

2007-08 NYSAA Fall Training

Guided Practice #2 WORKSHEET A – AGLIs and Assessment Tasks

Worksheet A—Review each of the rows and identify why the rewritten task is better than the original task written by a LSET.

	AGLI	Task Written by LSET	Rewritten Task
1	Grade 3 Mathematics AGLI #21107 Compare the lengths of two objects	The student will identify the larger or smaller object.	The student will compare the lengths of two different pencils and indicate which pencil is longer.
2	Grade 4 Mathematics AGLI #22105 Recognize coins and their value (penny, nickel, dime and/or quarter)	The student will identify coins and denominations.	The student will recognize coins and their value by selecting a coin and its matching value from a mixed-set of values.
3	Grade 4 Science AGLI #11104 Interact with objects	The student will interact with objects after given a verbal or physical prompts to interact.	The student will interact with different objects presented by the teacher.
4	Grade 5 ELA AGLI #11105 Attend to or read to find facts in informational texts	Given a choice between two things the student will select one fact.	The student will attend to informational texts to find facts about animals of the rainforest and select the appropriate related fact from a choice of two facts.
5	Grade 5 Mathematics AGLI #11108 Order whole numerals	The student will use concrete objects to show different whole numbers as more or less.	The student will order whole numbers by placing number cards in the correct counting order.
6	Grade 5 Social Studies AGLI #31305 Compare school rules and governmental laws	The student will identify school rules and governmental laws.	The student will compare a school rule and a governmental law by indicating a similarity and difference.
7	Grade 6 ELA AGLI #11209 Identify main ideas in informational texts	The student will identify facts about a story.	The student will identify the main idea of an article read from an informational text.
8	Grade 6 ELA AGLI #12208 Make predictions based on clues in a story	The student will make a prediction.	The student will make a prediction based on clues by indicating what will happen next in the story and what clues relate to the prediction.
9	Grade 6 Mathematics AGLI #11107 Recognize that 50% represents same amount as $\frac{1}{2}$ of the whole	The student will identify 50% or $\frac{1}{2}$ of a whole object.	The student will recognize 50% represents to same amount as $\frac{1}{2}$ of the whole by pasting cards with 50% and $\frac{1}{2}$ next to the same half object, for ten trials.

10	Grade 6 Mathematics AGLI #11108 Compare and/or order integers from -10 to 10 and/or unit fractions using a number line	The student will kick a ball using a number line on the floor.	The student will order integers by placing large cut-out numbers on a number line on the floor.
11	Grade 7 Mathematics AGLI #12106 Show addition of two or more whole numbers using concrete objects	The student will use cubes to answer four out of five addition problems on a worksheet.	The student will show addition of two whole numbers using counting cubes.
12	Grade 8 ELA AGLI #11311 Identify statements of fact and opinion	The student will indicate a fact from an opinion.	The student will identify a statement of fact and a statement of opinion in an article.
13	Grade 8 Science AGLI #23209 Identify the features that enable a plant or animal to survive in its environment	The student will identify parts of different animals (e.g., head, legs, body).	The student will identify parts of animals that help them survive (e.g., feet, fur, coloring, etc.) in their environment.
14	Grade 8 Social Studies AGLI #13309 List and/or explain reasons why immigrants came to the United States	The student will list events on a time line in chronological order about immigrants in the gold rush.	The student will list reasons why immigrants came to the United States (e.g., financial, religious, political, etc.).
15	High School ELA AGLI #11304 Develop opinions based on information	The student will develop opinions based on information.	The student will develop opinions about a topic discussed in class and write them in his journal.
16	High School ELA AGLI #23108 Compose a persuasive, expository or descriptive piece, about one topic for a particular audience	The student will write an expository paragraph.	The student will write an expository paragraph about a single topic discussed in class to be presented to classmates.
17	High School Science AGLI #24205 Identify ways that humans can influence the environment	The student will match ways that humans can impact the environment to the problem.	The student will identify a way that humans can influence the environment by matching cards indicating things humans do with pictures showing their influence on the environment.
18	High School Social Studies AGLI #14104 Utilize media to become aware of current events related to domestic issues	The student will tell about a current event related to domestic issues.	The student will utilize media (such as the internet, newspapers, etc.) to become aware of current events related to domestic issues.

2007-08 NYSAA Fall Training

Guided Practice #2 WORKSHEET B– Writing Tasks

Worksheet B—Use the Frameworks to indicate a sample assessment task, write a comparable task, and write an original task.

AGLI	Sample Task	Comparable Task	Original Task
Grade 3 ELA, #32106 Attend to and respond to environmental sounds in the story			
Grade 3 Mathematics, #13104 Add and/or subtract whole numbers from 1 to 9 using manipulatives			
Grade 4 Science, #22107 Identify different plants or animals found in different places			
Grade 5 Social Studies, #15109 Compare modern and former means of transportation and/or communication			
Grade 6 ELA, #21105 Create pictures, symbols, objects, etc. to communicate information			
Grade 7 Mathematics, #51204 Organize data and represent it using a table, pictograph or a bar graph			
Grade 8 Science, #12202 Identify tools needed for a scientific investigation			
High School Social Studies, #21108 Recognize work done on farms			

2007-08 NYSAA Fall Training

Guided Practice #2 WORKSHEET A – AGLIs and Assessment Tasks

TRAINER NOTES

These notes are meant to help guide the discussion of the differences between the original task and the rewritten task. The notes identify some of the problems with the original task and how the rewritten task clarifies the task to show a clear alignment to the AGLI. You may want to expand upon them further in your trainings and use them as a basic guide or you may follow them word for word to use in your trainings.

