a negative effect on the environment</li> </ul>
SAT24107	The student will recognize impacts that humans have on Earth's resources by participating in a recycling program.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when participating in clean-up and recycling in community</li> </ul>
SAT24108	The student will recognize ways to minimize human impacts on the environment by identifying activities that have a more positive impact on the environment. (e.g., walking or riding a bike instead of driving, recycling, planting trees, etc.)	<ul style="list-style-type: none"> <li>Student work product of a collage of pictures related to ways to minimize impact</li> <li>Sequenced, captioned, dated photographs of student picking up litter on a class walk</li> </ul>
SAT24201	The student will identify at least one way that people need non-living things by selecting items or dictating why these items are necessary to live. (e.g., food, clothing, shelter).	<ul style="list-style-type: none"> <li>Student work product showing a way a person needs a non-living thing with a sentence dictated by the student of why people use the non-living thing</li> </ul>
SAT24203	The student will identify one or more ways that non-living resources can be conserved by demonstrating turning lights off and the computer off at the end of an activity.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when completing conservation activities throughout the day</li> </ul>
SAT24205A	The student will identify ways that humans influence the environment by matching human action with positive or negative effect. (e.g., picking up litter = a cleaner park; pollutants dumped into lake = dead fish floating)	<ul style="list-style-type: none"> <li>Student work product showing the human action matched to its influence on the environment</li> </ul>
SAT24205B	The student will identify ways that humans can influence the environment by answering questions about a human influence. (e.g., population density, land transformation, human access, etc.)	<ul style="list-style-type: none"> <li>Student work product answering questions related to a specific human influence topic such as population density and how it influences the environment</li> </ul>

SAT24202	The student will identify ways that humans need the Earth's resource by indicating use or uses of wood.	<ul style="list-style-type: none"> <li>Video tape of the student naming different uses that humans have for wood</li> </ul>
SAT24204	The student will identify at least one way humans impact the environment. (e.g., positive and/or negative impacts such as global warming, deforestation, planting a garden in the city, recycling, etc.)	<ul style="list-style-type: none"> <li>Student work product consisting of a collection of pictures showing at least one way people have impacted (changed) the environment</li> </ul>
SAT24301	The student will describe examples of how living and non-living things are interdependent by writing a paragraph outlining or creating a graphic organizer/diagram/model showing the interdependence.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer or diagram showing the interdependence or a paragraph written describing the interdependence between living and non-living things</li> </ul>
SAT24307A	The student will demonstrate one way to minimize human impact on the environment by identifying the PEC symbol for recycling when presented with recyclable items.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the PEC symbol for recycling when presented with the various items</li> </ul>
SAT24307B	The student will demonstrate a practice that may minimize human impact on the Earth's resources by participating in a daily recycling program.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student going to different classes to pick up recyclable paper and bringing it to a paper bin</li> </ul>
SAT24306	The student will describe that humans can deplete or ruin resources that will no longer be available for other people to use. (e.g., answering questions about what resources can be used up and how)	<ul style="list-style-type: none"> <li>Video tape of the student answering questions about what and how resources can be used up</li> </ul>
SAT24308	The student will describe two ways humans need the Earth's resources of water and trees by creating a graphic organizer indicating human needs for a particular resource. (e.g., trees are used for fuel, water is used for cooking, etc.)	<ul style="list-style-type: none"> <li>Student work product of graphic organizer indicating or showing two ways humans need the resources of water and trees</li> </ul>
SAT24309	The student will describe ways that humans impact Earth's resources by listing examples of what Earth's resources humans use up for energy. (e.g., oil, coal, wood, natural gas)	<ul style="list-style-type: none"> <li>Student work product listing some of Earth's resources and how they are used for energy.</li> </ul>
SAT24305	The student will describe one or more impacts on the environment from vehicles on the road and more people in cities by answering questions about each.	<ul style="list-style-type: none"> <li>Student work product of questions relating to impacts that the technological development of cars and increasing population size is having on the surrounding environment</li> </ul>

**Required Component 2**— Standard: 4 - Physical Setting/Earth Science

**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 8–10	<p><b>1.1 Explain complex phenomena, such as tides, variations in day length, solar isolation, apparent motion of the planets and annual traverse of the constellations.</b></p> <p>1.1a Most objects in the solar system are in regular and predictable motion.</p> <ul style="list-style-type: none"> <li>• These motions explain such phenomena as the day, the year, the seasons, phases of the moon, eclipses and tides.</li> <li>• Gravity influences the motions of celestial objects. The force of gravity between two objects in the universe depends on their masses and the distance between them.</li> </ul> <p>1.1b Eight planets move around the sun in nearly circular orbits.</p> <ul style="list-style-type: none"> <li>• The orbit of each planet is an ellipse with the Sun located at one end of the foci.</li> <li>• Earth is orbited by one moon and many artificial satellites.</li> </ul> <p>1.1c Earth’s coordinate system of latitude and longitude, with the equator and prime meridian as reference lines, is based upon Earth’s rotation and our observation of the Sun and stars.</p> <p>1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.</p> <p>1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth’s rotation.</p> <p>1.1f Earth’s changing position with regard to the Sun and the moon has noticeable effects.</p> <ul style="list-style-type: none"> <li>• Earth revolves around the Sun with its rotational axis tilted at 23.5 degrees to a line perpendicular to the plane of its orbit, with the North Pole aligned with Polaris.</li> <li>• During Earth’s one-year period of revolution, the tilt of the axis results in changes in the angle of incidence of the Sun’s rays at a given latitude; these changes cause variation in the heating of the surface. This produces seasonal variation in weather.</li> </ul> <p>1.1g Seasonal changes in the apparent positions of constellations provide evidence of the Earth’s revolution.</p> <p>1.1h The Sun’s apparent path through the sky varies with latitude and season.</p> <p>1.1i Approximately 70 percent of Earth’s surface is covered by a relatively thin layer of water, which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.</p> <p><b>1.2 Describe current theories about the origin of the universe and solar system.</b></p> <p>1.2a The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes:</p> <ul style="list-style-type: none"> <li>• cosmic background radiation</li> <li>• a red-shift (the Doppler Effect) in the light from very distant galaxies.</li> </ul> <p>1.2b Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.</p> <ul style="list-style-type: none"> <li>• The stars differ from each other in size, temperature, and age.</li> <li>• Our Sun is a medium-sized star within a spiral galaxy of stars known as the Milky Way. Our galaxy contains billions of stars, and the universe contains billions of such galaxies.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that most objects in the solar system are in regular and predictable motion. As the Earth revolves around the sun, it rotates (spins) on its axis. Earth’s changing position with regard to the Sun and the Moon has noticeable effects. Seasonal changes provide evidence of Earth’s revolution around the Sun.</li> <li>• Understand that evidence shows that the universe is vast and very old. Stars, planets, asteroids, comets and meteors are all part of the universe.</li> <li>• Understand that water on Earth moves through the water cycle</li> <li>• Recognize that geologic history can be determined from rocks and fossils</li> </ul>

<b>Performance Indicators (continued)</b>		
1.2c	<p>Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials.</p> <ul style="list-style-type: none"> <li>• The characteristics of the planets of the solar system are affected by each planet's location in relationship to the Sun.</li> <li>• The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.</li> </ul>	
1.2d	<p>Asteroids, comets, and meteors are components of our solar system.</p> <ul style="list-style-type: none"> <li>• Impact events have been correlated with mass extinction and global climactic change.</li> <li>• Impact craters can be identified in Earth's crust.</li> </ul>	
1.2e	<p>Earth's early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior.</p>	
1.2f	<p>Earth's oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years.</p>	
1.2g	<p>Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth's surface is described by the hydrologic (water) cycle.</p> <ul style="list-style-type: none"> <li>• Water is returned from the atmosphere to the Earth's surface by precipitation. Water returns to the atmosphere by evaporation or transpiration from plants. A portion of the precipitation becomes runoff over the land or infiltrates into the ground to become stored in the soil or groundwater below the water table. Soil capillarity influences these processes.</li> <li>• The amount of precipitation that seeps into the ground or runs off is influenced by climate, slope of the land, rock type, vegetation, land use, and degree of saturation.</li> <li>• Porosity, permeability, and water retention affect runoff and infiltration.</li> </ul>	
1.2h	<p>The evolution of life caused dramatic changes in the composition of Earth's atmosphere. Free oxygen did not form in the atmosphere until oxygen-producing organisms evolved.</p>	
1.2i	<p>The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record.</p> <ul style="list-style-type: none"> <li>• Fossil evidence indicates that a wide variety of life-forms has existed in the past and that most of these forms have become extinct.</li> <li>• Human existence has been very brief compared to the expanse of geologic time.</li> </ul>	
1.2j	<p>Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations.</p> <ul style="list-style-type: none"> <li>• The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place.</li> <li>• Fossils preserved in rocks provide information about past environmental conditions.</li> <li>• Geologists have divided Earth's history into time units based upon the fossil record.</li> <li>• Age relationships among bodies of rocks can be determined using principles of original horizontality, superposition, inclusions, cross-cutting relationships, contact metamorphism, and unconformities. The presence of volcanic ash layers, index fossils, and meteoric debris can provide additional information.</li> <li>• The regular rate of nuclear decay (half-life time period) of radioactive isotopes allows geologists to determine the absolute age of materials found in some rocks.</li> </ul>	

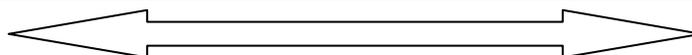
**Required Component 2**— Standard: 4 - Physical Setting/Earth Science

**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 1**

**Less Complex**



**More Complex**

The student will:

- recognize star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) (31109)
- recognize the Earth, sun, and/or moon (31110)
- identify night and/or day (31102)
- recognize that seasons change over the course of a year (31104)
- recognize that the moon appears to change shape over the course of a month (31111)
- recognize patterns of daily and/or monthly changes in their environment (31112)
- label a diagram of the water cycle (31106)
- identify fossils as remains of living things (31107)
- recognize rocks can provide evidence of past conditions (31113)

The student will:

- identify stars, planets, asteroids, comets, and/or meteors (31204)
- recognize the movements of the Earth, moon and sun relative to each other (31202)
- recognize the Earth spins on its axis (31209)
- recognize the Earth tilts on its axis relative to the seasons (31210)
- identify that the moon appears to change shape over the course of a month (31211)
- identify parts of the water cycle (31205)
- identify ways that fossils form (31206)
- identify how fossils can provide evidence of past conditions (31212)
- identify how rocks can provide evidence of past conditions (31213)

The student will:

- describe stars, planets, asteroids, comets, and/or meteors (31305)
- describe the movements of the Earth, moon and sun relative to each other (31302)
- explain the effects of the Earth spinning on its axis (31301)
- describe changes in the seasons over the course of a year (31304)
- describe changes in the moon's shape over the course of a month (31303)
- describe parts of the water cycle (31307)
- describe how fossils can provide evidence of past conditions (31310)
- describe how rocks can provide evidence of past conditions (31311)
- recognize that the universe is vast and very old (31312)

**Required Component 2**— Standard: 4 - Physical Setting/Earth Science

**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31109A	The student will recognize a model of the planet Earth by selecting a model of the Earth from a choice of other objects.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting a model of the Earth from a choice of other objects</li> </ul>
SAT31109B	The student will identify a star by pointing to a star in a diagram of a solar system.	<ul style="list-style-type: none"> <li>Video tape of the student recognizing a star in a solar system</li> </ul>
SAT31110	The student will recognize the Earth and the sun through pictures or models. (e.g., student states/hits the appropriate switch to name the Earth and sun when presented with each; marking or labeling a worksheet with each; etc.)	<ul style="list-style-type: none"> <li>Student work product of pictures of the sun and the Earth and X's marked in blue for the sun and red for the Earth</li> </ul>
SAT31102A	The student will identify "day" by pointing to the day side of Earth when presented with a model of the solar system.	<ul style="list-style-type: none"> <li>Video tape of the student pointing to the day side of Earth</li> </ul>
SAT31102B	The student will identify "day" when presented with sun pictures and "night" when presented with moon and star pictures by touching the switch with the word day or switch with the word night.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at picture cards and touching the appropriate button on the switch to indicate day or night</li> </ul>
SAT31104	The student will recognize that seasons will change over the course of a year by selecting a visual representation of each specific season and placing them in a progressing order.	<ul style="list-style-type: none"> <li>Student work product of the student identifying pictures of the four seasons (i.e., Winter, Spring, Summer, and Fall) and placing them in an order next to each other</li> </ul>
SAT31111	The student will recognize that the moon appears to change shape over the course of a month by organizing pictures of the visible part of the moon.	<ul style="list-style-type: none"> <li>Video tape of the student organizing pictures of the moon in sequential order from new moon to full moon and back to new moon to recognize that the moon appears to change shape over the course of a month</li> </ul>
SAT31112A	The student will recognize patterns of daily changes in the environment by ordering morning, noon, and night on a chart.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student arranging pictures of morning, noon, and night in sequential order to recognize patterns of daily changes in the environment</li> </ul>
SAT31112B	The student will recognize patterns of seasonal changes in the environment of the northern hemisphere by selecting the season associated with a given month or typical weather pattern.	<ul style="list-style-type: none"> <li>Student work product with given months and weather patterns with the season glued next to them</li> </ul>
SAT31106	The student will recognize the diagram that depicts the water cycle when shown two different diagrams.	<ul style="list-style-type: none"> <li>Student work product showing selection of a diagram of the water cycle as opposed to a diagram of a plant cycle</li> </ul>

SAT31107	The student will identify fossils of living things by matching fossil evidence to a picture of the animal that made it. (e.g., piece of amber with an embedded mosquito, rock with a fish/leaf fossil embedded in it, etc.)	<ul style="list-style-type: none"> <li>Student work product indicating which rocks or objects contain fossils in a collection and correctly matches fossil to organism to which it belongs.</li> </ul>
SAT31113	The student will recognize that some rocks can provide evidence of past conditions by attending to video or informational texts about rocks, layers of sediment, fossils within, etc. indicating on a picture which layer of rock would contain the most fossils.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance indicating the layers of rock in various pictures that contain the most fossils</li> </ul>
SAT31204A	The student will identify planets and stars from a group of pictures by sorting the pictures into the two categories.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sorting pictures of stars and planets from a group of pictures on the workspace</li> <li>Student work product of a graphic organizer of planets and stars with pictures placed in each</li> </ul>
SAT31204B	The student will identify planets in the solar system by labeling the different planets.	<ul style="list-style-type: none"> <li>Student work product where student labeled planets on a diagram of the solar system</li> </ul>
SAT31202	The student will recognize the movements of the Earth and moon relative to each other and to the sun by having students represent sun, planets and moon and movement accordingly. (e.g., sun is central, Earth moves around the sun, moon moves around the Earth)	<ul style="list-style-type: none"> <li>Video tape of the student participating in a model demonstration</li> </ul>
SAT31209	The student will recognize the Earth spins on its axis by attending to a model of the Earth on its axis and participating in making it move.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segmented) recording student performance in attending to the model of the Earth and making it move by pushing it or hitting a switch that rotates the model</li> </ul>
SAT31210	The student will recognize the Earth's tilt on its axis relative to different seasons by labeling which season it would be in a region of the northern hemisphere given different images of the Earth's tilt.	<ul style="list-style-type: none"> <li>Student work product showing pictures of the Earth at different tilts and the specific season that would be associated with the tilt for a region of the northern hemisphere</li> </ul>
SAT31211	The student will identify that the moon appears to change shape over the course of a month by labeling pictures of various phases of the moon.	<ul style="list-style-type: none"> <li>Student work product of the labeled phases of the moon to identify that the moon appears to change shape over the course of a month</li> </ul>
SAT31205	The student will identify parts of the water cycle.	<ul style="list-style-type: none"> <li>Student work product with a diagram of the parts of the water cycle (i.e., evaporation, condensation, precipitation, infiltration, run-off)</li> </ul>
SAT31206	The student will identify how a fossil is formed by showing in simplified form using molding clay or putty and plastic bones how fossils are formed.	<ul style="list-style-type: none"> <li>Video tape of the student demonstrating two steps that show how a fish fossil could be formed</li> </ul>
SAT31212	The student will identify how fossils can provide evidence of past conditions by selecting a sentence strip describing a past condition when presented with a fossil.	<ul style="list-style-type: none"> <li>Student work product of the fossil presented and the sentence strip the student selected</li> </ul>

