Appendix H:
Introduction

NYSAA Frameworks

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2010)

NYSAA Frameworks for English Language Arts, Mathematics, Science, and Social Studies (HS only)

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

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

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

- test blueprints;
- essences of grade level performance expectations;
- AGLIs; and
- Sample Assessment Tasks.

NYSAA Test Blueprints

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

Similarly for Grade 3 mathematics, the teacher identifies that the two required components are "number sense and operations" and "measurement." The bottom table indicates that the teacher can select one component from either "number systems" or "operations" and one component from either "units of measurement" or "units/estimation." Once

the content areas and components for assessment have been identified, the teacher will review the essences of student performance expectations at the student's grade level.

Grade Level Frameworks

The next section includes the individual grade levels of the Frameworks. Each grade contains the specific content areas that are required to be assessed, starting with ELA, then mathematics, then science (if applicable), and finally social studies (HS only). Each of the content Frameworks for the grade levels contains the essences of the grade level student performance expectations derived from the core curriculum (see below), the AGLIs, and the sample assessment tasks (SATs). There is a header at the top right of each page to indicate the section of the Frameworks, the grade, and the content area.

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

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

Alternate Grade Level Indicators

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

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

Sample Assessment Tasks (SATs)

Finally, the teacher may use the SATs in the following section to select an assessment task. The tasks are arranged from less complex to more complex and correspond to an AGLI. Each SAT has a code in the column before it to indicate the AGLI code that it aligns to. For example, in Grade 3 ELA, SAT12107 "The student will read or attend to various genres during reading time" is aligned to AGLI code 12107 "read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama)." Every AGLI has at least one corresponding

SAT and some AGLIs may have more than one SAT.. If there is more than one SAT for an AGLI, the SAT code has an A, B, or C after the five-digit number. The SATs only go with the preceding set of AGLIs.

Teachers may use the tasks listed on the Sample Assessment Tasks pages, modify one of the tasks listed, or develop an original task. It is important to note that the tasks are just samples and are not required to be used; however, the tasks are written with best practices in demonstrating the knowledge, skills, and understanding of the AGLI being assessed and are already aligned with grade level expectations in the core curriculum. Some tasks are very specific, and it is important to confirm that the verifying evidence demonstrates the task as written. Tasks that are not listed may not be aligned and are at risk of not being connected to grade level content. One way to ensure alignment when writing an original task is to use the verb and direct object from the chosen AGLI.

Also provided next to each SAT are **Possible** Datafolio Products and Verifying Evidence Assessment Strategies. These are also only suggestions of some ways to show different types of evidence demonstrating the assessment tasks. It is important to note that the possible evidence and assessment strategy bullet is referring to only one piece of verifying evidence; teachers must ensure that the verifying evidence included in a datafolio meets any “and,” “or,” and “and/or” qualifying statements or plurals contained in the task.

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

NYSAA
Test Blueprints

New York State Alternate Assessment
(September 2010)

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

REQUIRED COMPONENTS Two ELA Key Ideas Must be Assessed at each Grade Level Required Key Ideas Vary by Grade as Marked by an X							
ELA Key Idea[1]	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**High School**
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*	---	---	---	---	---	---	---

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

CHOICE COMPONENTS For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X Choose One Standard for Each Key Idea from Standards Marked with an X								
Standards	**Key Idea**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**High School**
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

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

NYSAA Test Blueprint - Mathematics
Effective with 2006–07 Administration

REQUIRED COMPONENTS Two Mathematics Strands Must be Assessed at each Grade Level Required Strands Vary by Grade as Marked by an X							
MATHEMATICS STRANDS	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**High School**
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & Probability					X		X

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

See Mathematics Core Curriculum (March 2005) for further information.

NYSAA Test Blueprint - Science
Effective with 2006–07 Administration

REQUIRED COMPONENTS Two Standards must be Assessed at each Grade Level as Marked by an X			
Science Standards	**Grade 4**	**Grade 8**	**High School**
1 - Scientific Inquiry	X	X	
4 - Living Environment	X	X	X
4 - Physical Setting/ Earth Science			X

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

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

NYSAA Test Blueprint - Social Studies (HS only)
Effective with 2010–11 Administration

REQUIRED COMPONENTS Two Standards must be Assessed at the High School Grade Level as Marked by an X	
Social Studies Standards	**High School**
1 - US History	X
2 - Global History	X

CHOICE COMPONENTS For Each Required Standard, There are Two Possible Units From Which to Draw as Marked by an X Choose One Unit For Each Standard From Units Marked with an X		
Standards	*Units*	**High School**
1- US History	2 - Constitutional Foundations	X
	7 (B) - World in Uncertain Times: 1980-Present	X
2- World History: Global History and Geography	5 - Age of Revolution	X
	8 - Global Connections and Interactions	X

See the Core Curricula for Social Studies at:
http://www.emsc.nysed.gov/ciai/cores.html#SOCIALSTUDIES

English Language Arts (ELA) NYSAA Frameworks

Grade 3

New York State Alternate Assessment

GLIs and Essences ELA – Grade 3

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 26	• Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing	• Select and read literature for understanding • Recognize characteristics of different genres • Relate what the story is about with supporting details • Make predictions and draw conclusions about different characters and events • Use evidence from stories to describe characters, and their actions (sequence of events) • Use knowledge of story structure, story elements, and key vocabulary to understand stories

AGLIs	ELA – Grade 3
Required Component 1—Key Idea: Reading	
Choice Component 1—Standard 2: Students will read, write, listen, and speak for **literary response and expression.**	
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*	
POSSIBLE ENTRY POINTS for Reading-Standard 2	
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**	

The student will:	The student will:	The student will:
• read or attend to simple material(s) with one or two words (12106) • read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12107) • recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s) (12108) • recognize picture, object, etc. that show “who”, “what”, and/or “where” about a familiar text (12109) • interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12105)	• read or attend to text(s) read aloud by others for comprehension (12206) • choose appropriate texts in different genres to read or to be read aloud by others (12207) • answer questions about texts read or read aloud by others (12203) • identify important people and/or events in stories read or read aloud by others (12204) • make prediction(s) about event(s) in a story (12205)	• read aloud with fluency for comprehension (12304) • distinguish between varieties of texts, noticing differences in the way they look, the way they sound, that some are factual or some imaginative (12305) • identify important details about events and/or people in text(s) (12303)

*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., genre, character, familiar 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 – Grade 3

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12106	The student will read or attend to simple materials during reading time.	• Data Collection Sheet (time-segment) recording student performance when reading or attending to material
SAT12107	The student will read or attend to various genres during reading time.	• Sequenced, captioned, dated photographs of the student attending to or reading various genres
SAT12108	The student will recognize a picture or object that reflects character(s) and/or event(s) in a story by selecting the appropriate choice (by eye gazing, pointing, picking-up, etc.). (Note: need to use vocabulary specific to character and/or event)	• Student work product of a story page with character(s) and/or event(s) that the student eye-gazed and/or pointed to and pasted or marked by the teacher under the story title • Data Collection Sheet recording student performance when recognizing character(s) and/or event(s) from a story
SAT12109	The student will recognize a picture, object, etc. that shows who, what, and/or where from a familiar text. (e.g., story about Johnny Appleseed—student chooses the apple picture or object to represent the story)	• Data Collection Sheet (multi-step) recording student performance when answering who, what, and/or where questions about a text • Student work product including story title at the top and three pictures that represent the object choices and the object the student selected is marked
SAT12105A	The student will interact with a part of a story through expression of emotion or hand movement. (e.g., in a scary story, make movement of hands/scared face; in a story where there is a repeated phrase or emotion, make movement of hands or face to show phrase or emotion; etc.)	• Data Collection Sheet recording student performance when appropriately displaying specific emotions during the reading of different types of stories
SAT12105B	The student will interact with parts of a scary story by exhibiting a change in his/her facial expression(s) and/or making hand or body movements to express emotions while the story is read.	• Videotape of the student expressing his/her emotions during the reading of a scary story
SAT12206	The student will read or attend to a text read aloud by others for comprehension by indicating one or more details from the text given a set of choices. (e.g., details could include: the title of the text, a character from the text, one thing that happened in the text, etc.)	• Data Collection Sheet (multi-step) recording student performance when reading or attending to a text and then indicating a detail from the text

SAT12207	The student will choose appropriate texts to read or to be read aloud by others in different genres when asked to choose a specific genre or topic.	• Sequenced, captioned, dated photographs of the student making choices of texts with different genres
SAT12203	The student will answer questions about texts read or read aloud by others on a given worksheet.	• Student work product with questions about the text answered by the student
SAT12204	The student will identify important people and/or events in stories read aloud using pictures from the text.	• Student work product with questions asking the student to identify the important people and/or events in a story
SAT12205	The student will make a prediction about an event in a story by selecting a picture or statement describing what will happen during or next in the story.	• Data Collection Sheet recording student performance when indicating the prediction after having read several pages of a given a story
SAT12304	The student will read aloud with fluency for comprehension by reading a text then indicating the main idea or a detail from the text.	• Data Collection Sheet recording student performance when reading at an appropriate rate for comprehension and selecting the main idea or a detail from the text • Videotape or audiotape of the student reading a text with fluency and indicating the main idea or a detail from the text
SAT12305	The student will distinguish between a variety of texts by categorizing or sorting texts by different reading elements, such as fiction (imaginative) or nonfiction (factual) texts, texts having rhyme or no rhyme, etc.	• Data Collection Sheet (multi-step) recording student performance when distinguishing reading elements between different texts
SAT12303	The student will identify important details about where and when events in the story took place.	• Student work product of the questions about where and when the event in a story took place

GLIs and Essences ELA – Grade 3

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 27	• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication	• Share reading experiences to build relationships with others • Work together with peers to answer literal questions about text

AGLIs		ELA – Grade 3
Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for **social interaction.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 4		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • attend to text(s) read aloud by others (14101) • take turns giving an opinion about a text (14102) • take turns sharing information about the character(s) in a text (14103)	The student will: • read or have read to him/her simple texts and respond appropriately (14201) • listen and respond appropriately to others' thoughts and opinions about text(s) (14202) • answer "who", "what", and/or "when" questions about text(s) with classmates (14203)	The student will: • read modified or adapted grade level texts with classmates (14303) • using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)

*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., literal questions, character, 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 – Grade 3

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 attend to a text read by others by demonstrating appropriate attending behaviors. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	• Data Collection Sheet (time-segment) recording student performance on the amount of time the student attended to the specific story
SAT14101B	The student will attend to a story or article read aloud by the teacher by remaining in a rocking chair for the duration of the story.	• Sequenced, captioned, dated photographs of the student attending to texts (story, article, etc.)
SAT14102	The student will take turns sharing a personal opinion about a text.	• Videotape or audiotape of the student waiting his/her turn and then indicating his/her opinion about the text
SAT14103	The student will take turns sharing information about the character(s) in a text. (e.g., what they did, where they are, how they feel, etc.)	• Data Collection Sheet recording student performance of the ability to follow the conversation and share thoughts about the characters in the story • Sequenced, captioned, dated photographs of the student taking turns to answer questions about the character(s) in the story
SAT14201A	The student will read or have read simple texts and respond appropriately to them by showing or indicating correct emotions or expressions. (e.g., laugh when it's funny, show sadness when something sad happens, etc.)	• Videotape of the student reading and showing correct emotions or selecting cards that indicate the emotions depicted in texts • Audiotape of the student using emotion in his/her tone when reading texts
SAT14201B	The student will respond appropriately to questions about simple texts asked by another person.	• Student work product of student responses to questions that were asked about two different texts that were read to the student
SAT14202	The student will listen and respond appropriately to classmates' opinions about a text by attending to a text and then asking his/her peers questions about the text (e.g., What was your favorite part? Did you like the story?, etc.).	• Student work product of the text title, the questions that the student asked his/her peers, and recorded responses from peers
SAT14203	The student will answer who, what, and/or when questions about text(s) with classmates. (e.g., during group reading time each student takes turns answering "wh" questions, during group library time student and peer pair-up and answer "wh" questions together, etc.)	• Sequenced, captioned, dated photographs of the student and peers creating a poster that answers "wh" questions about the characters in two different texts

SAT14303	The student will read modified or adapted grade level texts with classmates.	• Videotape of the student reading texts with classmates • Data Collection Sheet (time-segment) recording student performance and detailing two texts the student has read
SAT14302	The student will answer literal questions about a text that was read or read aloud by others and engage in a discussion with peers.	• Videotape or audiotape of the student working with the small group to answer questions about the texts

GLIs and Essences ELA – Grade 3

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 30	• Identify elements of character, plot, and setting to understand the author's message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author's use of rhythm, repetition, and rhyme • Use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud	• Listen attentively to a literary piece for literary response and expression • Listen to identify elements of a story (character, plot/what happens, and setting)

AGLIs		ELA – Grade 3
Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for **literary response and expression.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶		**More Complex**
The student will: • attend to and respond to environmental sound(s) in the story (32106) • attend to poem(s) as they are read aloud (32102) • attend to familiar story(s) to identify the moral or message after class discussion (32103) • attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) (32107) • attend to familiar text(s) and recognize: "who", "what", "where", "when", and/or "how" in those text(s) (32105)	The student will: • show understanding by responding appropriately and/or by selecting favorites (32207) • show appreciation by responding appropriately and/or by selecting favorites (32208) • answer questions of "who", "what", "where", "when", "how", and/or "why" about texts read aloud (32202) • answer questions about author's message (32203) • identify important characters and/or events in stories read aloud (32204) • listen for repetition in stories and/or poems (32205) • recognize obvious rhyme and/or rhythm in poetry (32206)	The student will: • listen to identify story elements (e.g., character, plot, setting, etc.) (32305) • identify rhyme and/or rhythm in poetry (32306) • listen to unfamiliar stories and/or poems and answer comprehension questions (32307) • listen to identify the author's message (32308)

*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., genre, author's message, story element, rhyme, rhythm, 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 – Grade 3

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT32106A	The student will attend to a story and indicate the environmental sound by vocalizing or moving his/her body each time it occurs in the story.	• Data Collection Sheet (multi-step) recording performance of student listening to a story about trains and responding or indicating every time he/she hears a train's sound in the story (e.g., by raising arm as if pulling the horn mechanism, etc.)
SAT32106B	The student will attend and respond to environmental sounds in a story by repeating the sounds made during the reading of the story. (e.g., sound to repeat: a car horn, a barking dog, etc.)	• Videotape or audiotape of the student listening to a story and responding by repeating the sound every time he/she hears a specific sound
SAT32102	The student will attend to a poem as it is read aloud by another person(s).	• Data Collection Sheet (time-segment) recording student performance during 15 minute time intervals while student listens to poem(s) read
SAT32103	The student will attend to a familiar story read aloud and identify the moral or message of a text when listening to class discussions by making choices specific to the moral or the message on visual language displays or activating a speech generating device, when choices are presented.	• Sequenced, captioned, dated photographs of the student listening to a story, listening to a class discussion, and making choices specific to moral or message of a text
SAT32107	The student will attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) to the class.	• Data Collection Sheet (time-segment) recording student performance listening to various genres as they are read aloud to the class
SAT32105	The student will attend to a text and recognize who, what, where, when, and/or how by signaling, eye gazing, or pointing to appropriate answer in the text. (e.g., raise hand, clap, use speech generating devices, etc.)	• Sequenced, captioned, dated photographs of the student attending to the story and then responding to who, what, where, when, and/or how questions
SAT32207	The student will show understanding of a poem or story read by answering questions about the poem or story.	• Student work product showing responses selected by the student about the poem or story
SAT32208	The student will show appreciation of texts by indicating his/her favorites between sets of literary texts.	• Videotape of the student indicating his/her favorites between sets of two different texts

SAT32202	The student will answer who, what, where, when, how, and/or why questions after listening to multiple texts read aloud.	• Student work product of student-pasted pictures or phrases that answer literal questions about the multiple texts
SAT32203	The student will answer questions about the author's message in a text.	• Data Collection Sheet (multi-step) recording student performance when answering questions about the author's message in a text
SAT32204	The student will identify important characters and/or events in stories read aloud given multiple choices. (Note: need to use vocabulary specific to important characters and/or important events)	• Data Collection Sheet (multi-step) recording student performance when identifying important characters and/or events in texts read aloud
SAT32205	The student will listen for repetitions within a text by providing or responding to the repetitive phrase at the correct time(s).	• Videotape of the student signaling when there is a repetition in the text (raises hand, hits switch with phrase, says phrase at correct time during reading)
SAT32206	The student will recognize instances of rhyme while listening to poetry.	• Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem
SAT32305	The student will listen to a story and identify the story elements of character, plot, or setting by answering questions specific to the story elements. (Note: need to use vocabulary specific to story elements: plot, character, setting, etc.)	• Student work product on story elements showing questions (using the appropriate literary terms) and the student's answers
SAT32306	The student will identify instances of rhythm while listening to poetry.	• Videotape of the student identifying rhythm while listening to poetry by tapping out rhythm, nodding head to cadence, etc.
SAT32307	The student will listen to unfamiliar stories and/or poems and answer comprehension questions.	• Student work product with unfamiliar stories or poems indicated and student responses to what, when, where, why, etc. questions
SAT32308	The student will listen to a text and then identify the author's message within the text.	• Data Collection Sheet recording student performance when identifying the author's message within a text

GLIs and Essences ELA – Grade 3

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 30	• Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication	• Listen to friendly communication read aloud (e.g. notes, cards, longer letters, electronic correspondence (e-mail), personal narratives, etc.) to identify tone of voice and reveal social relationships • Respect the speaker

AGLIs ELA – Grade 3

Required Component 2—Key Idea: Listening

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Listening-Standard 4

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

The student will: • attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106) • show respect, by attending to what the speaker is saying (34107) • identify word(s) that reveal the feelings of the author toward the identified recipient (34108) • identify the word(s) and/or convention(s) (greeting, format in a note card, closing) that a writer uses to show feelings (34109) • identify the purpose(s) (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105)	The student will: • attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to someone else (34206) • identify the writer(s) (friend, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207) • attend to longer personal narrative(s) (e.g., diary or journal entries, friendly letters, etc.) (34208) • identify the audience of these longer personal narrative(s) (34204) • identify word(s) that reveal tone and/or feelings of the writer toward the identified recipient (34209)	The student will: • listen to informal communication (e.g., notes, card, longer letters, electronic mail (e-mail), etc.) to identify the tone of voice and social relationships (34302)

*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., tone, voice, 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 – Grade 3

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT34106A	The student will attend to notes or e-mails addressed to the student being read aloud by looking at the reader.	• Data Collection Sheet (time-segment) recording student performance when attending to the reader while notes or e-mails addressed to the student is read aloud
SAT34106B	The student will attend to friendly notes that are written on cards when the cards are read to them by using eye gaze.	• Videotape of the student using eye gaze to attend to the cards and speaker
SAT34107	The student will show respect to a speaker by attending to what the speaker is saying.	• Data Collection Sheet (time-segment) recording student performance on the amount of time the student attends to the speaker
SAT34108	The student will identify word(s) or phrase(s) in a friendly communication that show how the author feels toward the identified recipient.	• Student work product of the student indicating words and phrases in a letter and their appropriate interpretation
SAT34109	The student will identify the word(s) and/or convention(s) (greeting, format, closing, etc.) that a writer uses to show feelings by labeling or highlighting the appropriate parts of a letter that show a specific feeling.	• Student work of student labeled or highlighted words and/or conventions that a writer uses to show feelings
SAT34105A	The student will identify the purpose of friendly notes by stating, signing, or indicating the purpose of the notes. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.; notes can be any form of correspondence (card, letter, e-mail, etc.) with a specific purpose to the receiver)	• Audiotape of the student identifying the purpose of friendly notes • Data Collection Sheet (multi-step/discrete trial) recording student performance when identifying the purpose of the friendly notes
SAT34105B	The student will identify the purpose of friendly notes sent to or from the classroom by grouping the notes with their purpose. (e.g., Notes: letter from principal thanking a student for his/her help, card from local park director thanking the class for their assistance in cleaning up the park, e-mail from the class to a guest speaker thanking him/her for the information he/she provided– Purpose: thank you)	• Student work product of notes that the student grouped together (by sorting, highlighting in green all the thank you notes, circling all the thank you notes, etc.) for a specific purpose
SAT34206	The student will attend to friendly notes and/or cards that were written to someone other than him/herself when they are read aloud.	• Data Collection Sheet (time-segment) recording student performance on the amount of time the student attends to communications

SAT34207	The student will identify the writer of communications by matching the picture or name (e.g., friend, parent, teacher, etc.) of the writer to the appropriate friendly letter.	• Student work product with the picture representing the author matched to the letters (friend, teacher, parent, etc.)
SAT34208	The student will attend or show attention by maintaining eye contact with the speaker while listening to a longer personal narrative. (e.g., diary, journal entries, letters, etc.)	• Data Collection Sheet (time-segment) recording student performance when maintaining attention through eye contact to a longer narrative
SAT34204	The student will identify the intended audience of a longer personal narrative.	• Student work product with the word card(s) or pictures of people matched to a personal narrative
SAT34209	The student will identify words that reveal tone or feelings of the writer by answering questions about what different terms suggest.	• Videotape or audiotape of the student answering the questions regarding the terms *dear, love, happy,* and/or *pleased* (e.g., I am glad=happy, student selects picture of happy face when phrase is read)
SAT34302	The student will listen to friendly notes, cards, and/or longer personal narratives read aloud to identify the tone of voice and social relationships between the writer and recipient by answering questions about these elements. (e.g., questions such as: Who might receive this note?; Who may have written this note?; What is the tone of voice? [e.g., angry, happy, excited, sad]; Which words indicate who the writer is and what the relationship is between them? [e.g., signature at end of note/letter; content references to writer: I; you are my…e.g., son, daughter, student, we; greeting: opening of letter: e.g., to my daughter, dearest friend; closing of letter: e.g., your friend, loving daughter, etc.]; Which words indicate to whom this was written?, etc.)	• Student work product with questions about the tone of communication and about the social relationship between the writer and recipient • Data Collection Sheet (multi-step) recording student performance when responding to questions about tone and social relationship

Mathematics
NYSAA Frameworks

Grade 3

New York State Alternate Assessment

GLIs and Essences MATH – Grade 3

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 37–38	3.N.1	Skip count by 25s, 50s, 100s, to 1,000	• Read and write, count, group, compare, and order whole numbers to 1,000 • Use properties of numbers • Understand unit fractions as part of a whole and compare and order unit fractions
	3.N.2	Read and write whole numbers to 1,000	
	3.N.3	Compare and order numbers to 1,000	
	3.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	
	3.N.5	Use a variety of strategies to compose and decompose three-digit numbers	
	3.N.6	Use and explain the commutative property of addition and multiplication	
	3.N.7	Use 1 as the identity element for multiplication	
	3.N.8	Use the zero property of multiplication	
	3.N.9	Understand and use the associative property of addition	
	3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection	
	3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions $\left(\frac{1}{2},\frac{1}{3},\frac{1}{4},\frac{1}{5},\frac{1}{6},\text{and}\frac{1}{10}\right)$ as part of a whole or a set of objects	
	3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	
	3.N.13	Recognize fractional numbers as equal parts of a whole	
	3.N.14	Explore equivalent fractions $\left(\frac{1}{2},\frac{1}{3},\frac{1}{4}\right)$	
	3.N.15	Compare and order unit fractions $\left(\frac{1}{2},\frac{1}{3},\frac{1}{4}\right)$ and find their approximate locations on a number line	

AGLIs		MATH – Grade 3
Required Component 1—Strand: Number Sense and Operations		
Choice Component 1—Band: Number Systems		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems		
Less Complex ◀ · · · · · · ◀ · · · · · · ◀ · · · · · · ▶ · · · · · · ▶ · · · · · · ▶ **More Complex**		
The student will: • identify the number (as a word and/or a symbol) that tells the number of objects in a set of 1 through 9 objects (11101)** • compare quantities (equal to, greater than, and/or less than) using concrete objects (11104) • recognize and/or compare to a whole, $\frac{1}{2}$ of an object or a group of objects (11105)	The student will: • identify the number (as a word and/or a symbol) that tells the number of objects in a set of 0 through 19 objects (11201)** • compare and/or describe quantities and/or numbers, 1 through 19, using the terms equal to, greater than, and/or less than (11202)** • recognize that a fraction is a part of a whole (11204)	The student will: • identify the number (as a word and/or symbol) that tells the number of objects in a set of 0 through 100 objects (11301)** • compare and/or describe quantities and/or numbers, 0 through 100, using the terms equal to, greater than, and/or less than (11302)** • recognize, illustrate, and/or name the unit fraction(s) $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$ (11303)

*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., whole number, compare, order, decimal, numeral, fraction, 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.

**Task and evidence may demonstrate knowledge, skills, and understanding of numbers or quantities within range given in AGLI and does not have to include all outlined in range.

SATs MATH – Grade 3

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 identify the number (1 through 9, as word and/or symbol) by answering the question "How many objects are in each set?" (e.g., directions on worksheet or direction stated or signed to student is "How many objects are in each set?": student is presented with 4 objects-student responds four [pointing on a number line, selecting word card, or by stating or signing the number, etc.], etc.; Note: sets could include any number of objects between 1 and 9)	• Data Collection Sheet recording student performance when matching the quantity to the number when asked "How many objects are in each set?"
SAT11101B	The student will identify the number (1 through 9, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 2 objects-student selects 2, 5 objects-student circles the word five, 1 object-student pastes 1, etc.; Note: sets could include any number of objects between 1 and 9)	• Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) for objects in the group
SAT11104A	The student will compare quantities by indicating which set is "greater than" when given two unequal sets of objects.	• Sequenced, captioned, dated photographs of the student indicating the quantity that is "greater than" (using the appropriate mathematical terms)
SAT11104B	The student will compare two sets of objects and indicate which is "less than" the other.	• Sequenced, captioned, dated photographs of the student indicating the quantity that is "less than" (using the appropriate mathematical terms)
SAT11105	The student will recognize the object that shows one half of a presented whole from a set of two or more objects.	• Student work product showing student recognized half of a whole that was shown by the teacher
SAT11201A	The student will identify the number (0 through 19, as word and/or symbol) when asked the question "How many objects are in each set?" (e.g., directions on worksheet or direction stated or signed to student is "How many objects are in each set?": student is presented with 10 objects-student response ten (pointing on a number line, selecting word card, or by stating or signing the number, etc.), etc.; Note: sets could include any number of objects between 0 and 19)	• Student work product with the question "How many objects are in each set?" and groups of objects with the number the student selected indicating the number of objects in the group

SAT11201B	The student will identify the number (0 through 19, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 5 objects-student indicates the number 5 on a worksheet, etc.; Note: sets could include any number of objects between 0 and 19)	• Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) for objects in the group
SAT11202	The student will compare numbers and/or quantities of objects in one set against another set using the symbols/words for the terms “equal to”, “greater than” and/or “less than”. (e.g., 4 apples compared to 12 apples, 3 compared to 9, etc.; Note: sets of objects could include any number of objects between 1 and 19)	• Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (using the appropriate mathematics terms) • Videotape of the student verbalizing or indicating the phrase that correctly compares the sets of numbers and/or objects
SAT11204	The student will recognize which object is the fraction $\frac{1}{2}$ of the whole by indicating the halved object upon request when given a whole object and one-half of an object.	• Student work product where the student answers the question “which is $\frac{1}{2}$ of the whole?” by marking the halved object
SAT11301A	The student will identify the number (0 through 100, as word and/or symbol) when asked the question “How many objects are in each set?” (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?”: student is presented with 3 objects-student response three, 50 objects-student response fifty, 75 objects-student response seventy-five, etc.; Note: sets could include any number of objects between 0 and 100)	• Videotape or audiotape of the student being presented with a set of objects from 0 to 100 and being asked the question “How many objects are in each set?” and the student verbalizing, signing, indicating, etc. the number of objects in the set
SAT11301B	The student will identify the number (0 through 100, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 10 objects-student circles 10, 35 objects-student pastes 35, 100 objects-student highlights the word one hundred, etc.; Note: sets could include any number of objects between 0 and 100)	• Student work product showing groups of objects and the number the student circled, highlighted, or pasted next to the set
SAT11302A	The student will compare quantities and/or numbers using the symbols/words for the terms equal to, greater than and/or less than. (e.g., 5 < 10, 25 > 20, 0 = 0, 4 circles < 14 circles, etc.; Note; sets of objects could include any number of objects between 0 and 100)	• Student work product with the symbols/words for the terms equal to, greater than and/or less than indicated for each set of quantities and/or numbers (using the appropriate mathematics terms)
SAT11302B	The student will describe how the number and/or quantity of objects (0 to100) in one set compares to another set while using the symbols/words for the terms equal to, greater than, and/or less than. (Note: sets of objects could include any number of objects between 0 and 100)	• Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, and/or equal to (Description includes pasting, writing, etc. the terms in symbol/word format in the appropriate spots in column three)

SAT11303A	The student will recognize and/or illustrate unit fractions by folding, shading, cutting, or tearing a paper square to create the fractions, $\frac{1}{2}$ and/or $\frac{1}{4}$ of the square.	• Student work product showing squares that have lines in them to divide them into equal parts and/or shading to indicate one of those equal parts matched to its fraction • Videotape of the student folding and/or tearing or cutting a paper square to form the unit fractions
SAT11303B	Given a unit fraction, the student will illustrate $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$ by manipulating sensory material (clay, shaving cream, sand, etc.) to create the requested unit fraction.	• Data Collection Sheet (multi-step) recording student performance when manipulating material to illustrate a given fraction • Videotape of the student illustrating one half using the sensory material

GLIs and Essences MATH – Grade 3

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 38	3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	• Use a variety of strategies to add, subtract, multiply, and divide whole numbers • Develop strategies for selecting the appropriate computational and operational method in problem solving situations
	3.N.19	Develop fluency with single-digit multiplication facts	
	3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	
	3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	
	3.N.22	Demonstrate fluency and apply single-digit division facts	
	3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division	
	3.N.24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations	

AGLIs		MATH – Grade 3
Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex ◀ · · · · · · ◀ · · · · · · ◀ · · · · · · ▶ · · · · · · ▶ · · · · · · ▶ **More Complex**		
The student will: • recognize the concepts of addition and/or subtraction (13101) • add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)** • select the appropriate operation to use in solving problems involving addition and/or subtraction (13103)	The student will: • add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)** • multiply and/or divide 1-digit whole numbers using one or more strategies (13205) • select and use appropriate operations to solve problems (13206)	The student will: • add and/or subtract 2-digit whole numbers from 10 to 99 (13303)** • multiply and/or divide 1-digit numbers using one or more strategies (13304) • multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305) • select and use the appropriate operation to solve word problems in real-life situations (13306)

*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., whole number, operation, strategy, 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.

