English Language Arts (ELA) NYSAA Frameworks

High School

New York State Alternate Assessment

GLIs and Essences ELA – HS

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 Level Indicators (GLI)	Essence of Indicators

Pg. 66	• Locate and use school and public library resources for information and research
	  - define a purpose for reading by asking questions about what they need to know for their research
	• Use specialized reference sources, such as glossaries and directories
	• Read and follow written, complex directions and procedures to solve problems and accomplish tasks
	  - demonstrate task awareness by employing flexible strategies
	• Skim texts to gain an overall impression and scan texts for particular information
	  - focus on key words and phrases to generate research questions
	• Recognize the defining features and structures of informational texts
	• Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites
	• Identify and evaluate the validity of informational sources, with assistance
	• Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance
	• Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies
	  - employ a range of post-reading practices
		• Locate and use school and public library resources for information and research
		• Read to collect facts and ideas from multiple sources and interpret data
		• Demonstrate ability to compare and contrast information from a variety of different sources and begin to analyze this information
		• Identify main ideas and supporting details in informational texts

AGLIs	ELA – HS
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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., fact, facts vs. opinions, compare, contrast, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs ELA – HS

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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.)	• 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)
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.)	• Videotape of the student using the periodical section of the library to identify a local newspaper with information on a topic
SAT11107A	The student will attend to or read to collect fact(s) and/or idea(s) about a topic by indicating the specific fact(s) and/or idea(s) from the text(s). (e.g., topics: internet safety, cell phone safety, kitchen safety, skateboarding, caring for a pet, etc.)	• Student work product showing picture(s) or word card(s) that the student chose to make a "fact page" about the topic selected • Sequenced, captioned, dated photographs of the student attending to the text, article, etc., looking at the choices presented, and then choosing the object(s) that reflect fact(s) and/or idea(s) from the text(s)
SAT11107B	The student will attend to or read a local newspaper, bulletin board, brochure, the Internet, etc. to collect fact(s) and/or idea(s) about a topic of interest in the community. (e.g., jobs, clothing or food sales, etc.)	• Sequenced, captioned, dated photographs of the student indicating a topic of interest and then attending to the text, article, etc. and stamping the fact(s) and/or idea(s) presented in the text, article, etc.
SAT11107C	The student will attend to or read a biography to collect fact(s) about the individual's life.	• Student work product of a graphic organizer with the biography's title indicated and spaces for fact(s) from the biography in a section titled 'A Fact About (biography person)'
SAT11103A	The student will attend to or read an advertisement to distinguish the facts from the opinions in the advertisement by indicating each in the text.	• Student work product with opinions circled and facts underlined in the advertisement
SAT11103B	The student will attend to or read a newspaper editorial to distinguish the facts from the opinions in the editorial by indicating fact or opinion when given sentences from the text.	• Student work product of the article with sentences from the editorial with fact or opinion circled, marked, written, etc. next to each sentence

SAT11104A	The student will attend to or read a text about jobs in the community to distinguish relevant from irrelevant ideas and/or facts by indicating each (relevant and irrelevant) as appropriate for the given text.	• 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
SAT11104B	The student will attend to or read to distinguish relevant from irrelevant facts in his/her resume by indicating each (relevant and irrelevant) as it applies to a job description given.	• Student work product of resume highlighted in two colors to show relevant and irrelevant information
SAT11108A	The student will compare at least two recipes read or attended to on how to make macaroni and cheese to distinguish similar and dissimilar ingredients and/or steps.	• Student work product of recipes highlighted or marked to indicate similarities and differences or similarities and differences organized in a T-chart
SAT11108B	The student will attend to or read texts about a topic to distinguish similar and dissimilar information by completing a Venn diagram comparing and contrasting information from a minimum of two sources on a topic. (e.g., topics: climate change, sports team, etc.)	• 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
SAT11109A	The student will use text feature(s) to find the section and/or page number in the newspaper, periodicals, or Web sites where entertainment information can be found and then use the section and/or page numbers to locate that information.	• Videotape of the student reviewing the newspaper's table of contents, locating the section and/or page number for the entertainment section, and finding that section in the paper • Student work product that indicates section number (#) and/or page number (#) and lists information found
SAT11109B	The student will use a text feature such as a headline, subhead, photo caption, table of contents, etc. to find information by reviewing the text feature then using it to gather information as requested. (e.g., locates title of newspaper and tells where paper is printed, locates table of contents and circles what page a given chapter starts on; locates a photo caption and answers a question with information from the caption, etc.)	• Sequenced, captioned, dated photographs of the student identifying the text feature and using the feature to provide simple information
SAT11201A	The student will use two or more resources in the school or public library reference section to acquire information about jobs, cultural events, recreation, etc. in the community.	• Data Collection Sheet (multi-step) recording student performance when using the school or public library resources in the reference section to acquire the information • Student work product showing information found on a chart about activities occurring that weekend from two or more periodicals
SAT11201B	The student will use two or more school or public library resources using book(s), magazine(s), and/or the computer to acquire information about one topic.	• Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from resources with the sources listed
SAT11201C	The student will use the computer and one other resource in the school or public library to acquire information about a specific topic.	• 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

SAT11209	The student will identify the best library resource to collect facts and/or ideas about a topic, such as WW II given a minimum of three resources to choose from. (Note: choices should be one with strong connection to a topic, one with some connection and one not connected at all)	• Student work product of the topic, the list of resources the student was given and the resource the student indicated as the best one
SAT11203A	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.	• 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
SAT11203B	The student will compare and/or contrast information from two or more informational sources by indicating what is similar and/or what is different about specific information from each source.	• Student work product showing the sources and the information from each with the similarities and/or differences listed (Venn diagram)
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.	• Student work product of a checklist with statements of fact clearly marked about jobs in the community
SAT11204B	The student will identify statements as fact and/or opinion by sorting these statements into two different piles or indicating each as fact or opinion as appropriate for each statement.	• Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles • Student work product with statements of fact labeled as fact and statements of opinion labeled as opinion
SAT11210A	The student will identify relevant facts and/or data that support a given topic by indicating the facts and/or data that are relevant given a set of choices. (e.g., topic: rapid climate change-student selects those that support concerns about climate change; Note: response choices should include relevant and irrelevant choices)	• Student work product with the topic listed and relevant facts and/or data clearly marked and irrelevant facts and/or data not marked
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.	• Student work product of the text features with relevant data clearly marked
SAT11206	The student will draw a conclusion based on explicit and/or implicit facts or data shown on a checklist, table, graph, etc. about a topic. (e.g., jobs in the community, global citizenship, higher education, recreation, etc.)	• Student work product with facts or data shown and a valid conclusion marked from a choice of three
SAT11207	The student will interpret information about a topic using a graphic organizer to draw a conclusion from given information. (e.g., topic: December holidays, sports, etc.)	• Student work product using words, pictures and/or symbols to represent a conclusion made based on information from graphic organizer

SAT11208	The student will recognize information that is implied by attending to a descriptive text and identifying the implied emotion or feelings of the subject of the text.	• Student work product that outlines details that lead to implied feelings and the emotion or feelings the subject probably exhibits
SAT11306A	The student will use at least one text in the reference section and the computer to access the Internet in the school and/or public library to acquire information on a career in a field of interest to the student.	• Student work product of the information the student obtained from the library while researching a field of interest with multiple sources cited
SAT11306B	The student will use multiple resources (dictionary, encyclopedia, Internet, etc.) in the school and/or public library to research information on a topic chosen by the student.	• Student work product of the information the student obtained from the library while researching a topic the student chose with sources cited
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.	• 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 • Student work product of a collage of facts and data on an artist he/she interprets as most popular with sources cited
SAT11307	The student will connect explicit and/or implicit research data about the topic of health to draw a conclusion about what constitutes 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.)	• Sequenced, captioned, dated photographs of the student reviewing research data and indicating a conclusion about the topic • Student work product with research data and the conclusion the student determined based on the data
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 a resource(s) (e.g., Internet, newspapers, etc.).	• Student work product showing the student's opinions and supporting information from sources (e.g., local newspapers, Internet, etc.)
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.	• Student work product that shows the opinion and the facts the student collected

GLIs and Essences

ELA – HS (cont'd)

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 Level Indicators (GLI)	Essence of Indicators
Pg. 67	• Form opinions and make judgments about the accuracy of information and personal texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction • Analyze and evaluate poetry to recognize the use and effect of - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements • Analyze and evaluate fiction, including - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences	• Evaluate the validity and accuracy of information • Form opinions and make judgments about literary works

AGLIs

ELA – HS (cont'd)

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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., main idea vs. supporting details, literary text (work), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

ELA – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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 to identify the main idea and/or supporting details by indicating the main idea and/or supporting ideas from a set of choices. (e.g., topics: jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.; Note: need to use vocabulary specific to main idea and/or supporting ideas)	• Student work product with the picture or statement that shows the main idea and/or supporting ideas of the topic identified (stamped, marked, underlined) • Data Collection Sheet recording student performance when identifying the main idea and/or supporting ideas from a choice of three different sentence strips (with pictures and/or words)
SAT13106B	The student will attend to or read a text to identify the main idea and/or supporting ideas by indicating the main idea and/or supporting ideas within the text. (e.g., texts: newspaper article, magazine, Internet article, literary work, etc.; Note: need to use vocabulary specific to main idea and/or supporting ideas)	• Student work product of the student highlighted, circled, underlined, etc. main idea and/or supporting ideas within a text(s)
SAT13107A	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. (Note: need to use vocabulary specific to supporting details related to a main idea)	• Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc.
SAT13107B	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. (Note: need to use vocabulary specific to supporting details related to a main idea)	• Student work product indicating what supporting details provided by the reviewer convinced him/her to select or not to select the movie and his/her choice
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.	• Videotape or audiotape of the student determining the validity of sports information from two sources by indicating true or false to a given statement • Student work product with statements related to the topic labeled "true" or "false" based on information from text and movie