SAT31213	The student will identify how rocks can provide evidence of past conditions by matching different pictures of sedimentary rock with the fossils they contain to the past condition that was present at that time.	<ul style="list-style-type: none"> <li>• Student work product of the sedimentary rock with fossils matched to the possible conditions during that time</li> </ul>
SAT31305	The student will describe stars, planets, asteroids, comets and/or meteors by listing characteristics of these structures. (e.g., star's brightness, size, color, etc.)	<ul style="list-style-type: none"> <li>• Student work product is a list of characteristics of planets</li> </ul>
SAT31302	The student will describe the movement of the sun, Earth and moon by creating a visual representation or display. (e.g., model, diagram, manipulatives, etc.)	<ul style="list-style-type: none"> <li>• Video tape of the student creating a diagram of the sun, Earth, and moon and their movements relative to each other</li> </ul>
SAT31301	The student will explain the effects of the Earth spinning on its axis by creating a diagram of the Earth on its axis and a paragraph about the effects of the spinning.	<ul style="list-style-type: none"> <li>• Student work product of the picture of the Earth on its axis and a written/created paragraph about the effects the spinning on the axis has on things</li> </ul>
SAT31304	The student will describe changes in the four seasons by stating or signing two changes that occur when shown each of the four seasons.	<ul style="list-style-type: none"> <li>• Video or audio tape of the student describing different changes that occur as the season change over the year</li> </ul>
SAT31303	The student will describe three changes in the moon's apparent shape over a one-month period by drawing a picture representing a particular shape and writing a sentence to describe the change that has occurred.	<ul style="list-style-type: none"> <li>• Student work product of the student drawn pictures of the moon and a sentence describing the changes that occur for each picture</li> </ul>
SAT31307	The student will describe all parts of the water cycle by creating a sentence indicating what is occurring in each part of a water cycle diagram.	<ul style="list-style-type: none"> <li>• Student work product of a water cycle diagram with information provided by the student about what is occurring for each part</li> </ul>
SAT31310	The student will describe how fossils can indicate past conditions by matching a fossil to its original environment and telling what the fossil indicates about the environment. (e.g. fish fossil to water environment using objects or pictures, and sentence "this must have been a wet environment because fish need water")	<ul style="list-style-type: none"> <li>• Student work product of fossil pictures glued to pictures of their original environment with sentence strips that describe what the environment was like</li> </ul>
SAT31311	The student will describe how rocks can provide evidence of past conditions by listening to or reading a book about rock formations and retelling information learned.	<ul style="list-style-type: none"> <li>• Audio tape of the student describing what some of the lines or patterns in rocks could indicate about the condition of the environment at the time that the rock was formed</li> </ul>
SAT31312	The student will recognize that the universe is vast and very old by watching a video or listening to an informational text about the universe's vastness and age then answering related questions.	<ul style="list-style-type: none"> <li>• Student work product of the questions the student answered about how vast and old the universe is thought to be</li> </ul>

**Required Component 2—** Standard: 4 - Physical Setting/Earth Science

**Choice Component 2—**Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 11–14	<p><b>2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth’s plates.</b></p> <p>2.1a Earth’s systems have internal and external sources of energy, both of which create heat.</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion.</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover.</p> <p>2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.</p> <p>2.1e Weather variables are interrelated. For example:</p> <ul style="list-style-type: none"> <li>• temperature and humidity affect air pressure and probability of precipitation</li> <li>• air pressure gradient controls wind velocity</li> </ul> <p>2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.</p> <p>2.1g Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.</p> <p>2.1h Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1i Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.</p> <p>2.1j Properties of Earth’s internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction).</p> <ul style="list-style-type: none"> <li>• Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth’s interior is composed of layers that differ in composition and states of matter.</li> </ul> <p>2.1k The outward transfer of Earth’s internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth’s surface.</p> <p>2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.</p>	<ul style="list-style-type: none"> <li>• Recognize that the Earth’s external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth’s internal heat determines the motion within layers of Earth.</li> <li>• Understand how internal forces create landforms that can be broken down by weathering and erosion</li> <li>• Understand how weather and climate are affected by solar radiation, ocean currents, and land masses</li> </ul>

Performance Indicators (continued)	
	<ul style="list-style-type: none"> <li>• These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges.</li> <li>• Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges.</li> <li>• Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</li> </ul>
2.1m	Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.
2.1n	Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.
2.1o	Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.
2.1p	Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.
2.1q	Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.
2.1r	Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.
2.1s	Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.
2.1t	Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
2.1u	<p>The natural agents of erosion include:</p> <ul style="list-style-type: none"> <li>• <i>Streams (running water):</i> Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries.</li> <li>• <i>Glaciers (moving ice):</i> Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains.</li> <li>• <i>Wave Action:</i> Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves.</li> <li>• <i>Wind:</i> Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock.</li> <li>• <i>Mass Movement:</i> Earth materials move down slope under the influence of gravity.</li> </ul>

Performance Indicators (continued)		
2.1v	Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.	
2.1w	Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater.	
<b>2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.</b>		
2.2a	Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in: <ul style="list-style-type: none"> <li>• the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season</li> <li>• characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat.</li> <li>• duration, which varies with seasons and latitude.</li> </ul>	
2.2b	The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction. <ul style="list-style-type: none"> <li>• Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul>	
2.2c	A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.	
2.2d	Temperature and precipitation patterns are altered by: <ul style="list-style-type: none"> <li>• natural events such as El Nino and volcanic eruptions</li> <li>• human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.</li> </ul>	

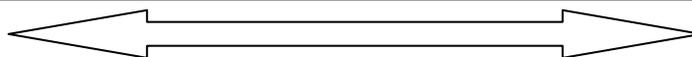
**Required Component 2**— Standard: 4 - Physical Setting/Earth Science

**Choice Component 2**—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2**

**Less Complex**



**More Complex**

The student will:

- recognize that it feels warmer when in the sunshine than when in the shade (32101)
- recognize appropriate tools for measuring various weather conditions (32106)
- identify weather conditions (32104)
- recognize that land is removed by erosion (32103)
- recognize mountain(s) and valley(s) (32107)

The student will:

- identify the sun as an external source of heat (32201)
- associate the visible presence or absence of the sun with certain weather (32202)
- associate changes in the amount of heat in the atmosphere with changes in seasons (32203)
- identify appropriate tools for measuring various weather conditions (32208)
- associate weather changes with differences in heating (32209)
- identify weather as short-term changes (32210)
- identify that weathering and/or erosion break down the land (32205)
- identify that forces within Earth cause land to be folded into mountains and/or valleys (32204)

The student will:

- describe the sun as an external source of heat (32301)
- describe the relationship between the position of the sun to the Earth with certain weather (32309)
- describe how the amount of heat in the atmosphere changes with seasons (32303)
- use tools to measure various weather conditions (32310)
- describe the relationship between differences in heating and weather and/or climate (32311)
- describe the relationship between differences in heating and climate (32312)
- describe why weathering and erosion break down the land (32313)
- describe that forces within Earth cause land to be folded into mountains and/or valleys (32306)
- recognize that the Earth has internal heat (32304)
- recognize that the Earth's internal heat drives the motion of material inside the Earth (convection currents) (32305)

**Required Component 2**— Standard: 4 - Physical Setting/Earth Science

**Choice Component 2**—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101	The student will recognize that it feels warmer when in sunshine than when in shade by selecting area with sunshine when asked "which is a warmer place?"	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student feeling warm parts of the room touched by sunlight and cooler parts of the room not touched by sunlight and going back to the part of the room that is warmest</li> </ul>
SAT32106	The student will recognize tools for measuring different weather conditions by answering simple yes/no questions regarding instruments.	<ul style="list-style-type: none"> <li>Video tape of the student answering yes or no when asked "Is this to be used to measure temperature?"</li> </ul>
SAT32104A	The student will identify weather conditions by completing a simple weather calendar or chart. (e.g., use simple calendar or chart and attach or glue weather pictures for each day over a week or month time period; note: dates of submission must be the last date recorded on three separate weeks or months)	<ul style="list-style-type: none"> <li>Student work product of the daily weather record compiled by the student</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p>
SAT32104B	The student will identify weather conditions by labeling pictures on a diagram of various weather conditions. (e.g., rain, snow, sleet, fog, drizzle, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student labeling pictures on a diagram of various weather conditions</li> </ul>
SAT32103	The student will recognize that land is removed by erosion through demonstration of erosion techniques. (e.g., fan blowing sand off a surface, water being poured onto a pile of sand, etc.)	<ul style="list-style-type: none"> <li>Student work product of a labeled diagram showing the effects of erosion or where it occurred</li> <li>Video tape of the student performing various erosion techniques in the classroom</li> </ul>
SAT32107	The student will recognize a mountain and valley formation by using dirt or sand to make a model of a mountain and a valley.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making a mountain and valley out of sand or dirt</li> </ul>
SAT32201	The student will identify the sun as an external source of heat by using a simple chart of the temperature recorded in shade and in sunshine on the same day and answering the question "why is it warmer here?"	<ul style="list-style-type: none"> <li>Student work product of a chart with differing temperatures and a picture of the sun stamped on warmer temperatures</li> </ul>
SAT32202	The student will associate the presence or absence of the sun and certain weather by identifying possible weather based on the position of sun in relation to the Earth.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being given pictures of the sun's position in relation to the Earth and identifying possible types of weather in different locations around the Earth</li> </ul>
SAT32203	The student will associate changes in the amount of heat in the atmosphere with changes in seasons by making a chart matching the changes of heat in the atmosphere with the season most generally associated with it.	<ul style="list-style-type: none"> <li>Student work product of a chart with the changes of heat in the atmosphere and the appropriate season usually associated with it</li> </ul>

SAT32208	The student will identify tools for measuring weather conditions by matching weather condition with appropriate tools. (e.g., anemometer = measures wind speed; rain gauge = measures amount of rainfall)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when matching tools with the weather condition they measure.</li> </ul>
SAT32209	The student will identify weather changes and the specific difference in heating that is contributing to the weather change. (e.g., in a maritime (wet) environment hotter=more evaporation=more humidity which leads to more rain)	<ul style="list-style-type: none"> <li>Student work product showing the variations of differences in heating and the weather change matched to it</li> </ul>
SAT32210	The student will identify weather as short-term changes by charting a minimum of two weather conditions over a specific period of time. (e.g. 5 days counting: sunny, rainy, cloudy note: dates of submission must be the last date recorded on three separate weeks or months)	<ul style="list-style-type: none"> <li>Student work product of a student created calendar showing daily (monthly, seasonal) weather over the course of a week (month, season, etc.)</li> </ul> <p>Note: Two calendars must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32205	The student will identify what weathering and/or erosion does to land by answering comprehension questions about the breaking down of land caused by weathering and/or erosion, after reading/listening to text or watching a video about it.	<ul style="list-style-type: none"> <li>Student work product of comprehension questions regarding weathering and/or erosion changes to land</li> </ul>
SAT32204	The student will identify that forces within Earth cause land to be folded into mountains or valleys by naming/indicating the specific forces involved (plate tectonics).	<ul style="list-style-type: none"> <li>Student work product with the forces the student named/indicated when asked about what caused land to be folded into mountains or valleys</li> </ul>
SAT32301	The student will describe the sun as a heat source by identifying that light rays from the sun are absorbed by the Earth and reradiated by the Earth as heat.	<ul style="list-style-type: none"> <li>Student work product of a drawing correctly labeled with short wavelength light from the sun and long wavelength radiation from the Earth and describing the process.</li> </ul>
SAT32309	The student will describe the relationship between the Earth's position relative to the sun and different weather changes by answering questions about conditions in the northern hemisphere. (e.g., In the Northern hemisphere, January is colder than June.-"How is the Earth tilted in relationship to the sun?"-student points to picture of Earth's position)	<ul style="list-style-type: none"> <li>Student work product of student answered questions about a given weather condition and the Earth's position in relationship to the sun</li> </ul>
SAT32303	The student will describe how the amount of heat in the atmosphere changes with seasons by writing/creating a paragraph about it, given two consecutive seasons.	<ul style="list-style-type: none"> <li>Student work product of description regarding how the amount of heat is different in the atmosphere between spring and summer</li> </ul>
SAT32310	The student will use various tools to measure weather conditions by demonstrating appropriate use of tools.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording the performance of the student using various tools to measure different weather conditions</li> </ul>
SAT32311	The student will describe the relationship between differences in heating and weather. (e.g., Given a picture of a sunny day with a thermometer showing a high temperature, ask the student what the weather will feel like; given a picture of a thermometer showing a low temperature, ask the student what may happen to the weather)	<ul style="list-style-type: none"> <li>Student work product of a flow chart labeled by the student or a paragraph written or created or questions answered indicating the relationship between amount of heat received in an area and the weather in the area</li> </ul>

SAT32312	The student will describe the relationship between differences in heating and climate by creating a graphic representation showing a variety of climates and indicating the relationship between changes in heating for each.	<ul style="list-style-type: none"> <li>Student work product showing different climates and the relationship between difference in heating's affect on that climate</li> </ul>
SAT32313	The student will describe why weathering and erosion break down land by creating a list of why weathering and erosion occurs at a given location. (e.g., ocean, river/stream, desert, etc.; water moves over harder substances (rock in a mountain-weathering) to break them into smaller substances and move to a new areas (sand in deserts-erosion))	<ul style="list-style-type: none"> <li>Student work product of list of why's related to weathering and erosion breaking down land</li> </ul>
SAT32306	The student will describe forces within the Earth cause land to be folded into mountains by researching the formation of a folded mountain range (Appalachians, Himalayas, etc.) and listing the forces that caused it.	<ul style="list-style-type: none"> <li>Student work product of paragraph about a mountain formation and the forces within Earth that caused it to form</li> </ul>
SAT32304	The student will recognize that the Earth has an internal heat source by eye gazing to or marking the Earth's internal region on a diagram of the inner view of the Earth.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to text about the structure of the Earth and pointing or eye gazing to the inner parts of the Earth</li> </ul>
SAT32305	The student will recognize the Earth's convection currents by attending to a video or text about the internal heat and how that affects the motion of materials inside the Earth.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segmented) recording student performance attending to a video or text about convection currents</li> </ul>

# **Social Studies NYSAA Frameworks**

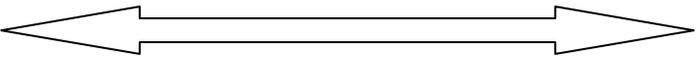
## **High School**

**New York State Alternate Assessment**  
(September 2008)

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 1**— Unit 2-Constitutional Foundations