**Task and evidence may demonstrate knowledge, skills, and understanding of whole numbers within range given in AGLI and does not have to include all outlined in range.

SATs MATH – Grade 3

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13101A	The student will recognize the concept of addition by adding one object to a group of objects.	• Data Collection Sheet recording student performance when adding an object to a group of objects to demonstrate addition • Videotape of the student manipulating groups of objects to add one of the objects
SAT13101B	The student will recognize the concept of subtraction by removing one object from a group of objects.	• Sequenced, captioned, dated photographs of the student manipulating groups of objects to subtract one of the objects
SAT13104A	The student will add and/or subtract whole numbers using 1 to 9 objects or manipulatives. (e.g., 1 circle plus 1 circle, 3 cubes minus 2 cubes, 9 rings plus 1 ring, etc.; Note: addition and/or subtraction problems could include any number of objects between 1 and 9)	• Student work product with addition and/or subtraction problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem
SAT13104B	The student will solve addition problems using 1 to 9 objects or manipulatives. (e.g., 2 blocks plus 1 block, 5 stickers plus 2 stickers, 1 pencil plus 6 pencils, etc.; Note: addition problems could include any number of objects between 1 and 9)	• Student work product with addition problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem
SAT13104C	The student will solve subtraction problems using 1 to 9 objects or manipulatives. (e.g., 8 objects minus 4 objects, 2 apples minus 1 apple, 9 cubes minus 8 cubes, etc.; Note: subtraction problems could include any number of objects between 1 and 9)	• Student work product with subtraction problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem
SAT13103	The student will select the correct operation to solve a problem by placing the correct symbol between two numbers when presented with problems showing two numbers and the answer.	• Data Collection Sheet recording student performance when indicating if a problem was an addition or subtraction problem
SAT13204A	The student will add and/or subtract whole numbers (1 to 19) using one or more strategies. (e.g., 3 plus 3; 15 minus 5; Sally purchases two items for $1 each—what is the total cost?; Jane has 4 pencils and gives 1 pencil to Henry—how many pencils does Jane have left?; etc.; Note: possible strategies—number line, calculator, objects, etc.)	• Student work product with addition and/or subtraction problems (number and/or word problems) with whole numbers indicating the strategy(s) used by the student to solve

SAT13204B	The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found on a trip to the supermarket. (Note: problems could include any price for the items between 1 and 19)	• Student work product of a scrapbook showing pictures of products and their prices and the total cost of the set of products
SAT13205	The student will multiply and/or divide 1-digit whole numbers using one or more strategies. (e.g., 4 multiplied by 3; 8 divided by 2; three items are purchased—if each item costs one dollar, what do the three items cost?; three identical items are purchased—if the total cost was six dollars, how much did one item cost?; etc.; Note: possible strategies - multiplication table, calculator, objects, etc.)	• Student work product with multiplication and/or division problems (number and/or word problems) with 1-digit whole numbers indicating the strategy(s) used by the student to solve
SAT13206	The student will select and use appropriate operations to solve problems. (e.g., Three pencils are purchased for 10 cents each. How much are the three pencils? add or subtract, answer _____ cents)	• Student work product indicating the operations selected by the student and the student's solution to the problems • Student work product showing the problem the student wrote to solve the problem and the answer
SAT13303A	The student will add two-digit whole numbers from 10 to 99. (e.g., 15 plus 30, 20 plus 60, 10 objects plus 10 objects, 50 objects plus 10 objects, etc.; Note: addition problems could include any two-digit whole numbers between 10 and 99)	• Student work product showing student solutions to addition problems
SAT13303B	The student will subtract two-digit whole numbers from 10 to 99. (e.g., 30 minus 15, 75 minus 10, 20 objects minus 10 objects, 50 objects minus 30 objects, etc.; Note: subtraction problems could include any two-digit whole numbers between 10 and 99)	• Student work product showing student solutions to subtraction problems
SAT13304A	The student will multiply single digit numbers using one or more strategies. (e.g., 4 multiplied by 3, 2 multiplied by 1, etc.; Note: possible strategies—multiplication table, calculator, objects, etc.)	• Student work product showing student solutions to multiplication problems with strategy(s) student used indicated
SAT13304B	The student will divide single digit numbers using one or more strategies. (e.g., 6 divided by 2, 4 divided by 1, etc.; Note: possible strategies—arithmetic table/chart, calculator, objects, etc.)	• Student work product showing student solutions to division problems with strategy(s) student used
SAT13305A	The student will multiply a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using a calculator student multiplies 10 times 5, etc.)	• Student work product showing student solutions to multiplication problems using a strategy
SAT13305B	The student will divide a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using an arithmetic table/chart student divides 20 by 2, etc.)	• Student work product showing student solutions to division problems using a strategy

SAT13306A	The student will select the appropriate operation to solve word problems that deal with real-life situations (addition, subtraction, multiplication, and/or division) and then will use that operation to solve the problem.	• Data Collection Sheet (multi-step) recording student performance when identifying the appropriate operation and solving the problem
SAT13306B	The student will select the operation from addition and subtraction when asked operation related questions such as “how do you find the total cost?” or “how much money you have left?”, and then will solve problems using a shopping list, given a price list for items or a grocery flyer and amount of money he/she has.	• Student work product showing the appropriate operation selected by the student and the solution to the problems related to grocery items

GLIs and Essences MATH – Grade 3

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 39–40	3.M.1	Select tools and units (customary) appropriate for the length measured	• Measure length, weight, and capacity in standard units
	3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inch, whole foot, and whole yard)	
	3.M.3	Measure objects, using ounces and pounds	
	3.M.4	Recognize capacity as an attribute that can be measured	
	3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)	
	3.M.6	Measure capacity, using cups, pints, quarts, and gallons	

AGLIs MATH – Grade 3

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Measurement-Units of Measurement

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

The student will: • compare the lengths of two objects (21107) • order three or more objects according to the attributes of length (21102) • compare the weights of two objects (21108) • order three or more objects according to the attributes of weight (21104) • identify tools for measurement (21105) • use standard and/or non-standard tool(s) for measurement (21109)	The student will: • use a ruler or yardstick to measure and identify lengths to the nearest whole foot or whole yard (21204) • use a scale to measure the weight of objects and identify the weights of objects measured in pounds (21205) • compare capacities of objects measured in cups and quarts (21206)	The student will: • use a ruler or yardstick to measure and compare lengths to the nearest inch, foot or yard (21301) • use a scale to measure the weight of objects and compare the weights of objects measured in pounds and ounces (21302) • use appropriate tools to measure and identify capacities of objects measured in at least three of the following: cups, pints, quarts, and gallons (21304)

*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., length, weight, capacity, 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 – Grade 3

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 compare two or more lengths by indicating which object(s) from a set of two or more are longer or shorter. (e.g., vocabulary of comparison relating to length that should be used is short(er, est) and long(er, est); a short pencil and a long pencil, a short string of small paper clips and a long string of large paper clips, etc.)	• Sequenced, captioned, dated photographs of the student comparing the lengths of two or more objects and indicating which is longer or shorter
SAT21102	The student will order three or more objects by taking objects of different lengths and ordering them from shortest to longest (or from longest to shortest).	• Data Collection Sheet (multi-step) recording student performance when ordering sets objects from shortest to longest
SAT21108A	The student will compare the weights of two objects and indicate which is heavier (or lighter) while/after holding the objects, one in each hand. (e.g., vocabulary of comparison relating to weight that should be used is heavy(ier, iest) and light(er, est))	• Student work product listing each of the objects being compared and the object that the student indicated to be the heaviest or lightest by stamping the representation of the object on a worksheet
SAT21108B	The student will compare the weights of objects given the weights (in pounds, ounces, etc.) and will indicate which object is heavier (or which object is lighter). (e.g., image of an elephant and its weight in pounds and image of a cat and its weight in pounds, with the question which is heavier or lighter or which weighs more or less)	• Sequenced, captioned, dated photographs of the student selecting the heavier or lighter object after looking at the weights for each of the two objects
SAT21104	The student will order three or more objects by weight from lightest to heaviest (or heaviest to lightest).	• Data Collection Sheet (multi-step) recording student performance when ordering three or more different sets of objects by weight
SAT21105	The student will identify which tools are used for measuring while cooking by indicating the tools to the teacher. (e.g., tools may include scales, measuring spoons, measuring cups, measuring bottles, etc.; Note: response choices should also include some non-cooking measuring tools)	• Audiotape of the student verbalizing to the teacher that the measuring cup and measuring spoon are used for measuring while cooking
SAT21109A	The student will use measuring spoons and/or measuring cups to measure ingredients for a recipe.	• Data Collection Sheet (multi-step) recording student performance when using the standard measuring tools in order to measure ingredients for a recipe

SAT21109B	The student will use paper clips as a non-standard tool to measure various items within the classroom. (e.g., using paper clips to measure the length of a book, the width of a table top, etc.)	• Student work product showing the item the student measured and the length, width, height, etc. that the student measured using the non-standard tool
SAT21204	The student will measure and identify lengths by using a yardstick or ruler to measure to the nearest foot or whole yard the lengths of two different desktops.	• Sequenced, captioned, dated photographs of the student using a yardstick to measure the lengths of the sides of objects in the classroom and indicating the length to the teacher
SAT21205	The student will weigh objects in pounds on a scale and will identify the weight by indicating the correct weight of the object presented on choice cards. (e.g., objects could be classmates, sand bags, books, etc.)	• Data Collection Sheet (multi-step) recording student performance when weighing objects to the nearest pound and indicating the weight of the different objects
SAT21206	The student will compare capacities of objects and indicate which has more, less, or the same amount of liquid. (e.g., comparing: a cup of milk to a quart of milk, a cup of water to a cup of juice, etc.)	• Videotape or audiotape of the student indicating whether the cup or quart has more liquid
SAT21301	The student will measure two different classroom objects (books, pencils, etc.) with a ruler or yardstick to the nearest inch and indicate which object is longer.	• Student work product of two classroom objects measured to the nearest inch and a sticker placed on the object that is longer
SAT21302	The student will use a scale to compare and indicate in pounds and ounces which of two or more objects is heavier or lighter after weighing the objects on a scale. (e.g., objects must be heavier than one pound to get pounds and ounces weight)	• Videotape or audiotape of the student weighing the objects, obtaining the weights in pounds and ounces, and then indicating which object is heavier or lighter
SAT21304	The student will measure the capacity of three different amounts of liquid in cups, quarts, and gallons and indicate the amounts of each (by marking on the measuring cup where the liquid comes up to), then recording the amount on a worksheet.	• Student work product of three liquids with the amount of each indicated (in cups, quarts, and gallons) based on the student's measurement

GLIs and Essences MATH – Grade 3

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 40	3.M.7	Count and represent combined coins and dollars, using currency symbols ($0.00)	• Count money • Tell time to the minute
	3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes	
	3.M.9	Tell time to the minute, using digital and analog clocks	
	3.M.10	Select and use standard (customary) and non-standard units to estimate measurements	

AGLIs		MATH – Grade 3
Required Component 2—Strand: Measurement		
Choice Component 2—Band: Units/Estimation		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • recognize coins (22101) • recognize the value of coins (22102) • recognize the attributes of time such as earlier, later, morning, afternoon, and/or night (22105) • recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the actual time of activities (22106)	The student will: • recognize coin and dollar denominations (22205) • recognize the value of coins and/or dollars (22202) • indicate (write, say, or other) the amounts of money using $ or ¢ (22203) • relate time given on digital clocks to daily activities (22204)	The student will: • determine the value of collections of coins and/or dollars (22301) • represent the value of collections of coins and/or dollars using currency symbols ($0.00) (22302) • tell time to the minute using an analog clock (22303) • relate and/or compare times to a schedule of activities (22304)

*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., digital clock, analog clock, 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 – Grade 3

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT22101	The student will recognize coins (penny, nickel, dime, and/or quarter) by matching the coins with the coin names or indicating a specific, requested picture of a coin. (e.g., given a penny, eye gazes to the word penny on the choice cards; teacher requests "show me a quarter" when given a picture of a quarter and another object, the student touches the image of a quarter on a touch screen)	• Data Collection Sheet (multi-step) recording student performance when matching the coins with their coin name or indicating the requested picture of coin • Sequenced, captioned, dated photographs of the student using the computer to identify the quarter from the choice of two different coins
SAT22102	The student will recognize the values of coins by matching the numeric value with the coin. (e.g., select coins needed to purchase an object)	• Student work product of different coins with lines drawn to the correct numeric values • Student work product matching the cost of an object with the coins needed to purchase the object
SAT22105A	The student will recognize the attributes of time by sequencing activities in order from morning to night.	• Sequenced, captioned, dated photographs of the student sequencing picture cards showing morning, noon, and night
SAT22105B	The student will recognize the attributes of time by selecting pictures that represent activities that generally take place at a given time of day. (e.g., morning—get dressed; afternoon—play time; night—go to bed)	• Student work product with pictures affixed next to the appropriate time of day
SAT22106A	The student will recognize the attribute of earlier or later by indicating when activities occur given a set time and activity and a comparison time and activity. (e.g., we have lunch at 12:00; we have reading at 10:15; "is reading earlier or later than lunch?")	• Videotape or audiotape of the student indicating earlier or later when presented with activities, the times they occur, and comparison activities and times
SAT22106B	The student will list activities in order from the earliest to the latest when given a mixed-up list of activities and the times that they take place.	• Student work product of activities and times listed from earliest to latest
SAT22205	The student will recognize coin and dollar denominations using real money, cards, pictures, or a worksheet.	• Data Collection Sheet (multi-step) recording student performance when selecting various coins and dollars that match given denominations (e.g., give me 5¢) • Student work product of various coins with the direction "cross out the $.10"

SAT22202	The student will recognize the value of coins and/or dollars when given a set of mixed-up coins and dollars and their values, by placing coins and/or dollars next to the written monetary value.	• Student work product of coins and dollars sorted correctly to correspond with their values (placed on a t-chart)
SAT22203	The student will indicate the amount of money in different groups by indicating the correct amount and symbols or language for each group using money symbols or language ($, ¢). (e.g., $2.39—student response two dollars and thirty-nine cents)	• Student work product with the correct amount and correct symbols or language ($ or ¢) indicated by the student
SAT22204	The student will relate digital times to correct activities on a daily schedule.	• Student work product showing a student's completed schedule with the digital times of each activity
SAT22301A	The student will determine and indicate the value of a combination of coins and/or dollars that are required to make purchases of one or more items.	• Student work product showing a group of coins and bills and the student's calculation of the total amount of money needed for purchases
SAT22301B	The student will determine the value of collections of coins and/or dollars based on real world problems. (e.g., problems such as determining the value of coin and/or dollar collections when needing to purchase a backpack and pencil at one store and a sandwich and soda at another store)	• Videotape or audiotape of the student determining the value from a set of coins and/or dollars needed to purchase items
SAT22301C	The student will determine the value of a combination of coins and/or dollars by indicating the total value of a given set of coins and/or dollars.	• Sequenced, captioned, dated photographs of the student with a group of coins and/or dollars, determining the value and indicating the total of the coins and/or dollars
SAT22302	The student will represent money values by counting a collection of coins and writing the value using currency symbols ($__. __ __).	• Student work product showing a collection of coins and the student's calculation of the total value indicated, using the appropriate symbols and decimal points
SAT22303	The student will tell time to the minute using an analog clock.	• Student work product indicating the students answers when telling time
SAT22304A	The student will relate time to a schedule of activities by adding in the missing times and activities to complete a daily schedule.	• Student work product of a daily schedule of activities and times listed in order
SAT22304B	The student will compare times to a schedule of activities. (e.g., looking at a weekly schedule of events, the student responds to the questions "Do we go to the library at 9:00 every day? Or What time do we have library?")	• Student work product with student answers to questions recorded

English Language Arts (ELA) NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences ELA – Grade 4

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 32	• Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently, on a daily basis, for enjoyment • Relate the setting, plot, and characters in literature to own lives • Explain the difference between fact and fiction • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Read, view, and interpret literary texts from a variety of genres, with assistance • Define the characteristics of different genres, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Recognize how different authors treat similar themes, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Use graphic organizers to record significant details about characters and events in stories	• Select and read literature for understanding • Relate setting, plot, and characters in literature to own lives • Make predictions, draw conclusions, and make inferences about different characters and events • Record basic details about characters and events in stories • Use evidence from stories to describe characters, and their actions, and their motivation (sequence of events) • Use knowledge of story structure, story elements, and key vocabulary to interpret stories

AGLIs ELA – Grade 4

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 2

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

The student will:	The student will:	The student will:
• attend to or read literary text(s) (12101) • attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105) • identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106) • interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12104)	• read aloud with fluency (12201) • identify the definition of story element terms (character, setting, etc.) (12207) • recognize plot as the sequence of events or action of a narrative (12208) • relate text to a personal experience (12204) • recognize explicit motive(s) of character(s) (12205) • answer comprehension questions about plot, character, and/or setting of text(s) (12209)	• select and read literature with fluency for comprehension (12307) • recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts (12308) • demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12309) • recognize explicit motives of characters (12304) • identify favorite and/or least favorite part(s) of a story (12305) • make prediction(s) about the ending of story (12306)

*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., plot, character, setting, 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 – Grade 4

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12101	The student will attend to or read literary texts during reading time.	• Sequenced, captioned, dated photographs of the student attending to the teacher reading different stories
SAT12105	The student will attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) when given a selection of genres.	• Data Collection Sheet (time-segment) recording the genres and student performance on the amount of time the student attends during reading time
SAT12106A	The student will identify an important character from the text by choosing the picture of this character from multiple pictures. (Note: need to use vocabulary specific to character)	• Student work product of pictures of important characters matched to specific texts read aloud
SAT12106B	The student will identify an important event in a text read aloud by choosing a picture of the event from multiple pictures. (Note: need to use vocabulary specific to event)	• Data Collection Sheet recording student performance when identifying pictures of important events that occurred in texts read aloud
SAT12104	The student will interact with the repeated language of Gunniwolf (pit-a-pat, pit-a-pat, etc.) being read aloud by tapping a drum or table top with his/her hand.	• Videotape of the student responding to the repeated language in a story by drumming to the appropriate parts
SAT12201	The student will read aloud with fluency various pieces of literature during reading time.	• Data Collection Sheet recording student performance when reading fluently at an appropriate reading rate
SAT12207	The student will identify the definitions of story element terms (e.g., plot, character, or setting) by selecting the definition from a set of sentence cards and matching them with the term.	• Student work product of the terms and the definitions pasted next to them • Sequenced, captioned, dated photographs of the student drawing lines from the term to the definition on a worksheet
SAT12208	The student will recognize plot as a sequence of events or actions in a narrative by placing pictures or sentence strips in the correct order based on the narrative when asked what was the plot of the story. (Note: need to use vocabulary specific to plot)	• Student work product of ordered sentence strips or pictures showing the plot of a story read or read aloud

SAT12204A	The student will compare what happened to a character in a text to him/her by selecting pictures that show what happened to a character and pictures of him/herself in a comparable situation.	• Student work product showing events from story and events from student life (e.g., going camping, vacation, birthday party, etc.) (Note: work product may include a semantic feature analysis chart, other graphic organizer, etc.)
SAT12204B	The student will relate a text to a personal experience by choosing a character that is most like him-/herself in the text and indicate a reason for the choice.	• Videotape or audiotape of the student indicating the character that is most like him/her and indicating a reason for the choice by selecting a picture, object, or symbol that represents the similarity, and/or verbalizing or signing the reason (e.g., we both like…, we both have…, etc.)
SAT12205	The student will recognize explicit motive(s) of a character after having read or listened to a text by matching the two together.	• Student work product of matched picture, symbol, or word/sentence card of the motive with the picture of the character
SAT12209A	The student will answer questions about plot in the text by giving three or more details about events. (e.g., "give me three details of the plot"; "give me three or more details about how the plot progressed"; etc.; Note: need to use vocabulary specific to plot)	• Student work product of a story web showing events in a text and details about each
SAT12209B	The student will indicate why a character in a story has a problem. (Note: need to use vocabulary specific to character)	• Student work product including the story title, sentence strips provided to the student, and the student's choice of sentence strip indicating why the character has a problem
SAT12209C	The student will answer comprehension questions about plot, character, and/or setting in a text read or read aloud. (e.g., "Is the plot about _____ or about _____?," "What character helped_____ in the story?," "What is the setting of the story?"; etc.; Note: need to use vocabulary specific to plot, character, setting, etc.)	• Student work product of questions about plot, character, and/or setting with student responses to each • Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and/or setting in a text
SAT12307	The student will select and read literature with fluency for comprehension by selecting a story, reading it with the teacher or a peer, and answering a question about the story just read.	• Videotape or audiotape of the student reading with fluency and then answering a comprehension question
SAT12308	The student will recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts by answering questions related to the specific terms about texts read or listened to. (Note: need to use vocabulary specific to plot, character, setting, etc.)	• Data Collection Sheet (multi-step) recording student performance when answering questions that use the literary terms such as plot, character, or setting of different texts
SAT12309	The student will demonstrate that plot means the sequence of events or actions of a narrative leading to a logical ending by logically ordering plot sentence strips about a literary text.	• Student work product of ordered sentence strips showing the plot leading to a logical ending

SAT12304	The student will recognize explicit motives of characters by selecting the card that gives the plausible motive or verbally stating why a character took a specific action in the story.	• Student work product of cards selected showing motive affixed to a worksheet • Audiotape of the student describing why a character took a specification
SAT12305A	The student will identify his/her favorite and/or least favorite part of a story by selecting the picture(s) that represent the part. (e.g., choice pictures should depict a few very different parts from the story for the student to choose from)	• Student work product of pictures showing favorite part and least favorite part of story affixed to a worksheet under correct headings (favorite/least favorite)
SAT12305B	The student will identify his/her favorite and/or least favorite part of a story by drawing a picture that represents his/her favorite and/or least favorite part.	• Student work product of the student drawing for his/her favorite and/or least favorite part
SAT12306A	The student will indicate a prediction of how a story will end by making a selection from pictures, words, or sentences from a choice of three or more.	• Student work product showing the student selected prediction for the end of a story
SAT12306B	The student will indicate a prediction of how a story will end by writing or drawing a picture of his/her prediction.	• Student work product showing the student's written or drawn prediction for the end of a story

GLIs and Essences ELA – Grade 4

Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for **social interaction.**		
ELA Core Curriculum (2005)	**Grade Level Indicators (GLI)**	**Essence of Indicators**
Pg. 33	• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication	• Share reading experiences to build relationships with peers • Respect what others say and write • Ask questions to clarify understanding of a text • Demonstrate the use of language (e.g. informal vocabulary and jargon) that is appropriate to social communication • Demonstrate understanding of stories/ expository text through oral demonstration

AGLIs ELA – Grade 4

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 4

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • attend to text read aloud by others (14101) • attend to or read text(s) and take turns responding (14102) • attend to and respond appropriately to others' thoughts and/or opinions about text(s) (14103) • answer "who," "what," and/or "when" questions about text(s) with classmate(s) (14104)	The student will: • read or have read to them multiple texts with classmate(s) (14203) • answer literal questions about text read or read aloud by others in a peer setting (14204)	The student will: • read texts with classmate(s), (e.g., the same text separately, in unison, similar texts; or different texts aloud to one another) (14301) • discuss texts (asking and/or answering questions) with classmate(s) to enhance comprehension (14302) • use appropriate language for classroom discussion (14303) • relate events in stories in sequence with a group (14304) • identify main characters within a group (14306)

*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., literal questions, character, 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 – Grade 4

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 attend to stories read to the class by demonstrating appropriate attending behaviors.	• Data Collection Sheet (multi-step) recording student performance of specific attending behaviors (e.g., remain in seat, remain quiet, eye gaze to reader, etc.) • Sequenced, captioned, dated photographs of the student attending to a story being read to the class by the teacher
SAT14101B	The student will attend to a story read on tape by keeping a pair of headphones on during the story.	• Data Collection Sheet (time-segment) recording student performance on the amount of time the student listens to the story
SAT14102	The student will attend to or read texts and take turns responding in a group while following appropriate group behaviors.	• Data Collection Sheet (multi-step) recording student performance when attending to or reading and taking turns appropriately in the group
SAT14103	The student will attend to and respond appropriately to others' thoughts and/or opinions about texts while taking turns asking and answering questions with a classmate(s).	• Videotape of student attending to, asking, and answering questions and responding appropriately • Data Collection Sheet (multi-step) recording student performance when attending to and taking turns asking and answering questions
SAT14104	The student will answer who, what, and/or when questions about a text with a classmate by producing a group project based on a text.	• Student work product of a collage made by the student and his/her classmate that answers who, what, and/or when questions
SAT14203A	The student will read multiple texts with a group by following along in texts and reading when it is his/her turn.	• Videotape of the student following along in texts and reading when it is his/her turn
SAT14203B	The student will have read to him/her multiple texts with classmates while following appropriate group behaviors (e.g., sitting quietly, attending to the reader, etc.).	• Data Collection Sheet (time-segment) recording student performance when following appropriate group behaviors while multiple texts are read
SAT14204	The student will answer literal questions about texts read or read aloud by others with peers.	• Videotape of the student answering literal questions with classmates • Sequenced, captioned, dated photographs of the student answering questions with peers
SAT14301	The student will read texts with classmates.	• Audiotape of the student reading texts with classmates in a small group following appropriate procedures for group work (e.g., the same text separately, in unison; similar texts; or different texts read aloud to one another)

SAT14302	The student will take turns asking and answering questions with classmate(s) after reading or listening to a text.	• Videotape of the student asking and answering questions with classmate(s)
SAT14303	The student will use appropriate language for classroom discussion during a discussion about a text just read.	• Data Collection Sheet (multi-step) recording student performance when using appropriate language during a conversation with peers
SAT14304	The student will relate sequenced events in stories by correctly placing sentence strips of three or more events in sequence for different stories with a classmate(s).	• Student work product of a group created storyboard for different stories with the sequencing of events illustrated by sentence strips, pictures, etc.
SAT14306A	The student will identify the main characters in a text with classmates by selecting pictures representing characters as the text is read. (Note: need to use vocabulary specific to character)	• Sequenced, captioned, dated photographs of the class creating a character chart on a felt board while the story is being read
SAT14306B	The student will work with a peer to identify main characters in texts by creating a character board during reading activities. (Note: need to use vocabulary specific to character)	• Sequenced, captioned, dated photographs of the student working with a peer to create the character board where the student is identifying specific character facts from a choice of picture cards

GLIs and Essences ELA – Grade 4

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. 34	• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance	• Take notes to record facts • State a main idea • Compare ideas and information

AGLIs		ELA – Grade 4
Required Component 2—Key Idea: Writing		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for **information and understanding.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Writing-Standard 1		
Less Complex ◀ · · · · · · ◀ · · · · · · ◀ · · · · · · ▶ · · · · · · ▶ · · · · · · ▶ **More Complex**		
The student will: • select words, pictures, symbols, etc., from simple text to record facts (21105) • identify main idea(s) in text(s) for note-taking (21102) • arrange events in logical and sequential order (21103) • create picture(s), symbol(s), object(s), etc. to communicate information (21104)	The student will: • take notes from text to record facts, data, and/or ideas (21201) • describe in his/her own words main ideas in texts for note-taking (21205) • identify similar facts or ideas in one text for note-taking (21203) • demonstrate ongoing journaling of information (21204)	The student will: • compare ideas or facts (21301) • compose a general statement about a comparison (21306) • identify a main idea based on notes (21307) • summarize informational text in his/her own words (21308) • begin to use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305)

*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, create, compose, informational text, writing process, 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 – Grade 4

Required Component 2—Key Idea: Writing

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT21105	The student will select cards of photographs, symbols, or objects representing facts in an informational text and place them on a graphic organizer.	• Student work product of the completed graphic organizer • Videotape of the student attending to the text and selecting the appropriate cards for note-taking
SAT21102	The student will identify the main idea of an informational text for note-taking from a field of three or more choices. (Note: need to use vocabulary specific to main idea)	• Student work product that includes the title of the text, choices, and the student's selection of main idea • Data Collection Sheet recording student performance when identifying the main idea of a text
SAT21103	The student will arrange three or more pictures in chronological order that represent a sequence of events from a weekly current events article. (e.g., weekly current events articles could come from the Internet, the newspaper, etc.)	• Student work product showing pictures in chronological order • Sequenced, captioned, dated photographs of the student arranging pictures in chronological order
SAT21104A	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text by selecting or drawing specific information about the text.	• Student work product of selected graphic or image using Boardmaker, Internet picture, writing with symbol(s), or drawing, etc. that give information about a text
SAT21104B	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text by completing a chart or graphic organizer with information about the text.	• Student work product of completed chart or graphic organizer that gives information about a text
SAT21201A	The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text.	• Student work product of the three or more facts, data, or ideas that the student recorded as notes based on the informational text
SAT21201B	The student will record notes from text, either by writing, audio recording, or a method typically used by the student based on reading or listening to an informational text.	• Videotape or audiotape of the student taking or recording notes from an informational text
SAT21201C	The student will create a notes page by placing sentence strips with definitions from an informational text next to a photo of the object it defines. (e.g., informational text that provides definitions could be a dictionary, encyclopedia, etc.)	• Student work product of notes page with pictures and definitions (e.g., a picture of a mountain with the definition of a mountain)