SAT13108A	The student will recognize an opinion about a literary work by indicating his/her own opinion, including reason for 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.)	• Student work product where the student indicates his/her opinion statement, including why he/she has that opinion, about a literary work that he/she read or listened to
SAT13108B	The student will recognize an opinion about a literary work by completing a reading journal with a personal judgment and whether he/she would recommend the literary work read.	• Student work product of the reading journal entry with the title, author, and personal judgment about the literary work and a yes or no for recommending it to others
SAT13105	The student will use personal criteria to evaluate a literary work by answering the question "what did you like about this?".	• Student work product showing the picture the student selected that shows what (criteria) he/she liked
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.	• Student work product showing how 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.)
SAT13202	The student will use research resource to check the reliability of information presented in a given article by indicating the similar and/or dissimilar information.	• Student work product of a T-chart with given article and research resource information being compared
SAT13203	The student will use a given list of established criteria to evaluate a literary work(s) and indicate an opinion about the work based on the criteria.	• Student work product consisting of a list of criteria and the student's opinion about a piece of work(s) based on responses to how the literary work(s) meets the criteria
SAT13206A	The student will indicate why he/she likes or dislikes a specific book(s), movie(s), play(s), etc. that he/she has read, listened to, watched, etc.	• Videotape or audiotape of the student selecting a book(s) and indicating that he/she liked or disliked them, for example, because it is about animals, or disliked it, for example, because it was scary
SAT13206B	The student will indicate an opinion using a set of personal criteria after reading or listening to a literary work by completing a checklist created by the student of criteria questions or statements, including overall opinion.	• Student work product of the student's completed checklist of personal criteria evaluating the literary work and an opinion about the work
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 texts.	• 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
SAT13304B	The student will compare information found in two or more different educational or government-sponsored resources or Web sites to determine the validity of the information.	• Student work product of a graphic organizer or a checklist showing the resources, the comparison of the resources, and indicating the validity of the information
SAT13302	The student will use personal and/or established criteria to evaluate the quality of a literary work(s) by giving reasons why he/she found the work(s) enjoyable or not.	• Videotape or audiotape of the student describing the criteria used to evaluate the literary work(s)

SAT13305	The student will indicate an opinion(s) about literary work(s) using established criteria by maintaining a journal of an opinion(s) including a comment(s) for reason, recommendation, etc. for each literary work.	• Student work product of a reading journal including a criteria checklist in which student records the title, author, and his/her opinion(s) about each work(s) read and indicates the level of recommendation to others for reading the work(s)

GLIs and Essences

ELA – HS (cont'd)

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 Level Indicators (GLI)	Essence of Indicators
Pg. 68	• Use both primary and secondary sources of information for research • Select and limit topics for informational writing, with assistance • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet • Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing	• Take notes using a note-taking process • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines and graphic organizers • Write clear, concise, and varied sentences that demonstrate a personal writing style and voice

AGLIs

ELA – HS (cont'd)

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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., main idea vs. supporting details, graphic organizer, literal questions, create, compose, summarize, informational text, text, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

ELA – HS (cont'd)

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)

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SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify relevant information by indicating symbols, words, pictures, etc. representing data, fact(s), and/or idea(s) from a text.	• Student work product of a graphic organizer on which the student placed, glued, attached, etc. data, fact(s), and/or idea(s) relevant to the specific text
SAT21108	The student will distinguish relevant facts and/or data related to his/her life when given information about himself/herself and other people by indicating which facts and/or data is relevant (self) and irrelevant (other people).	• Student work product showing what the student identifies as relevant cards and irrelevant cards and sorting them in two piles
SAT21109	The student will connect supporting details to a main idea in a text about a given or selected topic or topic using a semantic web to show the connection. (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of a semantic web that shows the connection of the supporting details to the appropriate main idea
SAT21110	The student will convey answers to literal questions (e.g., who, what, where, when, and/or how) about an explicit text.	• Student work product showing responses the student gave to questions using cards, symbols, or pictures to respond • Student work product with written answers to the literal questions
SAT21104A	The student will create a graphic organizer to compare facts and/or ideas by selecting the most appropriate graphic organizer from a set of choices.	• 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 facts and/or ideas from a set of different organizers
SAT21104B	The student will create an organizer to compare facts and/or ideas about a chosen topic.	• Student work product of created organizer that allows for a comparison of fact and/or idea about a topic
SAT21105	The student will take notes to record idea(s), fact(s), and/or data from a text by selecting or writing only those notes that are related to the text. (e.g., symbols, photos, etc. can be used to indicate the idea(s), fact(s) and/or data as notes)	• Videotape of the student taking notes about idea(s), fact(s) or data from a specific text using symbol(s), photo(s), etc. as a response • Student work product of notes page with student selected or written idea(s), fact(s) and/or data on it

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.	• Student work product of a list of "Favorite Books to Recommend" consisting of pictures or symbols pasted to the list of recommendations
SAT21106B	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text read or listened to by selecting or drawing the text specific information.	• Student work product of selected graphic(s) or image(s) using Boardmaker or PECs, Internet picture(s), writing with symbol(s), or drawing(s), etc. that give information about a text
SAT21106C	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or personal experience by completing a chart or graphic organizer with the specific information.	• Student work product of completed chart or graphic organizer that gives information about a text or personal experience
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. (Note: sentence strips should be condensed or summarized information, not necessarily direct quotes from text)	• Data Collection Sheet recording student performance when selecting the sentence strips that appropriately summarize the informational text
SAT21111B	The student will sign or verbally summarize an informational text.	• Videotape or audiotape of the student signing or verbally summarizing an informational text
SAT21206	The student will record notes from an informational text in a semantic web to show a connection among relevant ideas, facts, and/or data.	• Student work product of semantic web created by the student with ideas, facts, and/or data and connection included
SAT21207	The student will write, record, sign or state clear sentences to answer literal questions (e.g., who, what, where, when, how, and/or why) about an explicit informational text.	• Student work product showing the sentences the student composed for each of the literal questions • Videotape or audiotape of the student stating or signing sentences answering literal questions
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.)	• Student work product of answers to literal questions with facts or statistics from a resource paired with the appropriate literal questions they support
SAT21208	The student will identify the best organizational format to announce the school play when given three choices (e.g., letter, flyer, poster, etc.).	• 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
SAT21209	The student will share information about a comparison and/or contrast of details, facts, data, etc. from a text by completing a graphic organizer showing the information being compared and/or contrasted.	• Student work product of a completed graphic organizer with three details indicating a comparison of the ideas or information indicating a contrast (differences) between ideas or facts
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.	• Student work product of the student's outline with information completed based on an informational text

SAT21304	The student will compose clear, concise, and complete sentences that answer literal questions about a text.	• Audiotape of the student orally providing clear, concise, and complete sentences answering literal questions • Student work product of clear, concise, and complete sentences provided in written form answering literal questions
SAT21305	The student will compose a clear, concise, and complete sentence(s) to present information about an informational text.	• Student work product of clear, concise, and complete sentence(s) created by student about an informational text
SAT21306	The student will use an appropriate note-taking format for sharing information about a topic of interest to the student by selecting or creating the most appropriate format and completing the information. (e.g., outline, graphic organizer, semantic web, etc.)	• Student work product of the appropriate note-taking format that was chosen and completed by the student • Videotape of the student selecting a format and using that note-taking format to share information about a topic

GLIs and Essences — ELA – HS (cont'd)

Required Component 2—Key Idea: Writing

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 69	• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences • Use strategies designed to influence or persuade in advertisements • Maintain a writing portfolio that includes writing for critical analysis and evaluation	• State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence • Use strategies designed to influence or persuade in advertisements

AGLIs — ELA – HS (cont'd)

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 it's 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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., audience, compose, persuasive(ion), expository(ion), descriptive(ion), fact, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs ELA – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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.	• Videotape of the student selecting a prediction of a possible outcome and a relevant reason for the prediction provided three or more pictures or word cards to choose from
SAT23108A	The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.	• Student work product showing pictures or symbols selected to create a descriptive text • Sequenced, captioned, dated photographs of the student creating a descriptive text using the choices presented
SAT23108B	The student will compose a paragraph designed to persuade classmates to select the game he/she wants to play during recreation time.	• Student work product of a persuasive paragraph composed by the student
SAT23103	The student will recognize the use of persuasion by creating a picture display or collage of persuasion used in our everyday lives.	• Student work product of picture display or collage of pictures with examples of persuasion
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.	• Videotape 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
SAT23110	The student will share details of a recipe so that another person could complete the recipe.	• Student work product of pictures that sequence steps of a recipe so that someone else could complete it
SAT23111	The student will share facts to support an opinion by collecting information from Internet, a newspaper, and/or magazine that supports a given or chosen opinion.	• Student work product showing the initial opinion and the facts the student located from various sources to support the opinion
SAT23206	The student will make a prediction about the outcome of a story and provide evidence from the story to support that outcome.	• 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

SAT23207	The student will indicate an opinion on climate change, popular music, best football team, etc. and provide supporting evidence from current media.	• Student work product showing the student's opinion and supporting details from media
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.	• Student work product showing content selected for a PowerPoint presentation
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.	• Student work product of the article that was created for the school newspaper
SAT23203A	The student will identify a persuasive technique used in an advertisement from a magazine or newspaper by indicating the specific things in the ad that make it persuasive. (e.g., details: color, photographs or illustrations, specific words (SALE), etc.)	• Videotape 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
SAT23203B	The student will identify a persuasive technique used in an editorial of a newspaper to persuade the public. (e.g., symbolism, exaggeration, analogy, irony, labeling, etc.)	• Student work product of the editorial(s) with the specific words highlighted within the editorial that are used to persuade the public
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.	• Videotape 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.)
SAT23210A	The student will compose a persuasive paragraph about why he/she should be the next American Idol.	• Student work product of a persuasive paragraph about why the student should be the next American Idol
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.).	• Student work product of the descriptive paragraph about the topic given or chosen by the student
SAT23305	The student will compose 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.	• Student work product of produced composition using words, symbols, and/or pictures illustrating the opinion statement, arguments, and supporting evidence
SAT23306	The student will compose a composition that includes a prediction of two possible outcomes regarding a particular topic and evidence to support the prediction of each outcome. (e.g., topic: who will win a particular reality show)	• Student work product of composition produced using words, symbols, pictures with the students prediction of possible outcomes and supporting evidence to back up the prediction of outcomes on a single topic
SAT23307	The student will identify a hypothesis and the supporting evidence that goes with it by selecting each from a set of choices after reading or listening to information.	• Sequenced, captioned, dated photographs of the student selecting which choices indicate a hypothesis and then indicating which choices have information that provide supporting evidence for the selected hypothesis

SAT23308	The student will describe a persuasive technique(s) or other attempts to persuade in an editorial by indicating an example of the technique from pictures, words, phrases, etc. (e.g., techniques: false cause, hasty generalization, plain folks, testimonials, etc.)	• Student work product of a poster showing example(s) of the technique(s) used to persuade in the editorial

Mathematics
NYSAA Frameworks

High School

New York State Alternate Assessment

GLIs and Essences MATH – HS

Required Component 1—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 94	A.A.1	Translate a quantitative verbal phrase into an algebraic expression	• Translate words into an algebraic expression • Translate an algebraic expression into words
	A.A.2	Write a verbal expression that matches a given algebraic expression	

AGLIs MATH – HS

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)***

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., algebraic (or numeric) expression (phrase), numeral, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), simplify in expression (numeric/algebraic) and equation (numeric/algebraic), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

** Student must show/select the numeric/algebraic expression. For the translated expression to be considered correct it must be horizontal and does not include an = sign. Also, the student only needs to translate the verbal/written expression and does not need to solve it.