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 127	<p><b>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</b></p> <p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> <li>(1) national power—limits and potentials</li> <li>(2) federalism—balance between nation and state</li> <li>(3) the judiciary—interpreter of the Constitution or shaper of public policy</li> <li>(4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual</li> <li>(5) criminal procedures—the balance between the rights of the accused and protection of the community and victims</li> <li>(6) equality—its historic and present meaning as a constitutional value</li> <li>(7) the rights of women under the Constitution</li> <li>(8) the rights of ethnic and racial groups under the Constitution</li> <li>(9) Presidential power in wartime and in foreign affairs</li> <li>(10) the separation of powers and the capacity to govern</li> <li>(11) avenues of representation</li> <li>(12) property rights and economic policy</li> <li>(13) constitutional change and flexibility</li> </ol>	<ul style="list-style-type: none"> <li>• Explain why all nations have established organized governments</li> <li>• Understand how the United States organized its government under a written constitution</li> <li>• Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution</li> <li>• Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights</li> <li>• Explore the powers of the three branches of the federal and state governments</li> <li>• Discuss the importance of elections to the democratic process in the United States at the federal and state levels</li> </ul>

<b>AGLIs</b>		<b>HS</b>
<b>High School – Social Studies</b>		
<b>Required Component 1—Standard: 1-US and NY History</b>		
<b>Choice Component 1— Unit 2-Constitutional Foundations</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for US and NY History-Unit 2</b>		
<b>Less Complex</b>		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• recognize at least one classroom rules (11106)</li> <li>• recognize examples of governmental laws (11102)</li> <li>• identify the importance of obeying classroom rules and/or governmental laws (11107)</li> <li>• recognize at least one purpose of government (11108)</li> <li>• recognize at least one right guaranteed to citizens (11109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify reason(s) people create governments (11207)</li> <li>• identify who is eligible to vote (11208)</li> <li>• identify at least two rights of citizens guaranteed by the Bill of Rights (11209)</li> <li>• identify the development of the United States Constitution using simple time lines (11210)</li> <li>• identify the three branches of government (11211)</li> <li>• identify the individual purposes of judicial, legislative, and/or executive branches (11212)</li> <li>• explore their rights as citizens (11213)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain why people create governments (11301)</li> <li>• explain why voting is an essential part of a democracy (11302)</li> <li>• compare the responsibilities of New York State government and the responsibilities of the United States government (11303)</li> <li>• compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304)</li> <li>• explain the importance of the Bill of Rights in protecting individual rights (11305)</li> <li>• explain how to protect and secure their rights as citizens (11307)</li> </ul>

**Required Component 1—Standard: 1-US and NY History**
**Choice Component 1— Unit 2-Constitutional Foundations**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

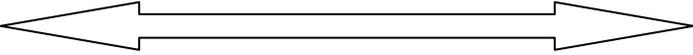
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11106A	The student will recognize classroom rules by selecting two symbols or icons representing rules from a group of three or more symbols or icons.  (note: choices should include some non-rule choices)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting (via pointing, eye-gazing, etc.) two classroom rules</li> </ul>
SAT11106B	The student will recognize at least one classroom rule by sorting classroom and non-classroom rules.	<ul style="list-style-type: none"> <li>Student work product, for example a T-Chart, that contains classroom and non-classroom rules sorted into appropriate categories</li> </ul>
SAT11102	The student will recognize governmental laws by selecting symbols that represent the laws from a group of three or more.  (note: choices should include some non-law choices)	<ul style="list-style-type: none"> <li>Student work product of law symbols that the student selected attached to a worksheet about governmental laws</li> </ul>
SAT11107A	The student will identify the importance of classroom rules by indicating a picture or photograph of an appropriate behavior to its purpose.	<ul style="list-style-type: none"> <li>Student work product that contains a set of matched rules and icons of appropriate behaviors with its purpose</li> </ul>
SAT11107B	The student will identify the importance of governmental laws by indicating a picture or photograph to its appropriate purpose.	<ul style="list-style-type: none"> <li>Student work product that contains a list of governmental laws with appropriate matching picture or photograph</li> </ul>
SAT11108	The student will recognize one purpose of government.  (e.g., education, military, safety, etc.)	<ul style="list-style-type: none"> <li>Student work product containing information that shows one purpose of government</li> </ul>
SAT11109A	The student will recognize the right to vote by participating in a voting activity in a classroom election.  (e.g., field trip, party, lunch period activity, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student demonstrating a citizen's right to vote by participating in a classroom voting activity</li> </ul>
SAT11109B	The student will recognize one right guaranteed to citizens by selecting the appropriate picture out of a set of at least two pictures.	<ul style="list-style-type: none"> <li>Student work product that contains one right guaranteed to citizens matched to its corresponding picture from a set of at least two pictures</li> </ul>
SAT11207	The student will identify two reasons why people create governments using a graphic organizer (list, etc.) or story webs.	<ul style="list-style-type: none"> <li>Student work product that contains a list of reasons why people create governments</li> </ul>
SAT11208	The student will identify who is eligible to vote during a reading response activity by answering "Wh-" questions.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student answering "Wh-" questions regarding voter eligibility</li> </ul>
SAT11209	The student will identify two rights guaranteed by the Bill of Rights.  (e.g., freedom of speech, freedom of religion, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying teacher described actions that are or are not guaranteed by the right to free speech and the right to freedom of religion</li> </ul>

SAT11210	The student will identify the development of the United States Constitution by using a simple timeline.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student working with a color coded or matching timeline of Constitution pictures on a classroom wall chart</li> </ul>
SAT11211	The student will identify the executive, legislative, and judicial branches of government by creating a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with cut and pasted text and symbols representing the three branches of government</li> </ul>
SAT11212	The student will identify the purposes of the judicial branch by creating a list that describes the two purposes of courts of law.  (e.g., to settle disputes [civil courts] and to determine guilt or innocence of the accused [criminal courts])	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer displaying two purposes of courts of law</li> </ul>
SAT11213	The student will explore his/her rights as a citizen by creating a list of citizen rights and presenting them to the class.	<ul style="list-style-type: none"> <li>Audio tape of the student listing citizen rights to the class</li> </ul>
SAT11301	The student will explain why people created governments by answering specific questions after reading or listening to a chapter about the reasons why the Founding Fathers created a new government.	<ul style="list-style-type: none"> <li>Student work product about reasons why the Founding Fathers created a new government</li> </ul>
SAT11302	The student will explain why voting is an essential part of a democracy by writing or creating a paragraph.	<ul style="list-style-type: none"> <li>Student work product that contains a paragraph that explains the importance of voting to a democracy</li> </ul>
SAT11303	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government by creating a list using different resources (e.g., civics book, the Internet, an encyclopedia, etc.).  (e.g., Protection: state responsibilities-police protection and fire fighting to federal responsibilities-FBI agency and national guard)	<ul style="list-style-type: none"> <li>Student work product that contains a list or graphic organizer that compares the New York State and federal government responsibilities</li> </ul>
SAT11304	The student will compare the responsibilities of the executive, legislative, and judicial branches of government by creating a chart with the checks and balances.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student creating a checks and balances chart that compares the responsibilities of the three branches of government</li> </ul>
SAT11305	The student will explain the importance of the Bill of Rights by developing a list that describes how the Bill of Rights protects individual citizen rights using various resources (e.g., civics book, the Internet, an encyclopedia, etc.).	<ul style="list-style-type: none"> <li>Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees individual citizen rights</li> </ul>
SAT11307	The student will explain how to protect and secure his/her rights as a citizen by role playing different situations that show how citizens can exercise their rights.	<ul style="list-style-type: none"> <li>Video tape of the student demonstrating the different role playing situations about how citizens can exercise their rights</li> </ul>

**GLIs and Essences**  
**High School – Social Studies**

**HS****Required Component 1**—Standard: 1-US and NY History**Choice Component 2**— Unit 7(B)-World in Uncertain Times: 1980-Present

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 154-155	<p><b>VI. APPROACHING THE NEXT CENTURY 1986 – 1999</b></p> <p>B. The Clinton Presidency</p> <ol style="list-style-type: none"> <li>1. Domestic issues               <ol style="list-style-type: none"> <li>a. Social concerns                   <ol style="list-style-type: none"> <li>(1) Health care</li> <li>(2) Education</li> <li>(3) Welfare reform</li> <li>(4) Stability of the Social Security system</li> </ol> </li> <li>b. Economic concerns                   <ol style="list-style-type: none"> <li>(1) Role of technologies</li> <li>(2) Impact of the baby boom generation</li> <li>(3) Balanced budget amendment (debate)</li> <li>(4) Market trends: The bull market of the 1990s</li> </ol> </li> <li>c. Political concerns                   <ol style="list-style-type: none"> <li>(1) Senate Whitewater investigations</li> <li>(2) Gun control</li> <li>(3) Campaign finance reform (debate)</li> </ol> </li> <li>d. Impeachment and acquittal</li> </ol> </li> <li>2. Foreign policy issues               <ol style="list-style-type: none"> <li>a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat)</li> <li>b. United States in the global economy                   <ol style="list-style-type: none"> <li>(1) NAFTA</li> <li>(2) GATT</li> <li>(3) Economic aid to Russia</li> <li>(4) United States trade with China, Japan, and Latin America</li> </ol> </li> <li>c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia</li> <li>d. United States—Russian relations; 1990 to the present</li> <li>e. United States—European relations: European Union (EU), NATO</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Understand the role of the United States president as the nation’s highest elected leader</li> <li>• Recognize examples of social, political, economic, and international issues with which presidents can become involved</li> <li>• Recognize different circumstances under which presidents become involved with these social, political, economic and international issues</li> <li>• Identify important issues associated with recent presidents</li> <li>• Understand the role of presidential administration’s involvement with key issues/challenges</li> </ul> <p>Please note: the content understandings that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.</p>

<b>AGLIs</b>		<b>HS</b>	
<b>High School – Social Studies</b>			
<b>Required Component 1</b> —Standard: 1-US and NY History			
<b>Choice Component 2</b> — Unit 7(B)-World in Uncertain Times: 1980-Present			
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>			
<b>POSSIBLE ENTRY POINTS for US and NY History-Unit 7(B)</b>			
<b>Less Complex</b>			<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify the leader of a class or school (14101)</li> <li>• recognize the United States, Canada, and/or Mexico on a map or globe (14102)</li> <li>• recognize a current event (14105)</li> <li>• utilize media to become aware of current events related to domestic issues (14104)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain how a person becomes the president of the United States (14201)</li> <li>• identify the president of the United States (14202)</li> <li>• identify at least two duties of the president of the United States (14206)</li> <li>• construct a simple timeline of United States presidents (14207)</li> <li>• recognize a foreign issue for the United States (14205)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain the duties of the United States president (14306)</li> <li>• identify an example of a domestic and a foreign issue with which a president might become involved (14307)</li> <li>• explain domestic and/or foreign issues (14308)</li> <li>• investigate how a presidential administration has addressed domestic and/or foreign issues (14309)</li> <li>• identify the outcome of significant domestic and/or foreign issues in which a presidential administration has become involved (14310)</li> </ul>	

*Please note: The content understandings that are covered and assessed in this section of the core curriculum are on all recent and current presidencies (1986-present), not just the Clinton Presidency.*

# SATs High School – Social Studies

# HS

**Required Component 1**—Standard: 1-US and NY History

**Choice Component 2**— Unit 7(B)-World in Uncertain Times: 1980-Present

### SAMPLE ASSESSMENT TASKS (SATs)

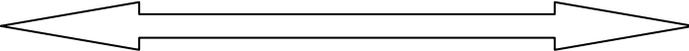
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	<b>Possible</b> Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will identify the leader of the classroom by selecting the teacher’s picture from several other pictures.	<ul style="list-style-type: none"> <li>Student work product that contains leader pictures that the student circled or selected in the class picture</li> </ul>
SAT14101B	The student will identify the leader of the classroom by pointing or eye gazing to the teacher when asked “Who is the leader of the class?”	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying the leader of the classroom from others within the room</li> </ul>
SAT14102	The student will recognize the United States on a map or globe by placing a marker on the United States.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student recognizing the United States using a map or globe and placing the marker on the United States</li> </ul>
SAT14105A	The student will recognize a photograph of a current event when given two photographs. (e.g., snowstorm, sports event, etc., in a newspaper, magazine, or other media)	<ul style="list-style-type: none"> <li>Video tape of the student selecting or indicating the photograph that depicts a current event</li> </ul>
SAT14105B	The student will recognize a current event by choosing at least one attribute that reflects an occurrence in the current event photograph from a selection of word cards.	<ul style="list-style-type: none"> <li>Student work product that contains at least one attribute that reflects the occurrence in the current event photo</li> </ul>
SAT14104	The student will use newspapers, the Internet, magazines, etc., to become aware of current events related to domestic issues and answer simple “wh-” questions about the events chosen. (e.g., disability rights, hurricane relief, health care, etc.)	<ul style="list-style-type: none"> <li>Student work product showing current event, questions, and student responses to questions</li> <li>Data Collection Sheet recording student performance when locating a current event and answering questions about it</li> </ul>
SAT14201	The student will explain how a person becomes president by creating a list of steps necessary to be elected president of the United States.	<ul style="list-style-type: none"> <li>Student work product that contains a sequenced list of the steps necessary to be elected president of the United States</li> </ul>
SAT14202	The student will identify the president of the United States by selecting the appropriate photo from an array of photographs.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student identifying the president of the United States by circling, pointing to, or verbally identifying the appropriate photograph</li> </ul>
SAT14206	The student will identify two duties that are only the responsibility of the president of the United States given a checklist with five duties of government officials.	<ul style="list-style-type: none"> <li>Student work product of the checklist with selected or marked appropriate presidential duties</li> </ul>
SAT14207	The student will develop a timeline of recent United States presidents: 1986 – present by placing pictures showing the years of office with a picture of each president in chronological order.	<ul style="list-style-type: none"> <li>Video tape of the student creating or placing pictures on a timeline showing the years of office for recent United States presidents from 1986- present on the classroom wall chart</li> </ul>

SAT14205	The student will recognize a foreign issue of the United States focusing around environmental issues when given a set of choices.  (e.g., global warming, ocean pollution, air pollution, depletion of limited natural resources, endangered animal species, etc.)	<ul style="list-style-type: none"> <li>• Student work product that contains student-identified appropriate environmental issues that affect the United States</li> </ul>
SAT14306	The student will explain the duties of the president of the United States on a checklist of duties or creating a T chart.	<ul style="list-style-type: none"> <li>• Student work product of a created checklist or a T chart that explains the duties of the president of the United States</li> </ul>
SAT14307	The student will identify a domestic issue and a foreign issue with which a United States president from 1986 – present has become involved by indicating the two issues linked with the appropriate president.	<ul style="list-style-type: none"> <li>• Video tape of the student indicating the domestic and foreign issues associated with the appropriate president</li> </ul>
SAT14308	The student will explain three United States domestic issues using a graphic organizer.  (e.g., domestic issues: health care reform, education, unemployment, energy, etc.)	<ul style="list-style-type: none"> <li>• Student work product that contains a graphic organizer explaining United States domestic issues</li> </ul>
SAT14309	The student will investigate how presidential administrations have addressed issues by reading articles about a United States domestic and/or foreign issues that describes presidential involvement and answer questions about the issues.	<ul style="list-style-type: none"> <li>• Audio tape of the student answering comprehension questions about how presidential administrations have addressed domestic and/or foreign issues</li> </ul>
SAT14310	The student will identify the outcome of two domestic and/or foreign issues in which a United States presidential administration (1986- present) became involved.	<ul style="list-style-type: none"> <li>• Student work product that contains a description of the outcome of domestic and/or foreign issues in which a United States presidential administration (1986-present) became involved</li> </ul>