SAT21205	The student will describe the main idea of a text in his/her own words to allow the teacher to jot down words for note-taking.	• Student work product of student-created or written notes indicating the main idea of the text in his/her own words
SAT21203	The student will identify similar facts or ideas presented in a text for note-taking by placing cards with words, pictures, symbols or objects into groups. (e.g., topic of animals—grouped by habitat and food sources, grouped by mammal and amphibian, etc.)	• Student work product showing similar facts or ideas grouped together • Sequenced, captioned, dated photographs of the student grouping similar information
SAT21204	The student will record in a journal responses to a daily question(s). (e.g., "Write about what you did last weekend.," "Write about three things you do in the evening.," etc.)	• Student work product with responses to a daily question(s) : symbols, pictures, word cards, sentence strips, etc.
SAT21301A	The student will compare facts by indicating a similarity of characteristic or trait for at least two different facts in informational text(s). (e.g., compare traits about kinds of trees; compare different characteristics of various means of transportation; etc.)	• Student work product of a graphic organizer showing the title of the text and the similarities of two different facts
SAT21301B	The student will compare ideas about a topic on a graphic organizer.	• Student work product of a graphic organizer showing the given topic and the comparison between the ideas as related to the topic
SAT21306	The student will create a general statement comparing nonfiction texts by identifying common themes in two or more nonfiction texts. (e.g., biographies, histories, personal narratives, etc.)	• Student work product of a graphic organizer showing the titles of nonfiction texts and common themes
SAT21307	The student will identify the main idea of an informational text based on notes which have been pre-recorded in a graphic organizer. (Note: need to use vocabulary specific to main idea)	• Video- or audiotape of the student identifying the main idea of an informational text using the text and notes in a graphic organizer
SAT21308	The student will summarize text in his/her own words using symbols, pictures, or word cards.	• Student work product of the student's summary of a text using symbols, pictures, or word cards to summarize it
SAT21305	The student will edit text he/she has developed using the writing process.	• Student work product of a student-created text showing the student work before and after editing

GLIs and Essences ELA – Grade 4

Required Component 2—Key Idea: Writing

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 34	• Write original literary texts that - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance	• Write original literary texts having elements such as plot, setting, and characters • Write clear, concise, and varied sentences • Produce responses to stories read or listened to

AGLIs		ELA – Grade 4
Required Component 2—Key Idea: Writing		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for **literary response and expression.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Writing-Standard 2		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • tell story(s) about personal experience(s) (22101) • attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102) • compose ideas for story(s) (22106) • tell a story with character(s) and/or setting (22104) • create pictures, symbols, objects, etc. to communicate a story (22105)	The student will: • compose story(s) about personal experience(s) (22207) • compose story(s) having a plot, setting, and/or character(s) (22208) • retell the plot of a story read or read aloud (22209) • compose comprehension question(s) about literary text(s) (22210) • respond to stories by relating to personal experiences (22205) • begin to use the initial steps of the writing process (prewriting and drafting) (22211)	The student will: • compose story(s) using personal experience(s) enhanced with make-believe having plot, setting, and/or characters (22304) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22302) • compose complete sentences to answer comprehension questions about a literary text (22305) • compose a complete sentence indicating a reaction to a literary text (22306)

*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., create, compose, literary text, writing process, 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 – Grade 4

Required Component 2—Key Idea: Writing

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT22101A	The student will tell (write, draw, select pictures, create images, etc.) a story(s) about a personal experience(s) when given a starting question.	• Student work product of a story about the student's weekend activities
SAT22101B	The student will tell a story by selecting picture(s) or symbols that illustrate a personal experience.	• Student work product of student selected picture(s) or symbols from a set to tell about a personal experience
SAT22102	The student will attend to or read a story and tell what happened in a story by indicating an important event from the story.	• Videotape of the student attending to a story and then telling what happened in the story using picture, sign, symbols, etc.
SAT22106	The student will compose ideas for a story by selecting pictures, words or phrases from both related and unrelated idea choices.	• Student work product of selected picture, word, or phrase cards with ideas indicated for the story
SAT22104	The student will tell a story by including the elements of character(s) and/or setting given a variety of picture, symbol, word choices to select from.	• Student work product showing story with elements (pictures, word cards, symbols, etc.) included
SAT22105	The student will create a story line using pictures, symbols, objects, signing, etc. when given a theme or topic.	• Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.)
SAT22207	The student will compose a story about a personal experience by selecting sentence strips that describe the student's favorite day.	• Student work product of the student's story using sentence strips
SAT22208	The student will compose a story having a simple plot, setting, and/or character(s) for a story journal using pictures, symbols, etc.	• Student work product of the student's created story with pictures, symbols, etc. for the story
SAT22209	The student will retell the plot of a story using the event(s) of a story.	• Videotape or audiotape of the student retelling an event(s) of a story using images or a speech generating device
SAT22210	The student will compose comprehension question(s) about literary text(s) by writing or selecting phrase or symbol cards for "wh" questions.	• Student work product of composed "wh" comprehension questions about literary text read

SAT22205	The student will respond to stories by relating a character or an event in stories to a person or event he/she knows or knows about.	• Student work product showing the connections between the person or event and a character or event in the stories (student can use a graphic organizer, images, speech generating device, etc.)
SAT22211	The student will begin to use the writing process to draft a story outline.	• Student work product of a drafted story outline
SAT22304	The student will write a story about something the student knows about that has a plot, setting, characters, and make-believe details.	• Student work product of a story that the student created from personal experiences and some enhancements with story elements of plot, setting, character, and other details
SAT22302	The student will edit his/her own text using the writing process.	• Student work product of his/her own text before and after student edits
SAT22305	The student will compose complete sentences to answer comprehension questions about a literary text.	• Student work product with complete sentences answering comprehension questions about a literary text
SAT22306	The student will compose a complete sentence indicating a reaction to a literary text.	• Student work product with a student composed complete sentence indicating a reaction to text read or read aloud

Mathematics
NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences MATH – Grade 4

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 45-46	4.N.1	Skip count by 1,000's	• Read and write, count, group, compare, and order whole numbers to 10,000 • Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) • Understand decimals as part of a whole and compare and order decimals to hundredths in the context of money
	4.N.2	Read and write whole numbers to 10,000	
	4.N.3	Compare and order numbers to 10,000	
	4.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand	
	4.N.5	Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	
	4.N.6	Understand, use and explain the associative property of multiplication	
	4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers	
	4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations	
	4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	
	4.N.10	Develop an understanding of decimals as part of a whole	
	4.N.11	Read and write decimals to hundredths, using money as a context	
	4.N.12	Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money	

AGLIs		MATH – Grade 4
Required Component 1—Strand: Number Sense and Operations		
Choice Component 1—Band: Number Systems		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems		
Less Complex ◀ · · · · · · ◀ · · · · · · ◀ · · · · · · ▶ · · · · · · ▶ · · · · · · ▶ **More Complex**		
The student will: • compare two whole numbers 0 to 19 (11107)** • order three or more whole numbers 0 to 19 (11108)** • demonstrate the commutative property of addition (11103) • demonstrate an understanding that a decimal represents a part of a whole using manipulatives (11109) • read, write, and/or name decimals to the tenths place with or without the use of manipulatives (11110) • identify numeral(s) 0 to 19 (11106)**	The student will: • compare two whole numbers 0 to 100 (11207)** • order three or more whole numbers 0 to 100 (11208)** • compare two unit fractions (11209) • order three or more unit fractions (11210) • read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives (11211) • identify numerals 0 to 100 (11206)**	The student will: • compare two whole numbers 0 to 1,000 (11308)** • order three or more whole numbers 0 to 1,000 (11309)** • compare two fractions with the same denominator (11310) • order three or more fractions with the same denominator (11311) • compare two decimals to the hundredths place in the context of money (11305) • order three or more decimals to the hundredths place in the context of money (11306) • identify numerals 0 to 1,000 (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., whole number, compare, order, decimal, numeral, fraction, 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.

**Task and evidence may demonstrate knowledge, skills, and understanding of whole numbers/numerals within range given in AGLI and does not have to include all outlined in range.

SATs MATH – Grade 4

Required Component 1—Stand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11107A	When given two whole numbers, the student will compare them and indicate, circle, or select the number that is higher/greater than or lower/less than the other number. (e.g., 4 and 2-student response 4 is higher than 2, 10 and 15-student response 10 is less than 15, etc.; Note: sets could include any numbers between 0 and 19)	• Data Collection Sheet (multi-step) recording student performance when comparing different sets of numbers • Student work product showing questions (greater than or less than), numbers given, and student selection
SAT11107B	The student will compare his/her own biographical information to that of peers by ordering them in descending order. (e.g., student compares the number of people in his/her family to the number of people in peers' families: Note: sets could include any numbers between 0 and 19)	• Student work product showing a list of student names and the comparison of information by ordering the information from most to fewest
SAT11108A	The student will put three or more numbers in correct order. (e.g., 12, 7, and 15; 4, 8, 6, and 10; etc.; Note: sets could include any numbers between 0 and 19)	• Student work product of a set of three or more mixed-up numbers that the student reordered in correct order
SAT11108B	The student will order three whole numbers by taking large-sized, cut-out numerals of 1, 2, and 3 and giving a numeral to the first, second, and third child in line (students represent a number line).	• Videotape of the student taking the numerals 1, 2, and 3 and giving them to the appropriate students standing in line
SAT11103	The student will demonstrate the commutative property of addition by showing that the answer for 2 + 1, 3 + 2, etc. is the same as the answer for 1 + 2, 2 + 3, etc. using manipulatives.	• Sequenced, captioned, dated photographs of the student working with a set of manipulatives to show the commutative property
SAT11109	The student will demonstrate an understanding that a decimal represents a part of a whole by matching decimals to pictures of tenths and/or hundredths charts shaded to represent decimals less than 1.	• Student work product showing the student matching decimals to the correct models

SAT11110	The student will read, write, and/or name decimals to the tenths place with or without the use of manipulatives by indicating the correct designation when given different decimals to the tenths place. (e.g., given .4 student circles four tenths; given .8 student highlights eight tenths; given .3 student pastes a word card that states three tenths; given .1 student states or signs one tenth, etc.)	• Student work product showing the decimal designations the student indicated for the specific decimals to the tenths place • Videotape of the student stating or signing the decimal designations for the decimals to the tenths place
SAT11106A	The student will identify a selection of numerals between 0 and 19. (e.g., 1–10, 10–15, 1 and 2, etc.; Note: numerals could include any numbers between 0 and 19)	• Student work product showing a set of items and the numeral the student indicated the set represents • Sequenced, captioned, dated photographs of the student identifying (eye gazing, pointing to, selecting, etc.) the numerals asked for
SAT11106B	The student will identify the numeral 1 upon request when given three large cut-out numerals of 1, 3, and 5.	• Videotape of the student selecting the numeral 1 upon request from the choices presented
SAT11106C	The student will identify a numeral requested from a set of numerals between 0 and 19. (e.g., when shown the numeral 3, the student will state or sign “three”; when teacher states or signs “show me the numeral five” the student selects the 5 from a set of numeral cards; etc.; Note: numerals could include any numbers between 0 and 19)	• Data Collection Sheet recording student performance when identifying numerals between 0 and 19
SAT11207	The student will compare two whole numbers between 0 and 100 by using the words or symbols “equal to,, “greater than,” or “less than” to describe how the number of objects in one set compares to the number of objects in another set. (e.g., 25 and 52; 42 and 12; etc.; Note: sets could include any numbers between 0 and 100)	• Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (words/symbols) • Videotape or audiotape of the student verbalizing or indicating the phrase that correctly compares the sets of objects
SAT11208	The student will order three or more whole numbers 0 to 100 by placing the numbers in order from least to greatest (or greatest to least). (Note: sets could include any numbers between 0 and 100)	• Videotape of the student ordering three or more numbers • Student work product indicating the order in which the student placed the numbers
SAT11209	The student will compare two unit fractions by indicating which fraction is smaller or larger when given two unit fractions, such as $\frac{1}{3}, \frac{1}{2}$.	• Student work product indicating (via marking, circling, eye gazing to, underlining, etc.) which unit fractions the student compared and chose as smaller or larger depending on what is requested
SAT11210	The student will order three or more unit fractions by placing measuring cups ($\frac{1}{3}, \frac{1}{2}, \frac{3}{4}$) in order along the table or workspace.	• Videotape of the student ordering measuring cups

SAT11211	The student will read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives using sales fliers or items with an amount associated with them. (e.g., read the prices correctly or write the price of an item when the price is read to the student, etc.; Note: sales fliers need to include cents for item prices ($4.00 not just $4))	• Videotape or audiotape of the student verbalizing to the teacher the prices of the items • Student work product showing the created or written prices of an item, given a written out description of prices (e.g., bananas are two dollars and twenty-eight cents would be $2.28)
SAT11206	The student will identify numerals by indicating the numerals requested from number cards or a number line (0-100). (Note: numerals could include any numbers between 0 and 100)	• Sequenced, captioned, dated photographs of the student indicating the requested numbers from a set of manipulatives
SAT11308	The student will compare two whole numbers 0 to 1,000 by using the words or symbols "equal to," "greater than," or "less than" to describe how the number of objects in one set compares to the number of objects in another set. (e.g., 10 and 100; 300 and 200; etc.; Note: sets could include any numbers between 0 and 1,000)	• Student work product showing the phrases or symbols that the student indicated given different sets of numbers • Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (words/symbols)
SAT11309	The student will order three or more whole numbers 0 to 1,000 by placing three numbers in order from least to greatest (or greatest to least). (e.g., 1000, 10, 1, and 100; 50, 150, and 5, etc.; Note: sets could include any numbers between 0 and 1,000)	• Student work product indicating the order that the student placed the numbers • Data Collection Sheet (multi-step) recording student performance when ordering different sets of three or more numbers
SAT11310A	The student will compare fractions with the same denominator by placing them on a number line or identifying where they go on a number line.	• Sequenced, captioned, dated photographs of the student placing fractions on a number line
SAT11310B	The student will compare fractions by indicating the fraction that is larger when given two fractions such as $\frac{3}{5}$ and $\frac{5}{5}$.	• Student work product indicating fractions presented to the student and the fraction that the student indicated as being larger
SAT11311	The student will indicate the order from smallest to largest of three fractions (e.g., $\frac{2}{6}$, $\frac{5}{6}$, $\frac{3}{6}$).	• Videotape or audiotape of the student ordering fractions from smallest to largest
SAT11305	The student will compare two decimals to the hundredths place by indicating which written coin amounts, using correct currency symbols ($0.00), is more.	• Student work product indicating coin amounts given and the student's mark on the one that is more
SAT11306	The student will order three or more decimals to the hundredths place in the context of money ($.00 cent amounts). (e.g., place the prices of three items from a sales flyer in order from least to greatest or greatest to least; such as $.25, $.29, $.27)	• Student work product showing the order of the decimals indicated by the student

SAT11307A	The student will identify numerals 0 to 1,000 by indicating the numerals requested from a set of number cards or on a number line. (e.g., teacher states or signs “fifty” and the student selects the card with that numeral; teacher states or signs “seventy-five” and the student points that numeral on a number line; Note: numerals could include any numbers between 0 and 1,000)	• Data Collection Sheet (multi-step) recording student performance when identifying numerals
SAT11307B	The student will identify numerals 0 to 1,000 by writing or indicating the numerals to indicate how many items are in a given set. (e.g., the student is given twenty-five blocks and the student writes 25 next to the items; the student is given 100 CDs and the student circles 100 on a number line; etc.; Note: numerals could include any numbers between 0 and 1,000)	• Sequenced, captioned, dated photographs of the student writing or indicating the numeral of a given sets of items

GLIs and Essences MATH – Grade 4

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 46-47	4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000	• Use a variety of strategies to add and subtract whole numbers to 10,000 • Multiply and divide one- and two-digit numbers • Add and subtract proper fractions with common denominators • Add and subtract decimals to tenths and hundredths using a hundredths chart
	4.N.15	Select appropriate computational and operational methods to solve problems	
	4.N.16	Understand various meanings of multiplication and division	
	4.N.17	Use multiplication and division as inverse operations to solve problems	
	4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)	
	4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)	
	4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	
	4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)	
	4.N.22	Interpret the meaning of remainders	
	4.N.23	Add and subtract proper fractions with common denominators	
	4.N.24	Express decimals as an equivalent form of fractions to tenths and hundredths	
	4.N.25	Add and subtract decimals to tenths and hundredths using a hundredths chart	

AGLIs		MATH – Grade 4
Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex ◀ · · · · · · ◀ · · · · · · ◀ · · · · · · ▶ · · · · · · ▶ · · · · · · ▶ **More Complex**		
The student will: • add and/or subtract one-digit numbers (13106) • multiply and/or divide one-digit numbers (13102) • select the appropriate operation to solve problems (13103) • use the appropriate operation to solve problems (13104) • recognize a whole and/or its parts (13105)	The student will: • add and/or subtract, one and/or two-digit whole numbers (13206) • multiply and/or divide one and/or two-digit whole numbers (13207) • select the appropriate operation to solve problems using two or more of the four operations (13208) • use the appropriate operation to solve problems using two or more of the four operations (13209) • connect written representations of unit fractions with pictorial representations (13210)	The student will: • add and/or subtract fractions with the same denominators (13303) • add and/or subtract decimals to tenths and hundredths using a hundredths chart (13304)

*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., whole number, operation, decimal, fraction, 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 – Grade 4

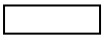
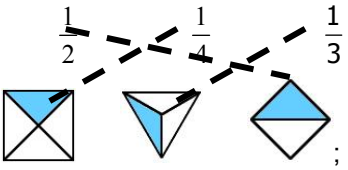
Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13106	The student will solve simple one-digit addition and/or subtraction problems using a set of concrete objects.	• Student work product showing simple addition or subtraction problems and the objects that the student used to solve the problems
SAT13102	The student will multiply and/or divide one-digit numbers.	• Student work product with answers to simple multiplication or division problems
SAT13103	The student will select the operation (addition) needed to find the total value of items contained in a list of purchases or (subtraction) needed to find the amount of money left after a purchase using an advertisement brochure or catalog.	• Videotape of the student being presented with the problem and selecting the appropriate operation from a set of word cards
SAT13104A	The student will use the appropriate operation to solve a problem after selecting the operation given a set of operation choices. (e.g., choose to subtract the costs of two items from a starting amount of money to find the amount of money, if any, that will remain)	• Student work product showing the student selecting and then using subtraction to find the amount, if any, of money that remains
SAT13104B	The student will use the appropriate operation to solve word problems.	• Student work product of solved word problems
SAT13105A	The student will recognize a whole shape or object when given a whole and a half by indicating the whole upon request.	• Student work product showing a set of items in whole form and half form with student marks on the whole form
SAT13105B	The student will recognize the parts of a whole by matching together or indicating two or more parts of the broken object to make a whole. (e.g., two halves of a circle to make a whole circle; four quarters of a square to make a whole square; etc.)	• Student work product showing the parts matched or indicated that make up the whole object • Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object
SAT13206	The student will add and/or subtract one and/or two-digit whole numbers.	• Student work product consisting of a worksheet showing addition and/or subtraction of one and/or two-digit numbers
SAT13207	The student will multiply and/or divide one and/or two-digit whole numbers.	• Student work product consisting of a worksheet showing multiplication and/or division of one and/or two-digit whole numbers

SAT13208A	The student will select which operations make true number sentences when given a set of operation symbols (e.g., +, -, x). (e.g., 5 ___ 2 ___ 3 = 13; 4 __ 1 __ 1 = 2; 7 __ 0 __ 2 = 2; etc.)	• Sequenced, captioned, dated photographs of the student selecting the operations needed to complete the number sentence, then checking their work using a calculator
SAT13208B	The student will select the appropriate operation to solve word problems involving two or more steps.	• Student work product showing the word problem and the equation the student came up with to solve the problem
SAT13209	The student will solve word problems that involve making purchases of three or more items by selecting addition and multiplication operations.	• Student work product showing the word problem and the multiplication and addition of the items to solve the problem
SAT13210	The student will indicate which unit fraction goes with a pictorial representation. (e.g., fraction and representation examples: $\frac{1}{2}$ is one half of  $\frac{1}{4}$ is one quarter of or  ; etc.)	• Videotape of the student working with a pictorial representation and selecting the unit fraction that is appropriate
SAT13303	The student will add and/or subtract two fractions with the same denominator.	• Student work product of the addition of two fractions with the same denominator
SAT13304	The student will add and/or subtract decimals to tenths and hundredths using a hundredths chart (a 10 x 10 grid). (e.g., tenths examples—.01 +.01, .10 +.10, .25 +.10; hundredths examples—.001 + .001, .005 + .005)	• Student work product showing a 10 x 10 grid with the first addend colored in one color and the second addend colored in with another color and the sum of the two indicated

GLIs and Essences MATH – Grade 4

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 49	4.M.1	Select tools and units (customary and metric) appropriate for the length being measured	• Measure length, mass, and capacity in standard and metric units
	4.M.2	Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)	
	4.M.3	Know and understand equivalent standard units of length: 12 inches = 1 foot 3 feet = 1 yard	
	4.M.4	Select tools and units appropriate to the mass of the object being measured (grams and kilograms)	
	4.M.5	Measure mass, using grams	
	4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)	
	4.M.7	Measure capacity, using milliliters and liters	

AGLIs MATH – Grade 4

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Measurement-Units of Measurement

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

The student will:	The student will:	The student will:
• order objects according to their lengths (21101) • recognize the difference in length between standard units of measurement (21102) • compare two objects according to the attributes of mass (more mass/less mass) (21107) • order three or more objects according to the attributes of mass (more mass/less mass) (21108) • identify tools appropriate for measurement (21105) • use standard and/or non-standard tool(s) for measurement (21109)	• use a ruler to measure and identify lengths to the nearest whole standard unit (21206) • use a scale to measure and identify the mass of objects measured in grams (21207) • use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208) • use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209) • use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)	• use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304) • use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305) • recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306)

*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., length, mass, capacity, volume, 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 – Grade 4

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT21101A	The student will order objects according to length from shortest to longest by placing objects under the numbers 1 through 3 (1 being the shortest, 3 being the longest).	• Student work product showing the objects the student ordered according to length (shortest to longest)
SAT21101B	The student will order peers by height using a height chart to determine who in the class is the tallest and shortest.	• Sequenced, captioned, dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest
SAT21102	The student will recognize the difference in length between standard units of measurement by placing them in order from smallest unit to largest. (e.g., inch, foot, yard)	• Videotape of the student ordering units of measure from an inch to a yard
SAT21107	The student will compare two objects according to the attributes of mass by indicating which object has more mass or less mass.	• Data Collection Sheet (multi-step) recording student performance when comparing the mass of different sets of two objects • Student work product showing objects and student marks indicating which object has more mass
SAT21108	The student will order three items that are significantly different in mass by placing objects from lightest to heaviest (or heaviest to lightest).	• Sequenced, captioned, dated photographs of the student ordering items according to mass
SAT21105	The student will identify the appropriate measuring tool to measure a given series of items. (e.g., poster – ruler; car – scale; salt – measuring spoon, etc.)	• Student work product of the items and appropriate measuring tools indicated or marked by the student
SAT21109A	The student will measure the desktop or workspace first using hand-spans and then using a ruler.	• Data Collection Sheet (multi-step) recording student performance when measuring the desktop or workspace using non-standard and standard units of measurement
SAT21109B	The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.	• Videotape of the student using a scale to measure weight
SAT21109C	The student will use standard tools of measurement during cooking activities.	• Sequenced, captioned, dated photographs of the student using standard tools during a cooking activity

SAT21206	The student will use a ruler to measure and identify lengths to the nearest whole standard unit given a variety of objects or items on a worksheet.	• Student work product listing or showing the measured items and the appropriate lengths
SAT21207	The student will use a scale to measure and identify the mass of objects measured in grams. (e.g., block, banana, orange, shoe, etc.)	• Data Collection Sheet (multi-step) recording student performance when using a scale to measure and identify the mass of the objects • Student work product with items and mass (in grams) of each item as determined by the student
SAT21208	The student will use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams and indicate or select the object with more or less mass.	• Videotape of the student using a scale to measure the mass of objects and then marking which has more mass or less mass
SAT21209	The student will select and use the appropriate tool for measuring a liquid and will identify the capacity (volume) of the liquid measured by recording it on a worksheet using the appropriate units for volume.	• Student work product with tools the student selected and used and the capacities (in volume units) of different liquids recorded by the student
SAT21210	The student will use appropriate tools to measure (measuring spoons, cups, beakers, etc.) and compare the capacity (volume) of two or more amounts measured in standard units by indicating which set of compared liquids has more (or less) capacity.	• Videotape of the student using the appropriate tools to measure the capacity of objects and then marking which has more or less capacity
SAT21304	The student will measure the lengths of the sides of classroom objects (e.g., desk, blackboard, shoe, etc.) using a meter stick or ruler and will compare the lengths by placing objects in order of length.	• Student work product of a scrapbook containing pictures of classroom objects placed in order by their length
SAT21305	The student will weigh a set of familiar objects in kilograms and order them according to their mass.	• Student work product of a list of five or more objects and their mass in order from least to greatest
SAT21306	The student will recognize, name, and use appropriate tools by selecting a tool from a set, indicating the tool's name, demonstrating how to use it, and recording the measurement in standard units for capacities (volumes), length, and/or mass.	• Videotape of the student selecting, naming, and using the appropriate tools to measure the capacity, length, and/or mass of objects then recording measurement on a chart

GLIs and Essences MATH – Grade 4

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 49	4.M.8	Make change, using combined coins and dollar amounts	• Make change, using combined coins and dollar amounts • Calculate elapsed time in hours and half hours (not crossing A.M./P.M.) and in days and weeks, using a calendar
	4.M.9	Calculate elapsed time in hours and half hours, not crossing A.M./P.M.	
	4.M.10	Calculate elapsed time in days and weeks, using a calendar	

AGLIs		MATH – Grade 4
Required Component 2—Strand: Measurement		
Choice Component 2—Band: Units/Estimation		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • recognize coins and their value (penny, nickel, dime and/or quarter) (22105) • recognize the value of a collection of 2 or more of the same coins (22102) • recognize the value of a collection of 2 or more coins of different value (22103) • recognize the days of the week (22104)	The student will: • make change using coins (22201) • make change using the least number of coins (22202) • order the days of the week and relate them to an activity schedule (22204) • tell time using an analog clock (22205)	The student will: • make change using coins and/or dollar amounts (22301) • use a monthly calendar to relate days to special activities or events (22302) • relate lengths of time to activity schedules using any measure of time to include seconds, minutes, hours, days, weeks, months, and/or years (22303)

*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., analog clock) 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 – Grade 4

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT22105	The student will recognize and select a requested coin (quarter, nickel, penny, and/or dime) from a set of coins and match the specific coin to its value on a chart of coin values.	• Data Collection Sheet (multi-step) recording student performance when identifying the quarter from a set of coins when asked for the quarter and indicating the correct value amount on the chart
SAT22102	The student will recognize the value of a collection of two or more of the same coins. (e.g., value of two quarters, three pennies, four dimes, etc.)	• Student work product indicating the recognition of values made by the student
SAT22103	The student will recognize the value of a collection of two or more coins of different values needed to purchase items with a given price.	• Student work product showing the given prices and coins student selected by values to equal the prices
SAT22104A	The student will recognize the days of the week when given the days of the week and distracters.	• Data Collection Sheet recording student performance when recognizing the days of the week • Student work product showing cards with days of the week pasted
SAT22104B	The student will recognize the correct days of the week by selecting the requested days and placing them on a wall calendar.	• Sequenced, captioned, dated photographs of the student identifying the correct days of the week and placing them on the wall calendar
SAT22201	The student will determine change after a purchase using values under $1.00 when given a total amount available and a total cost.	• Sequenced, captioned, dated photographs showing the student making change using coins
SAT22202	The student will make change using the least number of coins. (e.g., given change from $1.00 for purchase of $.75, $.50, $.65)	• Student work product of the change problem with the student answer and some choices that the student selected to get the answer with the least amount of coins
SAT22204	The student will order the days of the week and place activity cards on the days they generally occur. (e.g., library on Monday, pizza for lunch on Friday, etc.)	• Student work product of the days of the week in order and activities placed on the days they generally occur
SAT22205	The student will tell time to the hour, half hour, quarter-hour, and/or minute using an analog clock.	• Student work product consisting of a worksheet with a variety of clocks with the time indicated underneath each clock

SAT22301	The student will make change using coins and/or dollar amounts based on a purchase. (e.g., give change from a quarter for an item that costs $0.17; give change from a dollar for an item that costs $0.82; give change from $5.00 for an item that costs $3.50)	• Videotape of the student making change for a specific purchase
SAT22302A	The student will use a monthly calendar and place pictures and/or symbols of special events or activities that will be occurring on the correct day within the chart. (e.g., holiday, doctor appointment, birthdays, etc.)	• Student work product of a calendar with special events or activities indicated 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.
SAT22302B	The student will use a monthly calendar of special events or activities to write the date they occur on a separate worksheet.	• Student work product of a given activity and event and the student recorded date it is to occur from the students monthly calendar
SAT22303A	The student will relate the length of time a specific activity (e.g., reading, music, break, etc.) is scheduled for using a daily schedule to indicate the duration (e.g., 35 minutes) next to the activity.	• Student work product of a daily schedule with the student recorded length of time each activity will run for in a given day 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.
SAT22303B	The student will relate time to activities by using a monthly calendar to determine how many weeks, and/or days are left until a special event occurs.	• Videotape of the student using a calendar to determine how much time is left until an event occurs