*** Expression must be presented horizontally, student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

**** If expression is given in written form, it must be presented horizontally.

SATs	MATH – HS

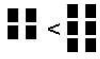
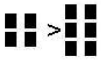
Required Component 1—Strand: Algebra

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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 using numbers and + or – by writing or 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; teacher writes "the sum of ten plus three", 4+3 or 10+3, student indicates second expression; Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve)	• Student work product that shows what a student indicates as a correct algebraic expressions based on a given verbal or written phrases translated
SAT41103B	The student will translate written expressions into algebraic expressions using numbers and + or – in various word problems. (e.g., Paul purchased 2 CDs 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; Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)	• Student work product with written expressions and the student's translated algebraic expressions
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; Note: expression must be presented horizontally)	• Sequenced, captioned, dated photographs of the student being presented with a numerical expressions and selecting concrete objects to represent the expressions • Videotape showing the student selecting concrete objects to represent the expressions
SAT41104B	The student will model numerical expressions by touching one or more objects on the left side of desktop, then touching a tactile model of a plus sign, then touching one or more objects on the right side of the desktop when requested to model the expression one plus one, two plus two, etc. (Note: if expression is given in written form it must be presented horizontally)	• Data Collection Sheet (multi-step) recording student performance when modeling the requested expression of one equals one, two equals two, etc. • Videotape showing the student modeling the requested numerical expressions

SAT41105A	The student will compare sets of objects as being greater than, less than, or equal to another set by pasting the symbol related to the terms to represent the relationship for each of the sets of objects.	• Videotape of the student looking at sets of objects and indicating by selecting the symbols that tell if the one set is greater than, less than, or equal to the other set
SAT41105B	The student will compare quantities of objects using the symbols =, > or < related to the terms equal to, greater than, or less than by indicating comparisons that are correct. (e.g.,  or  or )	• Student work product with the correct comparisons highlighted, marked, or indicated on the worksheet
SAT41106	The student will compare numerals using symbols =, >, < or ≠ related to the terms equal to, greater than, less than or not equal by selecting or writing the symbol between each two given numerals. (e.g., 25 ? 20; 10 ? 50; 5 ? 1, etc.)	• Student work product of sets of numbers and symbol cards pasted or written between the numbers
SAT41203A	The student will translate verbal or written phrases into algebraic expressions using numbers and +, −, ×, and/or ÷ by indicating or writing the translated expression. (e.g., Kelly purchased 4 CDs at $11.95 each and a CD case for $4.99—translates to 4 x 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 ÷ 2; Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve)	• Student work product that shows the related algebraic expressions for the verbal or written phrases
SAT41203B	The student will translate written phrases into algebraic expressions using numbers and the symbols +, -, x, and/or ÷ by rewriting word problems into expressions. (Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)	• Student work product that shows the word problems and the students written algebraic expression for each problem
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. (Note: if expression is given in written form it must be presented horizontally)	• 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
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. (Note: if expression is given in written form it must be presented horizontally)	• Student work product of the algebraic expressions and the student selected pictorial model that represents the appropriate translated expression

SAT41206A	The student will evaluate numerical expressions to find the value of them. (e.g., 7 + 10—student indicates or writes 17; 3 – 1—student indicates or writes 2; 8 + 8 + 8—student indicates or writes 24; 10 + 1 – 4—student indicates or writes 7; etc.; Note: expression must be presented horizontally, student may solve it vertically)	• Student work product showing the numerical expressions and the value the student determined for each expression
SAT41206B	The student will evaluate numerical expressions by filling in or selecting the missing number or symbol. (e.g., 10 __ 1 = 11 given <, +, and =; 9 – □ = 3 given 9, 6, 2; etc.; Note: expression must be presented horizontally, student may solve it vertically)	• Data Collection Sheet (multi-step) recording student performance when selecting the card that completes the given expressions correctly
SAT41303	The student will translate verbal or written phrases of real life mathematical situations into algebraic expressions using numbers, variables, and the symbols +, -, x, and/or ÷ 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; Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)	• Student work product of descriptions of real life situations and the student's written algebraic expressions related to the situations
SAT41304	The student will translate algebraic expressions into words by verbally stating or signing the expressions presented. (Note: if expression is given in written form it must be presented horizontally)	• Videotape of the student verbalizing algebraic expressions that fit real life mathematical situations
SAT41305A	The student will evaluate and/or simplify algebraic expressions to find the value of them. (e.g., 5 + 5—student indicates or writes 10; 20 – 2—student indicates or writes 18; 7 + 1 + 1—student indicates or writes 9; 2 + 8 – 4—student indicates or writes 6; etc.; Note: expression must be presented horizontally, student may solve it vertically)	• Student work product showing the algebraic expressions and value the student determined for each expression
SAT41305B	The student will evaluate algebraic expressions by indicating expressions that have a value equal to 50. (e.g., 100 - 50; 40 + 10; 60 – 20; 20 + 20; etc.; Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to figure out the expressions that are equal to 50)	• Student work product of student indicated expressions equal to fifty
SAT41305C	The student will simplify algebraic expressions by removing parenthesis (if applicable), using exponent rule (if applicable), combining like terms (if applicable), then combining constants (e.g., numerals) to evaluate the expressions for their value. . (e.g., □ + 10 + 45 is the same as □ + _____; 30 + 2 + □ is the same as ____ + □ Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Sequenced, captioned, dated photographs of the student looking at the expressions and choosing the correct simplification from the set of number cards given

GLIs and Essences — MATH – HS (cont'd)

Required Component 1—Strand: Algebra

Choice Component 2—Band: Equations and Inequalities

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 94-95	A.A.3	Distinguish the difference between an algebraic expression and an algebraic equation	• Translate verbal sentences and situations into mathematical equations and inequalities • Analyze and solve verbal problems involving a variety of solution strategies • Solve systems of equations
	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. *Note: The quadratic equation should represent a parabola and the solution(s) should be integers*	

AGLIs — MATH – HS (cont'd)

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 (+, −, × , ÷, >, and/or <) and equal (=) or not equal (≠) 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 +, −, × , ÷, =, ≠, >, and/or < (42206)****	The student will: • translate verbal/written sentences into algebraic sentences using the symbols (+, −, × , ÷, >, <, ≥, and/or ≤) and equal (=) or not equal (≠) sign (42304)***** • complete and/or identify correct number sentences that use any of the symbols +, −, × , ÷, =, ≠, >, <, ≥, and/or ≤ (42306)**** • solve two or more step verbal/written problems using one or more strategies (42305) • solve one-step and/or two-step equations (42303)***

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., pattern (growing, repeating, number, shape, missing element, rule for the pattern), algebraic (or numeric) equation (sentence), strategy, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

** Missing element (number or shape) to be filled in needs to occur in/near middle and not at the very end or very beginning of the pattern.

*** Equation must be presented horizontally, student may solve it by putting it into a vertical (working format) before indicating the answer.

**** Sentence must be presented horizontally.

*****Student must show/select the numeric/algebraic equation (sentence). For the translated equation to be considered correct, it must be horizontal.

SATs — MATH – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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), writing in the missing element, or indicating the missing element from a set of choices. (e.g., 1, 2, 3, 1, 2, 3, 1, __, 3;  Note: missing element to occur in/near middle not at very end or very beginning and shape patterns to include geometric shapes)	• Sequenced, captioned, and dated photographs of the student using concrete objects to fill in the missing element in a repeating pattern • Student work product of a repeating number or shape pattern with the missing element filled in by the student
SAT42104B	The student will identify the missing element in a growing numerical pattern when given a set of choices. (e.g., 2, __, 6, 8, 10, 12—with the choices of 2, 7, and 4; Note: missing element to occur in/near middle not at very end or very beginning)	• Student work product of a growing numerical pattern with the missing element filled in by the student
SAT42102	The student will solve algebraic equations involving addition and/or subtraction by indicating the correct number to complete the given equations. (e.g., $1 + 2 = \square$; $\square + 2 = 3$; $5 + x = 8$ $10 = a * 2$ -- directions could state "solve the equations by stating, writing, etc. the number that goes in the box" or "determine the variable to solve the equations"; Note: equation must be presented horizontally, student may solve it vertically)	• Student work product showing what a student indicates is a correct number to solve the algebraic equations
SAT42105A	The student will identify correct number sentences by indicating correct number sentences given correct sentences and incorrect sentences. (e.g., 5 + 8 = 13 vs. 5 + 10 = 13; Note: sentence choices for selection must be presented horizontally)	• Videotape of the student indicating which number sentences are correct from correct and incorrect ones • Student work product including correct and incorrect number sentences with student marked, highlighted, or circled correct number sentences

SAT42105B	The student will identify correct number sentences to solve given problems by selecting a number sentence from a group of two choices. (e.g., teacher says "I have two and I get one more." The student picks 2+1; the teacher says "four plus five equals nine" and the student picks the correct number sentence; Note: sentence choices for selection must be presented horizontally)	• Data Collection Sheet (multi-step) recording student performance when identifying the correct number sentence for given problems
SAT42106	The student will compare sets of numbers or items using the symbol/word for the terms equal to, greater than and/or less than. (e.g., shown 10 __ 10, the student chooses the equal to (=) symbol card; shown 1 CD and 9 CDs, the student chooses the less than word card; etc.)	• Student work product showing sets of numerals or items with the student indicated symbols/words for greater than, less than, and/or equal to (using the appropriate mathematics terms)
SAT42203	The student will translate verbal or written sentences by writing or indicating an equation or inequality that represents a given situation. (e.g., "Mary saved $12. How much more money does she need to purchase a book that costs $16?" choices presented: 16-12=X, X=$4 or 12 + 16= x, x=$28; Note: student must show/select the algebraic sentence in a horizontal format)	• Sequenced, captioned, dated photographs of the student listening or looking at the situations and the choices and indicating the correct one for the situations • Student work product of word problems and choices of equations under each with student marks, circles, highlights on the correct equation for given problems
SAT42204	The student will solve simple real life problems involving one-step using one or more strategies. (e.g., possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.; Note: student may use vertical (working) format to solve problem)	• 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
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.")	• Videotape of the student giving the rule or describing how to find the next number of a number pattern
SAT42206	The student will identify correct number sentences that use a variety of symbols by indicating the correct ones with a check mark, circling, highlighting, etc. (e.g., true: 4 = 4, 3 < 7, 10 ≠ 2; not true: 1 > 5, 1 = 7, etc.; Note: sentence choices for selection must be presented horizontally)	• Student work product indicating correct number sentences with a check mark, circled, highlighted, etc.