**GLIs and Essences**  
**High School – Social Studies**
**HS**
**Required Component 2—Standard: 2-World History**
**Choice Component 1— Unit 5-Age of Revolution**

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 108-109	<p><b>G. Economic and social revolutions</b></p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Agrarian revolution</li> <li>3. The British Industrial Revolution               <ol style="list-style-type: none"> <li>a. Capitalism and a market economy</li> <li>b. Factory system</li> <li>c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i></li> <li>d. Changes in social classes</li> <li>e. Changing roles of men, women, and children</li> <li>f. Urbanization</li> <li>g. Responses to industrialization                   <ol style="list-style-type: none"> <li>1) Utopian reform — Robert Owen</li> <li>2) Legislative reform</li> <li>3) Role of unions</li> <li>4) Karl Marx and Friedrich Engel and command economies</li> <li>5) Sadler Report and reform legislation</li> <li>6) Parliamentary reforms— expansion of suffrage</li> <li>7) Writers (Dickens and Zola)</li> <li>8) Global migrations (19<sup>th</sup> century)</li> <li>9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>)</li> </ol> </li> </ol> </li> <li>3. Mass starvation in Ireland (1845-1850)               <ol style="list-style-type: none"> <li>a. Growth of Irish nationalism</li> <li>b. Global migration</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Explain why the vast majority of people were directly involved with agriculture until the 1700s</li> <li>• Explore how advances in science, technology, and industry made farming easier and more productive</li> <li>• Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly</li> <li>• Summarize how society benefited as a result of the Industrial Revolution</li> <li>• Illustrate how society changed positively and negatively as a result of the Industrial Revolution</li> </ul>

<b>AGLIs</b>		<b>HS</b>
<b>High School – Social Studies</b>		
<b>Required Component 2—Standard: 2-World History</b>		
<b>Choice Component 1— Unit 5-Age of Revolution</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for World History-Unit 5</b>		
<b>Less Complex</b>		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• recognize Great Britain on a map or globe (21107)</li> <li>• recognize work done on farms (21108)</li> <li>• recognize work done in cities and/or factories (21109)</li> <li>• distinguish between products that are produced on farms and in factories (21104)</li> <li>• identify one reason the growth of factories led to the growth of cities (21110)</li> <li>• explore the life of people during the Industrial Revolution (21111)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify the natural resources found in Great Britain that helped cause the Industrial Revolution (21205)</li> <li>• identify differences between work done on farms and work done in cities (21206)</li> <li>• explain why the Industrial Revolution led to the rapid growth of cities (21207)</li> <li>• explore what life was like for men, women, and children living in cities during the Industrial Revolution (21208)</li> <li>• identify reason(s) that governments began to pass laws to protect and help workers (21209)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• discuss why the ready supply of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution (21305)</li> <li>• explore why the Industrial Revolution caused cities to grow and how their growth benefited and/or hurt society (21306)</li> <li>• explore what life was like for factory workers and their families living in a city during the Industrial Revolution (21307)</li> <li>• discuss the reform movements that began as a result of the Industrial Revolution (21304)</li> </ul>

# SATs High School – Social Studies

# HS

## Required Component 2—Standard: 2-World History

### Choice Component 1— Unit 5-Age of Revolution

#### SAMPLE ASSESSMENT TASKS (SATs)

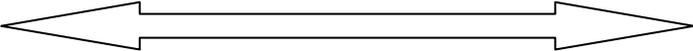
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107	The student will recognize the location of Great Britain on a map or globe using eye gaze or by pointing to it.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating Great Britain by pointing or by using eye gaze to locate it on a map or globe</li> </ul>
SAT21108A	The student will recognize work done on farms by drawing a picture or selecting pictures or objects that show work on farms.  (e.g., harvesting crops, driving a tractor, herding animals, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains drawn or selected pictures of people working on farms</li> </ul>
SAT21108B	The student will recognize the work done on farms by touching the picture or object that illustrates work on the farm from pictures of a farmer working on a farm and a teacher working in the classroom.	<ul style="list-style-type: none"> <li>Video tape of the student indicating the farmer from the choices</li> </ul>
SAT21109	The student will recognize work done in cities or factories by selecting two related photographs from a set of five photographs.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting two photographs of people working in cities or factories from a set of photographs</li> </ul>
SAT21104	The student will distinguish between farm and factory products by sorting pictures of products produced on farms and in factories into the appropriate category.	<ul style="list-style-type: none"> <li>Student work product that contains sorted farm and factory product pictures or photographs sorted into appropriate categories</li> </ul>
SAT21110	The student will identify a picture that relates to how the growth of factories led to the growth of cities.  (e.g., factory workers' tenements, railroads, highways, the availability of jobs, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student selecting the picture that shows how the growth of factories led to the growth of cities</li> </ul>
SAT21111	The student will explore the life of people during the Industrial Revolution by creating a collage of pictures showing life during those times.  (e.g., living in tenements, working in factories, styles of dress, means of transportation, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a collage of pictures all related to life during the Industrial Revolution</li> </ul>
SAT21205	The student will identify coal, iron ore, and water (rivers and harbors) as the natural resources found in Great Britain that helped cause the Industrial Revolution.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the students selecting and pasting, gluing, or attaching the resources to a map of Great Britain</li> </ul>
SAT21206	The student will identify differences between work done on farms and work done in cities by listing differences on a chart.	<ul style="list-style-type: none"> <li>Student work product of a produced T-Chart listing differences between work done on farms and work done in cities</li> </ul>
SAT21207	The student will explain why the Industrial Revolution led to the rapid growth of cities by indicating three "whys" from a set of choices.  (e.g., factory jobs, mechanization of agriculture, need for workers to live near their jobs, etc.)	<ul style="list-style-type: none"> <li>Student work product of the identified "whys" the Industrial Revolution spurred the growth of cities</li> </ul>

SAT21208	The student will select the pictures that depict what life was like for men, women, and children during the Industrial Revolution when given an array of pictures about life in cities (past and present).	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the various pictures and selecting those that relate to life during the Industrial Revolution for men, women, and children</li> </ul>
SAT21209	The student will identify reason(s) why governments began to pass laws to protect and assist factory workers by indicating three examples of unsafe working conditions workers faced when employed in factories during the Industrial Revolution.  (e.g., poor ventilation, long hours, dangerous machinery, poor wages, disease, child labor, etc.)	<ul style="list-style-type: none"> <li>Student work product of three identified examples of unsafe factory working conditions during the Industrial Revolution which lead to governmental controls</li> </ul>
SAT21305	The student will discuss the reasons why the resources of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution by writing or creating a paragraph about them.	<ul style="list-style-type: none"> <li>Student work product of written or created text indicating the reasons why each factor helped make Great Britain the birthplace of the Industrial Revolution</li> </ul>
SAT21306	The student will explore an example of a technological advance from the late 18 <sup>th</sup> or 19 <sup>th</sup> century and will explain how it caused cities to grow and the benefit the advancement provided to society.  (e.g., internal combustion engine, railroads, electricity, mass production, etc.)	<ul style="list-style-type: none"> <li>Student work product that contains a description of a technological advance, indicate how it caused cities to grow, and its benefit to society</li> </ul>
SAT21307	The student will explore what life was like using a graphic organizer to organize information about lifestyle and living condition(s) of factory workers and their families in a city during the Industrial Revolution.	<ul style="list-style-type: none"> <li>Student work product that contains a graphic organizer with information about what life was like for factory workers and their families living New York City during the Industrial Revolution</li> </ul>
SAT21304	After reading or listening to information about the reform movements, the student will discuss reform movement occurrences by answering questions pertaining to those movements that began as a result of the Industrial Revolution.  (e.g., child labor laws, length of work day, factory safety laws, improved sanitation in cities, etc.)	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student answering questions posed by the teacher about reform movements that began as a result of the Industrial Revolution</li> </ul>

**Required Component 2—Standard: 2-World History**
**Choice Component 2— Unit 8-Global Connections and Interactions**

<b>Social Studies Core Curriculum</b>	<b>Content Understandings</b>	<b>Essence of Content Understandings</b>
Pg. 118-119	<p><b>A. Social and political patterns and change</b></p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Population pressures and poverty (China, India, Africa, and Latin America)               <ol style="list-style-type: none"> <li>a. One-child policy—China</li> <li>b. Family planning—India</li> <li>c. Mother Theresa</li> <li>d. Cycles of poverty and disease</li> </ol> </li> <li>3. Migration               <ol style="list-style-type: none"> <li>a. Urbanization</li> <li>b. Global migration</li> </ol> </li> </ol> <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> <li>4. Modernization/tradition—finding a balance               <ol style="list-style-type: none"> <li>a. Japan</li> <li>b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)</li> <li>c. African</li> <li>d. Latin America</li> </ol> </li> <li>5. Scientific and technological advances               <ol style="list-style-type: none"> <li>a. Treatment of infectious diseases</li> <li>b. Improved standard of living</li> </ol> </li> <li>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</li> <li>7. Status of women and children               <ol style="list-style-type: none"> <li>a. Economic issues, e.g., child labor</li> <li>b. Social issues, e.g., abuse and access to education</li> <li>c. Political issues, e.g., participation in the political process</li> </ol> </li> <li>8. Ethnic and religious tensions: an analysis of multiple perspectives               <ol style="list-style-type: none"> <li>a. Northern Ireland</li> <li>b. Balkans: Serbs, Croats, and Muslims</li> <li>c. Sikhs and Tamils</li> <li>d. Indonesian Christians</li> <li>e. China—Tibet</li> <li>f. Indonesia—East Timor</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify the location of continents</li> <li>• Locate countries in Asia, Africa, and Latin America</li> <li>• Explore world population trends (where the trends occur, problems, etc)</li> <li>• Identify industrialized and developing nations</li> <li>• Discuss how ways of life differ among industrialized and developing nations</li> <li>• Recognize efforts to improve standards of living in 21st century developing and overpopulated nations</li> <li>• Understand the political, social, and economic causes of migration within and between selected nations</li> </ul>

<b>AGLIs</b>		<b>HS</b>
<b>High School – Social Studies</b>		
<b>Required Component 2—Standard: 2-World History</b>		
<b>Choice Component 2— Unit 8-Global Connections and Interactions</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)</b>		
<b>POSSIBLE ENTRY POINTS for World History-Unit 8</b>		
<b>Less Complex</b>		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>locate one country other than the United States on a map (22106)</li> <li>recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (22107)</li> <li>recognize that some countries are overpopulated (22103)</li> <li>identify one issue related to migration (22108)</li> <li>explore the lifestyles of people living in foreign country(s), e.g., Mexico, Russia, China, etc. (22109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>locate two continents or countries other than North America and the United States on a map or globe (22207)</li> <li>differentiate between continents and/or countries (22208)</li> <li>identify the locations of cities outside the United States on a map or globe (22209)</li> <li>determine the populations of two or more major cities in and/or outside of the United States (22210)</li> <li>identify problems created by migrations (22205)</li> <li>examine how ways of life differ in rural and urban areas in a country other than the United States (22211)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>explain the differences between a developing and a developed country (22305)</li> <li>identify a developed country and/or a developing country (22302)</li> <li>explore how migration may create economic, social, and political problems between countries (22306)</li> <li>investigate how developing countries are using advances in science and technology to address problems created by overpopulation (22307)</li> </ul>

# SATs High School – Social Studies

# HS

## Required Component 2—Standard: 2-World History

### Choice Component 2— Unit 8-Global Connections and Interactions

#### SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22106	The student will locate a country other than the United States on a map or globe with a sticker, marker, or dot.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating a country other than the United States on a map or globe and placing a sticker, marker, etc. on the country</li> </ul>
SAT22107	The student will recognize three pictures that depict rural life outside the United States by selecting pictures from an array of pictures.  (e.g., an African village, a Chinese farm, and an Irish sheep farm, etc.)	<ul style="list-style-type: none"> <li>Student work product showing pictures selected from grouping</li> <li>Data Collection Sheet recording student performance when selecting the photographs or pictures that depict rural life outside the United States</li> </ul>
SAT22103	The student will recognize that some countries are overpopulated by attending to a story or pictures or photographs about life in that country.  (e.g., India, Bangladesh, etc.)	<ul style="list-style-type: none"> <li>Video tape of the student attending to a story, pictures, or photographs about life in an overpopulated country</li> </ul>
SAT22108A	The student will identify one issue related to migration by indicating the phrase or sentence strip that answers the question.  (e.g., why the migration occurred, where the migration occurred, challenges faced by the people who migrated, etc.).	<ul style="list-style-type: none"> <li>Student work product that contains selected sentences that answer a specific question posed about migration related issues</li> </ul>
SAT22108B	The student will select at least one picture from an array of pictures that reflects a reason people migrated to a different country.  (e.g., famine, war, lack of jobs, etc.)	<ul style="list-style-type: none"> <li>Sequenced, dated, captioned photographs of the student examining and making a selection of a picture(s) that reflects a reason for human migration to a different country</li> </ul>
SAT22109A	The student will explore lifestyles in a foreign country by tasting foods, looking at different clothing styles (photographs or actual examples), and indicating their favorite of each.	<ul style="list-style-type: none"> <li>Student work product indicating favorite foreign foods and foreign clothing styles during cultures month</li> </ul>
SAT22109B	The student will explore lifestyles of people living in other countries by looking at different photographs of jobs done in foreign countries and indicating which jobs interest them.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student exploration of a series of photographs of jobs done in other countries</li> </ul>
SAT22109C	The student will explore lifestyles in a foreign country by listening to a story about the country and answering simple “wh-” questions.	<ul style="list-style-type: none"> <li>Sequenced, dated, captioned photographs of the student listening to a story and answering “wh-” questions about it on a worksheet</li> </ul>
SAT22207	The student will locate two continents other than North America on a map or globe by pointing to them.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when locating two continents other than North America</li> </ul>
SAT22208	The student will differentiate between continents and countries on a map or globe by labeling them accordingly.	<ul style="list-style-type: none"> <li>Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker</li> </ul>

SAT22209	The student will identify the location of three major world cities outside the United States on a map by placing miniature models representing each city on a world map.  (e.g., Eiffel Tower on Paris; Big Ben on London, Olympic rings on Beijing, Colosseum on Rome, Canals on Venice, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student placing miniature models or pictures representing each city on a world map</li> </ul>
SAT22210	The student will determine the populations of three major cities, two of which are located outside the United States, using an atlas, encyclopedia, the Internet, or other resource.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using a resource to determine the populations of three major world cities</li> </ul>
SAT22205	The student will identify problems created by migrations to a specific country, matching country to a specific problem using sentence strips.  (e.g., urban poverty, religious/ethnic conflict, forms of discrimination, etc.)	<ul style="list-style-type: none"> <li>Student work product of pasted sentence strips that identify problems created by migrations to a specific country</li> </ul>
SAT22211	The student will examine differences in lifestyles related to a given topic in foreign rural and urban areas by making a collage of pictures depicting lifestyle differences.  (e.g., topics: types of jobs, housing, clothing, schools, etc.)	<ul style="list-style-type: none"> <li>Student work product of lists, graphic organizers, or collages, that indicate lifestyle differences in types of jobs rural and urban areas of China</li> </ul>
SAT22305	The student will explain by writing or sorting the differences into a graphic organizer about developing and developed countries.	<ul style="list-style-type: none"> <li>Student work product of a T-chart that shows countries sorted into the appropriate categories based on the description of the country (developing or developed)</li> </ul>
SAT22302	The student will identify a developing and a developed country by locating both on a world map or globe.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating a developing and developed country by locating each on a world map or globe</li> </ul>
SAT22306	The student will explore social, economic, and political problems between countries created by migration by listening to a story and writing or creating a paragraph about the problems.  (e.g., Mexicans to the United States, Arabs to France, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to a story about social, economic, and political problems created by migration and writing or creating a paragraph about the problems</li> </ul>
SAT22307	The student will indicate how developing nations are using advances in science and technology to address problems created by overpopulation by completing a report form.  (e.g., Green Revolution in Asia and Africa, water desalination projects, genetic engineering of plants, etc.)	<ul style="list-style-type: none"> <li>Student work product of a completed form about how developing nations are using advances in science and technology to address problems created by overpopulation</li> </ul>