Science
NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences SCI – Grade 4

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 6	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	• Observe objects and events and ask questions about them • Describe observations about objects or events • Identify similarities and differences in various observations

AGLIs		SCI – Grade 4
Required Component 1—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)		
Choice Component 1—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 1		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶		**More Complex**
The student will: • interact with objects (11104) • make observations about events or objects (11105) • recognize similarities between objects (11106) • recognize differences between objects (11107)	The student will: • identify similarities among objects or events (11203) • identify differences among objects and/or events (11204) • sort objects according to similarities (11205) • sort objects according to differences (11206)	The student will: • describe observations of objects and/or events (11303) • ask questions about objects and/or events they observe (11302) • sort objects according to similarities and differences (11304) • recognize similarities and differences between objects (11305)

*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., event, object, observation, 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 – Grade 4

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11104A	The student will interact with a variety of objects that have different characteristics using his/her sense(s). (e.g., objects such as— leaf, flower, sandpaper, cotton, silk, soil, fur; texture characteristics such as— rough, smooth, bumpy, prickly; object characteristics such as—warm, cool, etc.)	• Data Collection Sheet recording student performance when the student holds, feels and/or smells different objects using his/her sense(s)
SAT11104B	The student will interact with three or more sensory items after each object is put into his/her hand by listening to it, touching it, looking at it, or tasting it. (e.g., smell-lemons, taste-sweet/sour, hear-drums, feel-rough/smooth, etc.)	• Sequenced, captioned, dated photographs of the student interacting with objects
SAT11104C	The student will interact with objects by selecting an object of the same texture as a given textured object.	• Student work product showing matching textured papers • Videotape of the student selecting matching textured items
SAT11105A	The student will observe which objects float when placed in water.	• Videotape of the student observing a scientific investigation of objects placed in a tank of water
SAT11105B	The student will observe weather events over a period of time.	• Sequenced, captioned, dated photographs of student observing an approaching storm • Data Collection Sheet (time-segment) recording student performance when observing weather over a 1 day period.
SAT11106	The student will recognize objects with similar characteristics when given a set of objects. (e.g., two blue squares are grouped together because they are all a similar color and shape. The student would circle which objects belong to that group: choices given blue square, yellow circle, blue square, green triangle)	• Videotape of the student selecting objects • Student work product showing the grouped items and the items the student selected as belonging to the group
SAT11107	The student will recognize objects with different characteristics from a given set of objects. (e.g., three red circles are grouped together by shape and color. The student would circle objects different from that group: choices given red circle, black triangle, red circle, orange heart)	• Student work product showing the grouped items and the items the student chose as not belonging to the group

SAT11203	The student will identify similarities by indicating two or more similarities of a given set of objects or events. (e.g., orange, apple, cookie—food, round; elephant, hippopotamus, giraffe—animals, large; etc.)	• Student work product showing the objects or events with the similarities indicated (circled, highlighted, written, etc.) • Sequenced, captioned, dated photographs or videotape of the student labeling sets of objects or events with symbol or word cards of the similarities
SAT11204	The student will identify differences by indicating two or more differences of a given set of objects or events. (e.g., two different types of leaves, two different animals, blizzard vs. hurricane, etc.)	• Student work product showing the objects or events with the differences written or selected for each set • Videotape of the student identifying differences by stating or signing the differences between the two items or events
SAT11205A	The student will sort objects into groups according to similar physical characteristics. (e.g., similarities when sorting by texture and color, weight and height, shape and size, etc.)	• Sequenced, captioned, dated photographs or videotape of the student sorting the objects by similar physical characteristics
SAT11205B	The student will sort objects by two or more similarities given a group of objects. (e.g., items (orange, plum, apple) are sorted together which are a similar shape (round) and are all food; items (picture frame, window, book) are sorted together which are a similar shape (rectangle) and are all non-living; etc.)	• Student work product of items sorted by similarities under the correct heading (Similar and Not Similar)
SAT11206	The student will sort boughs by their different physical characteristics, given a group of tree boughs (pines, maples).	• Sequenced, captioned, dated photographs (1. Examining boughs; 2. Separating boughs into groups according to leaf shape and coloration; 3. Finished product of groups)
SAT11303	The student will describe what happens to objects when they are placed in water. (e.g. boats float, rocks sink)	• Student work product showing what the student marked or indicated that the objects did when placed in water • Data Collection Sheet (multi-step) recording student responses to the teacher's questions about what happened to a specific object when it was placed in water
SAT11302A	The student will ask questions related to the weekly science experiment that he/she observed. (e.g., questions such as—Did it work? What happened? Why did it happen? How long did it take? etc.)	• Audio- or videotape of the student asking questions about a science experiment
SAT11302B	The student will ask questions about why an unusual event shown in a picture happened. (e.g. a picture of a car in a river)	• Audiotape of the student looking at a picture and asking questions about the event in the picture

SAT11304	The student will sort items found in nature by similarities and differences. (e.g., rocks, twigs, insects, etc.)	• Sequenced, captioned, dated photographs of the student creating a poster board showing items sorted according to the similarities and differences (plants, seeds, rocks, insects, etc.) • Videotape of the student reporting on similarities and differences between the items
SAT11305A	The student will recognize similarities and differences by sorting objects into their category using distinguishing characteristics. (e.g., tree limbs of pine and oak: similarities both are from trees and are from a living object, differences texture and size; two different types of pines: similarities same type of tree and needles are maintained all year, differences needle size [short, long] and where it grows best)	• Audio- or videotape of the student placing objects into groups by their similarities and differences from the same category with distinguishing characteristics
SAT11305B	The student will recognize similarities and differences, by answering questions, such as "why are these similar (different)?" or "what makes these similar (different)?" (e.g., blue sweater, red T-shirt, green coat: similarities they are all clothing and worn on the top part of your body; differences they are all different colors and a coat is worn outside to keep us warm)	• Student work product showing the items, and the questions the student answered about similarities and differences between the objects

GLIs and Essences SCI – Grade 4

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 6	S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature and time. S2.3a Use appropriate “inquiry and process skills” to collect data S2.3b Record observations accurately and concisely	• Plan and develop procedures for exploration • Identify materials needed for exploration • Implement an exploration • Report observations

AGLIs		SCI – Grade 4
Required Component 1—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)		
Choice Component 2—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶		**More Complex**
The student will: • recognize scientific tool(s) used in a simple investigation (12101) • attend to someone conducting a single step for a simple investigation (12102) • complete a single step of a simple investigation (12103) • recognize the general outcome of the procedure (12104)	The student will: • identify the purpose of common tool(s) and/or material(s) needed for a simple investigation (12201) • complete two steps of a simple investigation (12202) • recognize the planning steps of a simple investigation (12203) • identify specific results of the investigation (12206) • sequence the steps of a familiar investigation (12205) • identify tools needed in a simple investigation (12207) • identify materials needed in a simple investigation (12208)	The student will: • gather common tools and materials that will be needed for a simple investigation (12305) • plan a simple investigation (12302) • implement the steps of a simple investigation (12303) • report specific results of a simple investigation (12306)

*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., scientific tool, investigation, 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 – Grade 4

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12101A	The student will recognize scientific tool(s) by selecting the scientific tool(s) used in a simple investigation when given a choice of classroom and scientific tools. (e.g., simple investigation of air temperature at various times in a day: pencil vs. thermometer, simple investigation of distance traveled by an object: chalk vs. yardstick, etc.)	• Student work product with the student circled scientific tool(s) for a specific investigation (e.g., the thermometer for the temperature investigation, the yardstick for the distance investigation, etc.) • Data Collection Sheet (multi-step) recording student performance when selecting scientific tool(s)
SAT12101B	The student will recognize scientific tool(s) that was used after observing a simple investigation.	• Student work product with pictures of tools, some used, and some not used, where the student circles the scientific tool(s) that was used in the investigation
SAT12101C	Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer.	• Videotape of the student selecting the tool to investigate water temperature
SAT12102	The student will attend by watching the teacher complete a single step of a simple investigation.	• Data Collection Sheet (time-segment) recording student performance in attending to the teacher completing a single step for a simple investigation
SAT12103	The student will complete a single step of a simple investigation that involves two or more steps.	• Sequenced, captioned, dated photographs of the student placing salt in a tin can after the teacher placed ice in the tin can to discover how dew or frost are formed
SAT12104	The student will recognize the outcome of an investigation once it is complete by selecting a picture or symbol representing the result.	• Student work product where the student selects the correct picture or symbol depicting the outcome of a simple investigation and glues it onto the worksheet • Data Collection Sheet recording student performance selecting the appropriate outcome given a set of choices
SAT12201A	The student will identify one purpose of a tool or material used in an investigation, given three or more choices.	• Videotape of student selecting one purpose of a thermometer (investigate water temperature) • Student work product showing a list of tools and purposes with lines drawn by the student to match them up

SAT12201B	The student will identify the purpose of a common tool, when given the purpose and a choice of tools to select from. (e.g., "tells which is heavier" scale)	• Student work product where the student circles or places a thumbprint on the correct tool
SAT12202A	The student will complete two steps of a simple experiment. (e.g., sinking and floating - step one: identify the objects to use, step two: put the objects in a bucket, and step three: observe the results)	• Videotape of the student completing two steps of a three step experiment
SAT12202B	The student will complete two steps of a simple investigation by following visual or oral directions.	• Data Collection Sheet (multi-step) of student completing two steps of a simple investigation • Sequenced, captioned, dated photographs of a snowfall investigation: 1. Student getting a yardstick (gathering material) 2. Student placing yardstick in the snow 3. Student observing teacher placing red mark on the yardstick at snow level
SAT12203	The student will recognize the planning steps of a simple investigation, by selecting from a sequence of three photos, which photo shows the planning stage.	• Student work product indicating where student selects the appropriate photo on a worksheet • Data Collection Sheet of student selecting photo of planning stage
SAT12206	The student will identify the results of a simple investigation by selecting the card that illustrates the result when given three picture cards.	• Student work sample with the picture card representing the results glued in the results space • Data Collection Sheet where student identifies the card that illustrates the result of a simple investigation
SAT12205	The student will sequence steps of a simple investigation by placing photographs of him/her involved in actual investigation in the correct order.	• Student work product of photographs sequenced to show steps of a simple investigation
SAT12207	The student will identify tools needed to perform a simple investigation given the investigation procedures. (e.g., balance, beaker, thermometer)	• Student work product showing a variety of tools – The student circles the tools needed for the investigation • Videotape of the student identifying the tools needed for the investigation
SAT12208	The student will identify materials needed to perform a simple investigation given the investigation procedures. (e.g. salt, water, celery, sugar)	• Videotape of the student identifying materials needed for the investigation • Student work product showing a variety of materials – The student circles the materials needed for the investigation
SAT12305	The student will gather tools and materials needed to conduct an investigation by placing them in a bin, when given the investigation.	• Data Collection Sheet (multi-step) where the student gathered each tool and material needed for each step is recorded • Videotape of the student gathering tools and materials needed to conduct the procedure
SAT12302	The student will plan a simple investigation by determining the steps needed to test a given hypothesis. (e.g., the object will sink)	• Student work product showing student drawings of steps of the investigation

SAT12303	The student will implement steps of a simple investigation by performing an experiment to test if ice melts in the refrigerator.	• Videotape of the student performing the steps of the simple investigation • Data Collection Sheet (multi-step) where each step of the investigation would be a step on the chart
SAT12306A	The student will report the results of a simple investigation by creating a simple data table/graph. (e.g., using a simple tally to illustrate results, placing objects on a bar graph according to results)	• Student work product that contains student created pictures that illustrate the results of the experiment
SAT12306B	The student will report the results of an investigation at its conclusion.	• Videotape of the student activating a voice output device, given two choices to report the results of an investigation to the class

GLIs and Essences SCI – Grade 4

Required Component 2—Standard: 4-The Living Environment

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 18–19	**3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.** 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction. • wings, legs, or fins enable some animals to seek shelter and escape predators • the mouth, including teeth, jaws and tongue, enables some animals to eat and drinkeyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings • claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food • some animals have parts that are used to produce sounds and smells to help the animal meet its needs • the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change) 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction. • roots help support the plant and take in water and nutrients • leaves help plants utilize sunlight to make food for the plant • stems, stalks, trunks, and other • similar structures provide support for the plant • some plants have flowers • flowers are reproductive structures of plants that produce fruit which contains seeds • seeds contain stored food that aids in germination and the growth of young plants 3.1c In order to survive in their environment, plants and animals must be adapted to that environment. • seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals • leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture • animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration **3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.** 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment. 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.	• Understand that animals and plants have different structures that are essential for growth, reproduction, and survival • Understand that animals and plants adapt to their environment

AGLIs SCI – Grade 4

Required Component 2—Standard: 4-The Living Environment

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 3

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

The student will: • distinguish between plants and animals (22105) • identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22106) • identify different plants or animals found in different places (22107) • recognize the environment in which an organism is typically found (22104)	The student will: • identify the function of basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22204) • associate some characteristic features of plants or animals with certain environments (e.g., heavy fur for cold climates, thick stems for dry areas, etc.) (22205) • identify the part that is missing from a specific plant or animal (22203)	The student will: • identify that animals or plants have different structures that are essential for growth, reproduction, and/or survival (22303) • recognize how animals or plants adapt to their environment (22304)

*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., plant, animal, organism, 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 – Grade 4

Required Component 2—Standard: 4-The Living Environment

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT22105A	The student will distinguish between plants and animals. (e.g., flowers, trees, cats, humans, etc.)	• Student work product of a scrapbook containing labeled pages with pictures of plants and animals on correct pages
SAT22105B	The student will distinguish between plants and animals by sorting a group of pictures into categories.	• Student work product in which the student glues pictures of plants on one side of the page labeled plants and pictures of animals on the other side of the page labeled animals • Sequenced, captioned, dated photographs of the student completing the activity 1. All pictures 2. Partially complete 3. Finished 4. Final product
SAT22106A	The student will identify basic structures of a plant (or a animal) by selecting the appropriate structure from a group of the different structures.	• Videotape of the student selecting a structure from a group when the structure is named
SAT22106B	The student will identify basic plant or animal structures by labeling a diagram of a plant (or animal) with the basic structures.	• Student work product with labels placed on basic structures
SAT22107	The student will identify animals found in different environments. (e.g., fish – water, bear – woods, etc.)	• Student work product of the environment given with the animal pasted next to it
SAT22104A	Given a set of animals or plants, the student will recognize the environment in which it is typically found. (e.g., cactus – desert, penguin – Antarctica, whale – ocean, etc.)	• Sequence, captioned, dated photographs of the student completing a diorama of the environment in which the animals or plants live
SAT22104B	Given a tree and a fish bowl, the student will recognize the environment in which a bird is found by placing the bird in the tree.	• Videotape of the student placing animals into appropriate habitats

SAT22204	The student will identify the function of a plant or animal structure, given a list of structures. (e.g., wings – for flying, roots – for taking in water, etc.)	• Student work product where the student glues a picture or symbol to fill in the blank (e.g., birds have wings in order to fly; plants have roots in order to take in water) • Student work product where the student matches (draws lines to) function with a structure • Video- or audiotape of the student providing verbal answers to questions regarding the function of a plant or animal structure
SAT22205	The student will associate characteristic features of animals that help them survive in their environment, given an environment and a list of animal characteristics. (e.g., thick fur, padded feet, brown eyes – Which helps a polar bear survive in the arctic?)	• Student work product where a variety of characteristics are listed – Student places an X on those characteristics that help an animal survive in its environment
SAT22203	The student will identify the part that is missing on a diagram of a specific plant or animal.	• Sequenced, captioned, dated photographs of the student selecting the correct picture card to complete a diagram • Student work product with the missing part drawn or glued onto the worksheet
SAT22303	The student will identify the different plant structures used in reproduction or growth.	• Student work product with reproductive or growth parts labeled • Videotape of the student naming the reproductive or growth parts of a model or poster of a plant
SAT22304A	The student will recognize how animals adapt to their environment by selecting an adaptation that occurs during a certain time of year. (e.g., animals get thicker fur in winter, bears hibernate, birds fly south, etc.)	• Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (winter) 1. Animal fur gets __(thicker/thinner) 2. Birds_____(fly south/ hibernate) 3. Bears _____(hibernate /fly south)
SAT22304B	The student will recognize how animals adapt to their environment by indicating an adaptation or survival technique given different animals. (e.g., a chameleon changes color to match its environment, some insects look like a stick or dead leaf matching their environment, etc.)	• Student work product showing a specific animal and its survival technique

GLIs and Essences SCI – Grade 4

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 13	**2.1 Describe the relationship among air, water and land on Earth.** 2.1a Weather is the condition of the outside air at the particular moment. 2.1b Weather can be described and measured by: • temperature • wind speed and direction • form and amount of precipitation • general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth. • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, snow, sleet, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground 2.1d Erosion and deposition result from the interaction among air, water, and land. ○ interaction between air and water breaks down Earth materials ○ pieces of Earth material may be moved by air, water, wind, and gravity ○ pieces of Earth material will settle or deposit on land or in the water in different places ○ soil is composed of broken-down pieces of living and nonliving Earth material 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.	• Recognize that weather components (temperature, wind speed, etc.) can be described and measured • Understand that erosion, deposition, extreme natural events, and the water cycle impact the environment

AGLIs	SCI – Grade 4
Required Component 2—Standard: 4-The Physical Setting/Earth Science	
Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2		
Less Complex ◀ · · · · · ◀ · · · · · ◀ · · · · · ▶ · · · · · ▶ · · · · · ▶ **More Complex**		
The student will: • identify at least one component of the daily weather (e.g. general wind speed or direction, general temperature, precipitation, or cloudiness) (32106) • identify the appropriate tool(s) for measuring weather conditions (e.g. thermometer, wind vane) (32102) • recognize erosion (32107) • recognize deposition (32108) • recognize storms (extreme natural events) (32104) • recognize liquid or solid forms of water (32109)	The student will: • distinguish between various weather conditions (e.g. sunny or cloudy, hot or cold, windy or quiet, rainy or dry) (32201) • recognize that a thermometer indicates how hot or cold something is (32202) • recognize that a wind vane indicates the direction the wind is blowing (32209) • identify evidence of erosion (32210) • identify evidence of deposition (32211) • recognize liquid and solid forms of water (32212) • attend to water being evaporated (i.e. steam from heated water) (32206) • attend to water being frozen (i.e. ice cube trays with water placed in a freezer and removed with ice) (32207) • recognize that natural events change land (32208)	The student will: • describe multiple elements of daily weather (e.g. sunny, cold, and windy) (32308) • identify the temperature as indicated by a thermometer (32302) • identify the wind direction as indicated by a wind vane (32303) • identify that material is being “moved away” during erosion (32309) • identify that material is being “added to” during deposition (32310) • identify the gas form of water (32305) • recognize that liquid, solid, and gaseous forms of water are interchangeable (32306) • describe ways that extreme natural events affect the environment (32307) • identify liquid and solid forms of water (32311)

*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 conditions, deposition, erosion, wind vane, forms of water, 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 – Grade 4

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT32106A	The student will identify one component of daily weather by recording the weather (e.g., temperature, sunny, cloudy, or precipitation) on a daily weather chart.	• Student work product of a daily chart with a picture that indicates the temperature component as hot/cold/warm/cool Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.
SAT32106B	The student will identify one component of weather for that day, when given two switches with weather choices, by hitting the appropriate switch.	• Videotape of the student making weather choices
SAT32102	The student will identify tools used to measure weather conditions from a group of tools or pictures of weather and non-weather tools.	• Student work product with weather tools circled • Sequenced, captioned, dated photographs of the student selecting a weather tool from a choice of two items
SAT32107	The student will recognize erosion by selecting pictures that show erosion.	• Student work product with pictures that the student selected to show erosion
SAT32108	The student will recognize deposition by selecting pictures that show deposition. (e.g., sand dune, delta, etc.)	• Sequenced, captioned dated photographs of the student selecting pictures of a sand dune or delta from a series of pictures
SAT32104	The student will recognize storms (extreme natural events) by selecting pictures that show storms. (e.g., thunderstorm, blizzard, hurricane, etc.)	• Student work product with pictures that the student selected • Videotape of the student selecting storm pictures
SAT32109	The student will recognize liquid forms of water by selecting pictures that represent "liquid" water (e.g., water in a glass, river, ocean, etc.) when given pictures of liquids and solids.	• Sequenced, captioned, dated photographs of the student selecting liquid water • Student work product of picture cards selected by the student to represent a liquid water
SAT32201	The student will distinguish between various weather conditions by labeling pictures of the weather conditions.	• Student work product showing student performance when labeling pictures as sunny or cloudy, hot or cold, rainy or dry

SAT32202	The student will recognize that a thermometer indicates how hot or cold something is by indicating the general temperature (hot/cold) on a thermometer picture when shown pictures of extreme weather or environments. (e.g., arctic snowstorm, sun drenched desert, etc.)	• Student work product of a thermometer picture colored in to indicate the general temperature for a weather picture attached
SAT32209A	The student will recognize the purpose of a wind vane by selecting a wind vane when asked which tool indicates the direction of the wind.	• Student worksheet with pictures of tools circled by the student that indicate the tools that tell wind direction
SAT32209B	The student will recognize that a wind vane indicates the direction from which the wind is blowing, by selecting the correct wind vane to show wind direction. (e.g., using a fan to produce wind or going outside—matching pictures of wind direction to wind vane direction)	• Videotape of the student making or using a wind vane and indicating the direction of the wind • Student work product where student draws a wind vane to show wind direction at the present time
SAT32210A	The student will identify evidence of erosion by selecting those stones which have been eroded by water. (e.g., selection of round smooth stones instead of rough jagged stones)	• Sequenced, captioned, dated photographs of the student selecting stones smoothed by water erosion
SAT32210B	The student will identify evidence of erosion after observing investigations that involve erosion by indicating the before and after pictures showing evidence of erosion.	• Videotape of the student observing an investigation and pointing to the before and after pictures showing evidence of erosion
SAT32211	The student will identify evidence of deposition left as a result of the process of erosion.	• Student work product with the deposition labeled • Videotape of the student identifying (pointing to) the deposition after an erosion investigation
SAT32212	The student will recognize liquid and solid forms of water by categorizing pictures of various forms of water. (e.g., glass of water, lake, ice, snowman)	• Student work product with pictures of water glued under specific headings of liquids and solids
SAT32206	The student will attend to an investigation about water evaporating.	• Data Collection Sheet (time-segment) charting the student attending to the investigation about water evaporating
SAT32207	The student will attend to an investigation about water freezing.	• Data Collection Sheet (time-segment) charting the student attending to the investigation about water freezing
SAT32208	The student will recognize that natural events change land by matching pictures of land changes and pictures of natural events that could have caused them. (e.g., earthquakes leave fissures (cracks) in the land, glaciers carve out lakes, flooding caused by heavy rain, etc.)	• Student work product with land changes and the picture or name of the natural event that may have caused it pasted next to each other

SAT32308	The student will describe multiple elements of daily weather by charting at least two weather conditions each day. (e.g., sunny/hot, rainy/windy/cold, etc.)	• Student work product-chart of daily weather conditions 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.
SAT32302	The student will identify the temperature by reading or selecting and recording the temperature indicated on a thermometer.	• Student work product-weekly chart of daily temperature 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. • Sequenced, captioned, dated photographs of the student reading, recording and charting the temperature
SAT32303	The student will identify the wind direction by using a wind vane to indicate the direction of the wind.	• Student work product-weekly chart with the direction of the wind recorded for each day 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.
SAT32309	The student will identify what happens to soil or rock during erosion by labeling the various pictures with “moved away” where appropriate.	• Student work product of the erosion process with pictures labeled moved away or the pictures of erosion circled
SAT32310	The student will identify that material is being “added to” during deposition by describing what happens to soil or rock during this process.	• Videotape of students modeling what happens to soil at the delta of a river during deposition and then explaining the deposition process
SAT32305	The student will identify the gas form of water by labeling a diagram indicating water vapor as the gaseous form of water.	• Videotape of the student indicating water vapor between evaporation and cloud formation on a large wall diagram of the water cycle
SAT32306	The student will recognize that water can change forms by participating in an investigation that takes water from its solid state to its gaseous state and label each state as it occurs.	• Videotape of the student hitting a voice output device as each stage takes place “It is all solid.” “It is all liquid.” “It is all gas.” Teacher places ice in pan (solid), applies heat (liquid), continues to apply heat (gas) • Data Collection Sheet or student work product with three steps indicating that student labeled each stage: 1 for a solid, 2 for a liquid, 3 for a gas
SAT32307	The student will describe how an extreme natural event changes the environment by creating a poster or a paragraph that describes the event and the changes. (e.g., Winds of a hurricane topple trees. Lightening from a thunderstorm starts forest fires. Fire clears land.)	• Student work product of the natural event and the change that occurred from it

SAT32311A	The student will identify liquid and solid forms of water. (e.g., identifying water as a liquid, then participating in putting the water in a freezer, then participating in removing the water from the freezer, then recognizing ice or "solid water")	• Sequenced, captioned, dated photographs of the student's identifying various forms of water
SAT32311B	The student will identify liquid and solid forms of water by placing pictures of water in various states on a chart labeled solid and liquid.	• Student work product of a chart divided into columns for liquid and solid. The student places pictures of water in different states under correct heading. (Pictures: lake, glass of water, ice cubes in a tray)

English Language Arts (ELA) NYSAA Frameworks

Grade 5

New York State Alternate Assessment

GLIs and Essences ELA – Grade 5

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. 39	• Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance	• Locate and use school and public library resources to acquire information • Read to collect facts and ideas • Develop ability to compare and contrast information • Identify main ideas in informational texts

AGLIs ELA – Grade 5

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:	The student will:	The student will:
• attend to or read to identify text feature(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101) • locate the school library (11102) • recognize that some texts contain factual information (11103) • recognize that illustration(s) and/or other text feature(s) contain factual information (11104) • attend to or read to find fact(s) in informational text(s) (11105)	• locate and/or use the school library (11201) • locate organizational text features in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11208) • use text feature(s) such as a caption, map and/or chart to gather information (11203) • recognize facts (11204) • read to collect facts about a topic (11205) • recognize main idea(s) in informational text(s) (11206) • recognize the similarities or differences between two topics (11207)	• use the school library resources to find information (11311) • use the school library to acquire information on two or more related topics (11312) • locate the public library (11303) • use text organizational features to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313) • use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314) • collect facts and/or ideas from two or more texts about a topic (11315) • recognize statements of opinion (11307) • restate or paraphrase collected facts and/or ideas (11308) • identify main idea(s) in informational texts (11309) • compare or contrast facts or ideas pertaining to a single topic (11310)

*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., text feature, informational text, facts, main idea, 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 – Grade 5

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
SAT11101	The student will attend to or read a text and identify the title of the text when presented with choices of different text features.	• Sequenced, captioned, dated photographs of the student attending to or reading a text and then selecting the title of the book from three text features (e.g. the table of contents and a picture from the text)
SAT11102	The student will locate the school library using a map of the building.	• Videotape of the student locating the school library • Sequenced, captioned, dated photographs of the student following specific steps to locate the school library
SAT11103	The student will recognize a text that contains factual information when presented with a nonfiction text and a fable/fairy tale (fictional) text.	• Data Collection Sheet recording student performance selecting the factual text • Sequenced, captioned, dated photographs of the student making choices between two texts to indicate which one contains factual information
SAT11104A	The student will recognize one fact when shown an illustration containing a graph or a chart.	• Student work product including the illustration and the fact that the student identified (reference sources of illustrations may be newspapers, children's Time magazine, etc.)
SAT11104B	The student will recognize one fact when shown a text feature containing factual information.	• Student work product showing the text feature with the fact highlighted, marked, or circled
SAT11105	The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read.	• Student work product showing the text with the facts underlined or highlighted • Data Collection Sheet recording student performance when identifying facts within a text being read to him/her
SAT11201	The student will select and check out a book from a library shelf that is appropriate for personal reading or school work.	• Sequenced, captioned, dated photographs of the student using the school library by going to a certain section of the library, selecting, and checking out a book
SAT11208	The student will locate two or more organizational text features in a selected text as requested by the teacher.	• Student work product with the page numbers of different text features listed after each feature • Sequenced, captioned, dated photographs of the student locating different text features in a selected text

SAT11203A	The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms.	• Student work product of a map of the school where the student marked the exits and restrooms indicated on the map
SAT11203B	The student will use text features to gather information by answering questions based on information provided by the features being addressed. (e.g., maps, charts, illustrations, bus/train schedules, etc.)	• Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified • Videotape of the student looking at a map and answering questions based on information on the map, chart, etc.
SAT11204	The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion.	• Student work product with statements labeled as fact or opinion
SAT11205	The student will collect facts about a topic based on reading or listening to a text read aloud.	• Student work product that includes a listing of facts collected from different texts relating to one topic
SAT11206A	The student will recognize main idea in an informational text read or listened to by selecting the main idea from choices including the main idea and other details. (e.g., directions given to student "What is the main idea of the text we/you just read?"; Note: need to use vocabulary specific to main idea)	• Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea
SAT11206B	The student will recognize main idea in an informational text by indicating or marking the main idea within the text read or listened to. (e.g., directions given to student "What is the main idea? Underline or highlight the main idea in the text."; Note: need to use vocabulary specific to main idea)	• Student work product that includes the informational text or article with the main idea underlined, highlighted, circled, etc.
SAT11207	The student will recognize the similarities between two different topics. (e.g., topics: dog/cats, forest animals/jungle animals, rain/snow, etc.)	• Student work product of a Venn diagram with the similarities between the two topics filled in on the graphic organizer • Videotape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities
SAT11311	The student will use a selection of library books to identify information about one topic.	• Student work product of pictures, illustrations, and/or phrases that outline information gathered from books with sources listed
SAT11312	The student will use the school library to acquire information on two or more related topics by collecting information from the text(s) in the reference section and/or computer in the school library.	• Student work product showing the two related topics and the facts or details the student collected from the school library's resources with a notation of the resource(s) used
SAT11303	The student will locate the public library using a map of the city or neighborhood.	• Videotape of the student locating the public library • Sequenced, captioned, dated photographs of the student locating the public library on a map