SAT42304	The student will translate verbal/written sentences into algebraic sentences using any of the symbols +, −, ×, ÷, >, <, ≥, and/or ≤ and equal (=) or not equal (≠) by writing out or selecting the appropriate symbols. (e.g., teacher states "Jen had seven books. Barbara gave her some more books. Now Jen has 12 books. Write an equation describing how many books Jen has.", student writes $7 + b = 12$; teacher writes "three plus what number equals 47", choices presented $3 + n = 47$, $47 + n = 3$, $47 + n = 47$; verbal/written sentence "the sum of two numbers is 17"—translates to $c + d = 17$; verbal/written sentence "25 divided by what number is the same as five times one"—translates to $25 \div x = 5 \times 1$; Note: student must show/select the algebraic sentence in a horizontal format)	• Student work product showing algebraic sentences translated from verbal sentences read to the student or written on a worksheet
SAT42306A	The student will complete correct number sentences that use any of the symbols +, −, ×, ÷, =, ≠, >, <, ≥, and/or ≤ by writing or selecting the missing element that would complete the sentences. (Note: sentence given for completion must be presented horizontally)	• Student work product showing the number sentences with the missing elements completed by the student
SAT42306B	The student will identify correct number sentences that use any of the symbols +, −, ×, ÷, =, ≠, >, <, ≥, and/or ≤ by indicating the ones that are correct given a variety of sentences. (Note: sentence choices for selection must be presented horizontally)	• Student work product of the student highlighted, circled, eye gazed to, etc. correct number sentences
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 3x6=□ 20-□=c or 20 – (3 x 6) = c, 20 -18 = c, c=2; etc.; possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.; Note: student may use vertical (working) format to solve problem)	• 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
SAT42303	The student will solve one or two-step equations by indicating the value for each equation. (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.; Note: equation must be presented horizontally, student may solve it vertically)	• Student work product of a mathematics journal of one- or two-step equations and the student's solution to these problems • Data Collection Sheet (multi-step) recording student performance when solving one- and/or two-step verbal or written equations

GLIs and Essences — MATH – HS (cont'd)

Required Component 2—Strand: Statistics and Probability

Choice Component 1—Band: Organization and Display of Data

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 98-99	A.S.1	Categorize data as qualitative or quantitative	• Categorize data as qualitative or quantitative • Categorize data as biased or non-biased • Display data in graphs
	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	

AGLIs

MATH – HS (cont'd)

Required Component 2—Strand: Statistics and Probability

Choice Component 1—Band: Organization and Display of Data

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

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

Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • display given data in a simple graph, list, or chart (52103) • gather data and/or record data on a list or in a chart (52102)	The student will: • display data in a scatter plot (52201) • gather data and display it in a graph (52203)**	The student will: • identify data as qualitative or quantitative (52301) • identify data as biased or unbiased (52302) • gather data and display it in a bar graph or scatter plot (whichever is more appropriate) (52304)**

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., data, bar graph, scatter plot, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

**Student performance calculation must be based on the knowledge, skills, and understanding demonstrated in gathering of the data and also on displaying the data in the specified format.

SATs MATH – HS (cont'd)

Required Component 2—Strand: Statistics and Probability

Choice Component 1—Band: Organization and Display 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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE 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.	• Student work product that shows a graph made by the student from data already collected
SAT52103B	The student will display data by recognizing a graph or chart that correctly shows a set of data that has been collected.	• Videotape of the student identifying the graph that matches a given set of data
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)	• Student work product of list, chart, or graph with the presented data that student indicated should be displayed (e.g., pictures of peers on a "Who is Here Today" list)
SAT52102A	The student will gather data on a question posed by the teacher by collecting choice cards, tokens, markers, etc. for appropriate data choices from those participating. (e.g., collecting tokens or markers to indicate who is present and/or absent on a given day; collecting green, blue, red, pink, purple choice cards when asked favorite color; collecting yes/no choices for the question "Is Saturday your favorite day of the week?"; etc.)	• Videotape of the student data choice cards when a data question is asked by the teacher • Sequenced, captioned, dated photographs of the student collecting data
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.	• Student work product of the chart with bingo marks to indicate "yes" responses
SAT52102C	The student will record data on a list or in a chart.	• Student work product of the completed list or chart that the student used to record data
SAT52201	The student will display data in a scatter plot using data that has already been collected.	• Videotape of the student creating a scatter plot from data that has already been collected • Student work product of a scatter plot made using data already collected
SAT52203	The student will gather data after asking staff or peers a specific question and then display it in a graph. (e.g., question about favorite restaurant, favorite color, etc.; Note: student must gather the data first	• Sequenced, captioned, dated photographs of the student gathering data and recording it on a graph • Student work product of graph student created using data he/she

	and then record it)	gathered with a notation indicating how or what the student did to gather the data
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. (e.g., highlighting qualitative data one color and quantitative data another using data in graphs taken from *USA Today*, etc.)	• Student work product with data identified as qualitative or quantitative as requested in directions to student • Student work product showing data sets sorted into two categories: qualitative or quantitative
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)	• Student work product with biased and unbiased data marked as such
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. (Note: student must gather the data first and then record it)	• Student work product showing the question that was asked, the data that was collected, and the scatter plot that represented these data • Videotape of the student selecting a question, gathering data, and representing the data in a scatter plot

GLIs and Essences — MATH – HS (cont'd)

Required Component 2—Strand: Statistics and Probability

Choice Component 2—Band: Analysis of Data

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
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	• Analyze data represented graphically • Interpret data represented graphically
	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	

AGLIs		**MATH – HS (cont'd)**
Required Component 2—Strand: Statistics and Probability		
Choice Component 2—Band: Analysis of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • recognize data displayed on a simple graph (53102)	The student will: • interpret data displayed on a simple graph (53201)	The student will: • identify related data displayed on two or more simple graphs (53303) • interpret different, but related data sets displayed on one or more simple graphs (53304)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., data, graph, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs MATH – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE 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.)	• Student work product showing various graphs, the topic, and the graph that the student selected as related to the topic (marked, colored, etc.)
SAT53102B	The student will recognize data in a simple graph by attending to data in the graph then indicating 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)	• Sequenced, captioned, dated photographs of the student attending to a graph and then eye gazing, pointing to, circling, etc. the graph that shows the data requested • Student work product of different displayed data and the one the student indicated as the bar graph
SAT53102C	The student will recognize data displayed on a simple graph by answering simple question(s) 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)	• Student work product that shows the graph and the student's answer(s) to the question(s) posed about data displayed on a graph • Sequenced, captioned, dated photographs of the student selecting the correct answer to a question posed about information displayed on a graph
SAT53201	The student will interpret data represented on a graph by answering questions based on a graph, posing a question about the data, etc.	• Videotape of the student interpreting data displayed on a graph by answering questions • Student work product of questions posed by the student about information displayed on a graph
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)	• Student work product of a journal that includes sets of data displayed on two different types of graphs and student statements about the data
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., scatter plot with number of marbles in each student's bag and number of tiger's eye marbles in each student's bag; question: "Whose bag of marbles had the greatest number of tiger's eye marbles?")	• Student work product showing the graph of two different sets of data and questions related to the interpretation of the data

Science
NYSAA Frameworks

High School

New York State Alternate Assessment

GLIs and Essences

SCI – HS (cont'd)

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	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 9–11	**1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.** 1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotropic or hydrotropic nutrition. 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. 1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem. 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. 1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium. 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. **1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).** 1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms. 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. 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. 1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis. 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.	• 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 • 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. • Understand that one-celled organisms contain structures to maintain homeostasis

	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.
	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.
	1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.	
	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.

AGLIs SCI – HS (cont'd)

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 a group 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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., living thing, non-living thing, organism, cell, one-celled organism, organ, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

SCI – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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.	• Data Collection Sheet (multi-step) recording student performance when identifying a living thing • Student work product including choices (living and non-living) and the choice the student selected as living
SAT21104B	The student will identify a living thing 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?)	• Sequenced, captioned, dated photographs of the student choosing a living thing from a pile of items • Student work product showing identified living thing
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.	• Videotape of the student responding to a question to identify a living thing
SAT21105	The student will identify a non-living thing by placing the non-living word card in front of the appropriate items.	• Videotape of the student placing non-living word card in front of non-living objects at a science workstation
SAT21106A	The student will recognize the relationship between living and non-living things by indicating the living and non-living things that have a relationship. (e.g., a line drawn from a fish to water to show relationship that fish live in water; a blue circle around a human and a blue circle around a house to show the relationship that humans live in houses; given a picture of dirt and Legos, student will match dirt to the plant, etc.)	• Student work product with living and corresponding non-living things that have a relationship with indicated as requested (e.g., lines, circles, items matched together, etc.)
SAT21106B	The student will recognize the relationship between living and non-living things when given groups of living things by indicating the appropriate non-living thing that the groups needs to survive. (e.g., a fish, an octopus, a whale—need water; a tree, a flower—need dirt, etc.)	• Videotape of the student looking at multiple items and selecting the non-living things that the living things need to survive

SAT21107	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—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)	• Sequenced, captioned, dated photographs of the student making a model of the digestive system • Student work product of a completed model of the respiration system
SAT21103	The student will recognize the five senses by answering yes or no questions about each of the senses. (e.g., yes/no questions: "do you see with your eyes?", "do you hear with your eyes?", "do you use your sense of touch to tell if something is sweet?", etc.)	• Audiotape of the student responding to the yes or no questions about each of the senses
SAT21108	The student will identify a single celled organism by selecting a picture or representation of an amoeba from other organisms.	• Data Collection Sheet recording student performance in identifying a single celled organism via eye gaze when given a choice of amoeba, jelly fish, and algae
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 [non-living things], etc.)	• 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
SAT21205	The student will identify a group of organs that work together by labeling the major organs in a group for the need they fulfill. (e.g., circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)	• Student work product with diagrams of body systems with labels showing some major organs in a group for the need they fulfill
SAT21206	The student will identify the five senses by indicating the sense associated with a particular action or function. (e.g., when the fire alarm goes off we use our sense of: _____; to tell if a rock is hard we use our sense of taste or touch?; etc.	• Data Collection Sheet (multi-step) recording student performance when identifying the senses associated with a particular action or function
SAT21204	The student will recognize a one-celled organism from a group of pictures or objects.	• Videotape of the student selecting the model of a one-celled organism from a group of pictures or objects
SAT21203	The student will recognize that organisms are made up of cells by selecting a picture or representation of the cells that make up an organism after attending to a video or informational text read by the teacher about the cells.	• Data Collection Sheet recording student performance in selecting the picture that represents an organism's cells after attending to the video or reading about cells