# English Language Arts (ELA) Glossary

A Toolkit, including curriculum guidance materials and resources applicable to use in grades prekindergarten to grade 12, is located on the Department’s website. Please see:

ELA Toolkit: <http://www.emsc.nysed.gov/3-8/ELAToolkit.html>

TERM	DEFINITION
<b>Appropriate group behaviors</b>	These would include speaking and listening skills. Speaking includes communicating through such means as vocalization, signing, or using communication aids, such as voice synthesizers. These behaviors would include: <ol style="list-style-type: none"> <li>speaking in turn</li> <li>looking at the people when speaking and listening, if possible</li> <li>using an appropriate volume and rate</li> <li>answering or asking questions that relate to the topic being discussed</li> <li>thinking before speaking</li> <li>attending/listening to others and reacting appropriately to them</li> <li>sitting or standing still, as much as is possible</li> <li>gesturing appropriately</li> <li>being courteous in general</li> </ol>
<b>Audience</b>	The specified or clearly implied person(s) to whom writers address his/her correspondence
<b>Author’s message</b>	This refers to the intent; what he/she is trying to say, what is the point; possibly related to the moral of the story, if it has one; message is related to author’s purpose.
<b>Author’s purpose</b>	An author may have more than one purpose for writing a piece of literature, such as to entertain, to instruct, persuade, or describe. It refers to why he/she says what he/she says.
<b>Author’s style</b>	This refers to the general characteristics of a work that distinguish it from another author’s work; often includes the author’s use of language and how the use of the language affects the author’s intent.
<b>Bias</b>	An inclination of temperament or outlook; a personal and sometimes unreasoned judgment; prejudice—an instance of such prejudice; deviation of the expected value of a statistical estimate from the quantity it estimates; systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others.
<b>Compare</b>	To actively point out similarities.
<b>Compose</b>	All words that can refer to the act of writing and include the creation of original material, possibly by voice; by organizing or shaping information or ideas; and/or by using objects, visual language (selecting pictures, symbols, etc. to convey information), signing, stamping, and any communication aids such as a voice synthesizer or speech generating device that has audible speech output, from single switch through computer based options to communicate ideas, choices or information.
<b>Communicate</b>	Convey knowledge of or information about something. Communication is an expression of information via a variety of modes of communication (e.g., eye gaze, point, sign, verbalize, etc.).
<b>Contrast</b>	Refers to indicating differences.
<b>Create</b>	See <i>compose</i> .

TERM	DEFINITION
<b>Data</b>	Information that is often numeric and usually used for analysis.
<b>Descriptive text</b>	A descriptive text is a text which lists the characteristics of something. The topic is usually about the attributes of a thing. Third person pronoun forms are used. (e.g., requirements for employment, the appearance of a person, the details of a location, etc.)
<b>Explicit text</b>	Explicit text reveals the meaning by direct statements. For example, at the end of a fable, the moral is often stated.
<b>Exposition</b>	One of the classifications of discourse whose function is to inform or to instruct or to present ideas and general truths objectively. Exposition presents information, provides explanations and definitions, and compares and contrasts.
<b>Facts</b>	Information that can be verified as true.
<b>Fact vs. opinion</b>	Statements of fact can be proven conclusively to be true or false. Statements of opinion cannot be proven to be true or false.
<b>Fallacies</b>	Statements, arguments, or conclusions based on faulty reasoning.
<b>Fiction</b>	Texts that are not true stories, but may have some basis in truth. For example, historical fiction, literary work whose content is produced by the imagination, etc.
<b>Genre</b>	A category used to classify literary works, usually by form, technique, or content. Examples of genres: poems, plays, fiction, nonfiction, etc.
<b>Graphic organizer</b>	One example of a strategy to show the relationship of ideas or information to other ideas or information: webs, maps, charts, Venn diagrams, etc.
<b>Implicit text</b>	Implicit text refers to text that must be interpreted; the meaning is “between the lines.”
<b>Infer, make an inference</b>	A deduction or conclusion made from facts that are suggested or implied (implicit) rather than overtly stated (explicit).
<b>Informational text</b>	Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text.
<b>Justify</b>	To show good reason for a decision or conclusion by providing facts or data.
<b>Literal questions</b>	The answers are directly stated in the story and require no inference. These questions often address who, what, where, when, and why.
<b>Literary devices</b>	The techniques authors use to achieve a particular effect; For example, symbolism, metaphor, simile, alliteration, personification, flashback, foreshadowing, exaggeration, analogy, irony, etc.
<b>Literary elements</b>	Literary elements include: setting, plot, character, rhythm, and rhyme.
<b>Literary text</b>	A wide range of texts that tell a story to make a point, express a personal opinion, or provide an enjoyable experience.
<b>Main idea vs. supporting detail</b>	Main idea is a generalization that can be used to refer to the central idea of informational text, sometimes to pieces (paragraph or section) of informational text. Details refer to statements about specific facts, ideas, or data that support main ideas.
<b>Main idea vs. theme</b>	The term “main idea” refers to informational text whereas the terms “theme” or “message” refer to literary text.
<b>Nonfiction</b>	Texts that are based on fact, include informational text, content area text, practical “how-to” text, biography, autobiography, etc.; literary works that are not fiction.
<b>Note taking</b>	The act of composing text that is a condensed or informal record or a brief comment or explanation based on read or listened to information.

TERM	DEFINITION
<b>Outline</b>	<p>Many writers use an outline to help them think through the various stages of the writing process. An outline is a type of graphic scheme of the organization of your paper. It indicates the main arguments for your thesis as well as the subtopics under each main point. Outlines range from an informal use of indenting and graphics (such as —, *, +) to a formal use of Roman numerals and letters. Regardless of the degree of formality, the function of an outline is to help you consider the most effective way to say what you want to say.</p> <p>Another way to think of it is an outline is a hierarchical way to display related items of text to graphically depict their relationships.</p> <p>They are often used by students for research papers. Outlines provide a summary showing the logical flow of a paper. They are useful because they:</p> <ol style="list-style-type: none"> <li>1. help the writer organize their thoughts before getting bogged down in word choice and sentence structure;</li> <li>2. show which ideas need illustration or elaboration; and</li> <li>3. help the writer decide on an organizational technique for the report, whether it be logical, chronological, or categorical in nature.</li> </ol>
<b>Paragraph</b>	<p>One or more sentences to develop a complete thought. A caption can be considered a paragraph.</p>
<b>Perspective: literary, political, personal, and evaluative criteria</b>	<p>A point of view or way of judging a piece of literature; a literary perspective might look at a piece of literature and analyze it based on its literary merits; a political perspective might look at the same piece of literature and analyze it, based on the political climate in which it was written or the political standpoint of the author; a personal perspective would present a reader’s view based on personal criteria. Personal criteria are the basis for an evaluation.</p>
<b>Persuade</b>	<p>A communicative purpose in which a writer attempts to convince an audience of one’s point of view or to move them to action.</p>
<b>Poetry</b>	<p>Writing designed to convey a vivid and imaginative sense of experience, especially by the use of condensed language chosen for its sound and suggestive power as well as for its meaning. Language choices are also made to achieve meter, rhyme, natural cadences, and metaphors.</p>
<b>Predict</b>	<p>A declaration or indication in advance of it occurring, especially to foretell on the basis of observation, experience, or scientific reason.</p>
<b>Prose</b>	<p>A literary medium distinguished from poetry, especially by its greater irregularity and variety of rhythm and its closer correspondence to the patterns of everyday speech.</p>
<b>Relevant vs. irrelevant</b>	<p>Relevant is related to a topic in some way which makes a difference to the purpose that is being presented. Irrelevant is not related to a topic in some way which makes a difference to the purpose that is being presented.</p>
<b>Rhyme</b>	<p>The repetition of sounds in two or more words or phrases, which appear close to each other in a poem. <i>End rhyme</i> occurs at the end of lines. An <i>internal rhyme</i> occurs within a line. <i>Slant rhyme</i> is approximate rhyme. A <i>rhyme scheme</i> is the pattern of end rhymes.</p>
<b>Rhythm</b>	<p>The regular recurrence and speed of sound and stresses in a poem or work of prose.</p>
<b>Story elements</b>	<p>Basic story elements include:</p> <ol style="list-style-type: none"> <li>a. plot – the sequence of events or actions in a novel, play, short story, or narrative poem</li> <li>b. character – a person or sometimes animal that takes part in the plot</li> <li>c. setting – time and place in which a short story, novel, or narrative poem take place</li> <li>d. theme – the central meaning of a literary work</li> <li>e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions, and ideas</li> </ol>

TERM	DEFINITION
<b>Summarize</b>	An approach to thinking and writing that expresses the main points of one or several resources, including readings, research findings, events, the writer’s own ideas, etc.
<b>Texts (written phrases, sentences, paragraphs, pictures, symbols, illustrations; can be digitally available)</b>	Generally, the words of something that are written or printed; here words can be conveyed in pictures, symbols, signing, etc.  The definition of texts from the National Council for Teachers of English (NCTE) publication: “printed communication in their varied forms; oral communications, including conversations, speeches, etc. and visual communications such as film, video, and computer displays”.
<b>Text features</b>	Text features include: boldface print, italics, font type and size, underscoring, layout, color, headings, illustrations, graphs, charts, etc.
<b>Tone</b>	The writer’s or speaker’s attitude toward a subject, character, or audience conveyed through the author’s choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.
<b>Types of reading (e.g., choral, popcorn, round-robin, etc.)</b>	Choral reading is people reading in unison; popcorn reading or round-robin reading is people taking turns reading by a random selection (For example, tossing a soft object to the person sitting next to you to designate the next reader, etc.)
<b>Validity</b>	An argument is valid if its basis can be supported by reason.
<b>Visual language</b>	Visual language includes: print, symbols, photos, pictures, objects, etc. in place of words or text.
<b>Voice</b>	The distinctive style or manner of expression of an author or of a character.
<b>Write</b>	See <i>compose</i> .
<b>Writing Process</b>	A series of overlapping and recursive processes (e.g., prewriting, drafting, revising, and editing) a writer often moves among when developing a piece of writing. <ol style="list-style-type: none"> <li>a. prewriting – the formulation and organization of ideas preparatory to writing</li> <li>b. drafting – to draw the preliminary sketch, version, plan, or initial composition of the final product</li> <li>c. revising – to review in order to correct or improve</li> <li>d. editing – to make revisions to the draft version of the final product</li> </ol>

Resources:

- NAEP Reading for 2009 and Writing for 2011 Framework (pre-publication editions, 2007) available at <http://www.nagb.org/frameworks/fw.html>
- *Standards for the English Language Arts Book*, created by NCTE and IRA, published by NCTE
- *Webster’s II New Collegiate Dictionary* (Houghton Mifflin Co., 2001)
- <http://mainegov-images.informe.org/education/lres/pei/glossary032008.pdf>
- School Improvement Maryland available at <http://mdk12.org/instruction/curriculum/reading/glossary.shtml>
- <http://www.indiana.edu/~wts/pamphlets/outlines.shtml>

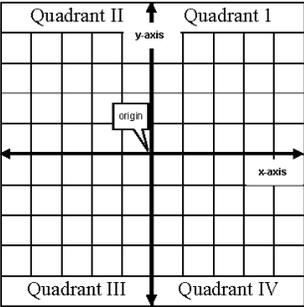
Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

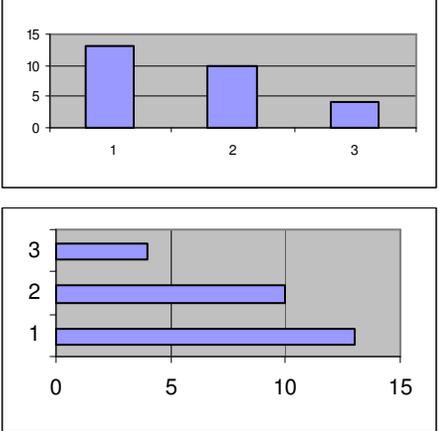
# Mathematics Glossary

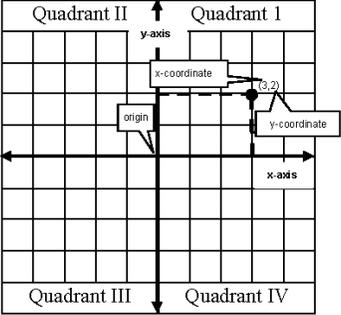
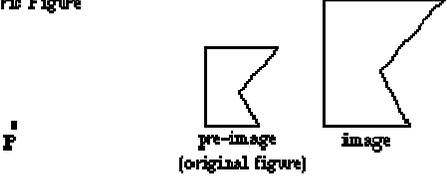
A Mathematics Toolkit, including curriculum guidance materials and resources is located on the Department's website. Please see:

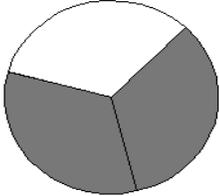
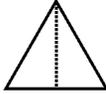
Mathematics Toolkit for Grades Prekindergarten-8: <http://www.emsc.nysed.gov/3-8/guidancecpk8.htm>

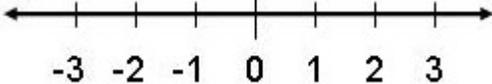
Mathematics Toolkit Grades 9-12: <http://www.emsc.nysed.gov/3-8/guidance912.htm>

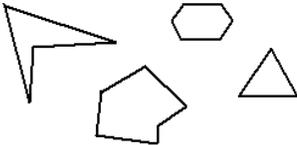
TERM	DEFINITION						
Algebraic inequalities	Algebraic sentences that use the symbols, $>$ , $<$ , $\geq$ , $\leq$ . Example: $x - 3 \geq 4$ is an example of an algebraic inequality						
Analog clock	A clock, usually with a round face, twelve numbers and two hands (one pointing to the hour and the other pointing to the minute).						
Angle	The union of two rays and their common endpoint.						
Array	A set of objects or numbers arranged in order, commonly in rows and columns.						
Attributes	A characteristic of an object. For example, sorting by color when playing a sorting game. Example: <table border="1" data-bbox="540 884 971 1115"> <thead> <tr> <th data-bbox="540 884 773 926">Shape</th> <th data-bbox="773 884 971 926">Attributes</th> </tr> </thead> <tbody> <tr> <td data-bbox="540 926 773 1016">  </td> <td data-bbox="773 926 971 1016">big, shaded circle</td> </tr> <tr> <td data-bbox="540 1016 773 1115">  </td> <td data-bbox="773 1016 971 1115">small, not shaded triangle</td> </tr> </tbody> </table>	Shape	Attributes		big, shaded circle		small, not shaded triangle
Shape	Attributes						
	big, shaded circle						
	small, not shaded triangle						
Axes on a graph	The x-axis is the horizontal line on the coordinate plan that intersects at the origin with the y-axis. The y-axis is the vertical line on the coordinate plane that intersects the x-axis at the origin. Example: 						