SAT11313A	The student will use organizational features to locate facts and/or ideas in informational text.	• Videotape of the student looking at the table of contents and locating specific chapters in the book
SAT11313B	The student will use text features to locate definitions of vocabulary words given by the teacher.	• Student work product with the words, definitions, and where the definitions were found
SAT11314	The student will use the table of contents, illustrations, and captions in a book to gather information for completing a project.	• Videotape of the student looking at the table of contents, illustrations, and captions from a book and sequencing the steps for completing a project
SAT11315	The student will collect facts and/or ideas from two or more texts about a topic and record them on a graphic organizer.	• Student work product of pictures, illustrations, and/or phrases that outline information gathered from two or more texts
SAT11307	The student will recognize statements of opinion in a text read or listened to, containing statements of fact and opinion, by highlighting or underlining the opinion statements in the text.	• Student work product with opinions highlighted or underlined • Data Collection Sheet recording student performance when recognizing statements of opinion
SAT11308	The student will restate or paraphrase two or more facts or ideas he/she collected from a text read aloud by recording his/her restated or paraphrased fact or idea when given the original fact or idea.	• Student work product showing the original facts or ideas and the student's restated or paraphrased facts or ideas • Audiotape of student restating or paraphrasing facts or ideas from a text
SAT11309	The student will identify main idea(s) in two or more informational texts or articles that are about a similar topic. (Note: need to use vocabulary specific to main idea)	• Student work product showing the main idea(s) indicated by the student from different texts relating to animals, sports, etc.
SAT11310	The student will compare facts or ideas relating to a single topic using a graphic organizer.	• Student work product of completed graphic organizer comparing facts or ideas for a given topic

GLIs and Essences

ELA – Grade 5 (cont'd)

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 39	• Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives	• Select and read literature for understanding • Relate setting, plot, and characters in literature to others' lives and/or to one's own life • Define characteristics of different genres • Record significant details about characters and events in stories • Identify ways in which characters' actions change and develop throughout a story

AGLIs

ELA – Grade 5 (cont'd)

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 2

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

The student will:	The student will:	The student will:
• attend to or read familiar book(s) (12101) • recognize literary term(s) (plot, character and/or setting) in literary text(s) (12108) • recognize plot means the sequence of events or action of a narrative (12103) • relate text to a personal experience (12104) • recognize explicit motive(s) of character(s) (12105) • identify the meaning of the term(s) plot, character and/or setting (12106) • answer questions about plot, character, and/or setting of text(s) (12107)	• select and read literature with fluency (12201) • describe literary terms (plot, character and/or setting) in literary text(s) (12208) • demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209) • relate text to a personal experience (12204) • identify explicit motive(s) of character(s) (12210) • identify favorite and/or least favorite part(s) of a story (12206) • make prediction(s) about the ending of story (12207)	• make prediction(s) based on clues in the story (12307) • relate setting, events, and/or a character to personal experience or the experience of others (12302) • identify key details about setting, plot, and/or characters (12303) • identify implicit motives of characters (12304) • identify change(s) in character(s) in a story (12305) • identify characteristics of texts to differentiate genres (12306)

*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., literary term, plot, character, setting, 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 – Grade 5 (cont'd)

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12101	The student will attend to or read a familiar nonfiction and/or fiction book.	• Data Collection Sheet (time-segment) recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction book
SAT12108A	The student will recognize literary term(s) (plot, character, and/or setting) by labeling picture(s) from a literary text(s) with the correct term(s). (Note: need to use vocabulary specific to plot, character, and/or setting)	• Videotape of the student selecting plot, character, and/or setting and placing it with a picture from the literary text that illustrates it (e.g., plot—with a picture depicting events in the story)
SAT12108B	The student will recognize literary term(s) (plot, character, and/or setting) by placing picture(s) from a literary text(s) next to the term to illustrate it. (Note: need to use vocabulary specific to plot, character, and/or setting)	• Student work product showing the term(s) and picture(s) the student selected from the literary text(s) that represent the term(s)
SAT12103A	The student will recognize the sequence of events in a plot by using pictures from the book to identify the beginning and ending of the story. (Note: need to use vocabulary specific to plot)	• Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story • Student work product with pictures from the story labeled beginning and end
SAT12103B	The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative. (Note: need to use vocabulary specific to plot)	• Student work product indicating the story and the two plot pictures the student chose to represent only the plot
SAT12104	The student will relate an event in the plot to a personal experience by drawing or choosing a picture that shows the event and how it relates to his/her own experience.	• Student work product of the student's drawings or student-selected pictures that show an event from story and a similar event from personal experience
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive, given a set of choices.	• Student work product of selected pictures or words that relate to the explicit motive(s) of a character

SAT12106	The student will identify the meaning of plot, character, and/or setting by selecting a symbol that represents plot, character, and/or setting, when given a meaning. (Note: need to use vocabulary specific to plot, character, and/or setting)	• Student work product of symbols selected that represent plot, character, and/or setting from a story
SAT12107A	The student will answer questions about plot, character, and/or setting of text after attending to a story by indicating the correct answer from a set of choices. (e.g., questions such as, "Was the plot of the story about going to school or going to the movies?", "Name/Point to two characters from the story.", "What is the setting for this story?"; Note: need to use vocabulary specific to plot, character, and/or setting)	• Sequenced, captioned, dated photographs of the student selecting pictures or phrases to answer questions specific to plot, character, and/or setting • Student work product including plot, character, and/or setting questions with student selected responses
SAT12107B	The student will answer questions about plot, character, and/or setting of text(s) by stating, signing, or writing responses to the specific questions. (e.g., questions such as, "How does the story end?", "Who is the character in the story that has a problem?", "Where are the characters and when does __(event)__ occur?"; Note: need to use vocabulary specific to plot, character, and/or setting)	• Student work product including questions and student given responses • Videotape of the student answering questions about plot, character, and/or setting
SAT12201	The student will select a book and read aloud with fluency given different literature choices during reading time.	• Data Collection Sheet recording student performance when selecting and reading fluently at an appropriate reading rate
SAT12208	The student will describe literary terms (plot, character, and/or setting) by stating, signing, or pairing cards of literary terms with appropriate examples from literary work(s). (Note: need to use vocabulary specific to plot, character, and/or setting)	• Videotape of the student describing plot, character, and/or setting as they relate to specific text(s)
SAT12209	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.; Note: need to use vocabulary specific to plot)	• Videotape of the student telling the story by drawing pictures, selecting pictures, or role playing • Data Collection Sheet (multi-step) recording student performance when responding to questions about the plot
SAT12204	The student will relate a text to a personal experience by indicating the similarities between the text and the student's own personal experience.	• Student work product of student selected pictures or written text that describes the similarities of items/events from the text and from a personal experience
SAT12210	The student will identify explicit motive(s) of character(s) by completing a chart, diagram, or graphic organizer.	• Student work product of a graphic organizer using pictures or words to show explicit motives
SAT12206A	The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part.	• Student work product of drawing or pictures identifying his/her favorite part of a story

SAT12206B	The student will identify his/her favorite or least favorite part of a story by selecting a picture that illustrates the part, when given three or more pictures illustrating different parts of the story.	• Student work product of pictures presented with the student's choice marked, circled, highlighted, etc.
SAT12207A	The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction.	• Videotape of the student discussing events that have happened and what is a logical action that will happen next • Student work product of word/picture cards selected and pasted on a worksheet about the story
SAT12207B	The student will indicate a prediction of how a story will end by writing or drawing a picture of his/her prediction.	• Student work product showing the student written or drawn prediction for the end of a story
SAT12307A	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	• Student work product of answered prediction questions
SAT12307B	The student will make a prediction based on clues from the story by indicating the prediction along with the clues that lead him/her to the prediction made.	• Student work product listing the prediction and the clues from the story that lead to the prediction
SAT12302	The student will relate setting, events, ,and/or a character of a story to personal experience or the experience of a peer by showing the comparisons between the two on a graphic organizer. (Note: need to use vocabulary specific to setting, events, and/or character)	• Student work product of completed graphic organizer with similarities indicated between the story and the personal experience for setting, events, and/or a character
SAT12303	The student will identify key details of how characters resolve problems or conflicts in the story. (Note: need to use vocabulary specific to character)	• Audiotape of the student providing the details of how the character resolves the problem or conflict • Student work product of a graphic organizer using pictures or words to show characters and how they resolved the problem or conflict
SAT12304	The student will identify the implicit motives of characters in two or more texts by indicating the appropriate answers given a set of choices related to motive.	• Student work product showing the texts and the characters with the implicit motives selected by the student for each character
SAT12305	The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes. (Note: choices should include sentence strips that outline changes and some that do not apply)	• Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story
SAT12306	The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story. (e.g., Stone Soup in fiction book form and play form—how they are different)	• Student work product of chart filled in by student with specific characteristics indicated for each type of genre

GLIs and Essences

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for **information and understanding.**		
ELA Core Curriculum (2005)	**Grade Level Indicators (GLI)**	**Essence of Indicators**
Pg. 43	• Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience	• Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion

AGLIs

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Listening-Standard 1

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • follow verbal directions having one step (31101) • respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102) • identify factual statements that can be proven true or false (31103) • identify main idea(s) in informational text (31104) • take notes (main idea) during a listening activity(s) (31106)	The student will: • follow two-step verbal directions (31201)** • distinguish between statements of fact and opinion (31207) • distinguish between main idea(s) and supporting detail(s) in informational text (31208) • distinguish relevant details from irrelevant details (31204) • take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31209) • recognize how details are related to main idea(s) and/or each other (31206)	The student will: • follow multi-step verbal directions to perform a task or assignment (31301)** • distinguish between implicit fact and opinion (31305) • identify essential details when note-taking (31303) • identify how details are related to main ideas and each other (31306)

*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, note-taking, 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.
**Directions must be given as a whole and not broken into steps when given.

SATs

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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
SAT31101A	The student will follow verbal directions that have one step related to a classroom activity. (e.g., open book to information about _____; show me the picture of the ____ in the book; look at the map of New York, etc.)	• Data Collection Sheet recording student performance when responding to verbal directions
SAT31101B	The student will follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.	• Student work product showing the directions and the task the student performed with a notation that the directions were read to the student
SAT31102A	The student will respond to simple yes or no questions related to a text posed by a speaker.	• Videotape of the student responding to the speaker's questions
SAT31102B	The student will make choices in response to questions posed by a speaker about an article read during the morning routine.	• Audiotape of the student making choices in response to the speaker's questions
SAT31102C	The student will respond to speaker (e.g., yes or no questions, choices, decisions, etc.) related to the student's personal experiences. (e.g., speaker posed questions "Do you have reading today?", "Which article would you like to listen to?", "Would you like to work on the computer to look up current events?", etc.)	• Data Collection Sheet recording student performance when responding to speaker
SAT31103	The student will identify factual statements that can be proven true or false from a newspaper (magazine) article or other nonfiction text by indicating the factual statements from a set of choices (factual and nonfactual).	• Student work product of some article text with the factual statements from the text pasted underneath the text
SAT31104	The student will identify the main idea in an informational text using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational text. (Note: need to use vocabulary specific to main idea)	• Student work product showing the text title, the choices presented to the student and the main idea of the text marked, circled, etc. by the student
SAT31106A	The student will take notes about the main idea of a text while listening to a book on tape about animals by selecting pictures/words that identify the main idea.	• Sequenced, captioned, dated photographs of the student listening to the text, being presented with choices of notes, and then making a selection that represents the main idea of what is being talked about in the book on tape

SAT31106B	The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards.	• Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher
SAT31201	The student will follow a two-step verbal direction in order to perform a task or assignment. (e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10; etc.; Note: direction must be given as a whole not broken into steps, when given)	• Videotape of the student following directions given by the teacher • Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31207	The student will distinguish between simple facts and opinions by sorting statements of each from an article read into categories.	• Student work product with facts in the article underlined and opinions in the article circled • Videotape of the student listening to the text or article and creating two piles: one for facts and one for opinions
SAT31208	The student will distinguish between the main idea and supporting detail(s) collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction. (Note: need to use vocabulary to main idea and supporting detail(s))	• Student work product of a spider graphic organizer that includes the main idea in the middle and the supporting detail(s) that go with the main idea as offshoots
SAT31204	The student will distinguish relevant details from irrelevant details by sorting cards, symbols, or pictures into two different piles representing relevant and irrelevant details after listening to a text. (e.g., topic—pet care: picture cards showing 1.feeding, 2.grooming, 3.types of pets, 4.places to get pets, and 5.exercising pets, pictures 1,2, and 5 are relevant)	• Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols, or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details • Student work product with a T-chart showing relevant and irrelevant details sorted into the specific categories
SAT31209	The student will take notes of the main idea and supporting detail(s) during a listening activity by circling the main idea and underlining the supporting detail(s). (Note: need to use vocabulary to main idea and supporting detail(s))	• Student work product with main idea and supporting details marked on an article that was done while listening to the teacher read it aloud
SAT31206	The student will recognize how details are related to main idea(s) and/or each other, while listening to weekly current event article(s) by grouping main idea with its appropriate supporting details.	• Student work product of grouped main idea and details
SAT31301	The student will listen and follow multi-step verbal directions to perform a task or assignment. (Note: direction must be given as a whole not broken into steps when given)	• Sequenced, captioned, dated photographs of the student using a meter stick to measure the classroom • Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction

SAT31305	The student will distinguish between implicit facts and opinions related to the main idea after listening to an informational text.	• Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text
SAT31303	The student will identify essential details when note-taking by selecting the essential details related to an article given a set of essential and nonessential article details.	• Student work product showing the essential details that the student selected
SAT31306	The student will identify how the supporting details are related to main ideas and the other supporting details in informational texts read by the teacher. (e.g., detail-baseball uniform with an arrow drawn by the student to the main idea-playing baseball and another arrow drawn by the student to the detail-baseball equipment given a set of choices for main idea and details, detail-sharp claws with an arrow drawn by the student to the main idea-why cats are good hunters and another arrow drawn by the student to the detail-eyes that see well in the dark given a set of choices for main idea and details, etc.; Note: need to use vocabulary to main idea and supporting detail(s))	• Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea

GLIs and Essences

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 43	• Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character's motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance	• Respond to text from different genres and authors • Listen to small group and classroom discussions to comprehend literary text • Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in the presentation of literary texts

AGLIs

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will : • attend to literary text(s) read in a small group (32101) • identify story elements (e.g., character, plot, setting, etc.) (32108) • recognize rhyme or rhythm in poetry (32109) • recognize different genres shared in small group discussions (32110) • recognize simile(s) or personification (32111) • respond appropriately to unfamiliar story(s) and/or poem(s) to show comprehension (32112) • recognize the author's message (32113)	The student will: • respond to different genres read aloud (32201) • discuss different genres read aloud to enhance comprehension and/or appreciation (32202) • identify the author's message (32206) • identify use of rhyme and/or rhythm in poetry (32207) • identify similes and personification (32208)	The student will: • respond to different genres and authors' works read aloud (32305) • take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306) • recognize that the author's message may be implied or explicit (32307) • recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

*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., story element, simile, personification, author's message, author's purpose, rhyme, rhythm, 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 – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT32101A	The student will attend to an oral reading of literary text(s) in a small group.	• Videotape of the student attending to an oral reading in a small group
SAT32101B	The student will quietly attend to a story during library class.	• Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the story
SAT32108	The student will identify story elements (e.g., plot, setting, characters, etc.) from a literary text that has been read aloud. (Note: need to use vocabulary specific to story elements (e.g., plot, character, setting, etc.))	• Videotape or audiotape of the student using oral language, pictures, or speech output devices to indicate plot, setting, and/or characters from a literary text
SAT32109A	The student will listen to recognize rhythm in poetry by clapping his/her hands in time, using a switch, making a sound, etc. to indicate when he/she hears rhythm in the poem.	• Data Collection Sheet recording student performance when indicating rhythm
SAT32109B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	• Student work product of poem with student marks, highlights, circles, etc. on each of the rhyming words
SAT32110	The student will recognize different genres that are read aloud by categorizing texts into different genre groups.	• Student work product of a graphic organizer showing categories of different genres
SAT32111	The student will recognize a simile or personification within a literary text by selecting it from a set of choices.	• Student work product showing text title, choices presented, and student-indicated choice
SAT32112A	The student will respond appropriately to show comprehension of an unfamiliar story or poem by indicating a feeling or emotion after listening to the new story or poem.	• Student work product showing the picture that represents the student's emotion or feeling after reading or listening to an unfamiliar story
SAT32112B	The student will respond appropriately to an unfamiliar story or poem by answering comprehension question(s) after listening to the story or poem.	• Student work product of answered comprehension question(s) related to the unfamiliar text
SAT32113	The student will recognize the author's message from oral reading of a literary text by indicating the appropriate author's message for the story(s) read.	• Student work product with a line drawn from book title or picture representing the book title of the story to the appropriate author's message

SAT32201	The student will respond to different genres read aloud. (e.g., drama—looking from character to character; poetry—beating the rhythm or expecting rhyme; story—anticipating the next event or the ending, laughing at humor, etc.)	• Videotape of the student responding appropriately to various genres: drama—looking from character to character; poetry—beating the rhythm or expecting rhyme; story—anticipating the next event or the ending, laughing at humor, etc.
SAT32202	The student will discuss different genres read aloud to enhance comprehension by working with a peer to create a project which documents the genres and discussion points.	• Student work product of the project completed by the student and the peer depicting the genres and the discussion points
SAT32206	The student will identify the author's message from the oral reading of literary text when given a set of choices.	• Student work product of the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud
SAT32207A	The student will listen to identify the use of rhyme in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	• Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT32207B	The student will identify the use of rhymes in poetry read aloud by highlighting the rhyming words.	• Student work product of a poem with student highlights on each of the rhyming words
SAT32208	The student will identify similes and personification in literary text.	• Videotape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the similes and the personification in the text
SAT32305	The student will respond to different genres and authors' works read aloud by writing or creating two or more statements about things he/she liked or disliked.	• Student work product of different genres and authors' works listed and the like or dislike statements created by the student for each work and genre
SAT32306A	The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.)	• Videotape or audiotape of the student using natural speech, a speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story
SAT32306B	The student will identify details related to the author's message in a small group setting by answering questions such as, " How did the author get you to understand his message?" and sharing it with the group.	• Videotape or audiotape of the student using natural speech, a speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group
SAT32307	The student will recognize that an author's message may be implied or explicit by indicating given message(s) as implied or explicit.	• Student work product showing the given author's message(s) labeled with implicit and explicit
SAT32308	The student will recognize the use of literary devices by listening to a poem and circling and/or underlining two or more examples of rhyme, personification, simile, etc.	• Student work product of the literary devices circled or underlined

Mathematics
NYSAA Frameworks

Grade 5

New York State Alternate Assessment

GLIs and Essences MATH – Grade 5

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 55	5.N.1	Read and write whole numbers to millions	• Read and write, group, compare, and order whole numbers to millions • Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions • Understand the concept of ratio and express ratios in different forms • Understand that percent means part of 100, and write percents as fractions and decimals
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) *Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.*	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using <, >, or =	
	5.N.10	Compare decimals using <, >, or =	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

AGLIs MATH – Grade 5

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems

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

The student will: • recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109) • recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110) • compare two unit fractions, $\frac{1}{2}, \frac{1}{4}$, and/or $\frac{1}{3}$ using concrete objects (11111) • order three or more unit fractions, $\frac{1}{2}, \frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11112) • compare two decimals to the nearest tenth (11113) • compare three or more decimals to the nearest tenth (11114) • group objects into equal sets (11107) • order whole numerals (11108) • identify whole numbers (11115)	The student will: • identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207) • identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers(11208) • compare two fractions that have the same denominator (11203) • order three or more fractions that have the same denominator (11204) • compare two decimals to the nearest hundredth (11209) • order three or more decimals to the nearest hundredth (11210)	The student will: • identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306) • identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307) • demonstrate the concept of ratio (11303) • demonstrate an understanding that percent means part of 100 (11304) • order percents (11308)

*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., place value, compare, order, decimal, numeral, fraction, whole number, percent, ratio, 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 – Grade 5

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11109	The student will recognize the first digit of two numbers by marking it and compare the numbers (e.g., 1,000,000 and 3,000,000) by indicating the largest or smallest number as requested.	• Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest or smallest number • Student work product with the first digit circled and the largest or smallest number highlighted
SAT11110	The student will recognize the first digit of a number already rounded to the nearest million by marking it and order three or more of these numbers by smallest to largest (or largest to smallest).	• Student work product showing the first digit in the rounded numbers highlighted by the student and the order in which the student placed them
SAT11111	The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ given picture representations by indicating which representation is the greater or lesser part of the whole.	• Student work product illustrating that the student indicated that $\frac{1}{2}$ is greater than $\frac{1}{4}$ of a whole object (or that $\frac{1}{4}$ is less than $\frac{1}{2}$ of a whole object)
SAT11112	The student will order three unit fractions using Cuisenaire rods.	• Sequenced, captioned, dated photographs of the student ordering the unit fractions
SAT11113A	The student will compare two decimals to the nearest tenth by indicating greater than, less than, or equal to (using symbols/words) for a set of decimals. (e.g., 0.7 > 0.4; 0.1 < 0.9; 0.2 = 0.2)	• Student work product showing the sets of decimals and the symbols/words greater than, less than, or equal to
SAT11113B	The student will compare two decimal prices to the nearest tenth by indicating which item costs more (or less). (e.g., a cupcake marked $0.30 or a bag of chips marked $0.50)	• Student work product showing the item cost to the tenths decimal and a mark on the item that costs more (or less)
SAT11114A	The student will compare three items with decimals to the nearest tenth and place them in order from least to greatest (or greatest to least). (e.g., 0.5, 0.4, and 0.9-least to greatest would be 0.4, 0.5. 0.9; 0.3, 0.7, 0.5-greatest to least would be 0.7, 0.5, 0.3; etc.)	• Sequenced, captioned, dated photographs of the student ordering three items from least to greatest (or greatest to least) • Student work product of the items placed in order from least to greatest (or greatest to least)

SAT11114B	The student will compare three items with decimals to the nearest tenth by indicating the one with greatest (or least) decimal value. (e.g., 0.5, 0.1, and 0.9-student circles 0.9 for the greatest decimal value; 0.8, 0.2, and 0.5-student highlights 0.2 for the least decimal value; etc.)	• Student work product showing the three sets of tenths place decimals with the student indicated decimal of the greatest (or least) decimal value
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray.	• Sequenced, captioned, dated photographs of the student grouping different sets of objects into two equal sets
SAT11107B	The student will divide a set of six objects into three equal groups of two or two equal groups of three.	• Videotape of the student grouping the object into two equal sets
SAT11108A	The student will order whole numerals by placing three or more number cards in the correct counting order. (e.g., on a blank number line, order number cards one through five; on a worksheet, place number cards 10 through 20 in order; etc.; Note – cards should be presented out of order)	• Student work product of sets of number cards placed in correct counting order
SAT11108B	The student will order whole numerals by placing or writing three or more consecutive numbers in proper sequence given a set of numbers or number line with missing sequences of numbers. (e.g., given 1,2,_____, 6-student fills in 3, 4, and 5; given 10,__, __, __, __-student fills in 11, 12, 13, and 14; etc.)	• Student work product including the student placed or written numbers (three or more) in the appropriate sequence
SAT11108C	The student will order three or more nonconsecutive numbers by placing number cards in order or reordering the numbers from smallest to largest.	• Student work product showing the student reordered numbers or number cards in the correct sequence from smallest to largest number
SAT11115A	The student will identify whole numbers by naming numbers upon request. (e.g., teacher points to the number, student verbalizes, signs, or hits the appropriate switch to name the requested number)	• Data Collection Sheet (multi-step) recording student performance when naming the requested numbers
SAT11115B	The student will identify whole numbers by indicating the whole numbers in a group of fractions and whole numbers.	• Student work product showing the whole numbers highlighted, circled, underlined, etc. by the student
SAT11207	The student will identify by indicating the two first digits of a millions number rounded to the nearest hundred thousand and then compare to find the largest number by indicating the largest of two or more numbers. (e.g., 1,100,000, 1,200,000 and 1,300,000)	• Student work product where the student highlighted, circled, underlined, etc. the first two digits in a rounded number and indicated the largest of the numbers

SAT11208	The student will identify by marking the first two digits of a seven-digit number already rounded to the nearest hundred thousand and then order three or more of these numbers by placing them in order from least to greatest (or greatest to least).	• Student work product showing the first two digits in a rounded number circled by the student and in the order in which the student placed them
SAT11203A	The student will compare two fractions that have the same denominator and indicate the smaller (or larger) of the two.	• Student work product indicating the student's choice of the smallest (or largest) fraction
SAT11203B	Given two fractions that have the same denominator, the student will compare the fractions and write or place cards using the symbols/words to indicate greater than, less than, or equal to.	• Student work product showing the fractions with the symbols/words written in or cards placed in between the two fractions
SAT11204A	The student will order representations of three or more fractions with the same denominator from least to greatest (or greatest to least).	• Sequenced, captioned, dated photographs of the student ordering the fractions and then writing them in order on the board
SAT11204B	The student will order fractions by taking a pizza divided into eight pieces and order $\frac{1}{8}$, $\frac{3}{8}$, and $\frac{4}{8}$ in increasing order.	• Videotape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order
SAT11209	The student will compare two decimals to the nearest hundredth by indicating the larger (or smaller) of the two decimals.	• Student work product indicating either the larger (or smaller) decimals depending on what is requested
SAT11210	The student will order three or more decimals to the nearest hundredth by listing prices (given to the nearest cent and written using $0.00 format) of items from an advertisement(s) in order from least to greatest cost (or greatest to least cost). (e.g., decimals to the nearest hundredth: $.7<u>5</u>, $.7<u>3</u>, $.7<u>9</u>, etc.)	• Student work product of a scrapbook including pictures of items and their prices put in order from the least to greatest cost (or greatest to least cost)
SAT11306	The student will identify the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.)	• Videotape or audiotape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number
SAT11307	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand by marking them and then ordering three or more of these numbers from smallest to largest (or largest to smallest).	• Student work product showing the first three digits in a rounded number circled by the student and then ordered smallest to largest (or largest to smallest)
SAT11303	The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball.	• Student work product of a worksheet including the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets"
SAT11304	The student will demonstrate an understanding of percent by finding samples of an advertisement(s) using percents and will shade hundredths charts to represent the value of the percent.	• Student work product showing matches between the percents that the student found in the advertisement(s) and a representative hundredths chart correctly shaded

SAT11308A	The student will order percents by selecting or indicating three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest (or greatest to smallest).	• Student work product showing the percents of coupons that the student cut out and placed in percentage order
SAT11308B	The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from highest to lowest (or lowest to highest).	• Videotape or audiotape of the student being presented with his/her last three percentages on a test or worksheet and indicating the percentage order

GLIs and Essences

MATH – Grade 5 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 56	5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers *Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology*	• Use a variety of strategies to multiply and divide one-, two- and three-digit numbers • Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply, and divide decimals to thousandths
	5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers *Note: Division by anything greater than a two-digit divisor should be done using technology*	
	5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis	
	5.N.19	Simplify fractions to lowest terms	
	5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	
	5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	
	5.N.22	Add and subtract mixed numbers with like denominators	
	5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	

AGLIs

MATH – Grade 5 (cont'd)

Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • add, subtract, and/or multiply whole numbers using one or more strategies (13104) • add decimals to tenths using one or more strategies (13105) • recognize a whole and/or its parts (13106)	The student will: • add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204) • add and/or subtract decimals to tenths using two or more strategies (13205) • connect written and/or pictorial representations of fractions with denominators up to two (13203) • identify a whole and its parts (13206)	The student will: • add and/or subtract fractions using one or more strategies (13303) • add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)

*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., whole number, operation, decimal, fraction, strategy, 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 – Grade 5 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13104	The student will solve addition, subtraction, and/or multiplication problems using one or more strategies. (Note: possible strategies—calculator, multiplication table, number line, Touch Math, manipulatives, memory strategies, etc.)	• Data Collection Sheet recording student performance when adding, subtracting, and/or multiplying using a calculator to help figure out the answer • Student work product with the strategy(s) used indicated on the work product or listed next to the solved problems
SAT13105	The student will show addition of decimals to tenths using a number line.	• Student work product showing a number line used to add decimals as a strategy to figure out the answer
SAT13106A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.	• Student work product with whole items labeled or marked as whole and/or parts of a whole item labeled or marked as parts
SAT13106B	The student will recognize the parts of a whole by matching or indicating the two parts of a broken object together to make a whole. (e.g., two halves of a circle to make a whole circle, two parts of a hot dog to make a whole hot dog, etc.)	• Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object
SAT13106C	The student will recognize a whole shape or object when given a whole and a part by indicating the whole upon request.	• Student work product showing a set of items in whole form and part form with student marks on the whole form
SAT13204A	The student will add, subtract, multiply, and/or divide whole numbers using two or more strategies. (Note: possible strategies—concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	• Videotape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer
SAT13204B	The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer.	• Student work product illustrating that the student solved addition and subtraction problems using two different strategies to check the answer
SAT13205	The student will solve addition and/or subtraction of decimals to tenths using two different strategies. (Note: possible strategies—hundredths chart, Cuisenaire rods, calculator, etc.)	• Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies