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, water pollution and marine life, etc.)	• Videotape of the student explaining a poster about disruptions in the relationship between living and non-living things • Student work product where he/she matches cause and effect of a disruption with result (e.g., not feeding fish = fish dies)
SAT21302	The student will describe how humans have a system of organs that fulfill a certain need by explaining the process to the class using a presentation he/she created on the computer. (e.g., circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—-intestine, kidneys, bladder; etc.)	• Videotape of the student presenting the presentation he/she created on the computer about the respiration system to the class
SAT21306	The student will describe the purpose and/or use of the senses by selecting the appropriate purpose when given the sense. (e.g., given sense: the sense of touch tells us what? choices presented: if we are in pain, if the room is dark, if the phone is ringing; our sense of smell is used for…; etc.)	• Student work product of student matching senses with its particular use • Sequenced, captioned, dated photographs of student placing word card of purpose of sense by the title of the senses
SAT21305	The student will recognize that one-celled organisms have structures that fulfill certain needs by indicating the structure when given the organism and function. (e.g., amoeba—pseudopods for movement, euglena—eyespot for light detection/absorption, etc.)	• Student work product showing the organisms and functions each fulfils matched to the structure that fulfills that need
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.)	• Student work product with the cells labeled specific to the human body
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)	• Student work product of a diagram of a plant and a animal cell with the structures and functions labeled

GLIs and Essences — SCI – HS (cont'd)

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	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 19–20	**7.1 Describe the range of interrelationships of humans with the living and nonliving environment.** 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. 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. 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. **7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.** 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. 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. 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. **7.3 Explain how individual choices and societal actions can contribute to improving the environment.** 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. 7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.	• 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. • Recognize that technological advances and population growth affect both living and non-living environments • Understand that the choices we make now affect future generations

AGLIs SCI – HS (cont'd)

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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., living thing, non-living thing, human, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs SCI – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT24101A	The student will recognize that living things need non-living things to survive by indicating non-living item(s) that living things need. (e.g., animals and plants need sun, water, etc.)	• 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 → needs water)
SAT24101B	The student will recognize that living things need non-living things to survive by indicating the non-living item(s) that are needed by living things given a set of choices. (e.g., choices to include needed things—water, sun, air and non-needed things—television, automobile, video games)	• Student work product with lines drawn from living thing (human) to non-living item(s) that a living thing needs to survive • Student work product of a collage of pictures representing non-living item(s) that are needed by living things the student selected from a variety of choices
SAT24102A	The student will recognize ways that humans use non-living things by indicating uses of water and metals when presented with choice. (e.g., water: bathing, cooking, drinking, etc.; metals: used when building things (e.g., bridges, automobiles, housing), used for making materials (e.g., utensils, computers, jewelry))	• Videotape of the student hitting a switch when teacher presents a use for water and metals card and not hitting the switch when presented with an incorrect choice
SAT24102B	The student will recognize which non-living thing is used by humans during a daily activity by matching the non-living things with their use. (e.g., pencil for writing, fork for eating, housing for shelter, etc.)	• Sequenced, captioned, dated photographs of the student selecting non-living things used by humans from a group of choices of its use and handing them to the teacher
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. (e.g., littering, burning trash, running excess water, etc.)	• Student work product with X's marked next to the activities that have a negative effect on the environment
SAT24107	The student will recognize impacts that humans have on Earth's resources by participating in a recycling program.	• Data Collection Sheet recording student performance when participating in clean-up and recycling in community

SAT24108	The student will recognize ways to minimize human impacts on the environment by indicating activities that have a more positive impact on the environment. (e.g., walking or riding a bike instead of driving, recycling, planting trees, etc.)	• Student work product of a collage of pictures related to ways to minimize impact • Sequenced, captioned, dated photographs of student picking up litter on a class walk
SAT24201	The student will identify at least one way that people need non-living things by selecting items and dictating why these items are necessary to live. (e.g., food, clothing, shelter)	• Student work product showing a non-living thing with a sentence dictated by the student of why people need the non-living thing
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.	• Data Collection Sheet recording student performance when completing conservation activities throughout the day
SAT24205A	The student will identify ways that humans influence the environment by matching human actions with positive or negative effect. (e.g., picking up litter = a cleaner park; pollutants dumped into lake = dead fish floating)	• Student work product showing the human actions matched to its influence on the environment
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.)	• Student work product answering questions related to a specific human influence topic such as population density and how it influences the environment
SAT24202	The student will identify at least one way that humans need the Earth's resource by indicating use(s) of wood.	• Videotape of the student naming the use(s) that humans have for wood
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.)	• Student work product consisting of a collection of pictures showing at least one way people have impacted (changed) the environment
SAT24301	The student will describe examples of how living and non-living things are interdependent by writing a paragraph or completing a graphic organizer/diagram/model showing the interdependence.	• 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
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.	• Data Collection Sheet recording student performance when identifying the PEC symbol for recycling when presented with the various items
SAT24307B	The student will demonstrate a practice that may minimize human impact on the Earth's resources by participating in a daily recycling program.	• Sequenced, captioned, dated photographs of the student going to different classes to pick up recyclable paper and bringing it to a paper bin
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)	• Videotape of the student answering questions about what and how resources can be used up

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/create oxygen/shelter, water is used for cooking/drinking, etc.)	• Student work product of graphic organizer indicating or showing two ways humans need the resources of water and trees
SAT24309	The student will describe ways that humans impact Earth's resources by listing examples of what Earth's resources humans use for energy. (e.g., oil, coal, wood, natural gas)	• Student work product listing some of Earth's resources and how they are used for energy
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.	• Student work product of questions relating to impacts that the technological development of cars and increasing population size is having on the surrounding environment

GLIs and Essences — SCI – HS (cont'd)

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	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 8–10	**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.** 1.1a Most objects in the solar system are in regular and predictable motion. • These motions explain such phenomena as the day, the year, the seasons, phases of the moon, eclipses and tides. • 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. 1.1b Eight planets move around the sun in nearly circular orbits. • The orbit of each planet is an ellipse with the Sun located at one end of the foci. • Earth is orbited by one moon and many artificial satellites. 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. 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. 1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth's rotation. 1.1f Earth's changing position with regard to the Sun and the moon has noticeable effects. • 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. • 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. 1.1g Seasonal changes in the apparent positions of constellations provide evidence of the Earth's revolution. 1.1h The Sun's apparent path through the sky varies with latitude and season. 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.	• 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. • Understand that evidence shows that the universe is vast and very old. Stars, planets, asteroids, comets and meteors are all part of the universe. • Understand that water on Earth moves through the water cycle • Recognize that geologic history can be determined from rocks and fossils

1.2 Describe current theories about the origin of the universe and solar system.

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:

- cosmic background radiation
- a red-shift (the Doppler Effect) in the light from very distant galaxies.

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.

- The stars differ from each other in size, temperature, and age.
- 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.

1.2c 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.

- The characteristics of the planets of the solar system are affected by each planet's location in relationship to the Sun.
- The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.

1.2d Asteroids, comets, and meteors are components of our solar system.

- Impact events have been correlated with mass extinction and global climactic change.
- Impact craters can be identified in Earth's crust.

1.2e 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.

1.2f 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.

1.2g 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.

- 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.
- 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.
- Porosity, permeability, and water retention affect runoff and infiltration.

1.2h 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.

1.2i The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record.

- Fossil evidence indicates that a wide variety of life-forms has existed in the past and that most of these forms have become extinct.
- Human existence has been very brief compared to the expanse of geologic time.

	1.2j	Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations. • The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place. • Fossils preserved in rocks provide information about past environmental conditions. • Geologists have divided Earth's history into time units based upon the fossil record. • 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. • 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.

AGLIs SCI – HS (cont'd)

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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., star, planet, asteroid, comet, meteor, water cycle, fossil, living thing, axis, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

SCI – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT31109A	The student will recognize star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) by indicating the picture, symbol, etc. that represents a star, planet, asteroid, comet, and/or meteor as requested.	• Student work product of the picture, symbol, etc. of a star, planet, asteroid, comet, and/or meteor that the student marked, circled, eye gazed to, etc.
SAT31109B	The student will recognize a model of a planet by selecting the planet from a choice planets, asteroids, and comets.	• Data Collection Sheet recording student performance when selecting a model of a planet from a choice of planets, asteroids, and comets
SAT31109C	The student will recognize a star by pointing to a star in a diagram of a solar system.	• Videotape of the student recognizing a star in a solar system
SAT31110A	The student will recognize the Earth, sun, and/or moon when presented with picture(s) or model(s) by naming it using his/her mode of communication. (e.g., student states/hits the switch to name Earth when presented with a picture of the Earth when asked "what is the name of this?"; student eye gazes to the word card sun when presented with a model of the sun when asked "show me the name of this?"; etc.)	• Sequenced, captioned, dated photographs of the student being presented with the Earth, sun, and/or moon, looking at picture card(s) or model(s) and touching the switch or eye gazing to the name of the item presented
SAT31110B	The student will recognize the Earth, sun, and/or moon by marking or labeling images of each item as requested.	• Student work product of pictures of the Earth, sun, and/or moon with X's marked in blue for the sun, red for the Earth, and/or green for the moon • Student work product of a variety of images with labels stating Earth, sun, and/or moon under the appropriate image
SAT31102A	The student will identify "day" by pointing to the day side of Earth when presented with a model of the solar system.	• Videotape of the student pointing to the day side of Earth
SAT31102B	The student will identify "night" by touching the switch with the word day or the switch with the word night when presented with moon and star pictures.	• Sequenced, captioned, dated photographs of the student looking at picture cards and touching the appropriate button on the switch to indicate night