AGLI		Discussion Points
1	Grade 3 Mathematics AGLI #21107 Compare the lengths of two objects	The original task is not asking the student to compare the lengths; it is assessing the student's ability to identify the larger or smaller object. The rewritten task meets the abilities of the student, but includes the verb "compare" and the direct object "lengths of two objects".
2	Grade 4 Mathematics AGLI #22105 Recognize coins and their value (penny, nickel, dime and/or quarter)	The original task is asking for the student to identify coins and their denominations when the AGLI states recognize coins and values. The rewritten task shows the alignment without leaving it open to interpretation.
3	Grade 4 Science AGLI #11104 Interact with objects	The original task is written with prompts as part of the assessment task. Tasks must be written without criterion and based on 100% accuracy and independence. Any assistance provided, beyond the scope of the initial directions and IEP designated accommodations provided, will affect the performance data. The rewritten task is written without any criterion.
4	Grade 5 ELA AGLI #11105 Attend to or read to find facts in informational texts	The original task is vague on its alignment to the AGLI and does not follow the needed information of including the verb and direct object from the AGLI. The rewritten task uses both the verb and direct object to make the task observable and measurable.
5	Grade 5 Mathematics AGLI #11108 Order whole numerals	There are a couple of points with the original task. First, the original task has "the student will use concrete objects" which indicates that the student is being assessed on using objects. Second, the AGLI asks the student to order whole numbers, however the task indicates that the student will show a whole number as more or less than another number. The rewritten task includes the verb and direct object from the AGLI, looks at ordering rather than more or less (a comparison), and changes the "use of concrete objects" so that it is now the manner in which the student is demonstrating the assessment task and not what is being assessed.
6	Grade 5 Social Studies AGLI #31305 Compare school rules and governmental laws	The original task states "identify", but the AGLI is looking for a comparison. The original task does not show a clear alignment to the AGLI. The rewritten task includes the comparison and also indicates how the student is actually going to show that comparison.

7	Grade 6 ELA AGLI #11209 Identify main ideas in informational texts	The original task is assessing the student's ability to identify facts in a story; however the AGLI talks about identifying the main idea. Facts could possibly relate to main idea but the connection is very unclear. The rewritten task includes the information needed from the AGLI to show the alignment by using the verb and direct object wording.
8	Grade 6 ELA AGLI #12208 Make predictions based on clues in a story	The original task is vague and does not show a clear alignment to the AGLI. The assessment task should describe the student action in a way that is observable. The rewritten task shows exactly what is expected of the student and includes the verb and direct object to show the alignment with the AGLI.
9	Grade 6 Mathematics AGLI #11107 Recognize that 50% represents same amount as $\frac{1}{2}$ of the whole	The original task does not show the relationship that the AGLI requires which is showing that 50% and $\frac{1}{2}$ are the same amount. The original task is only assessing the student on one of those amounts. The rewritten task clearly indicates the alignment to the AGLI.
10	Grade 6 Mathematics AGLI #11108 Compare and/or order integers from -10 to 10 and/or unit fractions using a number line	The original task assesses whether the student can kick a ball using a number line on the floor. The original task does not give any indication that the student is going to work on ordering integers using that number line. The rewritten task includes the verb and direct object and also indicates how the student is going to do this using the number line.
11	Grade 7 Mathematics AGLI #12106 Show addition of two or more whole numbers using concrete objects	There are a couple of points with the original task. First the original task has "the student will use cubes..." which is then indicating that the student is being assessed on using cubes. Second the original task indicates four out of five addition problems, when it is required that the assessment task must be written without criterion and based on 100% accuracy and independence performance level. The rewritten task moves the 'use of the cubes" to the end of the task so it is indicating how the student is going to solve the addition problems and the criterion was taken out.
12	Grade 8 ELA AGLI #11311 Identify statements of fact and opinion	The original task is not very clear and does not show a direct alignment to the AGLI. The AGLI is asking the student to identify statements of fact and opinion and the original task does not indicate that this will be the case. The rewritten task includes both the verb and the direct object and shows clear alignment to the AGLI.
13	Grade 8 Science AGLI #23209 Identify the features that enable a plant or animal to survive in its environment	The original task indicates that the student will identify different animal parts; however the AGLI is looking for features that enable an animal to survive. This may be a specific animal part, but written this way it does not show clear alignment to the AGLI. The rewritten task includes the verb and direct object and is written in observable terms that show an alignment to the AGLI.
14	Grade 8 Social Studies AGLI #13309 List and/or explain reasons why immigrants came to the United States	The original task does ask the student to "list" and it is about "immigrants", however the AGLI verb phrase is to "list reasons why", not the order of events. One reason could be to participate in the gold rush. The rewritten task clearly aligns to the AGLI.