SAT13203	The student will connect written and/or pictorial representations of fractions with denominators up to two by matching pictures of or written fractions with appropriate denominators to the given fractions.	• Student work product including lines drawn from pictures of fractions to the written fractions with the appropriate denominators up to two • Student work product including pictures of fractions with appropriate denominators up to two written or pasted next to the specific fraction picture
SAT13206	The student will identify a whole object upon request and match parts of the broken object together to make the whole object. (e.g., three thirds of a circle to make a whole circle)	• Sequenced, captioned, dated photographs of the student selecting the whole from a group, then looking at a set of objects divided into thirds and matching the three parts together to make the whole object
SAT13303A	The student will add and/or subtract fractions using one or more strategies. (Note: possible strategies—fraction models, pictorial display, calculators, etc.)	• Student work product of addition and/or subtraction fraction problems with student solutions and a teacher notation of the strategy(s) that the student used
SAT13303B	The student will add and/or subtract fractions involving halves and fourths using a ruler showing halves and fourths of an inch.	• Sequenced, captioned, dated photographs of the student drawing line segments, such as $2\frac{1}{2}$ inches long and adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long
SAT13303C	The student will measure two different lengths of ribbon (e.g., $1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will state or sign how long the ribbon is when added together by using a yardstick.	• Sequenced, captioned, dated photographs of the student measuring the pieces of ribbon, adding them together to form a longer segment by using a yardstick, and stating or signing how long the ribbon is
SAT13304	The student will add, subtract, multiply, and/or divide decimals to tenths using one or more strategies. (Note: possible strategies—hundredths chart, Cuisenaire rods, calculator, etc.)	• Student work product of the student solving addition, subtraction, multiplication, and/or division problems with decimals to tenths and a teacher notation of the strategy(s) that the student used

GLIs and Essences

MATH – Grade 5 (cont'd)

Required Component 2—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 57-58	5.G.2	Identify pairs of similar triangles	• Identify pairs of similar triangles and the ratio of their corresponding sides • Classify triangles and quadrilaterals by properties of their angles and sides • Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees • Identify pairs of congruent triangles and their corresponding parts
	5.G.3	Identify the ratio of corresponding sides of similar triangles	
	5.G.4	Classify quadrilaterals by properties of their angles and sides	
	5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	
	5.G.6	Classify triangles by properties of their angles and sides	
	5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	
	5.G.8	Find a missing angle when given two angles of a triangle	
	5.G.9	Identify pairs of congruent triangles	
	5.G.10	Identify corresponding parts of congruent triangles	

AGLIs

MATH – Grade 5 (cont'd)

Required Component 2—Strand: Geometry		
Choice Component 1—Band: Geometric Relationships		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • sort triangles from quadrilaterals (31101) • count the number of sides and/or angles of triangles and/or quadrilaterals (31102) • identify geometric shapes (31103)	The student will: • classify quadrilaterals by properties of their angles and/or sides (31201) • recognize, name, draw, compare, and/or sort congruent figures (31204) • recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)	The student will: • classify triangles by properties of their angles and/or sides (31301) • sort quadrilaterals by properties of their angles and/or sides (31306) • recognize, name, draw, compare, and/or sort similar triangles and identify their corresponding parts (31307) • recognize that the sum of the angles of a triangle is 180 degrees (31308) • recognize, name, draw, compare, and/or sort congruent quadrilaterals and identify their corresponding parts (31309)

*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., quadrilateral, triangle, geometric shape, congruent figure, 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 – Grade 5 (cont'd)

Required Component 2—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT31101A	The student will sort triangles from quadrilaterals when given a variety of shapes. (Note – variety of shapes should include other shapes in addition to the triangles and quadrilaterals or a variety of different types of triangles and quadrilaterals)	• Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile and a third pile with the remainder of the shapes, if applicable
SAT31101B	The student will sort triangles from quadrilaterals on a worksheet by following directions on how to mark each shape (e.g., circle quadrilaterals and underline triangles, etc.).	• Student work product showing quadrilaterals that were circled and triangles that were underlined by the student
SAT31102A	The student will count the number of sides of a variety of quadrilaterals.	• Videotape or audiotape of the student counting the number of sides on a variety of quadrilaterals
SAT31102B	The student will count how many sides each shape has from a variety of triangles and/or quadrilaterals and label each shape with the correct number.	• Student work product showing the number of sides the student counted for each quadrilateral and/or triangle on the worksheet
SAT31103A	The student will identify geometric shapes upon request from a choice of different shapes. (e.g., show me the __ [circle, square, triangle, etc.]; give me the ___; mark the ____; etc.)	• Sequenced, captioned, dated photographs of the student listening to the teacher's request and showing, pointing, or eye gazing to the requested shape from a set of choices
SAT31103B	The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.	• Student work product showing a variety of geometric shapes with lines drawn to each name or names written or pasted next to the corresponding shapes
SAT31201A	The student will classify quadrilaterals by property of side length by sorting them into two groups when given a set of quadrilaterals. (e.g., four equal side lengths=squares, two equal sides lengths on top and bottom and two equal sides lengths on each side=rectangle, etc.)	• Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading (e.g., four equal sides, parallel sides are equal, etc.)
SAT31201B	The student will classify quadrilaterals by properties of their angles and sides (square, rhombus, rectangle, parallelogram, etc.) by gluing the shapes in correct column.	• Student work product of a table with the quadrilaterals sorted into their appropriate columns by angles and side properties (e.g., four equal angles and sides)

SAT31204A	The student will recognize a shape from a set of three or more shapes that is congruent to a given shape.	• Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher
SAT31204B	The student will compare sets of figures and answer whether they are congruent (yes), or not congruent (no).	• Student work product of sets of figures with student indicating yes or no next to each set to indicate congruent or not
SAT31205	The student will recognize that the sum of the interior angles of a quadrilateral is 360 degrees by adding the interior angles to find the sum.	• Student work product where the student shows the addition of the four angles and the sum of 360 degrees
SAT31301A	The student will classify triangles by properties by grouping pictures of triangles within the school and/or community according to similar properties of side length and/or angles. (e.g., equilateral triangle, isosceles triangle, etc.)	• Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to their similarities of side length or angles
SAT31301B	The student will classify triangles by sorting a variety of triangles into right triangles and acute triangles.	• Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile
SAT31306	The student will sort cutout paper quadrilaterals by properties of the angles and/or sides using a T-chart.	• Student work product of a T-chart with different quadrilaterals pasted into the appropriate categories
SAT31307A	The student will sort similar triangles and identify their corresponding angles by circling, highlighting, etc. the angles that are the same degree(s).	• Student work product including a variety of triangles sorted by the student with student's identification of corresponding angles
SAT31307B	The student will compare similar triangles and identify by marking the corresponding parts that match (e.g., length of side, similar angles, etc.).	• Student work product indicating the student's identification of the corresponding parts that match
SAT31308	The student will recognize that the sum of the angles of a triangle is 180 degrees by adding up the angles of different triangles then responding to a question about the sum of the triangles. (e.g., questions such as, "What do you know about the sum of the angles?", "What is the common sum for the different triangles?", "Each of these triangles is different, but what is the sum of the angles regardless of the type of triangle?")	• Student work product including various triangles, the addition problems that show the sum of interior angles to be 180 degrees, and the student response that all sum to 180 degrees
SAT31309	The student will name and draw or create congruent quadrilaterals and identify their corresponding sides and/or angles.	• Student work product showing the named and drawn or created congruent quadrilaterals and the student's indication of the corresponding sides and/or angles

GLIs and Essences

MATH – Grade 5 (cont'd)

Required Component 2—Strand: Geometry

Choice Component 2—Band: Coordinate Geometry

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 58	5.G.12	Identify and plot points in the first quadrant	• Identify and plot points in the first quadrant • Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes)
	5.G.13	Plot points to form basic geometric shapes (identify and classify)	
	5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	

AGLIs

MATH – Grade 5 (cont'd)

Required Component 2—Strand: Geometry		
Choice Component 2—Band: Coordinate Geometry		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • use single-digit whole numbers to locate a position on a number line (33101)	The student will: • use a letter and a number to locate areas on a map (33202)	The student will: • identify and plot points in the first quadrant of a coordinate plane (33303) • locate and plot points on a coordinate plane to form rectangles (33304)

*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., coordinate, coordinate system, 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 – Grade 5 (cont'd)

Required Component 2—Strand: Geometry

Choice Component 2—Band: Coordinate Geometry

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT33101A	The student will locate positions on a number line by identifying the numbers that name the positions of objects placed on the number line. (e.g., first, tenth, fourth, etc.)	• Data Collection Sheet (multi-step) recording student performance when identifying the correct number that represents the position on a number line of objects placed on it
SAT33101B	The student will use whole numbers to locate positions on a number line by taking a large, cut-out numerals and giving it to the students standing in a straight line (e.g., first student, second student, etc. on the student number line).	• Videotape of the student taking the number one to the first student, the number two to the second student, etc. in the student number line
SAT33101C	The student will locate a position for whole numbers on a number line by pasting or writing in whole numbers on positions that locate placement of the number on the number line.	• Student work product showing the numbers pasted or written on a number line to show the number position
SAT33202A	The student will locate, by coordinates, two or more areas (e.g., cafeteria, gymnasium, etc.) on a map of the school building with letters across the top (or side) and numbers down the side (or top).	• Student work product of a grid with coordinates and locations of school rooms with student-indicated locations
SAT33202B	The student will place a marker on the coordinates of a position (letter and number) on a Battleship game board to identify a given position.	• Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates
SAT33202C	The student will identify, place, or draw an object on a grid using the coordinates (letter and number) of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., 5 by 5 grid with a house at (B,1); a bear at (A,5); a star at (D,2), etc.)	• Student work product with questions about locations of objects answered with the letter and number for each object
SAT33303	The student will identify and plot markers in the first quadrant on a checkerboard grid to identify a given position.	• Sequenced, captioned, dated photographs of the student locating and plotting a position in the first quadrant when given specific coordinates
SAT33304	The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle.	• Videotape or audiotape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle

English Language Arts (ELA) NYSAA Frameworks

Grade 6

New York State Alternate Assessment

GLIs and Essences ELA – Grade 6

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. 45	• Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance	• Locate and use school and public library resources, with some direction, to acquire information • Read to collect facts and ideas from multiple sources • Demonstrate ability to compare and contrast information • Identify main ideas and supporting details in informational texts

AGLIs ELA – Grade 6

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex ◀ ◀ ◀ ▶ ▶ ▶ **More Complex**		
The student will: • locate a book in a school library (11101) • select an informational text on a specific topic (11102) • use text feature(s) such as a title, subtitle, caption, and/or chart to gather information (11107) • attend to or read to collect fact(s) about a topic (11104) • attend to or read to recognize main idea(s) in informational text(s) (11105) • attend to or read to recognize the similarities or differences between two topics (11106)	The student will: • use the school library resources to find information (11211) • use the school library to acquire information on two or more related topics (11212) • locate the public library (11203) • use text organizational feature(s) to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapters headings, table of contents, indexes) (11204) • use text feature(s) such as captions, charts, tables, and/or maps to gather information (11205) • read to collect facts and/or ideas about a topic (11206) • recognize statements of opinion (11207) • restate or paraphrase collected facts and/or ideas (11208) • identify main idea(s) in informational texts (11209) • compare or contrast facts or ideas pertaining to a single topic (11210)	The student will: • locate and use the school library or public library to acquire information (11309) • read to collect facts and/or ideas from two or more texts about a chosen topic (11310) • identify the main idea and/or supporting details in informational text(s) (11303) • relate facts and/or ideas to a chosen topic (11304) • distinguish facts from opinions (11305) • compare and/or contrast two comparable subjects (11311) • use facts to support a main idea (11307) • draw conclusion(s) based on explicit information about a topic (11308)

*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., text feature, informational text, facts, main idea vs. supporting details, 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 – Grade 6

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
SAT11101	The student will locate a book in a school library.	• Sequenced, captioned, dated photographs of the student locating a book from the school library
SAT11102	The student will select an informational text on a specific topic when presented with two or more books on different topics and/or types of text.	• Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and/or types of texts (e.g., novel, poem, etc.)
SAT11107	The student will use text feature(s) (e.g., caption, chart, title, etc.) to gather information about a given topic.	• Videotape of the student gathering information using text feature(s) about a given topic
SAT11104A	The student will attend to or read an informational text and will collect fact(s) by indicating object(s) that relate to a particular topic. (e.g., topic—dogs, facts—need food, need water, some domestic, some wild, etc.)	• Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic
SAT11104B	The student will attend to or read an informational text about a topic and will collect fact(s) by pasting the fact(s) related to the topic on a graphic organizer.	• Student work product of a graphic organizer with the topic of the text the student attended to or read with picture(s), word(s), and/or symbol(s) for each fact(s) pasted on the organizer
SAT11105A	The student will recognize the main idea(s) in an informational text when presented with two or more choices after attending to or reading an informational text. (e.g., directions given to student "What is the main idea of the text we/you just read?"; choices: phrases, key words, etc.; Note: need to use vocabulary specific to main idea)	• Student work product of the student's choice of main idea card(s) pasted next to the text
SAT11105B	The student will recognize main idea in an informational text by indicating or marking the main idea within the text read or listened to. (e.g., directions given to student "What is the main idea? Underline or highlight the main idea in the text."; Note: need to use vocabulary specific to main idea)	• Student work product that includes the informational text or article with the main idea underlined, highlighted, circled, etc.

SAT11106	The student will attend to or read information about two topics and recognize the similarities or differences between the two by matching pictures of facts taken from text(s) to correct areas of a Venn diagram. (e.g., plants and animals—similarities: both need water, food, and sunlight; differences: one needs soil, one needs exercise, etc.)	• Videotape of the student attending to the text and completing the Venn diagram • Student work product of the Venn diagram
SAT11211	The student will use a selection of library books to identify information about one topic. (Note: student demonstrates use of multiple sources for a single topic)	• Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from books with the sources listed
SAT11212	The student will use the school library reference section or computers to acquire information on two or more related topics.	• Student work product showing the resources used, the two related topics, and the facts and details that the student collected
SAT11203	The student will locate the public library using a map of the city or neighborhood.	• Videotape of the student locating the public library • Sequenced, captioned, dated photographs of the student locating the public library on a map
SAT11204	The student will use text organizational feature(s) to locate facts and/or ideas on a specific topic in informational text(s).	• Videotape or audiotape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts
SAT11205	The student will use text feature(s) such as captions, charts, tables, and/or maps to gather information and use it to answer questions.	• Student work product showing the text feature(s) and the questions the student answered
SAT11206A	The student will read a short selection about a topic and highlight two or more facts in the reading selection.	• Student work product of text student read with the facts highlighted
SAT11206B	The student will read an article or passage and identify facts about the topic by answering detail questions.	• Student work product with detail questions answered by the student about the read article or passage
SAT11207	The student will recognize opinion statements in a list of statements that include fact and opinion.	• Student work sample showing a list of statements with the opinions marked in an appropriate manner (e.g., bingo marker, pasted symbol, stamp of F/O, etc.)
SAT11208	The student will restate or paraphrase facts and/or ideas about a topic after attending to or reading a text about the topic.	• Student work product with the ideas that the student came up with to restate or paraphrase facts and/or ideas about the topic from the text
SAT11209	The student will identify main idea(s) in different informational texts read aloud. (Note: need to use vocabulary specific to main idea)	• Student work product of the main idea in different informational texts circled or marked by the student
SAT11210	The student will compare or contrast the facts or ideas collected using multiple sources of information about a topic. (e.g., compare or contrast weather charts from paper, Internet, TV; compare or contrast store circulars for sales, product availability; etc.)	• Student work product of a chart that compares or contrasts facts or ideas from different sources (chart might have three columns—higher, same, lower)

SAT11309	The student will locate and use the school or public library to check out books on a given topic and use the books to answer questions or create a report about the topic.	• Student work product of the questions answered or informational report that the student created using the books from the library with the library books notated
SAT11310A	The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.	• Student work product with facts collected from the texts to answer questions about the topic
SAT11310B	The student will read to collect facts by answering factual questions from two texts after reading the texts on a given topic. (e.g., about animals; weather; transportation, etc.)	• Data Collection Sheet (multi-step) recording student performance when answering the questions about the topic • Student work product of the responses the student gave to questions on facts from the text
SAT11303	The student will identify the main idea and/or supporting details in informational text(s). (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of text with main idea and supporting details highlighted, marked, circled, etc.
SAT11304	The student will relate facts and/or ideas to a chosen topic by creating a collage.	• Student work product of collage with pictures, words, phrases, etc. representing the facts and/or ideas the student selected for the chosen topic
SAT11305A	The student will distinguish facts from opinions by highlighting or labeling sentences in newspaper articles as fact or opinion.	• Student work product with sentences from newspaper articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.
SAT11305B	The student will distinguish facts from opinions by labeling or marking whether a sentence is a fact or opinion when given a set of statements.	• Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly
SAT11311	The student will compare and/or contrast two comparable subjects using a graphic organizer. (e.g., Venn diagram, chart, etc.)	• Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects
SAT11307	The student will use facts to support a main idea by completing graphic organizer using collected facts that support the main idea indicated on the organizer. (Note: need to use vocabulary specific to main idea)	• Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea
SAT11308A	The student will draw a conclusion on what is the product (cupcakes) when shown materials (muffin tins, cake mix, egg, water) being used to produce the product.	• Sequenced, captioned, dated photographs showing student exploring materials, choosing a picture of the product, and completing the product
SAT11308B	The student will draw a conclusion by indicating the conclusion including specifically why he/she made the conclusion using information from the text to back it up. (e.g., conclusion: the price of gas will continue to rise, because: the cost of a barrel of oil is rising, we use more gas than ever; etc.)	• Student work product of student conclusion and the information as to why the student came to that conclusion listed underneath it

GLIs and Essences

ELA – Grade 6 (cont'd)

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 46	• Read, view, and interpret texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres (e.g., plays and poems) - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance • Recognize how the author's use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance	• Select and read literature for understanding • Identify ways in which characters' actions and/or emotions change and develop throughout a story • Recognize poetic elements (such as rhyme patterns, rhythm, and repetition) • Make predictions and draw conclusions about literary texts • Identify the author's intended message and support it with relevant details from the text • Summarize the plot and support it and/or elaborate on it with details of what happens in the story

AGLIs

ELA – Grade 6 (cont'd)

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 2

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

The student will:	The student will:	The student will:
• select and attend to or read literature (12101) • recognize literary terms (e.g., plot, character, setting, etc.) in literary text(s) (12108) • recognize plot means the sequence of events or action of a narrative leading to a logical ending (12103) • relate text to a personal experience (12104) • recognize explicit motive(s) of character(s) (12105) • recognize that character(s) change in a story (12106) • identify favorite and/or least favorite story(s) (12109)	• make prediction(s) based on clues in a story (12208) • identify favorite and/or least favorite part(s) of a story (12202) • relate setting, events, and/or a character to personal experience or the experience of others (12203) • identify key details about plot, character(s) and/or setting (12209) • identify implicit motive(s) of character(s) (12205) • identify change(s) in character(s) in a story (12206) • identify characteristics of texts to differentiate genres (12207)	• explain what happens in a story in sequence (plot) (12301) • provide details about events (plot): "who," "what," "where," "when," and/or "how." (12311) • identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12303) • make prediction(s) or draw conclusion(s) about a character or plot based on specific details in story(s) (12304) • recognize the same story can be told in different genres (12305) • identify the author's message (12306) • explain author's message using details from the story (12307) • distinguish prose from poetry (12308) • recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12312) • identify details in a story or poem that appeal to the senses (12310)

*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., literary term, plot, character, setting, genre, prose, 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 – Grade 6 (cont'd)

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12101	The student will select and attend to or read literature during the literacy block.	• Sequenced, captioned, dated photographs of the student selecting and attending to literature • Data Collection Sheet (time-segment) recording student's selection as a notation for a date(s) and performance on the amount of time the student read or attended to each book the student chose
SAT12108	The student will recognize literary terms (plot, character and/or setting) in a literary text(s) by answering questions using the terms when presented with pictures from the text. (Note: need to use vocabulary specific to plot, character, and/or setting)	• Videotape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture
SAT12103	The student will recognize plot using pictures or phrase cards to indicate the beginning, middle, and ending sequence when asked "what is the plot of this story?". (Note: need to use vocabulary specific to plot)	• Student work product of student-sequenced pictures or phrase cards of the plot (beginning, middle, and end) based on a text
SAT12104	The student will relate an event in a text to one of his/her own personal experience by indicating the similarity(s) between the two.	• Videotape or audiotape of the student verbalizing, signing, etc. how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)
SAT12105	The student will recognize explicit motive(s) of a character(s) by selecting an explicit motive given a set of choices.	• Student work product of selected pictures or words that relate to the explicit motive(s) of a character(s)
SAT12106	The student will recognize that character(s) change in a story by sequencing pictures to show a character at the beginning and end of the story. (e.g., changes that happen to Pinocchio throughout the story)	• Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, and sequencing pictures of the character at the beginning and the end of the text to show the change
SAT12109	The student will identify his/her favorite and/or least favorite story by eye gazing to select the picture that represents the story, from a selection of three stories read.	• Data Collection Sheet recording student performance when indicating his/her favorite and/or least favorite story by selecting the appropriate picture

SAT12208A	The student will make prediction(s) based on clues in the story by answering logical prediction questions after reading or listening to the story.	• Student work product of answers to prediction questions
SAT12208B	The student will make a prediction based on clues from the story by indicating the prediction along with the clues that lead him/her to the prediction made.	• Student work product listing the prediction and the clues from the story that lead to the prediction
SAT12202	The student will identify his/her favorite and/or least favorite part of a story by drawing picture(s) and/or writing a sentence relating to the part.	• Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part within a story
SAT12203	The student will relate a similar setting, event(s), and/or person from his/her experience to a setting, event(s) and/or character in a story that he/she read or listened to. (Note: need to use vocabulary specific to setting, event(s), and/or character)	• Student work product of a T-chart with character, setting, and/or event(s) from a story linked with the person, time and location, and/or occurrence from his/her experience
SAT12209	The student will identify key details about the plot, character(s), and/or the setting of the story by answering questions related to the story. (Note: need to use vocabulary specific to plot, character(s), and/or setting)	• Student work product with the questions about plot, character(s), and/or setting answered with details from the story
SAT12205	The student will identify the implicit motive(s) of character(s) in text(s) by indicating the appropriate answer(s) given a set of choices.	• Student work product showing the text(s) and the character(s) with the implicit motive(s) selected by the student for the character
SAT12206	The student will identify a change(s) in a character by role playing to show the change(s) that occurred to a character in a story.	• Videotape of the student performing the role of a character that changes within a story
SAT12207	The student will identify characteristics of texts to differentiate genres by indicating two or more genres and the characteristics that represent that genre.	• Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's characteristics of each
SAT12301A	The student will explain what happens in a story in sequence by paraphrasing the overall plot of the story or one of the plot events from the story.	• Student work product with the paraphrased sequence of the story or event within the story
SAT12301B	The student will explain what happens in a story in sequence by drawing or selecting pictures showing the overall plot starting at the beginning to how the story ended.	• Student work product of the sequenced drawings or selected pictures about the plot
SAT12311	The student will provide details about events in a story by answering questions related to the events from the beginning, middle, and/or end of the story. (e.g., who did (event) in the beginning of the story; at the end of the story where did (event) occur; when did (event) happen at the beginning, middle, or end; how did (event) first come about; etc.)	• Student work product of the student's responses to questions related to events in story

SAT12303	The student will identify a change(s) in a character and/or their personality reflected in the character's actions and/or words by indicating how a character is at the beginning, at the change, and at the end of the story.	• Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end through the things he/she say or how he/she acts in the story
SAT12304	The student will make a prediction about a character's actions using details from a story.	• Audiotape of the student discussing the details of the story and making a predication about character actions
SAT12305	The student will recognize that the same story can be told in different genres by telling how a story written in two different genres is alike.	• Videotape or audiotape of the student indicating the similarities of a story from two different genres
SAT12306	The student will identify the author's message in a story, play, or movie clip by identifying the correct symbol for the message from a group of symbols.	• Student work product of a worksheet with appropriate author's message answers marked
SAT12307	The student will explain the author's message using details from a story when asked to indicate the author's message and the details that relate to the message.	• Data Collection Sheet (multi-step) recording student performance when answering an author's message question with the correct details indicated
SAT12308	The student will distinguish prose from poetry by indicating prose or poetry for each piece in a set of choices.	• Data Collection Sheet recording student performance when indicating poetry or prose for each piece in a set of choices
SAT12312A	The student will recognize the poetic element of using rhymes in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	• Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT12312B	The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.	• Student work product of a poem with student highlights on each of the rhyming words
SAT12310	The student will identify sensory details in a story or poem by indicating each detail as appropriate.	• Student work product of text with red stickers over words related to taste; yellow stickers over sound words

GLIs and Essences

ELA – Grade 6 (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. 48	• Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance	• Take notes to record data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information

AGLIs

ELA – Grade 6 (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:	The student will:	The student will:
• identify main idea(s) in informational text for note-taking (21101) • separate main idea(s) from detail(s) (21102) • summarize informational text in his/her own words (21106) • arrange events in logical sequence using time-ordered words (e.g., first, next, last, etc.) (21107) • create picture(s), symbol(s), object(s), etc. to communicate information (21105)	• identify the main idea in text(s) with multiple paragraphs (21201) • identify detail(s) and/or example(s) in text (21202) • recognize a relationship between the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc.) (21208) • identify relevant and/or irrelevant ideas or facts related to the main idea (21209) • compose a general statement about comparison or contrast (21210) • organize details in appropriate order based on their relationship to the main idea (e.g. chronological, order of importance, etc.) (21211) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21207)	• take notes, using a note-taking process, to record data, facts, and/or ideas (21301) • recognize relationships between data, facts, and/or ideas to organize notes (21308) • distinguish relevant from irrelevant ideas or facts (21303) • organize the main idea and supporting details or examples in an appropriate organizational format (21309) • compose the answers to literal questions about explicit text ("who," "what," "where," "when," and/or "how") in an appropriate organizational format (21310) • compare and/or contrast facts and/or ideas (21306) • compose a conclusory sentence about a comparison or contrast (21311)

*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, create, compose, informational text, writing process, explicit 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 – Grade 6 (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)

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
SAT21101	The student will identify the main idea for note-taking from an informational text by selecting the main idea using picture(s) or phrase(s) from a set of choices. (Note: need to use vocabulary specific to main idea)	• Data Collection Sheet recording student performance when indicating the main idea for note-taking • Student work product that includes the title of the text, choices, and the student's selection of main idea
SAT21102	The student will separate main idea(s) from details by sorting pictures, phrases, or symbols into two categories: main idea(s) and details. (Note: need to use vocabulary specific to main idea)	• Sequenced, captioned, dated photographs of the student being given a pile of cards and the text, then sorting main idea card(s) into one pile and detail cards into another pile • Student work product of a T-chart showing main idea(s) on one side and details on the other
SAT21106	The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.	• Student work product of the student-summarized information using pictures, symbols, phrases, etc.
SAT21107	The student will arrange events in a logical sequence by placing the correct picture from a text with the corresponding time-ordered word.	• Student work product of the words first, next, and last with the student placed pictures next to them
SAT21105A	The student will create a picture related to a text by placing stickers or drawing a picture related to information about the topic from the text. (e.g., topic—erosion: stickers of wind, water, removal of soil; topic—pet care: drawing of a person feeding a pet)	• Student work product of the topic from a text with stickers or the drawing relating to information from the text
SAT21105B	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
SAT21201	The student will identify the main idea from two or more paragraphs of a text(s) that the student has read or listened to. (Note: need to use vocabulary specific to main idea)	• Data Collection Sheet recording student performance when identifying the main ideas from specific paragraphs of a text

SAT21202	The student will identify detail(s) and/or example(s) that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.	• Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and then indicating a choice relating to the detail(s) and/or example(s) from the text
SAT21208	The student will recognize the basic relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship.	• Videotape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and/or ideas in a text
SAT21209	The student will identify relevant facts or ideas related to the main idea given a set of choices. (i.e., topic—Types of Pets: relevant—dog, cat, hamster, horse, etc.; irrelevant—what they eat, what type of house they need, etc.; Note: need to use vocabulary specific to main idea)	• Student work product of worksheet showing topic, main idea, and the relevant facts or ideas that the student selected
SAT21210A	The student will create a general statement comparing two things.	• Student work product of the comparison between two different animals using words, signing, pictures, or symbols
SAT21210B	The student will create a general statement contrasting two things.	• Videotape or audiotape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.
SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least. (Note: need to use vocabulary specific to main idea)	• Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text
SAT21207	The student will use one or more steps of the writing process to create a simple paragraph.	• Student work product showing all stages of the student's work throughout the writing process
SAT21301	The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading, or listening to a text.	• Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by completing a web graphic organizer.	• Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas on a felt board web organizer
SAT21303	The student will distinguish relevant from irrelevant facts or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which are relevant to the specific topic and those which are irrelevant. (i.e., topic—Pet Care: relevant—grooming, food, vet, etc.; irrelevant—breeds of dogs, types of pets)	• Videotape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts

SAT21309	The student will organize the main idea and supporting details or examples into an appropriate organizational format by indicating from a choice of two which format will work best given the main idea and supporting details or examples. (Note: need to use vocabulary specific to main idea and supporting details or examples)	• Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details or examples
SAT21310	The student will compose the answers to literal questions related to a text in the organizational format of complete answers.	• Student work sample of the student's complete answers to literal questions based on a text (e.g., "How long has Albany been the capital of New York State?" "Albany has been the capital of for 211 years.")
SAT21306	The student will compare facts by completing a graphic organizer that shows a comparison of factual information. (e.g., Factual information—sizes of cities in New York based on population: T-chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)	• Student work product of the student's comparison using a graphic organizer
SAT21311	The student will compose a conclusory sentence to compare or contrast two people.	• Student work product of the conclusory sentence indicating the comparison of similar characteristics of the two people or the contrast of different characteristics of two people