SAT31104A	The student will recognize that seasons change over the course of a year by selecting a visual representation of each specific season and placing them in a progressing order.	• Student work product of the student identifying pictures of the four seasons (e.g., winter, spring, summer, and fall) and placing them in an order next to each other
SAT31104B	The student will recognize that seasons change over the course of a year by matching descriptions of each season with a picture representation and indicating the months the season includes.	• Student work product showing a timeline of months divided to show the seasons and description of the season for each time frame
SAT31111	The student will recognize that the moon appears to change shape over the course of a month by indicating the correct sequenced pictures or model representation of the moon from new moon to full moon and back to new moon given a correct and incorrect sequence.	• Sequenced, captioned, dated photographs of the student being presented with the correct and incorrect sequence of the moon from new moon to full moon and back to new moon, looking at the choices and eye gazing to, pointing to, etc. the one that is correct
SAT31112A	The student will recognize patterns of daily changes in the environment by ordering morning, noon, and night on a chart.	• 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 • Student work product showing pictures student arranged of morning, noon, and night to pattern daily changes
SAT31112B	The student will recognize patterns of monthly changes in the environment of the northern hemisphere by selecting the typical weather pattern associated with a given month.	• Student work product with given months and typical weather patterns glued next to them
SAT31106	The student will label a diagram of the water cycle when shown two or more different diagrams by placing or writing “water cycle” on the appropriate diagram.	• Student work product showing two or more different diagrams with the word card “water cycle” affixed next to the correct diagram • Sequenced, captioned, dated photographs of the student being shown a plant cycle, a moon cycle, and a water cycle with the student pointing to the water cycle and placing the label “water cycle” on the specific diagram
SAT31107	The student will identify fossils as remains of living things by matching fossil evidence to a picture of the living thing that made it. (e.g., piece of amber with an embedded mosquito, rock with a fish/leaf fossil embedded in it, etc.)	• Student work product showing rocks or objects containing fossils and different living things with the two correctly matched together
SAT31113	The student will recognize that some rocks can provide evidence of past conditions by indicating on a picture which layer of rock would contain the most fossils after attending to video or informational text about rocks, layers of sediment, fossils within, etc.	• Data Collection Sheet recording student performance indicating the layers of rock in various pictures that contain the most fossils

SAT31204A	The student will identify planets and stars from a group of pictures by sorting the pictures into the two categories. (Note: pictures should include non-choices such as comets)	• Sequenced, captioned, dated photographs of the student sorting pictures of stars and planets from a group of pictures on the workspace • Student work product of a graphic organizer of planets and stars with pictures placed in each
SAT31204B	The student will identify stars, planets, asteroids, comets, and/or meteors in a diagram of outer space by labeling each as applicable in the diagram.	• Student work product where student labeled stars, planets, asteroids, comets, and/or meteors on a diagram of outer space
SAT31202	The student will recognize the movements of the Earth and moon relative to each other and to the sun by demonstrating the movement of each on a model or diagram accordingly. (e.g., sun is central, Earth moves around the sun, moon moves around the Earth)	• Videotape of the student participating in a model demonstration
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.	• 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
SAT31210A	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.	• 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
SAT31210B	The student will recognize the Earth's tilt on its axis relative to different seasons by answering questions related to the Earth's tilt relative to the different seasons.	• Student work product of the questions answered about the Earth's tilt on its axis relative to different seasons
SAT31211A	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.	• 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
SAT31211B	The student will identify that the moon appears to change shape over the course of a month by organizing pictures of the visible part of the moon.	• Videotape 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 • Student work product showing pictures of the moon the student sequenced from new moon to full moon and back to new moon
SAT31205	The student will identify parts of the water cycle by labeling each part on a water cycle diagram. (e.g., blank water cycle diagram and choice cards with the various parts of the water cycle presented, student places cards in appropriate locations on the blank water cycle diagram)	• Student work product with a diagram of the parts of the water cycle labeled by the student (e.g., evaporation, condensation, precipitation, infiltration, run-off)

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.	• Videotape of the student demonstrating two steps that show how a fish fossil could be formed
SAT31212	The student will identify how fossils can provide evidence of past conditions by selecting a sentence strip describing past conditions when presented with a fossil.	• Student work product of the fossils presented and the sentence strip the student selected for each
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.	• Student work product of the sedimentary rock with fossils matched to the possible conditions during that time
SAT31305	The student will describe stars, planets, asteroids, comets and/or meteors by listing characteristics of the structures. (e.g., star's brightness, size, color, etc.)	• Student work product is a list of characteristics of stars, planets, asteroids, comets, and/or meteors
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.)	• Videotape of the student creating a diagram of the sun, Earth, and moon and their movements relative to each other
SAT31301	The student will explain the effects of the Earth spinning on its axis by creating a paragraph about the effects of the spinning.	• Student work product of the written/created paragraph about the effects the spinning on the axis has on things
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.	• Video- or audiotape of the student describing different changes that occur as the season change over the year
SAT31303	The student will describe changes in the moon's apparent shape over a one-month period by drawing pictures representing particular shapes and creating a sentence to describe each change that has occurred.	• Student work product of the student drawn pictures of the moon and a sentence describing the changes that occur for each picture
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.	• Student work product of a water cycle diagram with information provided by the student about what is occurring for each part
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")	• Student work product of fossil pictures glued to pictures of their original environment with sentence strips that describe what the environment was like
SAT31311	The student will describe how rocks can provide evidence of past conditions by retelling information learned after listening to or reading a book about rock formations.	• Audiotape 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
SAT31312	The student will recognize that the universe is vast and very old by answering questions related to the universe's vastness and age after watching a video or listening to an informational text about it.	• Student work product of the questions the student answered about how vast and old the universe is thought to be

GLIs and Essences — SCI – HS (cont'd)

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	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 11–14	**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.** 2.1a Earth's systems have internal and external sources of energy, both of which create heat. 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. 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. 2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes. 2.1e Weather variables are interrelated. For example: • temperature and humidity affect air pressure and probability of precipitation • air pressure gradient controls wind velocity 2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.	• 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. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses
	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.	
	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.	
	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 sever e weather.	
	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). • 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.	

	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.
	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. • These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges. • Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges. • Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
	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 place 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	The natural agents of erosion include: • *Streams (running water):* 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. • *Glaciers (moving ice):* 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. • *Wave Action: 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.*

	• *Wind:* Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock. *Mass Movement:* Earth materials move down slope under the influence of gravity. 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. **2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.** 2.2a Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in: • the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season • characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat. • duration, which varies with seasons and latitude. 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. • Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents. 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: • natural events such as El Nino and volcanic eruptions • human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.

AGLIs SCI – HS (cont'd)

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)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., weather condition, erosion, external heat source, atmosphere, climate, internal heat source, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

SCI – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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 or indicating an area with sunshine when asked "which is a warmer place?"	• 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
SAT32106	The student will recognize tools for measuring different weather conditions by answering simple yes/no questions regarding instruments.	• Videotape of the student answering yes or no when asked "Is this to be used to measure temperature?"
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)	• Student work product of the daily weather record compiled by the student 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.
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.)	• Sequenced, captioned, dated photographs of the student labeling pictures on a diagram of various weather conditions • Student work product showing various weather pictures and the labels the student provided
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.)	• Student work product of a labeled diagram showing the effects of erosion or where it occurred • Videotape of the student performing various erosion techniques in the classroom
SAT32107	The student will recognize a mountain and a valley formation by using dirt or sand to make a model of a mountain and a valley.	• Sequenced, captioned, dated photographs of the student making a mountain and a valley out of sand or dirt
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?"	• Student work product of a chart with differing temperatures and a picture of the sun stamped on warmer temperatures

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.	• 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
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.	• Student work product of a chart with the changes of heat in the atmosphere and the appropriate season usually associated with it
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)	• Data Collection Sheet (multi-step) recording student performance when matching tools with the weather condition they measure
SAT32209	The student will identify weather changes and the specific difference in heating that is contributing to the weather change. (e.g., more sun= hotter= more humidity= rain; less sun=colder=snow)	• Student work product showing the variations of differences in heating and the weather change matched to it
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)	• Student work product of a student created calendar showing daily (monthly, seasonal) weather over the course of a week (month, season, etc.) Note: Two calendars must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.
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.	• Student work product of comprehension questions regarding weathering and/or erosion changes to land
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).	• Student work product with the forces the student named/indicated when asked about what caused land to be folded into mountains or valleys
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.	• Student work product of a drawing correctly labeled with short wavelength light from the sun and long wavelength radiation from the Earth and description of the process
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 indicates Earth tilted away from sun, less heat is absorbed, there are colder temperatures)	• Student work product of student answered questions about a given weather condition and the Earth's position in relationship to the sun

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.	• Student work product of description regarding how the amount of heat is different in the atmosphere between spring and summer
SAT32310	The student will use various tools to measure weather conditions by demonstrating appropriate use of tools.	• Sequenced, captioned, dated photographs of the student using various tools to measure different weather conditions
SAT32311	The student will describe the relationship between differences in heating and weather. (e.g., given a picture of a thermometer showing a high temperature, ask the student what kind of weather might happen and how it will feel like; given a picture of a thermometer showing a low temperature, ask the student what may happen to the weather; etc.)	• 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
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.	• Student work product showing different climates and the relationship between difference in heating's affect on that climate
SAT32313	The student will describe why weathering and erosion break down land by creating a list of why the breakdown 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 it to a new area (sand in deserts-erosion))	• Student work product of list of why's related to weathering and erosion breaking down land
SAT32306	The student will describe that 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.	• Student work product of paragraph about a mountain formation and the forces within Earth that caused it to form
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 when asked where is the Earth's heat source or where is the hottest part of the Earth.	• 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 when asked about heat source
SAT32305	The student will recognize the Earth's convection currents by answering question(s) or completing a diagram about the Earth's convection currents after attending to a video or text about the internal heat and how that affects the motion of materials inside the Earth.	• Student work product of the question(s) or the completed diagram about the Earth's convection currents

Social Studies
NYSAA Frameworks

High School

New York State Alternate Assessment

GLIs and Essences SOC – HS

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

Choice Component 1—Unit 2-Constitutional Foundations

Social Studies Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 127	**I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY** E. Basic constitutional principles (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility	• Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

AGLIs	SOC – HS
Required Component 1—Standard: 1-US and NY History	
Choice Component 1—Unit 2-Constitutional Foundations	
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*	
POSSIBLE ENTRY POINTS for US and NY History-Unit 2	
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**	
The student will: • recognize at least one classroom rule (11106) • recognize examples of governmental laws (11102) • identify the importance of obeying classroom rules and/or governmental laws (11107) • recognize at least one purpose of government (11108) • recognize at least one right guaranteed to citizens (11109)	The student will: • identify reason(s) people create governments (11207) • identify who is eligible to vote (11208) • identify at least two rights of citizens guaranteed by the Bill of Rights (11209) • identify the development of the United States Constitution using simple timelines (11210) • identify the three branches of government (11211) • identify the individual purposes of judicial, legislative, and/or executive branches (11212) • explore their rights as citizens (11213)
The student will: • explain why people create governments (11301) • explain why voting is an essential part of a democracy (11302) • compare the responsibilities of New York State government and the responsibilities of the United States government (11303) • compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304) • explain the importance of the Bill of Rights in protecting individual rights (11305) • explain how to protect and secure their rights as citizens (11307)	