15	High School ELA AGLI #11304 Develop opinions based on information	The original task as written was not measurable and did not indicate the knowledge, skills, and understanding related to the specific action. The rewritten task clearly indicates how the student is going to demonstrate the task.
16	High School ELA AGLI #23108 Compose a persuasive, expository or descriptive piece, about one topic for a particular audience	The original task was too broad and left too much up to the scorer to interpret the alignment. The rewritten task indicates all the different parts of the AGLI which creates a clear alignment to the AGLI.
17	High School Science AGLI #24205 Identify ways that humans can influence the environment	The original task is written to have the student simply match the picture of the problem to the human impact. This would leave too much open to interpretation. The rewritten task includes the verb "identify" and the direct object "ways that humans can influence the environment" and indicates how the student is going to demonstrate that knowledge by matching picture cards.
18	High School Social Studies AGLI #14104 Utilize media to become aware of current events related to domestic issues	The original task is assessing the student on "telling" about a current event and is unclear as to how the student is going to obtain that information. The rewritten task includes the verb from the AGLI "utilize" and the direct object "media to become aware of current events" so the alignment is clearer.

2007-08 NYSAA Fall Training

Guided Practice #2 WORKSHEET B– Writing Tasks

TRAINER NOTES

These notes are meant to help guide the discussion regarding identifying a sample task, editing a sample task to create a comparable task, and creating an original task. The notes identify some possibilities. You may want to expand upon them further in your trainings and use them as a basic guide or you may follow them word for word to use in your trainings.

AGLI	Sample Task	Comparable Task	Original Task
Grade 3 ELA #32106 Attend to and respond to environmental sounds in the story	SAT32106A The student will indicate environmental sounds each time they occur in the story. <hr/> SAT32106B The student will 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.)	The student will attend to and respond to environmental sounds each time they occur in the story by eye gazing to the sound that occurred in the story.	The student will attend to a story during reading time and respond to the environmental sounds in the story by hitting the switch output to repeat the correct sound.
Grade 3 Mathematics #13104 Add and/or subtract whole numbers from 1 to 9 using manipulatives	SAT13104 The student will solve addition problem using 1 to 9 objects.	The student will solve whole number subtraction problems using objects.	The student will add and subtract whole number problems using counting cubes.
Grade 4 Science #22107 Identify different plants or animals found in different places	SAT22107 The student will identify animals found in different environments. (e.g., fish – water, bear –woods, etc.)	The student will identify plants found in different environments.	The student will identify animals found in different places by selecting an animal when presented with a specific environment.
Grade 5 Social Studies #15109 Compare modern and former means of transportation and/or communication	SAT15109 The student will create a list that compares pictures of a horse and an automobile as means of transportation. (e.g., list includes animal written under horse column and machine written under automobile column)	The student will create a list that compares pictures of a telegraph and a phone as means of communication.	The student will compare modern and former means of water-based transportation by creating a collage with one side for modern means and one side for former means.

AGLI	Sample Task	Comparable Task	Original Task
<p>Grade 6 ELA #21105 Create pictures, symbols, objects, etc. to communicate information</p>	<p>SAT21105 The student will create a picture related to an informational text by placing stickers related to details about the topic on a paper.</p>	<p>The student will create a picture related to informational texts about trains by placing pictures related to details about the topic on a paper.</p>	<p>The student will select objects to communicate information about a topic read aloud when given a set of related and unrelated objects.</p>
<p>Grade 7 Mathematics #51204 Organize data and represent it using a table, pictograph or a bar graph</p>	<p>SAT51204 The student will organize a set of related and unrelated data cards by sorting the appropriate data and representing that data by pasting the data cards onto a table.</p>	<p>The student will organize a set of related and unrelated data cards by sorting the appropriate data and creating a bar graph to represent the data.</p>	<p>The student will organize data regarding 7th graders favorite school subjects and create a pictograph with the organized data.</p>
<p>Grade 8 Science #12202 Identify tools needed for a scientific investigation</p>	<p>SAT12202 The student will identify two or more tools needed for a scientific investigation by naming them. (e.g., beaker, graduated cylinder, balance, microscope, eye dropper, etc.)</p>	<p>The student will identify all tools needed for a certain scientific investigation by selecting word cards to identify each tool.</p>	<p>The student will identify tools needed for a scientific investigation by obtaining them from the science closet and placing them on a workspace.</p>
<p>High School Social Studies #21108 Recognize work done on farms</p>	<p>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.)</p> <hr/> <p>SAT21108B The student will recognize the work done on a farm by touching the picture that illustrates work on the farm from pictures of a farmer working on a farm and a teacher working in a classroom.</p>	<p>The student will recognize work done on farms by selecting pictures that show a farmer working on a farm from a set of choices.</p>	<p>The student will recognize work done on farms by pasting the word card "farm" onto the pictures of people working on farms when given a set of pictures depicting different work situations.</p>