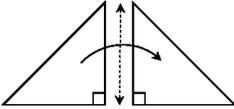
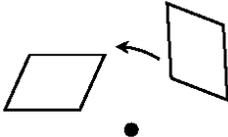
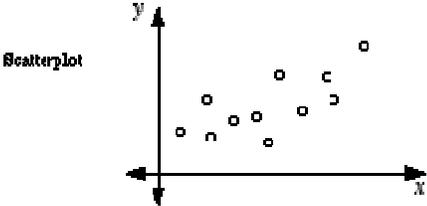
TERM	DEFINITION
Bar graph	<p>A graph that uses horizontal or vertical bars to represent numbers in the data. Example:</p> 
Biased data	<p>Data gathered from a sample that is not representative of the entire population that is being sampled. If the sample is representative of the entire population being sampled, that data is unbiased. It is important to note that bias, or the lack thereof in a set of data, results from how the data was collected, and not from the data itself.</p>
Capacity	<p>The maximum amount a container can hold (volume).</p>
Common factors	<p>Numbers that are factors of two or more numbers. Example: The factors of 12 are 1, 2, 3, 4, 6, and 12. The factors of 10 are 1, 2, 5, and 10. The common factors of 12 and 10 are 1 and 2.</p>
Commutative principle (addition or multiplication)	<p>In addition and multiplication, numbers may be added or multiplied in any order. This term is also referred to as commutative property, law, or rule.</p>
Commutative property of addition	<p>The sum stays the same when the order of the addends is changed. Example: <math>6+4=4+6</math></p>
Compare numbers	<p>Given two numbers, determine which number is greater than, less than, or equal to the other number.</p>
Complementary angles	<p>A pair of angles whose measures have a sum of <math>90^\circ</math>.</p>
Congruent angles	<p>Angles that have the same measure. If you lay one angle on top of the other, they are congruent if they fit exactly.</p>
Congruent figures	<p>Figures that have the same shape and same size. Example:</p>  <p>These two shapes are congruent figures.</p>
Congruent sides of a triangle	<p>The sides of two triangles that are equal in length.</p>

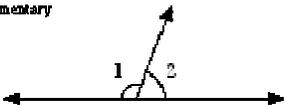
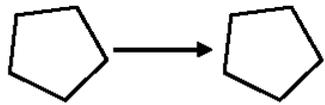
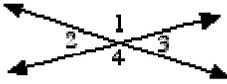
TERM	DEFINITION
Coordinates	<p>An ordered pair of numbers that identifies an exact location of a point or object on a grid, coordinate plane, or map (written as <math>x,y</math>).</p> <p>Example:</p>  <p>The coordinates of the point on the graph are <math>(3, 2)</math>.</p>
Coordinate system	A system that uses coordinates $(x,y)$ to establish position.
Customary units of length	Miles, yards, feet, and inches
Customary units of liquid capacity	Cups, pints, quarts, and gallons
Customary units of weight	Pounds and ounces
Data	Information that has been collected, such as from a survey.
Denomination	As related to money, the value of currency amounts. The most common denominations are \$1, \$5 or \$10 bills. Today, our government also prints \$20, \$50 and \$100 bills. If you have a \$5 and a \$1, the two bills are different <i>denominations</i> .
Digital clock	A clock that gives the time using numbers. Example: 3:30
Dilation	<p>A transformation in which all distances are lengthened or shortened by a common factor.</p> <p>Example:</p> <p><b>Dilation of a Geometric Figure</b></p> 
Duplicate a pattern	To copy a specified pattern exactly as given
Equation	A mathematical sentence where the left side of the equal sign has the same value as the right side. Example: $6 + 4 = 10$
Equilateral triangle	A triangle whose three sides are all congruent (equal in length).
Evaluate	To evaluate an expression means to find a numerical value for it, to 'work it out'.
Expression	<p>A numeric expression is a mathematical combination made from mathematical symbols.</p> <p>Example: One side of an equation is also an expression - <math>6 + 4</math> or <math>3 \times 4 = 12</math>.</p> <p>A verbal expression is given in words, for example, the sum of ten and a number.</p> <p>An algebraic expression is the translation of a verbal expression into numbers and/or letters, for example, <math>x + 10</math> is the algebraic expression of the verbal expression given above.</p>
Extend a pattern	To continue and lengthen a pattern.
Factor	One of two or more numbers that are multiplied together to get another number. Example: 3 and 4 are factors of 12 because $3 \times 4 = 12$

TERM	DEFINITION								
First quadrant	The quadrant located in the upper right portion of the coordinate plane. In this quadrant, both the x- and y- coordinates are positive numbers.								
Fraction	<p>A number in the form <math>\frac{a}{b}</math> or <math>a/b</math> where a is called the numerator and b is called the denominator. A fraction names a part of a whole or a part of a collection.</p> <p>Example: The shaded portion represents <math>\frac{2}{3}</math> of the circle.</p>  <p>2 is the numerator and 3 is the denominator</p>								
Frequency chart	<p>A table that lists the categories of data and shows the number of times each category occurs. Some ways a frequency chart can be presented are in tally or tick marks (see example below), numbers, bars, 'X's, etc.</p> <p>Example:</p> <table border="1" data-bbox="537 919 935 1178"> <thead> <tr> <th>PETS</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>Cats</td> <td>    </td> </tr> <tr> <td>Dogs</td> <td>     </td> </tr> <tr> <td>Rabbits</td> <td>  </td> </tr> </tbody> </table>	PETS	NUMBER OF STUDENTS	Cats		Dogs		Rabbits	
PETS	NUMBER OF STUDENTS								
Cats									
Dogs									
Rabbits									
Hundreds chart	<p>A hundreds chart is a 10 x 10 grid filled in with the numbers from 1 to 100.</p> <p>1 2 3 4 5 6 7 8 9 10            11 12 13 14 15 16 17 18 19 20...            91 92 93 94 95 96 97 98 99 100</p>								
Image of a transformation	The figure that results after one or more transformations.								
Improper fraction	<p>A fraction where the numerator is greater than the denominator.</p> <p>Example: <math>\frac{3}{2}</math> is an improper fraction</p>								
Integer	The set of numbers containing zero, all natural numbers, and the negatives of all natural numbers. Example: ..., -4, -3, -2, -1, 0, 1, 2, 3, 4, ... are integers								
Irrational number	Written as decimals, irrational numbers neither repeat nor terminate. Example: $\pi$ , $\sqrt{3}$ , 0.1511511151111511115...								
Isosceles triangle	<p>A triangle with at least two sides that are congruent (equal in length).</p> <p>Note: An equilateral triangle is also an isosceles triangle.</p>								
Line symmetry	<p>Figures that match exactly when folded in half have line symmetry.</p> <p>Example:</p>  <p>The dotted line denotes the line symmetry of this triangle.</p>								

TERM	DEFINITION
Mass	The quantity of matter in an object, often confused with weight. An object's mass does not depend on gravity; an object's weight combines the object's mass and the gravitational force acting upon the object.
Metric units of length	Kilometers, meters, centimeters, and millimeters
Metric units of liquid	Kiloliters, liters, centiliters, and milliliters
Metric units of mass	Kilograms and grams
Mixed number	A whole number together with a proper fraction. Example: $3\frac{1}{2}$ is a mixed number.
Multiplicand	A number which is to be multiplied. Example: In $5 \times 2 = 10$ , 5 is the multiplicand.
Multiplier	The number of times a multiplicand is added to itself in a multiplication problem. Example: $6 \times 8 = 48$ ; 8 is the multiplier.
Non-standard units of measure	Such measures include paperclips, foot steps, lengths of string, etc.
Number line	A line representing the set of all real numbers. The number line is typically marked showing integer values. 
Numeral	A symbol for a number. Example: 3 is the numeral for three
Operation	Addition, subtraction, multiplication, and division
Order numbers	Given a list of three or more numbers, put the numbers in order from least to greatest or from greatest to least.
Order of operations	The standard order of operations is as follows: Carry out all exponents and roots, from left to right Carry out all multiplication and division, from left to right Carry out all addition and subtraction, from left to right Parentheses are used to indicate that operations are to be done in a different order than the one given above. When parentheses appear, carry out the operation(s) within each pair of parentheses (from the inside out, if multiple levels of parentheses are used) and then follow the order of operations given above. Examples: $4 + 6 \div 2 - 1 + 7 \times 2 \rightarrow 4 + 3 - 1 + 14 \rightarrow 40$ $(4 + 6) \div 2 - [(1 + 7) \times 2] \rightarrow 10 \div 2 - [8 \times 2] \rightarrow 5 - 16 \rightarrow -11$
Ordinal numbers	Numbers that show place or position (first, second, third...to tenth) Example: The first person in line
Parallel lines	Two lines are parallel if they are in the same plane and never intersect.
Pattern (Growing)	Patterns that involve a progression from step to step. Example:  This pattern is growing by one in each step.
Pattern (Number)	A pattern of numbers arranged according to a rule.
Pattern (Repeating)	A pattern with a cyclic structure [e.g., (A, B) pattern (blue-red, blue-red) or (A, B, C) pattern (blue-red-green, blue-red-green)].
Pattern (Shape)	A pattern of geometric shapes arranged according to a rule. Example: 

TERM	DEFINITION								
Percent	An amount that represents part of 100. Example: 25% means $\frac{25}{100}$								
Perimeter	The sum of the lengths of the sides of a polygon. The distance around an object.								
Pictograph	<p>A record of data collected which consists of categories of data and uses pictures or symbols to represent the frequency that each category occurred. Example:</p> <table border="1" data-bbox="532 451 911 718"> <thead> <tr> <th data-bbox="532 451 657 533">STUDENT</th> <th data-bbox="657 451 911 533">NUMBER OF APPLES EATEN</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 533 657 596">Sally</td> <td data-bbox="657 533 911 596"></td> </tr> <tr> <td data-bbox="532 596 657 659">Tom</td> <td data-bbox="657 596 911 659"></td> </tr> <tr> <td data-bbox="532 659 657 722">Maria</td> <td data-bbox="657 659 911 722"></td> </tr> </tbody> </table>	STUDENT	NUMBER OF APPLES EATEN	Sally		Tom		Maria	
STUDENT	NUMBER OF APPLES EATEN								
Sally									
Tom									
Maria									
Polygon	<p>A closed figure on a flat surface that is made up of line segments joined end to end. The line segments of a polygon may not cross. Examples:</p> 								
Prime factorization	To write a number as the product of its prime factors. Example: $24 = 2 \times 2 \times 2 \times 3$								
Prime numbers	Numbers which have only two factors, 1 and the number itself. Example, 13 is a prime number since its only factors are 1 and 13, but 9 is not a prime number, since it has three factors, 1, 3, and 9.								
Probability	<p>The likelihood or chance that an event will occur. Probabilities can be described as:</p> <ul style="list-style-type: none"> <li>Likely, if the event will most probably happen;</li> <li>Certain, if the event will definitely happen;</li> <li>Impossible, if the event cannot happen;</li> <li>Unlikely, if there is little chance that the event will happen.</li> </ul> <p>A probability can also be expressed as a fraction.</p> <p>Example: A spinner has three equal sized sections labeled A, B, and C.</p> <p>The probability that the spinner will land on C is <math>\frac{1}{3}</math>. Here, the numerator is 1 because only one of the sections is labeled C. The denominator is 3 because there were only three sections on the spinner.</p>								
Proper fraction	A fraction with a smaller numerator than denominator. Example: $\frac{3}{4}$ is a proper fraction								
Proportion	An equation that states that two ratios are equal. Example: $6/8 = 9/12$								
Quadrilateral	A four-sided polygon. Quadrilaterals include rectangles, squares, parallelograms, rhombi, trapezoids, and kites.								
Qualitative Data	Data that are divided into categories rather than quantities. Examples: favorite colors; kinds of fruit; leisure activities; etc.								

TERM	DEFINITION
Quantitative Data	<p>Data that can be either counted (discrete data) or measured (continuous data).</p> <p>Examples of Discrete data: students in a class, courses taken, jellybeans in a jar, etc.</p> <p>Examples of Continuous data: height, amount of rainfall, temperature, etc.</p> <p>Note that some data that appear in the form of numbers may not be quantitative.</p> <p>Examples: zip code, social security number, shoe size, etc.</p>
Ratio	<p>A comparison of two amounts. Ratios can be written many ways, including, <math>3:4</math>, 3 to 4, or <math>\frac{3}{4}</math>.</p>
Ray	<p>A ray is part of a line. It consists of one endpoint and all the points to one side of that endpoint.</p>
Rectangle	<p>A four-sided polygon with all right angles. A parallelogram with four right angles.</p>
Reflection (flip)	<p>A transformation in which a figure is flipped over a line.</p> <p>Example:</p> 
Right triangle	<p>A right triangle is a triangle with one right [90 degrees] angle.</p>
Rotation (turn)	<p>A transformation in which a figure is turned around a fixed point.</p> <p>Example:</p> 
Rule for a pattern	<p>A sentence or equation that describes how to extend a pattern or how to find a certain term of a pattern.</p>
Sample	<p>A section or subset of a whole group; to get data from part of a group and use that data to obtain information about the whole group.</p>
Scale	<p>The size of each interval on the axes of a graph. The sizes of the intervals on any axis must be equal. Each interval is given a number. The numbers can be consecutive or the result of skipping.</p>
Scatter plot	<p>A graph of paired data in which the data values are plotted as (x, y) points.</p> <p>Example:</p> 
Similar shapes	<p>Two figures are similar if they have the same shape; their angles are equal in size and the corresponding sides are in proportion.</p> <p>Example:</p>  <p>These two shapes are similar.</p>
Skip count	<p>Count by 2's, 3's, 5's, etc., skipping the numbers in between.</p>

TERM	DEFINITION
Square	A rectangle with all sides congruent.
Standard units of measure	All customary and metric units of measure.
Strategies (computational strategies related to addition, subtraction, multiplication, and/or division)	Any method used to carry out a computation, whether a formal, traditional pencil-and-paper algorithm (method), an informal written or mental strategy, use of objects, or some combination of these methods; including but not limited to calculators, multiplication tables, number lines, Touch Math, manipulatives, memory strategies (double, backwards 1, number+1, etc.), base ten blocks, geometrically (visually using a grid or an array), tally marks, fact tables, etc. and can include instructional methods such as activities involving number puzzles, number related games, multiple solution strategies, etc.
Supplementary angles	<p>A pair of angles whose measures have a sum of <math>180^\circ</math>.</p> <p>Example:</p> <p>Supplementary Angles</p>  <p>In this diagram angles 1 and 2 are supplementary angles since, the measure of angle 1 + the measure of angle 2 = <math>180^\circ</math>.</p>
Translation (slide)	<p>A transformation in which a figure is slid in any direction.</p> <p>Example:</p> 
Triangle	A three-sided polygon.
Unit fraction	A fraction with a 1 as the numerator. Example: $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ are unit fractions
Variable	A quantity that can change or that may take on different values. Variable also refers to a letter or symbol representing such a quantity.
Vertical angles	<p>A pair of opposite angles formed by the intersection of two straight lines.</p> <p>Example:</p> <p>Vertical Angles</p>  <p>In this diagram, angles 1 and 4 are one pair of vertical angles and angles 2 and 3 are another pair of vertical angles. Vertical angles are congruent. Therefore, angle 1 is congruent to angle 4 and angle 2 is congruent to angle 3.</p>
Volume	The amount of cubic units it takes to fill a three-dimensional object. Example: if the dimensions of a rectangular solid are measured in inches, the volume of the box is given in cubic inches.
Whole number	The numbers 0, 1, 2, 3, 4, ....