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., government, law, citizen, Bill of Rights, Constitution, three branches of government, judicial branch, legislative branch, executive branch, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs SOC – HS

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11106A	The student will recognize a classroom rule by selecting a symbol or icon representing the rule from a group of three or more symbols or icons. (Note: choices should include some non-rule choices)	• Student work product including correct and incorrect choices with the rule symbol or icon the student chose marked • Data Collection Sheet recording student performance when selecting (via pointing, eye gazing, etc.) a classroom rule
SAT11106B	The student will recognize at least one classroom rule by sorting classroom and non-classroom rules.	• Student work product, for example a T-chart, that contains classroom and non-classroom rules sorted into appropriate categories
SAT11102	The student will recognize examples of governmental laws by selecting symbols that represent the laws from a group of three or more. (Note: choices should include some non-law choices)	• Student work product of law symbols that the student selected attached to a worksheet about governmental laws
SAT11107A	The student will identify the importance of classroom rules by matching a picture or photograph of appropriate behaviors to its purpose.	• Student work product that contains a set of matched rules and icons of appropriate behaviors with their purpose
SAT11107B	The student will identify the importance of governmental laws by matching a picture or photograph representing the laws to its appropriate purpose.	• Student work product that contains a list of purposes for laws with appropriate matching picture or photograph representation
SAT11108	The student will recognize one purpose of government. (e.g., education, military, safety, etc.)	• Student work product containing information that shows one purpose of government
SAT11109A	The student will recognize the right to vote by participating in a classroom voting activity. (e.g., field trip, party, lunch period activity, etc.)	• Sequenced, captioned, dated photographs of the student demonstrating a citizen's right to vote by participating in a classroom voting activity
SAT11109B	The student will recognize one right guaranteed to citizens by selecting the appropriate picture, symbol, phrase, etc. representing the right guaranteed given a set of choices.	• Student work product that contains one right guaranteed to citizens matched to its corresponding picture, symbol, phrase, etc. from a set of at least two pictures
SAT11207	The student will identify one or more reasons why people create governments using a graphic organizer (list, etc.) or story webs.	• Student work product that contains one or more reasons why people create governments

SAT11208	The student will identify who is eligible to vote during a reading response activity by answering "Wh-" questions about eligibility. (e.g., "who can vote?"; only boys, citizens of the US, everyone over 18)	• Videotape or audiotape of the student answering "Wh-" questions regarding voter eligibility • Student work product including questions, choices, and the answers the student chose
SAT11209	The student will identify at least two rights he/she has that are guaranteed by the Bill of Rights, by selecting sentence strips or pictures that describe or illustrate the rights. (e.g., freedom of speech, freedom of religion, etc.)	• Student work product of sentence strips or pictures pasted to a worksheet on the Bill of Rights
SAT11210	The student will identify the development of the United States Constitution by using a simple timeline.	• Sequenced, captioned, dated photographs of the student working with a color coded or picture timeline of Constitution development on a classroom wall chart
SAT11211	The student will identify the executive, legislative, and judicial branches of government by creating a graphic organizer with the names of the branches and/or symbols to represent each branch.	• Student work product of a graphic organizer with cut and pasted names and/or symbols representing the three branches of government
SAT11212A	The student will identify two or more purposes of the judicial, legislative, and/or executive branches of government by indicating purposes when given a specific branch. (e.g., legislative—passing laws and declaring war, executive—implementing laws and enforcing laws, etc.)	• Sequenced, captioned, dated photographs of the student being given the branch of government, reviewing the branch given and choices, then matching its purposes to it
SAT11212B	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])	• Student work product of a graphic organizer displaying two purposes of courts of law
SAT11213	The student will explore his/her rights as a citizen by creating a list of citizen rights and presenting them to the class.	• Audiotape of the student sharing a list of citizen rights with the class
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.	• Student work product about reasons why the Founding Fathers created a new government
SAT11302	The student will explain why voting is an essential part of a democracy by writing or creating a paragraph.	• Student work product that contains a paragraph that explains the importance of voting to a democracy

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)	• Student work product that contains a list or graphic organizer that compares the New York State and federal governments' responsibilities
SAT11304	The student will compare the responsibilities of the executive, legislative, and/or judicial branches of government by creating a chart with the checks and balances for at least two of the branches of government.	• Sequenced, captioned, dated photographs of the student creating a checks and balances chart that compares the responsibilities of at least two of the branches of government • Student work product of chart created by the student with checks and balances for at least two of the branches of the government
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.).	• Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees individual citizen rights
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.	• Videotape of the student demonstrating the different role playing situations about how citizens can exercise their rights

GLIs and Essences — SOC – HS (cont'd)

Required Component 1—Standard: 1-US and NYS History

Choice Component 2—Unit 7(B)-World in Uncertain Times: 1980-Present

Social Studies Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 154-155	**VI. APPROACHING THE NEXT CENTURY 1986 – 1999** B. The Clinton Presidency 1. Domestic issues a. Social concerns (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns (1) Role of technologies (2) Impact of the baby boom generation (3) Balanced budget amendment (debate) (4) Market trends: The bull market of the 1990s c. Political concerns (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2. Foreign policy issues a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy (1) NAFTA (2) GATT (3) Economic aid to Russia (4) United States trade with China, Japan, and Latin America c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia d. United States—Russian relations; 1990 to the present e. United States—European relations: European Union (EU), NATO	• Understand the role of the United States president as the nation's highest elected leader • Recognize examples of social, political, economic, and international issues with which presidents can become involved • Recognize different circumstances under which presidents become involved with these social, political, economic and international issues • Identify important issues associated with recent presidents • Understand the role of presidential administration's involvement with key issues/challenges Please note: the Grade Level Indicators 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.

AGLIs	SOC – HS (cont'd)	
Required Component 1—Standard: 1-US and NYS History		
Choice Component 2—Unit 7(B)-World in Uncertain Times: 1980–Present		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for US and NY History-Unit 7(B)		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • identify the leader of a class or school (14101) • recognize the United States, Canada, and/or Mexico on a map or globe (14102) • recognize a current event (14105) • utilize media to become aware of current events related to domestic issues (14104)	The student will: • explain how a person becomes the president of the United States (14201) • identify the president of the United States (14202) • identify at least two duties of the president of the United States (14206) • construct a simple timeline of United States presidents (14207) • recognize a foreign issue for the United States (14205)	The student will: • explain the duties of the United States president (14306) • identify an example of a domestic and a foreign issue with which a president might become involved (14307) • explain domestic and/or foreign issues (14308) • investigate how a presidential administration has addressed domestic and/or foreign issues (14309) • identify the outcome of significant domestic and/or foreign issues in which a presidential administration has become involved (14310)

Please note: The Grade Level Indicators 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.

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., current event, domestic, foreign, United States, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs — SOC – HS (cont'd)

Required Component 1—Standard: 1-US and NYS 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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE 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.	• Student work product that contains leader pictures that the student circled or marked in the class picture
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?"	• Sequenced, captioned, dated photographs of the student identifying the leader of the classroom from others within the room
SAT14102A	The student will recognize the United States, Canada, and/or Mexico on a map or globe by indicating the location as requested.	• Student work product of showing a map of the northern hemisphere or the world with a marker, sticker, circle, etc. on the United States, Canada, and/or Mexico
SAT14102B	The student will recognize the United States on a map or globe by placing a marker on the United States.	• Sequenced, captioned, dated photographs of the student recognizing the United States using a map or globe and placing the marker on the United States
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)	• Videotape of the student selecting or indicating the photograph that depicts a current event
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 choices.	• Student work product that contains at least one attribute that reflects the occurrence in the current event photo
SAT14104	The student will use newspapers, the Internet, magazines, etc., to become aware of current events related to domestic issues by answering "wh-" question(s) about the events chosen. (e.g., disability rights, hurricane relief, health care, etc.)	• Student work product showing current events, questions, and student responses to questions • Data Collection Sheet recording student performance when locating a current events and answering questions about each
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.	• Student work product that contains a sequenced list of the steps necessary to be elected president of the United States

SAT14202	The student will identify the president of the United States by indicating the appropriate photo from an array of photographs.	• Student work product including pictures of world leaders, one of which is the president of the United States, and the picture the student identified as the United States president circled or marked • Sequenced, captioned, dated photographs of the student identifying the president of the United States by circling, pointing to, or verbally identifying the appropriate photograph
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.	• Student work product of the checklist with selected or marked appropriate presidential duties
SAT14207	The student will develop a timeline of recent United States presidents: 1986–present by placing cards showing the years in office with the picture of each president in chronological order.	• Student work product of the timeline the student created showing recent presidents and the years they were in office • Videotape 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
SAT14205	The student will recognize a foreign issue impacting 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.)	• Student work product that contains the appropriate environmental issues that affect the United States indicated by the student
SAT14306	The student will explain the duties of the president of the United States on a checklist of duties or by creating a T-chart.	• Student work product of a completed checklist or a T-chart that explains the duties of the president of the United States
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.	• Student work product showing issues the student selected and the president involved • Videotape of the student indicating the domestic and foreign issues associated with the appropriate president
SAT14308	The student will explain two or more United States domestic issues and/or foreign issues using a graphic organizer. (e.g., domestic issues: health care reform, education, unemployment, energy, etc.)	• Student work product that contains a graphic organizer listing two or more United States domestic issues and a sentence strip explaining each
SAT14309	The student will investigate how a presidential administration has addressed issues by answering questions about the issues after reading articles about United States domestic and/or foreign issues that describe presidential involvement.	• Audiotape of the student answering comprehension questions about how presidential administrations have addressed domestic and/or foreign issues
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.	• 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

GLIs and Essences — SOC – HS (cont'd)

Required Component 2—Standard: 2-World History

Choice Component 1—Unit 5-Age of Revolution

Social Studies Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 108-109	**G. Economic and social revolutions** 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, *The Wealth of Nations* d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization 1) Utopian reform —Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich Engel and command economies 5) Sadler Report and reform legislation 6) Parliamentary reforms—expansion of suffrage 7) Writers (Dickens and Zola) 8) Global migrations (19th century) 9) Writings of Thomas Malthus (*Essay on the Principles of Population)* 3. Mass starvation in Ireland (1845-1850) a. Growth of Irish nationalism b. Global migration	• Explain why the vast majority of people were directly involved with agriculture until the 1700s • Explore how advances in science, technology, and industry made farming easier and more productive • Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly • Summarize how society benefited as a result of the Industrial Revolution • Illustrate how society changed positively and negatively as a result of the Industrial Revolution