GLIs and Essences

ELA – Grade 6 (cont'd)

Required Component 2—Key Idea: Writing

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 48	• Write original literary texts - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect • Write interpretive essays to - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Maintain a writing portfolio that includes literary, interpretive, and responsive writing • Express opinions and support them through specific references to the text, with assistance • Demonstrate understanding of plot and theme, with assistance • Identify and describe characters and their motivations, with assistance • Analyze the impact of the setting, with assistance • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance • Draw conclusions and provide reasons for the conclusions, with assistance • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance	• Write original literary texts that develop characters, create a setting, and establish a plot • Write clear, concise, and varied sentences, beginning to develop a personal writing style and voice • Produce clear responses to stories read or listened to, supporting the understanding of characters and events with details from the story

AGLIs

ELA – Grade 6 (cont'd)

Required Component 2—Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Writing-Standard 2

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

The student will:	The student will:	The student will:
• compose story(s) using personal experience(s) (22106) • begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107) • compose response to literary questions about plot, character, and/or setting (22108) • identify characteristic(s) of writing style in favorite story(s) (22104) • create picture(s), symbol(s), object(s), etc. to communicate a story (22105)	• compose story(s) with original plot and/or character(s) with some development (22207) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202) • identify details in stories that develop plot (problem/conflict) and/or the character(s) (relationships, motivation) (22203) • recognize details of setting in story(s) (22204) • compose response to explicit questions about story(s) using related vocabulary (22208) • recognize writing style(s) of various author(s) (22206)	• compose original story(s) with well developed or defined plot, character(s), and/or setting (22306) • write responses to story(s) using the writing process (22302) • demonstrate an understanding of plot and/or character by using story element vocabulary(22307) • use the writing process to develop clear, concise, and/or varied sentences (22304) • begin to develop a personal writing style (22305)

*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., create, compose, literary question, character, plot, setting, writing process, 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 – Grade 6 (cont'd)

Required Component 2—Key Idea: Writing

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 compose a story relating to a personal experience(s).	• Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experience(s)
SAT22107A	The student will begin to use the initial steps of the writing process by using the prewriting and drafting steps of the writing process to create a simple story.	• Student work product showing the process, using words, symbols, or other modes, for prewriting and drafting steps of creating a story
SAT22107B	The student will begin to use the initial steps of the writing process by using a graphic organizer as a first step of the writing process for organization and/or brainstorming.	• Student work product of the graphic organizer with the beginning information completed by the student
SAT22108	The student will compose a response to literary questions about plot, character, and/or setting for a story using written language or picture symbols. (Note: need to use vocabulary specific to plot, character, and/or setting)	• Data Collection Sheet (multi-step) recording student performance when composing responses to questions about the plot, character, and/or setting in a story • Student work product showing the responses the student composed to literary questions
SAT22104	The student will identify characteristic(s) of writing style in a favorite story(s) by indicating the story(s) with a specific point of view. (e.g., first or third person)	• Videotape of the student indicating a text(s) by the characteristic of a writing style with specific point of view
SAT22105A	The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life. (e.g., bottle [infant], favorite toy [toddler], favorite book [school age], etc.)	• Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline
SAT22105B	The student will create picture(s) for a story based on a personal experience.	• Student work product of picture(s) showing the story that the student created with a notation to indicate the story

SAT22207	The student will create an original story in which he/she identifies details that develop the plot (problem/conflict) and the character(s) (relationships, motivation, etc.) of the story.	• Student work product of a student's original text with words or phrase cards selected for the plot and character(s)
SAT22202	The student will edit his/her own text using the writing process.	• Student work product of his/her own text before and after student edits
SAT22203	The student will identify details in a story that develop the plot and/or character(s) of the story. (Note: need to use vocabulary specific to plot, and/or character(s))	• Student work product of a graphic organizer of the plot details and/or character traits with details from the story
SAT22204	The student will recognize the details of the setting by selecting words or pictures that are used in the story to develop the setting. (Note: need to use vocabulary specific to setting)	• Videotape of the student looking at pictures or word cards of possible setting details and selecting those related to the story read
SAT22208	The student will create a response to explicit questions by selecting the correct or most appropriate responses from a given set of pictures or words to create applicable responses with vocabulary related to the story(s).	• Student work product consisting of responses completed by the student using picture or word cards • Data Collection Sheet recording student performance when selecting related word cards and creating sentences in response to the explicit questions about a specific story
SAT22206	The student will recognize the writing style(s) of various author(s) by indicating which style is most associated with a particular author.	• Student work product with line drawn from a particular writing style to the author most associated with the style • Videotape of the student being presented with writing style cards and then indicating the writing style that is most associated with an author
SAT22306	The student will create an original, well-developed story with a well developed or defined plot, character(s), and/or setting.	• Student work product of a created story with plot, character(s), and/or setting clearly defined or developed
SAT22302	The student will write responses to a story using the writing process to answer questions posed by the teacher regarding a story read.	• Videotape of the student using the writing process to develop responses to questions posed by the teacher • Student work product showing the student's written responses to questions with a notation indicating the writing process the student used
SAT22307	The student will demonstrate an understanding of plot and/or character by using the vocabulary to identify the story element(s) that relate to each in a given text.	• Student work product with story element(s) (plot and/or character) defined on the worksheet and an example of plot and/or character from a given text provided next to the definition(s)
SAT22304	The student will use one or more steps of the writing process to develop clear, concise, and/or varied sentences.	• Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise, and/or varied sentences
SAT22305	The student will begin to develop a personal writing style using one or more steps of the writing process..	• Student work product showing the steps of the writing process (sentences, composition) he/she used for the beginning development or usage of a particular personal writing style

Mathematics
NYSAA Frameworks

Grade 6

New York State Alternate Assessment

GLIs and Essences MATH – Grade 6

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 64-65	6.N.1	Read and write whole numbers to trillions	• Define and identify properties of addition and multiplication • Understand and use the concepts of rate, ratio, and proportion • Read, write, and identify percents of a whole and solve percent problems • Define absolute value and determine the absolute value of rational numbers (including positive and negative) • Locate (on a number line) and order rational numbers (including positive and negative)
	6.N.2	Define and identify the commutative and associative properties of addition and multiplication	
	6.N.3	Define and identify the distributive property of multiplication over addition	
	6.N.4	Define and identify the identity and inverse properties of addition and multiplication	
	6.N.5	Define and identify the zero property of multiplication	
	6.N.6	Understand the concept of rate	
	6.N.7	Express equivalent ratios as a proportion	
	6.N.8	Distinguish the difference between rate and ratio	
	6.N.9	Solve proportions using equivalent fractions	
	6.N.10	Verify the proportionality using the product of the means equals the product of the extremes	
	6.N.11	Read, write, and identify percents of a whole (0% to 100%)	
	6.N.12	Solve percent problems involving percent, rate, and base	
	6.N.13	Define absolute value and determine the absolute value of rational numbers (including positive and negative)	
	6.N.14	Locate rational numbers on a number line (including positive and negative)	
	6.N.15	Order rational numbers (including positive and negative)	

AGLIs MATH – Grade 6

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems

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

The student will: • identify the first digit of a number already rounded to the nearest billion and compare two of these numbers (11105) • identify the first digit of a number already rounded to the nearest billion and order three or more of these numbers (11106) • recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole (11107) • compare and/or order integers from -10 to 10 and/or unit fractions using a number line (11108)**	The student will: • identify the first two digits of a ten-digit number already rounded to the nearest hundred million and compare two or more of these numbers (11205) • identify the first two digits of a ten-digit number already rounded to the nearest hundred million and order three or more of these numbers (11206) • identify commonly used percents and their fractional equivalents (e.g., 10%= $\frac{1}{10}$, 25%= $\frac{1}{4}$, 50%= $\frac{1}{2}$, 100%= $\frac{5}{5}$, etc.) (11207) • compare and/or order integers from -20 to 20 and/or unit fractions (11208)**	The student will: • identify the first three digits of a ten-digit number already rounded to the nearest ten million and compare two or more of these numbers (11305) • identify the first three digits of a ten-digit number already rounded to the nearest million and order three or more of these numbers (11306) • solve real world problems involving commonly used percents (Examples: 0%, 10%, 25%, 50%, 100%) (11307) • compare and/or order integers, fractions and/or percents (11308)

*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., place value, compare, order, fraction, integer, percent, 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.

**Task and evidence may demonstrate knowledge, skills, and understanding of integers within range given in AGLI and does not have to include all outlined in range.

SATs MATH – Grade 6

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11105	The student will identify the first digit of two numbers already rounded to the nearest billion by marking the first digits and compare the numbers by indicating the larger or smaller number as requested. (e.g., rounded numbers: 4,000,000,000; 7,000,000,000; 1,000,000,000; etc.)	• Student work product showing the first digit in two rounded numbers marked by the student and indicating the largest or smallest number
SAT11106A	The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from least to greatest (or greatest to least).	• Sequenced, captioned, dated photographs of the student indicating the first digit in the rounded numbers and then the order the student placed them in
SAT11106B	The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from greatest to least.	• Student work product showing first digits highlighted, circled, or marked and numbers placed in correct order as requested
SAT11107A	The student will recognize 50% represents the same amount as $\frac{1}{2}$ of the whole by sorting items that have $\frac{1}{2}$ written on them into the same pile as items with 50% written on them from a varied set of items. (e.g., choices presented: $\frac{1}{2}$ of a circle, $\frac{1}{4}$ of a square, 50% of a triangle, 75% of a square—the student sorted the circle with $\frac{1}{2}$ written on it and the triangle with 50% written on it into the same pile, etc.)	• Videotape of the student selecting the items that indicate $\frac{1}{2}$ and indicate 50% and placing them in one pile together separated from the other sets of items
SAT11107B	The student will recognize that 50% represents $\frac{1}{2}$ of the whole by looking at a half shape and a whole shape and indicating the half shape when asked, "Where is one half?" and the half shape when asked, "Where is 50 percent?"	• Data Collection Sheet (multi-step) recording student performance when identifying the same items when asked two different questions about $\frac{1}{2}$ and 50%
SAT11107C	The student will recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole when presented with representations of different percentages (e.g., 50%, 75%, 10%, etc.) by indicating the 50% representation when asked "Which is $\frac{1}{2}$?", "Show me $\frac{1}{2}$.", etc.	• Student work product showing images of items as 50%, 75%, 10%, etc. and the item the student marked when asked which is $\frac{1}{2}$, show me $\frac{1}{2}$, etc.

SAT11108A	The student will compare integers using positive and/or negative numbers by using a set of stairs as a number line to show higher/greater or lower/lesser position. (e.g., teacher provides: +2 and –3; 0 and -5, +4 and -4, etc.—student places the numbers on the stair number line in the appropriate positions; Note: sets could include any integers between -10 and 10)	• Student work product of the placement of different positive and/or negative integers on the number line of "stairs" to compare positions
SAT11108B	The student will compare integers and/or unit fractions using a number line by indicating two or more integers and/or fractions that are greater or less than a teacher identified integer and/or fraction. (e.g., teacher identifies the integer 4 on the number line that shows integers from -5 to 5 and requests the student to indicate any two integers that are less than 4 on the number line—student circles, highlights, marks, etc. the integers 2 and -1 or 3 and 0 or 2 and 1, etc.; Note: sets could include any integers between -10 and 10)	• Student work product showing the number line with the teacher identified integer and/or unit fraction including the requested comparison (greater than or less than) and student response of circled, highlighted, etc. integers and/or unit fractions that are greater or less than the identified number
SAT11108C	The student will order three or more integers and/or unit fractions by placing cards or writing numbers on a blank or partially completed number line. (e.g., teacher gives the student the integers 9, 4, and 7-student orders the integer in the sequence of 4, 7, 9 on the number line; Note: sets could include any integers between -10 and 10)	• Student work product showing the ordering of integers and/or unit fractions on a blank or partially completed number line
SAT11205	The student will identify the first two digits of ten-digit numbers rounded to nearest hundred million by indicating the appropriate digits and then compare these two rounded numbers by indicating greater than, less than, or equal to using the symbols/words. (e.g., rounded numbers: 4,100,000,000; 4,200,000,000; 4,300,000,000; etc.)	• Student work product showing the student indicated first two digits in the rounded numbers and greater than, less than, or equal to indicated in between the two numbers
SAT11206	The student will identify the first two digits of ten-digit numbers already rounded to the nearest hundred million by indicating the appropriate digits and then order three or more of these numbers in descending or ascending order. (e.g., rounded numbers: 5,300,000,000; 7,100,000,000; 5,500,000,000; etc.)	• Student work product with the student indicated first two digits in the rounded numbers and then the correct order of three or more of these numbers
SAT11207	The student will identify commonly used percents and their fractional equivalents by drawing a line from one to the other or pasting the percents and fractions next to each other. (e.g., 10% = $\frac{1}{10}$, 25% = $\frac{1}{4}$, 50% = $\frac{1}{2}$, 100% = $\frac{5}{5}$, etc.)	• Student work product showing the student identified the equivalents of a percent to a fraction or vice versa

SAT11208A	The student will order integers by placing symbols or words for integers within the range of –20 to +20 on a thermometer that already contains some of these integers. (Note: sets could include any integers between -20 and 20)	• Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to +20
SAT11208B	The student will compare integers and/or unit fractions by indicating greater than, less than, or equal to using the symbols/words. (Note: sets could include any integers between -20 and 20)	• Student work product with greater than, less than, or equal to indicated for each set(s) of integers and/or unit fractions
SAT11305	The student will identify the first three digits of two or more ten-digit numbers already rounded to the nearest ten million by indicating the appropriate digits and then compare by indicating the largest or smallest number. (e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)	• Data Collection Sheet (multi-step) recording student performance when indicating the first three digits and then circling the largest or smallest of the numbers • Student work product showing the first three digits that the student indicated and the larger or smallest number indicated by the student
SAT11306	The student will identify the first three digits of three or more ten-digit numbers already rounded to the nearest million by indicating the appropriate digits and then order these numbers by least to greatest (or greatest to least). (e.g., rounded numbers: 5,645,000,000; 2,347,000,000; 4,231,000,000; etc.)	• Student work product indicating the first three digits in a ten-digit number already rounded to the nearest hundred million by highlighting, circling, underlining, etc. the first three digits and the correct order of three or more of these numbers
SAT11307A	The student will solve real world problems involving commonly used percents by determining prices in advertisements that indicate a percentage off or savings.	• Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item calculated with the percent off
SAT11307B	The student will solve problems involving commonly used percents by identifying a percentage of “happy” friends versus “tired” friends when given the feelings of ten friends or classmates.	• Student work product of a percentage figured out based on a student comparison
SAT11308A	The student will order integers, fractions, and/or percents given a mixed set of cards by placing cards in ascending or descending order.	• Student work product showing the ordered integers, fractions, or percents
SAT11308B	The student will compare integers, fractions, and/or percents by indicating greater than, less than, or equal to using the symbols/words.	• Student work product showing the set(s) of integers, fractions, and/or percents with greater than, less than, or equal to indicated in between the two items

GLIs and Essences

MATH – Grade 6 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 65-66	6.N.16	Add and subtract fractions with unlike denominators	• Add, subtract, multiply, and divide fractions and mixed numbers with unlike denominators • Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100) • Evaluate numerical expressions using order of operations (may include exponents of two and three) • Represent repeated multiplication in exponential form and evaluate expressions having exponents of one, two, or three
	6.N.17	Multiply and divide fractions with unlike denominators	
	6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators	
	6.N.19	Identify the multiplicative inverse (reciprocal) of a number	
	6.N.20	Represent fractions as terminating or repeating decimals	
	6.N.21	Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)	
	6.N.22	Evaluate numerical expressions using order of operations (may include exponents of two and three)	
	6.N.23	Represent repeated multiplication in exponential form	
	6.N.24	Represent exponential form as repeated multiplication	
	6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three	

AGLIs

MATH – Grade 6 (cont'd)

Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • add and/or subtract simple unit fractions ($\frac{1}{2}, \frac{1}{4}$) using one or more strategies (13104) • compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105) • add, subtract, multiply and/or divide integers using one or more strategies (13106) • identify a whole and its parts (13107)	The student will: • add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies (13203) • relate fractions (as tenths) and their decimal or percent equivalents using one or more strategies (13204)	The student will: • add, subtract, and/or multiply fractions using one or more strategies (13303) • evaluate or solve numerical expressions using order of operations with whole numbers only (13304)**

*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., integer, operation, decimal, fraction, strategy, algebraic (or numeric) expression, order of operations, evaluate/solve, 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.

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

SATs

MATH – Grade 6 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13104	The student will add and/or subtract simple fractions using a pictorial display. (e.g., addition fraction: picture of $\frac{1}{2}$ pizza + picture of $\frac{1}{4}$ pizza =, choices presented to the student picture of $\frac{4}{4}$ pizza or picture of $\frac{3}{4}$ pizza, the student select the picture of $\frac{3}{4}$ pizza)	• Student work product of illustrating simple addition and/or subtraction of fractions using pictorial displays where the student selects the answer from a choice of two
SAT13105	The student will order percents 10, 25, 50, and 100 and their decimal or fractional equivalents. (e.g., 10%-$\frac{1}{10}$; 25%-$\frac{1}{4}$; 50%-$\frac{1}{2}$; 100% -$\frac{5}{5}$; (Note: ordering problems shown (in total) must include all of the percents and decimal or fractional equivalents)	• Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it • Student work product showing percent and decimal or fraction cards placed in ascending order
SAT13106A	The student will add, subtract, multiply, and/or divide integers using one or more strategies on a given worksheet. (Note: possible strategies – calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)	• Student work product of completed worksheet with the strategy(s) used by the student notated by the teacher
SAT13106B	The student will use a beginning strategy of addition using manipulatives by adding one more to a given set of objects.	• Videotape of the student adding one more item to a set of objects to show addition
SAT13107	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of objects.	• Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole • Student work product showing a whole object and part of an object with whole pasted underneath the whole object and also showing parts that would make the whole object pasted underneath the whole object shown

SAT13203	The student will add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies. (Note: possible strategies – fraction models, pictorial display, calculators, etc.)	• Student work product indicating the student's solution to the given problem with the strategy(s) used by the student notated by the teacher
SAT13204A	The student will relate fractions to decimal money amounts using one or more strategies. (e.g., $\frac{10}{100} = \frac{1}{10}$ =\$0.10; $\frac{2}{10}$ =\$0.20; $\frac{5}{10}$ =\$0.50; organizing equivalent amounts in chart with columns labeled Fraction and Decimal; Note: possible strategies – fraction models with 10 x 10 grids, calculators, etc.)	• Videotape of the student relating a given fraction to its monetary equal using a number line divided into tenths and labeled with money equivalents • Student work product showing lines drawn between a fraction and its decimal money equivalent with notation indicating strategy(s) used
SAT13204B	The student will relate fractions (as tenths) to their percent equivalents using one or more strategies.	• Student work product of a T-chart with fractions on one side and the percent equivalents written or pasted next to the correct fractions with notation indicating strategy(s) used • Student work product showing lines drawn between a fraction and its percent equivalent with notation indicating strategy(s) used
SAT13303	The student will add, subtract, and/or multiply fractions using one or more strategies. (Note: possible strategies – fraction models, pictorial display, calculators, etc.)	• Student work product indicating the student's solution to the given problems and the strategy(s) notated by the teacher
SAT13304A	The student will solve numerical expressions involving two or more steps using appropriate order of operations by indicating solutions to numerical expressions presented. (Note: expression must be presented horizontally, student may solve it vertically)	• Student work product showing a set of simple numerical expressions (using whole numbers and 2 or more operations) and the student's answer when solving these expressions
SAT13304B	The student will evaluate multi-step numerical expressions in correct order of operations by indicating which operation to apply first by circling the first operation within the expression. (e.g., (3 + 4) + 2 = (3 + 4) + 2 = 7 + 2 = 9 (Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to figure out the operation that applies first)	• Videotape of the student indicating the correct order of operations given simple whole number expressions

GLIs and Essences

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 66	6.A.1	Translate two-step verbal expressions into algebraic expressions	• Translate verbal expressions into algebraic expressions and evaluate algebraic expressions
	6.A.2	Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)	

AGLIs

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra		
Choice Component 1—Band: Variables and Expressions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • use whole numbers and the symbol + and/or − to translate verbal/written expression(s) into numerical expression(s) (41104)** • find the value of numerical expression(s) involving whole numbers (41105)*** • compare using the term(s) equal to, greater than, and/or less than (41106)	The student will: • use numerals and the symbols +, −, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)** • evaluate numerical expressions (41202)***	The student will: • use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)** • evaluate and/or simplify algebraic expressions (41302)***

*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, whole number, evaluate/solve in algebra AGLIs (find the value), numeral, variable, operation, 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 solve it by putting it into a vertical (working format) before indicating the answer.

SATs

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT41104A	The student will use whole numbers and + or – to translate verbal/written expression(s) by indicating the correct numerical expression. (e.g., expression: "I had five pencils and gave a friend three of them."-choices: 5 + 3, 5 – 3, 5 –2; expression: "seven minus four"-choices: 4+7, 7-4, 7-3; expression: "10 plus 10"-choices: 10-0, 1+10, 10+10; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve)	• Videotape of the student listening to the verbal expression or being given the written expression and choosing or writing the correct numerical expression that goes with the verbal/written expression
SAT41104B	The student will use whole numbers and + or – to translate verbal/written expression(s) in word problem(s) into numerical expression(s). (e.g., problem: "Kelly ran 4 miles on Tuesday and ran 3 miles on Wednesday."- translation "4+3"; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)	• Student work product with verbal expression(s) given or the written expression(s) and the student's translated numerical expression(s)
SAT41105A	The student will find the value of numerical expression(s) that use the addition symbol and/or the subtraction symbol. (Note: expression must be presented horizontally, student may solve it vertically)	• Student work product containing numerical expression(s) with value(s) indicated by the student
SAT41105B	The student will find the value of numerical expression(s) using manipulatives. (e.g., 2 + 3 = ___?__; Note: expression must be presented horizontally, student may solve it vertically)	• Sequenced, captioned, dated photographs of the student solving numerical expression(s) using sets of blocks or stickers
SAT41106A	The student will compare sets of numbers or items using the symbol/word for the term(s) equal to, greater than and/or less than. (e.g., shown 2 __ 2, the student chooses the equal to (=) symbol card; shown 3 CDs and 6 CDs, the student chooses the less than word card; etc.)	• Student work product showing sets of numerals or items with the student indicated symbol/word for greater than, less than, and/or equal to (using the appropriate mathematics terms)

SAT41106B	The student will compare numbers or items using term(s) equal to, greater than, or less than by demonstrating or completing the requested comparison ("show me…"). (e.g., requested comparison "equal to": shown a picture of two pencils and requested "show me an equal set", the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils; requested comparison "greater than": given the number 4 and requested to "show me a number that is greater than 4", the student indicates the number 10 from a set of choices; etc.)	• Student work product showing the given numbers or items and the requested comparison indicated with the demonstrated or completed comparison by the student
SAT41203A	The student will use numerals and +, −, ×, and/or ÷ to translate verbal/written expressions into numerical expressions. (e.g., the teacher states "one plus nine", student writes 1 + 9; the teacher writes "six minus two", student writes 6 − 2; the teacher states or writes "I bought 2 fiction books, each costing $4.00 and one map book costing $2.00.", the student writes (2 x 4.00) + 2.00; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve)	• Student work product that shows the related numerical expressions for given verbal/written expressions
SAT41203B	The student will use numerals and +, –, ×, and/or ÷ to translate verbal/written expressions by indicating the correct numerical expression from a set of choices. (e.g., expression: "10 plus 7"; choices presented: 7-10, 1+7, 10+7; "I bought 4 oranges, each costing $1.00, and 1 sandwich costing $3.00."; choices presented: (4 x 1) + 3; 4 + 1 + 3; 4 + (4 + 4) + 2; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve)	• Sequenced, captioned, dated photographs of the student listening to the verbal expressions or looking at the written expressions and choosing the correct numerical expressions from the set of three numerical expressions
SAT41203C	The student will use numerals and +, −, ×, and/or ÷ to translate verbal/written expressions from word problems into a numerical expression. (e.g., Ann Marie has 2 pencil's and was given 2 more—translates into 2 + 2; Jamie has 5 books and Joe takes 2 of her books—translates into 5 − 2; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)	• Student work product with the verbal expressions given or the written expressions and the student's translated numerical expressions

SAT41202	The student will evaluate numerical expressions to find the value of them. (e.g., 1 + 3—student indicates or writes 4; 10 − 2—student indicates or writes 8; 4 + 2 + 3—student indicates or writes 9; 1 + 5 – 2—student indicates or writes 4; 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
SAT41303	The student will use numerals, variables, and operation symbols to translate verbal/written expressions into algebraic expressions. (e.g., teacher says “six plus how many” and the student writes or selects the expression that shows “6 + ?”; teacher writes “ten minus some number” and the student writes or selects the expression that shows “10 – n”; teacher writes or says “the sum of a number plus 3” and the student writes or selects the expression that shows “a + 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)	• Student work product showing the algebraic expressions written or selected by the student
SAT41302A	The student will evaluate and/or simplify algebraic expressions to find the value of them. (e.g., 1 + 3—student indicates or writes 4; 10 − 2—student indicates or writes 8; 4 + 2 + 3—student indicates or writes 9; 1 + 5 – 2—student indicates or writes 4; 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
SAT41302B	The student will evaluate algebraic expressions by indicating expressions that have a value equal to ten. (e.g., choices given: 4 + 6; 1 + 2; 6 – 3; 2 + 8; 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 ten)	• Student work product of showing the algebraic expressions that the student indicated had a value equal to ten
SAT41302C	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 + 2 is the same as ☐ + _____; 4 + 2 + ☐ is the same as ____ + ☐; Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to simplify the expressions)	• Sequenced, captioned, dated photographs of the student looking at the expressions and following the correct simplification process in order to evaluate the expressions for their value

GLIs and Essences

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 2—Band: Equations and Inequalities

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 66-67	6.A.3	Translate two-step verbal sentences into algebraic equations	• Translate verbal sentences into algebraic equations, solve equations (two-step) and evaluate formulas • Solve simple proportions within context
	6.A.4	Solve and explain two-step equations involving whole numbers using inverse operations	
	6.A.5	Solve simple proportions within context	
	6.A.6	Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)	

AGLIs

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra		
Choice Component 2—Band: Equations and Inequalities		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • use whole numbers and the symbols (+ or −) and equal sign (=) to translate verbal or written sentence(s) into algebraic equation(s) (42104)** • identify correct numeric sentence(s) (42102)** • solve simple whole number equation(s) involving addition and/or subtraction (42105)***	The student will: • use numerals, variables, and the symbols (+, −, ×, or ÷) and equal sign (=) to translate verbal or written sentences into algebraic equations (42203)** • solve one-step equations using any of the four operations (42202)***	The student will: • translate verbal or written sentences indicating a two-step process into algebraic equations (42303)** • solve two-step algebraic equations (42304)***

*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) equation (sentence), whole number, evaluate/solve in algebra AGLIs (find the value), numeral, variable, operation, 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 equation (sentence). For the translated equation to be considered correct it must be horizontal.