Resources: some definitions and images drawn from: [www.mathwords.com](http://www.mathwords.com); [www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

# Science Glossary

TERM	DEFINITION
<b>Abiotic</b>	Any non-living thing (factor) that makes up an environment. (e.g., sun, air, water, soil, temperature, etc.)
<b>Adaptation</b>	The development of physical and/or behavioral characteristics that allows organisms to survive and reproduce in their habitats.
<b>Anemometer</b>	An instrument that measures wind speed.
<b>Assimilation</b>	The process by which an organism absorbs and utilizes a substance in its structure. (e.g., calcium is assimilated into teeth to make them strong)
<b>Asteroid(s)</b>	Any of the thousands of small bodies ranging in size from 480 miles (775 km) to less than one mile (1.6 km) in diameter that revolve about the sun in orbits lying mostly between the orbits of Mars and Jupiter.
<b>Atmosphere</b>	Several layers of gases above the hydrosphere (water) and lithosphere (land) surrounding Earth.
<b>Atom(s)</b>	The smallest component of an element having the chemical properties of the element, consisting of a nucleus containing combinations of neutrons and protons and one or more electrons bound to the nucleus by electrical attraction; the number of protons determines the identity of the element.
<b>Axis</b>	The imaginary line about which a rotating body, such as the Earth, turns.
<b>Balanced Condition</b>	The maintaining of a steady state (homeostasis) within an organism (e.g., maintaining human body temperature around 98.6°F).
<b>Balanced Diet</b>	A diet consisting of the proper quantities and proportions of nutrients needed to maintain health or growth.
<b>Barometer</b>	An instrument that measures air (barometric) pressure.
<b>Biotic</b>	Any living thing (organism).
<b>Cause And Effect</b>	A relationship between two variables in which one variable (the effect) results from the other variable (the cause).
<b>Cells</b>	The basic building block for all organisms.
<b>Chemical Change</b>	When one or more substances are transformed into new substance(s) with new and different properties.
<b>Circulatory System</b>	A collection of organs (e.g., heart, arteries, veins) that move blood throughout an organism.
<b>Climate</b>	The average weather conditions (temperature, air pressure, relative humidity, precipitation, sunshine, cloudiness, and winds) of a region, over a series of years.
<b>Cleavage</b>	A property of a mineral in which it breaks in smooth flat surfaces. Some minerals cleave in just one direction, while other minerals cleave in all directions.
<b>Comet(s)</b>	A celestial body moving about a star, usually in a highly eccentric (non circular) orbit, consisting of a central mass surrounded by an envelope of dust and gas that may form a tail that streams away from the center.
<b>Community</b>	All the populations of a given ecosystem.
<b>Constant</b>	A factor or variable that does not change in an experiment or investigation.
<b>Convection Currents</b>	Directed flow of gases or liquids in a circular pattern due to differences in temperature and density.
<b>Cyclic Relationship</b>	As one variable changes, the value of the other variable repeats in a predictable pattern. (i.e., Over time the moon goes through phases that repeat on a monthly basis; over time the tides rise and fall every 6 hours; etc.)
<b>Deforestation</b>	The action or process of cutting down whole forests.
<b>Density</b>	The amount of matter (mass) per unit volume of a substance defined by the formula $\text{Density} = \text{mass}/\text{volume}$ .

TERM	DEFINITION
<b>Dependent Variable</b>	In an experimental design, a dependent variable (or responding variable) is a factor which may change under different conditions controlled by the experimenter (the independent variable). In other words, the dependent variable is dependent on or the result of the condition of the independent variable in the experiment.
<b>Depletion</b>	To decrease or exhaust the supply of something, such as a natural resource, to the point that it adversely affects the environment.
<b>Deposition</b>	Eroded material dropped and accumulated in another location.
<b>Digestion</b>	The process by which food is broken up physically, (as by the action of the teeth) and/or chemically (as by the action of enzymes) into substances able to be absorbed and assimilated into the body.
<b>Digestive System</b>	The digestive system is made up of organs that take in food (mouth) by a process called ingestion; organs that break down food (teeth, stomach, small intestine) into nutrients (protein, vitamins, minerals, carbohydrates, and fats) by a process called digestion; and organs that absorb water and eliminate undigested food (large intestine) by a process called egestion.
<b>Direct Relationship</b>	The relationship between two variables in which both variables increase at the same rate or decrease at the same rate. (e.g., As the angle of incoming solar radiation increases, the temperature increases; as the mass of a substance decreases, the volume of that substance decreases; etc.)
<b>Ecosystem</b>	All the communities of living organisms together with its non-living environment, functioning as a unit.
<b>Egestion</b>	The process by which undigested food is eliminated from the digestive system.
<b>Equilibrium</b>	<i>Living Environment:</i> A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of enzymes in the stomach between meals) or the equal action of opposing forces acting on a system (dynamic equilibrium – e.g., muscles pulling in opposite directions allow an organism to stand). <i>Physical Setting/Earth Science:</i> A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of water in a swimming pool remains constant because no water is added or removed) or the equal action of opposing forces acting on a system at the same rate (dynamic equilibrium – e.g., the amount of water in a lake remains constant because the amount of water entering the lake from a stream equals the amount of water leaving the lake by another stream)
<b>Erosion</b>	The movement of weathered rock and soil to a new location.
<b>Evaporation</b>	The process by which liquid water becomes gaseous water (vapor).
<b>Event</b>	Something that happens or occurs in a certain place during a particular time frame.
<b>External Heat Source</b>	A source outside the Earth from which the Earth obtains energy which may be converted to heat (not including its own internal heat source). <i>Example:</i> -The Earth receives light from the sun which is absorbed by the surface of the Earth. The Earth then reradiates the energy in the form of heat which is trapped by the carbon dioxide and other Greenhouse gases in the atmosphere (Greenhouse Effect). Note: The Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
<b>Fracture</b>	A property of a mineral by which it breaks into jagged edges.
<b>Fossil</b>	Traces or remains of organisms that lived in the past.
<b>Gas</b>	A substance that has neither a determined shape nor definite volume (gases assume the shape and volume of a closed container).
<b>Greenhouse Effect</b>	The Earth receives light from the sun which is absorbed by the surface of the Earth. The Earth then reradiates the energy in the form of heat which is trapped by the Greenhouse gases (carbon dioxide, methane, and chlorofluorocarbons - CFC's) in the atmosphere. This keeps the Earth warm. Note: The Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.

TERM	DEFINITION
<b>Global Warming</b>	An accumulation of excessive Greenhouse gases (carbon dioxide, methane chlorofluorocarbons - CFC's) causes the average planetary temperature to rise. Some believe this rise will result in the polar ice caps melting and flooding portions of the Earth.
<b>Hardness</b>	A property of a mineral determined by how compact the atoms are that make up the mineral. It is defined by the Mohs scale which ranges from 1 being the softest mineral (talc) to 10 being the hardest mineral (diamond).
<b>Homeostasis</b>	The maintaining of a steady state within an organism (e.g., maintaining human body temperature around 98.6°F).
<b>Hydrosphere</b>	A thin layer of water on top of the lithosphere (land). Also called the oceans.
<b>Independent Variable</b>	In an experimental design, an independent variable (or manipulated variable) is a factor which is controlled or selected by the experimenter to determine its relationship to the dependent variable. In other words, the values of the independent variable determine the values of the dependent variable.
<b>Indirect Relationship</b>	The relationship between two variables in which as one variable increases and the other variable decreases. (e.g., As the pore space in the soil increases, the amount of runoff decreases.)
<b>Ingestion</b>	The process of taking in food (eating).
<b>Interdependence</b>	Factors requiring one another within a system.
<b>Internal Heat Source</b>	System within the Earth from which it obtains heat. (e.g., geothermal activity)
<b>Inverse Relationship</b>	The relationship between two variables in which the product of the two variables is constant. (e.g., When the independent variable is 1, the dependent variable is 8; when the independent variable is 2, the dependent variable is 4; multiplying the variables together each time results in 8.)
<b>Investigation</b>	A searching inquiry to discover something unknown or to test a principle or supposition. Traditionally, the experiment used to test a hypothesis.
<b>Instrument</b>	Scientific equipment used to enhance (or make better) observations. (e.g., meter stick, graduated cylinder, microscope, etc.)
<b>Liquid</b>	A substance that has a definite volume but takes the shape of the container (liquids assume the shape but not the volume of a closed container).
<b>Lithosphere</b>	A thin layer of rocks that compose the crust of the Earth.
<b>Living Thing</b>	Anything that possesses all of the characteristics of life: utilizes energy to grow, responds to stimuli, moves, respire, and eliminates waste.
<b>Luster</b>	The property of a mineral defined by how light reflects off of it. Minerals that reflect light are said to be metallic, while minerals that are dull and earthy that do not reflect light are said to be non-metallic.
<b>Mass</b>	The amount of matter within a given body.
<b>Material Needed for Experimentation</b>	Objects needed (other than scientific tools) to perform an investigation (e.g., water, salt)
<b>Matter</b>	Anything that has mass and takes up space.
<b>Measurement</b>	Observations that are made with instruments and are usually based on numerical data. (e.g., The table is 3 meters long.)
<b>Meteor(s)</b>	A body that enters the Earth's atmosphere and becomes incandescent (glows) as a result of the heat caused by friction. Commonly called a "shooting star."
<b>Mineral</b>	Any of a class of substances occurring in nature, usually comprising inorganic substances of definite chemical composition and usually of definite crystal structure. Minerals can easily be identified by simple properties such as streak, luster, hardness, cleavage and fracture.
<b>Non-living Thing</b>	Anything that does not (or never did) exhibit the characteristics of living things as described in "living things."
<b>Objects</b>	Anything that is visible or tangible.
<b>Observation</b>	Any interaction with one or more of your senses with an object or the environment. Something that you see, hear, feel, taste, and/or smell.

TERM	DEFINITION
<b>One-celled Organism</b>	A living thing made up of only one cell. It carries out all of the characteristics of the life functions using only one cell (e.g., Bacteria, Yeast, and Protists).
<b>Organ(s)</b>	A group of tissues arranged as a part of an organism, such as an eye, heart, or leaf, which performs a specific function.
<b>Organism</b>	A living thing that possesses the characteristics of life (e.g., plant, mammal, bird, insect, reptile, fish, crustacean, aquatic or estuarine animal, or bacterium).
<b>Organism Response</b>	An organism's reaction to any stimulus (e.g., contraction of a unicellular organism when touched).
<b>Ozone Depletion</b>	The breaking down of the ozone layer of the atmosphere by chlorofluorocarbons (CFC's) – a component in some aerosol sprays and refrigerants. The ozone layer protects the Earth from harmful ultraviolet radiation from the sun which causes cancer and deformities.
<b>Petrified</b>	Organic material converted into stone or a substance of stony hardness by the infiltration of water and the deposition of dissolved mineral matter; such as petrified wood.
<b>Phases Of Matter</b>	Matter can exist in three phases (solid, liquid, and gas) which are determined by the temperature or average kinetic energy (relative movement) of the molecules within the substance. The faster and freer the particle movement the more likely the substance will be gaseous. As particle movement (temperature) changes, a substance can move from phase to phase and back again.
<b>Physical Change</b>	A change of matter from one form to another without a change in chemical properties. (e.g., water becomes ice, a boulder breaks into pebbles)
<b>Planet(s)</b>	Any of the eight large celestial bodies revolving about the sun - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune, in the order from the sun.
<b>Population</b>	All the individuals of one species living in a given ecosystem.
<b>Psychrometer</b>	An instrument used to measure relative humidity, which consists of a wet bulb thermometer and a dry bulb thermometer that usually spin around on a chain. The readings from the two thermometers are plotted on a chart and the relative humidity is determined.
<b>Qualitative Results</b>	Data from an experiment or investigation based on non-numerical observations. (e.g., The solution turns blue.)
<b>Quantitative Results</b>	Data from an experiment or investigation based on numerical observations. (e.g., The temperature rose to 13°C.)
<b>Respiration</b>	There are two forms of respiration. Mechanical respiration is the inhalation and exhalation of air; breathing. Cellular respiration is the chemical change of glucose and oxygen into carbon dioxide and water, releasing energy during the process.
<b>Scientific Tool</b>	Instrument used specifically to make a better observation, usually with numbers (e.g., thermometer, ruler, beaker)
<b>Simple Trends</b>	Pattern or relationship that data show in an investigation, generally occurring over time. (e.g., constant, cyclic, direct, indirect, inverse, etc.)
<b>Solid</b>	A substance that has a definite shape and volume (solids do not assume the shape or volume of a closed container).
<b>Species</b>	Organisms that can mate and produce reproductive offspring.
<b>Thermometer</b>	An instrument for measuring temperature, often a sealed glass tube that contains a column of liquid, usually an alcohol, that expands and contracts, or rises and falls, with temperature changes.
<b>Tissue</b>	A group of cells that function together as part of an organ (e.g., the eye has cornea tissue, retina tissue, etc.)
<b>Volume</b>	The amount of space occupied by a three-dimensional object as measured in units such as cubic centimeters, quarts or liters.
<b>Waste Removal (Urinary System &amp; Digestive System)</b>	The food that the body can't digest is removed by the lower portion of the digestive system (the large intestine) by a process called egestion. The cellular waste and excess nutrients that the body doesn't need are eliminated from the body by the urinary system in the form of urine.

TERM	DEFINITION
<b>Weather Conditions</b>	The present state of the atmosphere with respect to wind, temperature, relative humidity, sunshine, cloudiness, precipitation, air pressure, etc.
<b>Weathering</b>	A slow and continuous process of breaking down rocks chemically or mechanically into smaller and smaller pieces.
<b>Wind Vane</b>	A device, such as a rod to which a freely rotating pointer is attached, for indicating the direction of the wind; also called a weather vane.

Some definitions drawn from: <http://www.sciencemaster.com/>; <http://www.thefreedictionary.com/>;  
<http://www.factmonster.com/index.html>; <http://www.merriam-webster.com/>; [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.