AGLIs SOC – HS (cont'd)

Required Component 2—Standard: 2-World History

Choice Component 1—Unit 5-Age of Revolution

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for World History-Unit 5

Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**

The student will: • recognize Great Britain on a map or globe (21107) • recognize work done on farms (21108) • recognize work done in cities and/or factories (21109) • distinguish between products that are produced on farms and in factories (21104) • identify one reason the growth of factories led to the growth of cities (21110) • explore the life of people during the Industrial Revolution (21111)	The student will: • identify the natural resources found in Great Britain that helped cause the Industrial Revolution (21205) • identify differences between work done on farms and work done in cities (21206) • explain why the Industrial Revolution led to the rapid growth of cities (21207) • explore what life was like for men, women, and children living in cities during the Industrial Revolution (21208) • identify reason(s) that governments began to pass laws to protect and help workers (21209)	The student will: • discuss why the ready supply of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution (21305) • explore why the Industrial Revolution caused cities to grow and how their growth benefited and/or hurt society (21306) • explore what life was like for factory workers and their families living in a city during the Industrial Revolution (21307) • discuss the reform movements that began as a result of the Industrial Revolution (21304)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., Industrial Revolution, natural resource, government, law, reform movement, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs SOC – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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.	• 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
SAT21108A	The student will recognize work done on farms by drawing a picture or selecting picture(s) or object(s) that show work on farms. (e.g., harvesting crops, driving a tractor, herding animals, etc.)	• Student work product that contains drawn or selected picture(s) of work being done on farms
SAT21108B	The student will recognize the work done on farms by touching the picture or object that illustrates work on the farm from pictures/objects of a farmer doing work on a farm and another professional in his/her work environment (e.g., a teacher working in the classroom).	• Videotape of the student indicating the picture or object of the farmer doing work on a farm from the choices
SAT21109	The student will recognize work done in cities and/or factories by indicating a related photograph from a set of various photographs. (Note: choices should include some non-city or factory work choices, such as harvesting wheat, milking a cow, etc.)	• Student work product including various photographs and the picture the student selected circled or marked • Sequenced, captioned, dated photographs of the student selecting photograph of people working in cities or factories from a set of photographs
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.	• Student work product that contains sorted farm and factory product pictures or photographs sorted into appropriate categories
SAT21110	The student will identify one reason the growth of factories led to the growth of cities by indicating a picture, word, phrase, etc. 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.)	• Videotape of the student selecting the picture that shows how the growth of factories led to the growth of cities
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.)	• Student work product that contains a collage of pictures all related to life during the Industrial Revolution

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.	• Student work product of map of Great Britain with pictures of resources affixed to it • Sequenced, captioned, dated photographs of the students selecting and pasting, gluing, or attaching the resources to a map of Great Britain
SAT21206	The student will identify differences between work done on farms and work done in cities by listing differences on a chart.	• Student work product of a produced T-chart listing differences between work done on farms and work done in cities
SAT21207	The student will explain why the Industrial Revolution led to the rapid growth of cities by indicating one or more "whys" from a set of choices. (e.g., factory jobs, mechanization of agriculture, need for workers to live near their jobs, etc.)	• Student work product of the identified "whys" the Industrial Revolution spurred the growth of cities
SAT21208	The student will explore what life was like for men, women, and children during the Industrial Revolution by indicating a picture(s) that depicts what life was like for each during the Industrial Revolution when given an array of pictures about life in cities (past and present).	• Student work product showing pictures the student selected related to life during the Industrial Revolution • 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
SAT21209	The student will identify reason(s) why governments began to pass laws to protect and assist factory workers by indicating two or more 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.)	• Student work product of two or more identified examples of unsafe factory working conditions during the Industrial Revolution which lead to governmental controls
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.	• Student work product of paragraph indicating the reasons why each factor helped make Great Britain the birthplace of the Industrial Revolution
SAT21306	The student will explore an example of a technological advance from the late 18th or 19th 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.)	• Student work product that contains a description of a technological advance, indicate how it caused cities to grow, and its benefit to society
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.	• 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

SAT21304	The student will discuss reform movement occurrences by answering questions pertaining to those movements that began as a result of the Industrial Revolution after reading or listening to information about the reform movements. (e.g., child labor laws, length of work day, factory safety laws, improved sanitation in cities, etc.)	• Videotape or audiotape of the student answering questions posed by the teacher about reform movements that began as a result of the Industrial Revolution

GLIs and Essences — SOC – HS (cont'd)

Required Component 2—Standard: 2-World History

Choice Component 2—Unit 8-Global Connections and Interactions

Social Studies Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 118-119	**A. Social and political patterns and change** 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration a. Urbanization b. Global migration *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 4. Modernization/tradition—finding a balance a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances a. Treatment of infectious diseases b. Improved standard of living 6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America) 7. Status of women and children a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process 8. Ethnic and religious tensions: an analysis of multiple perspectives a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor	• Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc) • Identify industrialized and developing nations • Discuss how ways of life differ among industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

AGLIs

SOC – HS (cont'd)

Required Component 2—Standard: 2-World History

Choice Component 2—Unit 8-Global Connections and Interactions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for World History-Unit 8

Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**

The student will: • locate one country other than the United States on a map (22106) • recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (22107) • recognize that some countries are overpopulated (22103) • identify one issue related to migration (22108) • explore the lifestyles of people living in foreign country(s), e.g., Mexico, Russia, China, etc. (22109)	The student will: • locate two continents or countries other than North America and the United States on a map or globe (22207) • differentiate between continents and/or countries (22208) • identify the locations of cities outside the United States on a map or globe (22209) • determine the populations of two or more major cities in and/or outside of the United States (22210) • identify problems created by migrations (22205) • examine how ways of life differ in rural and urban areas in a country other than the United States (22211)	The student will: • explain the differences between a developing and a developed country (22305) • identify a developed country and/or a developing country (22302) • explore how migration may create economic, social, and political problems between countries (22306) • investigate how developing countries are using advances in science and technology to address problems created by overpopulation (22307)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., rural, overpopulation, migration, continent, country, population, developed nation, developing nation, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs

SOC – HS (cont'd)

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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

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 by indicating a foreign country. (e.g., placing a sticker on Ireland a classroom wall map, circling India on a map, pointing to Japan on a globe, etc.)	• Sequenced, captioned, dated photographs of the student looking at a map or globe, being given or indicating a country other than the United States to find, then locating the country other than the United States on a map or globe and indicating it (by pointing to, eye gazing to, circling, marking with a sticker, etc.)
SAT22107	The student will recognize pictures that depict rural life outside the United States by selecting pictures of two or more regions from an array of pictures. (e.g., an African village, a Chinese farm, and an Irish sheep farm, etc.)	• Student work product showing pictures selected from grouping • Data Collection Sheet recording student performance when selecting the photographs or pictures that depict rural life in two or more regions outside the United States
SAT22103	The student will recognize that some countries are overpopulated by answering a question about overpopulation after attending to a text or video about life in that country. (e.g., India, Bangladesh, etc.)	• Videotape of the student attending to a story or photographs about life in an overpopulated country then answering a question about overpopulation in that country
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.)	• Student work product that contains selected sentences that answer a specific question posed about migration related issues
SAT22108B	The student will select at least one picture or sentence strip from an array of choices that reflects a reason people migrated to a different country. (e.g., famine, war, lack of jobs, etc.)	• Student work product of an immigrant group and the reason(s) they migrated
SAT22109A	The student will explore lifestyles in a foreign country by tasting foods, looking at different clothing styles (photographs or actual examples), then indicating their favorite of each.	• Student work product indicating favorite foreign foods and foreign clothing styles during cultures month
SAT22109B	The student will explore lifestyles of people living in other countries by looking at different photographs of jobs done in foreign countries then indicating which job(s) interest him/her the most.	• Sequenced, dated, captioned photographs of the student exploring of a series of photographs of jobs done in other countries then indicating which job(s) interest him/her the most

SAT22109C	The student will explore lifestyles in a foreign country by answering simple "wh-" questions after attending to a text or video about the country.	• Sequenced, dated, captioned photographs of the student listening to a story and answering "wh-" questions about it on a worksheet • Student work product of "wh-" questions and the answers the student provided
SAT22207	The student will locate two continents or countries other than North America and the United States on a map or globe by indicating them.	• Data Collection Sheet recording student performance when indicating on a map or globe two continents or countries other than North America and the United States
SAT22208	The student will differentiate between continents and/or countries on a map or globe by indicating them accordingly as requested. (e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents with their appropriate name; directions: state the names of each of the countries that I point to on the map; etc.)	• Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker • Student work product with each of the continents labeled with their names
SAT22209	The student will identify the location of two or more major world cities outside the United States on a map by indicating the location of the cities (e.g., placing miniature models representing each city on a world map, pointing to two different cities on a globe, placing a sticker on a city in Europe and a city in South America, etc.). (e.g., Eiffel Tower on Paris; Big Ben on London, Colosseum on Rome, Canals on Venice, etc.)	• Sequenced, captioned, dated photographs of the student placing miniature models or pictures representing each city on a world map • Student work product of map with pictures of symbols affixed over cities they represent
SAT22210	The student will determine the populations of two or more major cities, one of which is located outside the United States, using an atlas, encyclopedia, the Internet, or other resource.	• Sequenced, captioned, dated photographs of the student using a resource to determine the populations of two or more major world cities • Student work product of cities with populations and resources used listed by the student
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.)	• Student work product of pasted sentence strips that identify problems created by migrations to a specific country
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.)	• Student work product of lists, graphic organizers, or collages, that indicate lifestyle differences related to jobs in rural and urban areas of China
SAT22305	The student will explain the differences using a graphic organizer between developing and developed countries.	• Student work product of a T-chart that shows descriptions of what a developing and a developed country is like

SAT22302	The student will identify a developing and/or a developed country by locating the country(s) on a world map or globe.	• Data Collection Sheet recording student performance when indicating a developing and/or developed country by locating it (them) on a world map or globe • Student work product of map with sticker(s) placed by the student indicating developed and/or developing country(s)
SAT22306	The student will explore social, economic, and political problems between countries created by migration by writing or creating a paragraph about the problems after attending to a text or video about the problems. (e.g., Mexicans to the United States, Arabs to France, etc.)	• Student work product of paragraph student developed identifying problems between countries associated with migration
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.)	• Student work product of a completed form about how developing nations are using advances in science and technology to address problems created by overpopulation