# Social Studies Glossary

Note: An asterisk (\*) indicates that the definition of the term is from the *New York State Social Studies Resource Guide with Core Curriculum*

TERM	DEFINITION
<b>Authority</b>	The power or right to give orders, make decisions, and enforce obedience.
<b>Belief Systems*</b>	An established orderly way that groups or individuals look at religious faith or philosophical tenets. A combination of ideas, values, and practices including all religions, as well as philosophical, ethical, and moral systems that serve a society's cultural needs.
<b>Bill of Rights</b>	The first ten amendments to the United States Constitution; adopted in 1791.
<b>Branches of Government</b>	Established in the United States Constitution to divide the power of government among the legislative, executive, and judicial bodies.
<b><i>Brown v. Board of Education of Topeka, KS (1954)</i></b>	A landmark 20th century Supreme Court decision that ruled public school racial segregation unconstitutional. The decision became a driving force behind the Civil Rights movement of the 1950s and 1960s.
<b>Checks and Balances</b>	A system in which each branch of government is able to check (restrain) the power of the others in order to maintain the balance among branches created in the Constitution.
<b>Canal</b>	A man-made channel (waterway) that can be used to move water for irrigation, or a man-made channel used to connect waterways used for transportation.
<b>Change*</b>	Involves the basic alternatives in things, events, and ideas.
<b>Choice*</b>	The right or power to select from a range of alternatives.
<b>Citizen</b>	A member of a community or political society who has rights and responsibilities and is entitled to its protection.
<b>Citizenship*</b>	Membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.
<b>Civics</b>	A social science that deals with civic affairs, especially the rights and duties of citizenship.
<b>Civic Values*</b>	Important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
<b>Civilizations</b>	Societies that have attained relatively advanced stages of social, political, and cultural developments.
<b>Civil Rights</b>	Legal and political rights of all United States citizens guaranteed by the Constitution and Bill of Rights.
<b>Climate</b>	The average weather of a place over a long period of time.
<b>Colony</b>	A settlement of people in a distant territory that remains under the control or jurisdiction of a parent country, often established for economic and political reasons.
<b>Community</b>	A group of people living, working, or learning in the same area with a common set of interests or within a set of recognized boundaries.
<b>Compass Rose</b>	A directional marker on a map that indicates north, south, east, or west.
<b>Conflict*</b>	A clash of ideas, interests, or wills that result from incompatible opposing forces.
<b>Constitution</b>	The system of fundamental laws that prescribes the nature, functions, and limits of a government or other institution; a framework for how a government or institution works; a written plan of government.
<b>Constitutional Democracy</b>	A political system in which the principles of popular sovereignty and the protection of citizens' freedom coexist by limiting the arbitrary exercise of power and making those who hold power legally accountable.

TERM	DEFINITION
<b>Consumer</b>	A person who acquires goods or services for personal use rather than for resale or use in production or manufacturing.
<b>Continent</b>	One of the earth's seven large continuous land masses.
<b>Contributions</b>	Includes the economic, political, and social beliefs of civilizations including their writing systems, works of literature, and technologies that become the foundations of subsequent societies.
<b>County</b>	A political unit, normally the largest territorial and political subdivision of a state.
<b>Cultural</b>	Of or relating to the artistic and intellectual aspects of the human experience.
<b>Culture*</b>	The pattern of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living which any society transmits to succeeding generations to meet its fundamental needs.
<b>Current Event</b>	Something that has occurred (or is occurring) in the immediate or near- present time
<b>Decision-Making*</b>	The processes used to monitor and influence public and civic life by working with others, clearly articulating ideals and interest, building coalitions, seeking consensus, negotiating compromise, and managing conflict.
<b>Delta</b>	A triangular-shaped area formed by soil deposited at the mouth of a river.
<b>Democracy</b>	A form of government in which political control is exercised by the citizens through elections.
<b>Depression</b>	A prolonged and severe decline in the level of economic activity.
<b>Developed Nation</b>	A country that has a high per capita income, an economy dominated by service industries and manufacturing, primarily urban populations, and high literacy rates.
<b>Developing Nation</b>	A country that is in the process of growth, characterized by low rates of urbanization, industrialization, literacy, and capital formation, and has relatively high rates of infant mortality.
<b>Development</b>	The progress or growth of an event or idea from one stage to another.
<b>Discrimination</b>	Unfair treatment against individuals or a group based on race, ethnicity, religion, gender, or other attributes of the group.
<b>Distribution</b>	The deliverance of goods and services.
<b>Diversity*</b>	Understanding and respecting others and oneself including similarities and differences in languages, gender, socioeconomic class, religion, and other human characteristics and traits.
<b>Domestic</b>	The things of or related to one's own country
<b>Due Process of Law</b>	The right of every citizen to be protected against arbitrary action by government; the guarantee that established legal processes will be equally applied to each individual.
<b>Economics</b>	Of or related to the development, production, distribution, management, and consumption of material wealth.
<b>Economic Systems*</b>	Include traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services will be produced? How shall goods and services be produced? For whom shall goods and services be produced?
<b>Economy</b>	A system for the management of the resources and production of goods and services of a community, country, etc.
<b>Election</b>	Organized method through which citizens vote to choose representatives, influence policies, and determine public spending at the local, state, or national levels
<b>Emigrant (person) (Emigration = process)</b>	A person who leaves his/her country to settle in a different country.
<b>Empathy*</b>	The ability to understand through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
<b>Entrepreneur</b>	An individual who organizes or promotes a business, who risks losses for the possibility of financial gain.
<b>Environment*</b>	Surroundings including natural elements and elements created by humans.
<b>Era</b>	A period of time marked by certain characteristics or events.

TERM	DEFINITION
<b>Ethnic Group</b>	People who share a common cultural background including ancestry, language, religion, and/or distinct customs.
<b>Ethnicity</b>	Cultural identity based on ancestry, language, religion, and/or distinct customs.
<b>Evidence</b>	The available body of facts or information indicating whether a belief or proposition is true or valid.
<b>Executive Branch</b>	The part of a government that enforces the law.
<b>Factors of Production</b>	Are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food.).
<b>Factory</b>	A building or group of buildings where goods are manufactured or assembled chiefly by machine.
<b>Federal Holiday</b>	Federal holidays include: New Year’s Day, Martin Luther King Jr.’s Birthday, Washington’s Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. Technically, there are no U.S. national holidays because only the federal government can designate holidays for its own workers. However, the states widely celebrate federal holidays and the term “national holiday” is commonly used to designate a federal holiday.
<b>Federal System (federalism)</b>	The form of political organization in which power is divided between a central government and its territorial subdivisions; the division of power between the national government and the states.
<b>Folklore</b>	The traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.
<b>Foreign</b>	The things of or related to a country other than one’s own
<b>Foreign Policy</b>	A government’s plan or course of action for interacting with or relating to other countries in pursuit of its national interests.
<b>Future</b>	The time yet to come.
<b>Geography</b>	<p>The study of the earth, its land, water, plant and animal life, and how people interact with them.</p> <p>Essential elements of Geography:</p> <p><b><i>The World in Spatial Terms</i></b>—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.</p> <p><b><i>Places and Regions</i></b>—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.</p> <p><b><i>Physical Systems</i></b>—Physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.</p> <p><b><i>Human Systems</i></b>—People are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface.</p> <p><b><i>Environment and Society</i></b>—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth’s natural resources, and human activities are also influenced by Earth’s physical features and processes.</p>
<b>Global</b>	Of, relating to, being in, or serving the whole world; world wide; comprehensive.
<b>Global Economy</b>	The international spread of capitalism, especially in recent decades, across national boundaries and with minimal restrictions by governments. Also referred to as <i>globalization</i> .
<b>Governance</b>	The action or manner of governing.

TERM	DEFINITION
<b>Government*</b>	The formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations. (Also from the Civics Framework for the 1998 National Assessment Educational Progress, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, p. 19.)
<b>Group</b>	A number of individuals, objects or organizations collected, situated, or classified together.
<b>History</b>	The branch of knowledge concerned with the recording and explanation of past events.
<b>Human Rights*</b>	Those basic political, economic, and social rights that all human beings are entitled to, such as the <i>right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and his family</i> . Human rights are inalienable and expressed by various United Nations Documents including the <i>United Nations Charter</i> and <i>Universal Declaration of Human Rights</i> .
<b>Idea</b>	An opinion, viewpoint, belief or plan.
<b>Identity*</b>	An awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups
<b>Individual</b>	A single person, objective or organization.
<b>Immigrant (person) (Immigration = process)</b>	A person who comes to live in a country after leaving his/her home country.
<b>Imperialism*</b>	The domination by one country of the political and/or economic life of another country
<b>Industrial Revolution</b>	The term given to the change in social and economic organization resulting from the replacement of hand tools by machine and power tools and the development of large-scale industrial production that began in England in the 1760s and thereafter spread throughout much of the world
<b>Industrialization</b>	The growth of machine-based production and the factory system; the process of introducing manufacturing into countries or regions where most of the people are engaged in economic activities based on manual labor.
<b>Interdependence*</b>	A reliance upon others in mutually beneficial interactions and exchanges.
<b>Island</b>	A body of land surrounded by water.
<b>Judicial Branch</b>	The part of government that interprets the law.
<b>Justice*</b>	Fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or governmental interactions.
<b>Labor Union</b>	An association of workers organized to improve wages and working conditions.
<b>Latitude</b>	A measure of distances north and south of the Equator; imaginary lines that are parallel numbered in degrees north or south of the Equator.
<b>Law</b>	The system of rules that a particular country or community recognizes as regulating the actions of its members and may be enforced by the imposition of penalties.
<b>Legislative Branch</b>	The part of a government that passes (enacts) laws.
<b>Lifestyle</b>	The consistent, integrated way of life of an individuals as typified by their manner, work, possessions, dress, attitudes, etc.
<b>Local</b>	Of, relating to, being in, or serving a particular area or place.
<b>Location</b>	Absolute: The exact position on Earth's surface determined by using latitude and longitude or a specific street address. Relative: The position of a place in relation to other places or things.
<b>Longitude</b>	A measure of distances east and west of the Prime Meridian; imaginary lines intersecting at the poles, numbered in degrees east or west of the Prime Meridian.

TERM	DEFINITION
<b>Migration</b>	The act or process of people moving from one place of residence to another with the intent of staying at the new destination permanently or for a relatively long period of time.
<b>Movement of People and Goods*</b>	The constant exchange of people, ideas, products, technologies and institutions from one region or civilization to another that has existed throughout history.
<b>Multicultural</b>	Of, pertaining to, representing, or including several different cultures, ethnic groups, or cultural elements.
<b>National</b>	Of, relating to, being in, or serving a nation or country, or a group of people organized under one government.
<b>National Anthem</b>	A song officially adopted by a country's government that represents its ideals, culture, history, beliefs, etc.; for example, <i>The Star Spangled Banner</i> for the United States, <i>O Canada</i> for Canada, etc.
<b>National Holiday</b>	See Federal Holiday
<b>Nation-State*</b>	A geographic/political organization uniting people by a common government
<b>Nationalism*</b>	The feeling of pride in and devotion to one's country or the desire of a people to control their own government free from foreign interference or rule.
<b>Native Americans</b>	A member of the indigenous peoples of the Americas.
<b>Natural Resources</b>	A necessary or beneficial material source occurring in nature.
<b>Needs and Wants</b>	Refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those good and services that people would like to have to improve the quality of their lives, (i.e., wants—education, security, health care, entertainment).
<b>New York</b>	A state in the mid-Atlantic regions of northeastern United States.
<b>New York State Constitution</b>	A written document that sets forth the fundamental political principles of the state of New York, and establishes the structure, procedures, powers, and duties of its government.
<b>Overpopulation</b>	A situation in which the number of people living in a country, city, region, etc., outstrips the available resources needed to maintain an acceptable standard of living, often resulting in poverty, malnutrition, disease, etc.
<b>Participation</b>	The action or state of taking part or sharing with others in an activity such as influencing local policy makers.
<b>Past</b>	The time having happened or existed before the present.
<b>Patriotism</b>	A devotion to one's country in words or deeds including devotion to the fundamental values and principles upon which it was founded and depends.
<b>People</b>	Humans collectively; a group of persons, often related, who share a common culture, language or inherited condition of life.
<b>Perspective</b>	An idea of the relative importance of things.
<b>Petition</b>	A formal request for government action guaranteed in the first amendment to the Constitution.
<b>Physical Features</b>	Natural characteristics found on the earth's surface or that affect the earth's surface, such as landforms, climate, winds, and ocean currents.
<b>Physical Systems*</b>	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems
<b>Places</b>	Locations having distinctive cultural and physical characteristics that give them meaning or character and distinguish them from other locations.
<b>Places and Regions*</b>	The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
<b>Plains</b>	A landform that is a large, relatively flat expanse of land often covered by grasses.
<b>Plateau</b>	A landform that is large, relatively flat that has a higher elevation than the surrounding land.
<b>Political</b>	Of, pertaining to, or concerning the state, or the structure or affairs of its government.

TERM	DEFINITION
<b>Political Systems*</b>	Monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
<b>Population</b>	All the people in a country, state, city, region, etc.
<b>Population Density</b>	Average number of people (or animals) living in a defined area (usually a square mile or square kilometer).
<b>Power*</b>	The ability of people to compel or influence the actions of others. "Legitimate power is called authority."
<b>Practice</b>	A habit, custom, or method of doing something.
<b>Preamble</b>	The introduction to a formal document that expresses its purpose; the Constitution has a preamble.
<b>Present</b>	The current moment of time; now.
<b>Producer</b>	A person, group, or business that makes goods or provides services to satisfy consumer needs and wants.
<b>Reform Movement</b>	A political, social, or religious effort to make things better in a society by putting a stop to abuses or malpractices or by introducing better procedures
<b>Region</b>	An area with one or more unifying characteristics or features that make it different from other areas
<b>Religion</b>	A belief in a divine or superhuman power or powers obeyed and worshiped as the creator(s) and ruler(s) of the universe.
<b>Religious</b>	Adherence to a particular religion or religions
<b>Representative Government</b>	The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
<b>Republic</b>	A form of representative government in which the people elect important officials to represent them; based upon the ultimate sovereignty of the people.
<b>Responsibilities</b>	The opportunity or ability to act independently and make decisions without authorization.
<b>Revolution</b>	A drastic change in governmental, economic, or societal conditions.
<b>Rights</b>	A moral or legal entitlement to have or obtain something or act in a certain way.
<b>Rural</b>	Relating to the countryside, not the city.
<b>Science and Technology</b>	Means the tools and methods used by people to get what they need and want.
<b>Social</b>	Of, pertaining to, or concerning the life, welfare, and relations of human beings in a community.
<b>State</b>	The power or authority represented by a body of people politically organized under one government especially an independent government within a territory having definite boundaries, e.g., the State of New York is within the United States
<b>Scarcity*</b>	The conflict between unlimited needs and wants and limited natural and human resources
<b>Society</b>	An organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.
<b>Space</b>	A particular place or location.
<b>Suburb (suburban)</b>	Communities outside the central city that are functionally linked to the city, usually residential communities with their own governments.
<b>Symbol</b>	Something that stands for, represents, or suggests something else, e.g., a flag for a nation, the Liberty Bell for freedoms enjoyed by Americans, etc.
<b>Technology</b>	The system by which a society provides its members with those things that are needed or desired
<b>Theme</b>	A subject or topic.
<b>Time</b>	A particular moment or an interval, measured numerically, such as in days, minutes, or years.
<b>Time Line</b>	A graphic means of displaying events in chronological order.

TERM	DEFINITION
<b>Tolerance</b>	Respecting and accepting others regardless of their beliefs, practices, or differences.
<b>Tradition</b>	A passing down of a culture from one generation to the next; a continuing pattern of culture, beliefs, or practices.
<b>Transportation</b>	The means and equipment necessary for the movement of passengers or goods, including canals, railroads, automobiles, and airplanes).
<b>Turning Point</b>	An event marking a unique or important historical change of course or one on which important developments depend.
<b>United States</b>	A constitutional federal republic comprising fifty states and a federal district.
<b>United States Constitution</b>	A written document that sets forth the fundamental political principles of the United States of America, and establishes the structure, procedures, powers and duties of its government.
<b>Urban</b>	Related to a city or densely populated area.
<b>Urbanization*</b>	The movement of people from rural to urban (city) areas.
<b>Value</b>	A standard or principle regarded as desirable; the ideals, customs, institution, etc., of a society toward which the people of the group have an affective regard.
<b>Vote</b>	A decision made by an individual or group on a proposal, bill, or candidate for elective office.
<b>Weather</b>	Present conditions in the atmosphere including relative humidity, barometric pressure, temperature, wind speed and direction, cloud cover, and precipitation.
<b>World History</b>	The study of global connections and interactions of people across time and place.

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