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

SATs

MATH – Grade 6 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 2—Band: Equations and Inequalities

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 use whole numbers, the + or - operation symbol, and the equal sign to create algebraic equation(s) when given verbal or written sentence(s). (e.g., four plus six equals ten would be translated as 4+6=10; two pens plus two pens equals four would be translated as 2+2=4; etc.; Note: for accuracy student needs to show/select the equation in a horizontal format)	• Student work product of the written sentence(s) and the students' translation under the sentence(s)
SAT42104B	The student will place numbers and + or – and = symbol cards in order to form an algebraic equation when the teacher verbalizes or writes sentence(s). (e.g., the teacher says, signs, or writes, "two plus three equals five."-the student selects the 2, 3, and 5 number cards and the + and = symbol cards and organizes them into the equation 2+3=5; Note: for accuracy student needs to show/select the equation in a horizontal format)	• Sequenced, captioned, dated photographs of the student listening to or looking at the verbal or written sentence and then selecting and ordering the set of number and symbol cards correctly
SAT42102	The student will identify the numeric sentence(s) that are correct by indicating each correct one. (e.g., 1 + 3 = 4 or 2 + 3 = 6; 4 + 4 = 18 or 10 + 1 = 11; etc.; Note: sentence choices for selection must be presented horizontally)	• Student work product of correct sentence(s) highlighted, circled, marked, etc. by the student
SAT42105	The student will solve simple equation(s) involving addition and/or subtraction. (Note: equation must be presented horizontally, student may solve it vertically)	• Student work product with addition and/or subtraction equation(s) solved by the student
SAT42203	The student will use numerals, variables, and the symbols (+, $-$, $\times$, or $\div$) and equal sign (=) to translate verbal or written sentences involving one or more steps into algebraic equations. (e.g., teacher writes "seven plus what number equals 17", choices presented $17+n=17$, $7+n=17$, $17+n=7$; verbal/written sentence "10 minus a number is 8"—translates to $10-a=8$; verbal/written sentence "2 plus 4 plus what number equals 12"—translates to $2+4+b=12$; Note: for accuracy student needs to show/select the equation in a horizontal format)	• Student work product showing algebraic equations translated by the student from verbal or written sentences
SAT42202A	The student will solve one-step equations (using addition, subtraction, multiplication, and/or division) by filling in missing number(s).	• Data Collection Sheet (multi-step) recording student performance when indicating the missing

	(e.g., $1 + 2 = \square$, $\square + 2 = 10$, $15 - 7 = \square$, etc.; directions could state "solve the equations by finding the missing number" or "solve the equations by stating, writing, etc. the number that goes in the box"; Note: equation must be presented horizontally, student may solve it vertically)	number in each of the simple equations • Student work product showing student solution (number missing) for each of the equations
SAT42202B	The student will solve one-step equations using addition, subtraction, multiplication, and/or division. (Note: equation must be presented horizontally, student may solve it vertically)	• Student work product showing the one-step equations that the student solved
SAT42303	The student will translate verbal or written sentences involving two steps into algebraic equations. (e.g., the teacher states/writes "6 plus 1 plus 5 equals 12" and the student shows or selects indicates 6 + 1 + 5 = 12; the teacher says "I have three cupcakes, I make three more. I eat two. I have four left." and the student shows or selects indicates 3 + 3 – 2 = 4; the teacher writes "Erik bought 2 CDs for $10.00 each and 1 pack of gum for $2.00. His total came to $22.00." and the student shows or selects (2 × 10) + 2 = 22; Note: for accuracy student needs to show/select the equation in a horizontal format)	• Videotape of the student listening to or looking at the verbal or written sentences and indicating the correct algebraic equations • Student work product including the written sentences with the two steps that the student translated
SAT42304	The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers or writing the answers in the appropriate space. (Note: equation must be presented horizontally, student may solve it vertically)	• Student work product indicating that the student solved two-step algebraic equations by indicating the answer

English Language Arts (ELA) NYSAA Frameworks

Grade 7

New York State Alternate Assessment

GLIs and ESSENCES ELA – Grade 7

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. 53	• Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions	• Locate and use school and public library resources with some direction to acquire information • Read to collect facts and ideas from multiple sources and begin to interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts

AGLIs ELA – Grade 7

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • locate and/or use the school library resources to find information (11101) • use the school library to acquire information on two or more related topics (11111) • locate the public library (11103) • locate organizational text feature(s) in original format(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104) • use text feature(s) such as a caption, chart, table, and/or map to gather information (11105) • attend to or read to collect fact(s) and/or idea(s) about a topic (11106) • recognize statements of opinion (11107) • restate or paraphrase collected fact(s) and/or idea(s) (11108) • identify main idea(s) in informational text(s) (11109) • compare or contrast facts or ideas pertaining to a single topic (11110)	The student will: • locate and use the school library or public library to acquire information (11209) • attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210) • identify the main idea and/or supporting details in informational text(s) (11203) • relate facts and/or ideas to chosen topic (11204) • distinguish facts from opinions (11205) • compare and/or contrast two comparable subjects (11211) • use facts to support a main idea (11207) • draw conclusion(s) based on explicit information about a topic (11208)	The student will: • use the school library and/or public library resources to acquire information (11301) • attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) • distinguish facts from opinions (11303) • distinguish the relevant from the irrelevant facts and/or ideas (11304) • distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) • recognize information that is implied (11306)

*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., text feature, informational text, facts, main idea vs. supporting details, 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 – Grade 7

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 locate the school library resources to find information by indicating two or more areas of the library where certain books (e.g., encyclopedias, nonfiction, topic specific books, etc.), magazines and/or the library computer(s) are located.	• Sequenced, captioned, dated photographs of the student going through the process of locating two or more areas where the books, magazines, or computers are located • Student work product showing a map of the school library with two areas with resources (books, magazines, and/or library computers) circled, marked, etc.
SAT11101B	The student will use two or more school library resources using book(s), magazine(s), and/or the computer to identify 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
SAT11111	The student will use the school library by checking out two or more books on related topics and use the books to create a report, collage, or graphic organizer about the topics. (e.g., related topics—animals in the wild and domesticated animals; planes and trains; etc.)	• Student work product of the report, collage, or graphic organizer the student created using the books from the library with the library books cited
SAT11103	The student will locate the public library by circling or marking the picture, symbol, or representation of the public library on a community map.	• Student work product of the map with various locations around the community with the public library circled or marked
SAT11104	The student will locate organizational text feature(s) (e.g., title, table of contents, glossary, etc.) in a text upon request.	• Videotape of the student locating text feature(s) requested by the teacher
SAT11105A	The student will use a table and/or chart in a text to gather information about the topic being studied.	• Sequenced, captioned, dated photographs of the student locating information in a table and/or chart and recording it in his/her notes • Student work product of the table and/or chart used and the information that was gathered about the topic
SAT11105B	The student will find the chapter and/or page number in a book's Table of Contents to answer question(s).	• Student work product showing the chapter and/or page numbers the student used to gather information about a specific topic

SAT11106	The student will attend to or read a text to collect fact(s) and/or idea(s) by indicating the fact(s) and/or idea(s) about the specific topic. (e.g., bus schedule facts, animal survival facts, weather facts, etc.)	• Student work product of a T-chart with fact(s) and/or idea(s) pasted by student about a bus schedule • Student work product of a weather journal with clipping(s) from a newspaper about weather
SAT11107	The student will recognize the statements which are opinions by indicating the statements of opinion.	• Student work product with statements of opinion circled, highlighted, marked, labeled as opinion, etc. by the student
SAT11108	The student will restate or paraphrase collected fact(s) and/or idea(s) about a chosen topic.	• Videotape or audiotape of the student restating or paraphrasing fact(s) and/or idea(s) that was collected about a topic
SAT11109A	The student will identify main idea(s) of an informational text(s) read or listened to by indicating the main idea(s) from a set of choices. (e.g., directions given to student "What is the main idea of the text we/you just read?"; choices: phrases, key words, etc.; Note: need to use vocabulary specific to main idea)	• Student work product of the main idea(s) that the student indicated for the text(s) • Student work product of student journal/notes page with text title(s) with the main idea(s) indicated
SAT11109B	The student will identify the main idea in an informational text by indicating or marking the main idea within the text read or listened to. (e.g., directions given to student "What is the main idea? Underline or highlight the main idea in the text."; Note: need to use vocabulary specific to main idea)	• Student work product that includes the informational text with the main idea underlined, highlighted, circled, etc.
SAT11110	The student will compare or contrast facts or ideas collected about a topic by placing them in the appropriate areas on a Venn diagram.	• Student work product of completed Venn diagram with facts or ideas shown for a specific topic
SAT11209	The student will locate the school library by going to it and checking the weather for the following day in the daily newspaper or on the computer.	• Sequenced, captioned, dated photographs of the student locating the library, looking up the weather information and pointing to the weather for tomorrow
SAT11210A	The student will read or attend to two different informational texts about a similar topic to collect facts and/or ideas about the topic by recording them on a chart, in a list, or create a collage of facts and/or ideas. (e.g., topic—taking care of dogs, facts—eat dog food, need fresh water, go to a vet when sick, need exercise, get groomed, etc.)	• Videotape of the student answering "yes/no" questions about the facts and/or ideas then placing them on a felt board • Student work product with facts and/or ideas collected from the topic (e.g., chart with topic, text titles, and the facts or ideas written or affixed to the chart, list containing the facts or ideas collected written in or using pictures, symbols, or representations of the facts or ideas, collage of pictures illustrating the facts or ideas, etc.)

SAT11210B	The student will read or attend to two or more informational texts about a specific topic and collect facts and/or ideas about the topic by choosing the appropriate word cards, sentence strips, pictures, etc. (Note: choices given should include facts or ideas from the informational texts and some not related or from the texts)	• Student work product showing the facts and/or ideas that relate to the specific topic collected from the informational texts (e.g., word cards that were chosen affixed to the worksheet, a bingo marker stamped on pictures that relate to the fact collected for the specific topic, etc.)
SAT11203A	The student will identify the main idea and/or supporting details in informational text(s) by indicating the main idea and/or supporting details based on the text(s). (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of informational text(s) with main idea and/or supporting details highlighted, marked, circled, pasted in the applicable areas on a graphic organizer, etc.
SAT11203B	The student will identify the supporting details in an informational text(s) by stopping when reading or stopping the reader when supporting details are mentioned and marking them in the text. (Note: need to use vocabulary specific to supporting details)	• Student work product of the highlighted, circled, underlined, etc. supporting details within an informational text(s) completed by the student
SAT11204	The student will relate facts and/or ideas to a chosen topic by creating a collage with the appropriate facts and/or ideas included in the collage.	• Student work product of the collage with the various facts and/or ideas pasted on it under the topic heading
SAT11205	The student will distinguish facts from opinions by labeling or marking whether a sentence is a fact or opinion when given a set of statements.	• Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly
SAT11211	The student will compare and/or contrast two comparable subjects by indicating what is similar and/or what is different about the two subjects. (e.g., subject of transportation by bicycle and car—similarity: both have wheels, can take you somewhere, etc.; difference: a bicycle is self propelled by pedaling, is a slower means of transportation, a car has an engine, can take you longer distances; etc.)	• Student work product showing the two comparable subjects with the similarity and/or difference listed
SAT11207	The student will use facts to support a main idea by selecting the applicable facts from a set of choices. (Note: need to use vocabulary specific to main idea)	• Student work product with the main idea listed and the facts that were selected to support the main idea
SAT11208	The student will draw a conclusion(s) based on the explicit information of facts or ideas collected about a chosen topic. (e.g., weather forecasting, plant growth needs, etc.)	• Student work product detailing source(s), collected facts or ideas, and a statement of conclusion drawn
SAT11301A	The student will use two or more resources (e.g., books in reference section, computer, etc.) from the school library to acquire information on a topic(s).	• Student work product showing the topic(s) and the facts or details the student collected from the school library's resources

SAT11301B	The student will use the daily newspaper and the computer at the public library to acquire information about a current event.	• Student work product showing the current event and the information the student collected from the public library's newspaper and computer
SAT11307A	The student will read or attend to a teacher reading three or more informational texts about a single topic to collect facts and/or ideas by displaying the facts and/or ideas in a list or chart.	• Student work product showing list or chart of facts and/or ideas collected based on three or more informational texts read or attended to
SAT11307B	The student will read three or more informational texts to collect facts and/or ideas about a single topic.	• Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (e.g., student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)
SAT11303A	The student will distinguish facts from opinions by sorting statement of each into two different piles representing facts in one and opinions in the other.	• Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles
SAT11303B	The student will distinguish facts from opinions in the daily paper. (e.g., letters to the editor-opinion, news story-facts, obituary-some facts some opinion, etc.)	• Student work product of articles selected and clearly marked which is fact and which is opinion (either by article or by paragraph in the article)
SAT11304	The student will distinguish relevant from irrelevant facts and/or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which relevant to the main topic and those which are irrelevant to the main topic. (e.g., Topic—Planets: relevant-names of planet in our solar system, definition of a planet; irrelevant-Earth is third planet from the Sun, Mars may have water)	• Videotape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and/or ideas and one for irrelevant facts and/or ideas
SAT11305	The student will distinguish similar and/or dissimilar information from two sources on the same topic by listing these on a graphic organizer.	• Student work product of a graphic organizer that shows similar and/or dissimilar information about the topic
SAT11306	The student will recognize information that is implied by reading his/her schedule and completing the task(s) that is implied. (e.g., schedule has physical education class listed; implied task is put on sneakers, gym clothes, and go to gym; etc.)	• Sequenced, captioned, dated photographs of student reading the schedule and completing the task(s)

GLIs and ESSENCES

ELA – Grade 7 (cont'd)

Required Component 1—Key Idea: Reading

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 53	• Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version	• Compare motives of characters, cause of events, and importance of setting in literature to their own lives • Compare different mediums of a literary work with the written version • Identify poetic elements in order to understand poetry (such as rhyme, rhythm, and repetition) • Recognize the use of literary devices, such as simile and metaphor

AGLIs

ELA – Grade 7 (cont'd)

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 2

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

The student will:	The student will:	The student will:
• make prediction(s) based on clues in a story (12109) • identify favorite and/or least favorite part(s) of a story (12110) • relate setting, event(s), and/or character(s) to personal experience or the experience of others (12111) • recognize key details about setting, plot, and/or character(s) in a literary story (12112) • recognize characters in multiple literary stories (12113) • identify change(s) in character(s) in a story (12114) • recognize the author's message (12115) • attend to or read different genres of literary stories (12116)	• tell what happens in a story in sequence (plot) (12201) • provide details about events (plot): "who," "what," "where," "when," and/or "how" (12211) • identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12203) • identify implicit motive(s) of character(s) (12204) • make prediction(s) or draw conclusion(s) about character(s) or plot based on specific details in story(s) (12205) • recognize the same story can be told in different genres (12206) • explain author's message using details from the story (12207) • distinguish prose from poetry (12208) • recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12212) • identify details in a story or poem that appeal to the senses (12210)	• identify cause(s) of event(s) in story(s) (12301) • identify character's motivation (12302) • explain how setting affects the events or characters in a story (12303) • show how one character is similar to or different from another character in the story in actions or words (12304) • compare two versions of the same story: in written text and/or in some other form (e.g., film, cartoon, song, play, etc.) (12309) • read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306) • recognize a simile (comparisons using *like* or *as*) in story(s) and/or poetry (12307) • recognize a metaphor (comparisons, without using *like* or *as*, of two things that are basically different but have one similarity) in story(s) and/or poetry (12308)

*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., plot, character, setting, author's message, genre, prose, 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 – Grade 7 (cont'd)

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12109	The student will make a prediction(s) and indicate the clues from the story that led him/her to make that predication(s).	• Audiotape of the student stating prediction(s) and clues from story that led to the prediction
SAT12110A	The student will identify the picture, symbol, or phrase that represents his/her favorite part(s) from a story read or listened to.	• Student work product of stamped part(s) of the story that are his/her favorite
SAT12110B	The student will identify his/her favorite and/or least favorite part(s) of a story by drawing a picture and/or writing a sentence relating to the part.	• Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part(s) within a story
SAT12111	The student will relate a similar setting, event(s), and/or person(s) from his/her experience to a setting, event(s) and/or character(s) in a story that he/she read or listened to. (Note: need to use vocabulary specific to setting, event(s), and/or character(s))	• Student work product of a T-chart with character(s), setting, and/or event(s) from a story linked with the person(s), time and location, and/or occurrence(s) from his/her experience
SAT12112	The student will recognize key details by completing a graphic organizer using key details about the setting, plot, and/or character(s) in a literary story. (e.g., key details about a character-has a sister, is the youngest, etc.; Note: need to use vocabulary specific to plot, character(s), and/or setting)	• Student work product of the completed graphic organizer
SAT12113	The student will recognize different characters from multiple stories by indicating or matching the correct character with the title of the story. (Note: need to use vocabulary specific to characters)	• Student work product of the characters linked to the correct story title for each character
SAT12114	The student will identify change(s) in a character(s) in a story by pasting picture(s), word(s), or phrase(s) on a timeline to illustrate change(s). (Note: need to use vocabulary specific to character(s))	• Student work product of timeline illustrating change(s) the character(s) went through in the story

SAT12115	The student will recognize the author's message in a story or a play by identifying a symbol specific to the message from a group of symbols.	• Student work product of PECs, Boardmaker symbols, etc. selected or marked indicating the author's message
SAT12116	The student will attend to or read literary stories from two or more different genres.	• Data Collection Sheet (time-segment) recording student performance of the amount of time the student attended to or read a fictional story and a poem
SAT12201	The student will tell what happens in a story by sequencing pictures, statements, phrases, etc. that illustrate events in the story.	• Student work product of pictures, statements, phrases, etc. sequenced to tell events in story
SAT12211	The student will provide details about events in a story by answering questions related to the events from the beginning, middle, and/or end of the story. (e.g., who did (event) in the beginning of the story; at the end of the story where did (event) occur; when did (event) happen at the beginning, middle, or end; how did (event) first come about; etc.)	• Student work product of the student's responses to questions related to events in story
SAT12203	The student will identify a change in a character(s) reflected in their actions by identifying the change and different ways the character(s) behaved at select points in the story.	• Data Collection Sheet (multi-step) recording student performance when identifying the change and actions of a character(s) at select points in the story • Student work product including the change that the character(s) went through and the actions that reflect this change
SAT12204	The student will identify the implied motive(s) of a character(s) in a story read or listened to by selecting it from a set of possible choices.	• Data Collection Sheet recording student performance when selecting the correct implied motive(s) of a given character(s)
SAT12205	The student will make a prediction(s) about a character's actions or the next thing that will occur in the plot using details from a story.	• Audiotape of the student discussing details of the story and making a predication about character actions or plot
SAT12206	The student will recognize that the same story can be told in different genres by indicating which stories written in two different genres are alike given a set of three or more choices.	• Videotape or audiotape of the student indicating which two out of three genres are the same story
SAT12207	The student will explain the author's message using details from a story listened to or read.	• Data Collection Sheet (multi-step) recording student performance when answering questions about author's message using his/her device, stating, signing, etc.
SAT12208	The student will distinguish prose from poetry by indicating prose or poetry for each piece of work in a set of choices.	• Data Collection Sheet recording student performance when indicating poetry or prose for each piece from a set of choices
SAT12212A	The student will recognize the poetic element of repetition in choral reading by inserting the repetition of a poem at the appropriate time during the reading.	• Data Collection Sheet recording student performance when using a communication device to insert the repetition in a choral reading of a poetry selection
SAT12212B	The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.	• Student work product of a poem with student highlights on each of the rhyming words

SAT12210	The student will identify the details in a story or poem that appeal to the senses by selecting those words (in text or picture format) that relate to color, texture, taste, or smell.	• Videotape of the student selecting words that provide details about sensory experiences • Student work product of the words that illustrate sensory experiences affixed to a worksheet
SAT12301	The student will identify the cause(s) of event(s) in a story by matching pictures of the event(s) with those thing(s) that precipitated them.	• Student work product of a graphic organizer including the event(s) in the story and the thing(s) that lead to or caused the event(s) to take place
SAT12302	The student will identify a character's motivation by answering question(s) posed by a teacher about a character's motivation in a story read or listened to.	• Student work product of question(s) about a character's motivation answered by the student
SAT12303	The student will explain how setting affects the events or characters in a story by listing the setting and providing a sentence(s) about the relationship between the two.	• Student work product showing the setting and the student created sentence(s) about how the setting affects the events or characters in the story
SAT12304	The student will show how characters in a story are similar to or different from each other by completing a Venn diagram.	• Student work product of a Venn diagram that shows character similarities or differences
SAT12309A	The student will compare two versions of a story by indicating how a familiar story from different genres is alike using a graphic organizer. (e.g., textual versions, poems, plays, etc.)	• Student work product of a completed graphic organizer comparing the two genres of the same story • Videotape or audiotape of the student identifying the pair and explaining the similarities between the play version and the textual version of the same story
SAT12309B	The student will compare two versions of the same story by telling how a book version and a film version of the story are similar.	• Audiotape of the student giving details that are similar in the movie as compared to the book
SAT12306	The student will read a simple poetry piece that uses rhyme, rhythm, and/or repetition and answer question(s) related to understanding the poetry piece after reading the piece.	• Student work product with the poetry piece read by the student and the answer(s) to questions regarding understanding
SAT12307A	The student will recognize a simile in a story(s) and/or poem by raising his or her hand when a simile is heard.	• Data Collection Sheet recording student performance when recognizing the simile with a raised hand
SAT12307B	The student will recognize a simile in a story(s) and/or poem by indicating or marking the simile within the piece read or listened to.	• Student work product that includes the story(s) and/or poem with the simile underlined, highlighted, circled, etc.
SAT12308	The student will recognize a metaphor in a story(s) and/or poem by circling, highlighting, or marking the metaphor from the story given a set of choices.	• Student work product with the story(s) and/or poem title, the choices, and the metaphor the student marked

GLIs and ESSENCES

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	• Identify essential information for note-taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multi-step directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker's voice quality and delivery impact communication, with assistance	• Listen to and follow multi-step directions that provide information about a task or assignment • Identify essential information for note-taking • Draw conclusions on the basis of explicit information

AGLIs

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for **information and understanding.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 1		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • listen to and follow one-step directions to perform a task or assignment (31101) • respond to speaker (e.g., yes or no questions, choice decisions, etc.) (31102) • distinguish between fact and opinion (31106) • identify how details are related to main idea(s) and/or each other (31104) • take notes (main idea) during a listening activity(s) (31107)	The student will: • listen to and follow two-step directions that provide information about a task or assignment (31201)** • draw conclusion(s) on the basis of explicit information and/or relationships within information (31202) • take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31204)	The student will: • listen to and follow multi-step directions that provide information about a task or assignment (31305)** • listen to a presentation and identify essential information via note-taking (31306) • draw conclusion(s) on the basis of explicit information and relationships within the information presented during a listening activity(s) (31307) • identify essential detail(s) when note-taking (31304)

*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, note-taking, 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.
**Directions must be given as a whole and not broken into steps when given.

SATs

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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
SAT31101A	The student will listen to and follow the one-step directions to place story pictures that will be used in a sequencing activity on a table.	• Videotape of the student listening to the directions and placing the story pictures on the table • Data Collection Sheet recording student performance when responding to verbal directions
SAT31101B	The student will listen to and follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.	• Student work product showing the directions and the task the student performed with a notation that the directions were read to the student
SAT31102A	The student will answer yes or no or true or false to questions about factual information in a text presented by the teacher.	• Data Collection Sheet recording student performance when responding to different questions about factual information presented to the student • Student work product including questions related to factual information in text and student responses
SAT31102B	The student will respond to speaker (e.g., yes or no questions, choices, decisions, etc.) related to the student's personal experiences. (e.g., speaker posed questions "Do you have reading today?", "Which article would you like to listen to?", "Would you like to work on the computer to look up current events?", etc.)	• Data Collection Sheet recording student performance when responding to speaker
SAT31106A	The student will distinguish between fact and opinion by listening to an editorial from a newspaper and an informational piece from the Internet then indicating which one is fact-based and which one is opinion-based.	• Audiotape of the student listening to the two different pieces and indicating which is fact-based and which is opinion-based
SAT31106B	The student will distinguish between fact and opinion by sorting or indicating statements of each after listening to a text or article.	• Student work product with fact in the article underlined and opinion in the article circled • Videotape of the student listening to the text or article and creating two piles: one for facts and one for opinions

SAT31104A	The student will identify how the details are related to the main idea(s) by matching up or drawing a line from the details to the related main idea(s) given choices of different main ideas. (Note: need to use vocabulary specific to main idea and details)	• Student work product of a supporting detail with a line drawn to the correct main idea
SAT31104B	The student will recognize how details are related to main idea(s) and/or each other, while listening to weekly current event article(s) by grouping main idea with its appropriate supporting details. (Note: need to use vocabulary specific to main idea and details)	• Student work product of grouped main idea and details
SAT31107	The student will take notes during a listening activity by selecting those pictures, symbols, words, etc. that illustrate key points in the presentation(s) or text(s) listened to. (Note: choices presented should include non-choices such as, minor and unrelated details)	• Student work product of a T-chart that contains the pictures, symbols, words, etc. that the student selected to illustrate the details of the presentation
SAT31201	The student will listen to and follow two-step verbal directions that provide information about a task or assignment. (e.g., get your communication board and come to the table for reading group; Note: direction must be given as a whole not broken into steps)	• Videotape of the student following the two-step directions and completing the task • Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31202A	The student will draw a conclusion(s) after listening to explicit information presented by a speaker by indicating a response from three options or words that describe a possible conclusion of the lecture.	• Data Collection Sheet recording student performance when drawing conclusions based on factual information given a set of responses to choose from
SAT31202B	The student will draw a conclusion(s) based on their daily schedule using PEC symbols to respond to questions, such as, "If you just finished “reading”, what are you going to do?”	• Videotape of the student using PEC symbols to draw a conclusion based on a question
SAT31204A	The student will take notes about the main idea(s) and supporting detail(s) during a listening activity by writing or selecting the appropriate word or picture cards and placing them on a worksheet in the correct locations. (Note: need to use vocabulary specific to main idea and supporting details)	• Student work product of the worksheet the student completed with the main idea in one part and the supporting detail(s) in another part
SAT31204B	The student will take notes on a graphic organizer showing main idea(s) and supporting detail(s) collected while listening to a text(s) or presentation(s). (Note: need to use vocabulary specific to main idea and supporting details)	• Student work product of completed graphic organizer with main idea(s) and supporting detail(s) from text(s) or presentation(s) listened to

SAT31305	The student will listen to and follow multi-step verbal directions that provide information about a given task or assignment. (Note: direction must be given as a whole not broken into steps)	• Student work product with multi-step directions that were followed by the student to complete the task • Videotape of the student listening to the multi-step directions and following them as directed to complete a task
SAT31306	The student will listen to a presentation and identify essential information from a presentation by taking notes about information from the speaker's presentation.	• Videotape of the student taking notes during the presentation • Student work product of notes taken by the student during the presentation with the most essential information highlighted or underlined
SAT31307	The student will draw a conclusion(s) based on explicit information and a relationship within the information about various career paths after listening to speakers.	• Student work product of a graphic organizer showing the conclusion(s) the student drew and the relationship of information presented about different career paths
SAT31304	The student will identify essential detail(s) when note-taking by selecting the essential detail(s) related to an article given a set of essential and nonessential article details.	• Student work product showing the essential detail(s) that the student selected

GLIs and ESSENCES

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	• Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance	• Respond to and interpret texts from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend literary text • Recognize how the author's use of repetition, rhythm, rhyme, and/or figures of speech affect the listener's understanding of literary text

AGLIs

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for **literary response and expression.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • attend to different genres that are read aloud (32106) • recognize rhyme and/or rhythm in poetry (32102) • identify story elements (e.g., character, plot, setting, etc.) (32107) • take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108) • recognize the use of literary device(s) (e.g., rhyme, rhythm, personification, and/or simile, etc.) to enhance appreciation of literature (32109)	The student will: • recognize the author's purpose (32205) • identify details that imply information about a character (32206) • recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203) • recognize that the author's message may be explicit (stated) or implicit (not stated) (32207)	The student will: • recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305) • begin to interpret text(s) using inferences about character(s) (32302) • identify literary device(s) in text(s) to support interpretations of story(s) and/or poem(s) (32303) • recognize how the author's use of literary device(s) affects a listener's understanding of literary text (32306)

*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., story element, literary device, simile, personification, author's message, author's purpose, rhyme, rhythm, 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 – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT32106A	The student will attend to literary texts in two or more different genres read aloud in a small group by demonstrating appropriate attending behavior. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	• Sequenced, captioned, dated photographs of the student demonstrating appropriate attending behavior to oral readings in a small group
SAT32106B	The student will attend to stories from different genres read aloud during library class.	• Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the stories
SAT32102A	The student will recognize beginning rhythm by clapping his/her hands or nodding his/her head to the cadence of a poem as it is being read.	• Data Collection Sheet recording student performance when recognizing beginning rhythm through demonstrating the cadence in a poem
SAT32102B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	• Student work product of poem with student highlights, marks, underlines, etc. on each of the rhyming words
SAT32107	The student will identify story elements by responding to questions about a story read aloud. (Note: need to use vocabulary specific to story elements (e.g., plot, character, setting, etc.))	• Student work product of the story elements questions answered about a story • Videotape of the student using symbols or speech output devices to answer story elements questions about a story
SAT32108	The student will take part in a small group discussion by asking or responding to a question about the author's message or purpose.	• Videotape or audiotape of the student taking part in the discussion and answering or posing a follow-up question related to the author's message
SAT32109A	The student will recognize the use of literary device(s) in a literature piece listened to by indicating example(s) of rhyme, rhythm, personification, and/or simile.	• Student work product of the literature piece with the literary device(s) circled or underlined within the poem • Student work product of the literary device(s) example(s) from the poem the student selected
SAT32109B	The student will recognize the use of the literary device of personification by indicating when he/she recognizes personification in a literature piece.	• Data Collection Sheet recording student performance when recognizing personification in a literary story

SAT32205	The student will recognize the author's purpose after listening to a story by selecting the most appropriate author's purpose choice from a given set.	• Sequenced, captioned, dated photographs of the student listening to the story, being presented with the choices, and selecting the author's purpose choice card
SAT32206	The student will identify details from a story that imply information about a character by indicating the specific details in the story that provide the implied details about a selected character.	• Student work product with text highlighted, marked, etc. by the student that imply specific information about a specific character
SAT32203	The student will recognize that the author's use of literary devices affects appreciation by indicating a preference for one of two literary texts based on style and give reason for choice. (e.g., use of rhythm, use of colorful language, use of humor, etc.)	• Student work product of pictures representing different texts with different styles - The student indicates his/her preferred text by placing a sticker on the text and selecting the reason for the choice from his/her PEC symbols
SAT32207	The student will recognize that the author's message may be explicit or implicit by indicating a statement of the author's message as explicit or implicit.	• Student work product with statement of the author's message labeled or written next to the message as explicit or implicit
SAT32305A	The student will recognize how the author's style affects comprehension by selecting the author's style utilized in the story discussed and indicate a way it affects comprehension after listening to class lectures.	• Videotape or audiotape of the student verbalizing, signing, or using symbols to indicate the author's style and indicate how it affects comprehension
SAT32305B	The student will recognize how the author's style affects comprehension by indicating a particular style and express appreciation of one text over another having the same theme. (e.g., style: precise language vs. extensive description, etc.)	• Audiotape of the student indicating his/her opinion regarding a text based on the preferred style, including his/her reasoning
SAT32302	The student will begin to interpret a story(s) listened to using information inferred about the character(s) by completing if-then statement(s) about the character(s).	• Student work product with completed if A then B statements about the character(s) from the story(s) that was listened to
SAT32303	The student will identify the literary device(s) in a story(s) and/or poem(s) that support a given interpretation by indicating the used device(s) related to the interpretation of the story and/or poem.	• Student work product of a given interpretation of the story(s) and/or poem(s) with the student indicated literary device(s) that were used in the story and/or poem to come to that interpretation
SAT32306	The student will recognize how the author's use of literary device(s) affects a listener's understanding by listening to a literary text using the sound device and tapping the rhythm with a pencil and select a picture of what the tap or rhythm suggests from a set of choices. (e.g., poems using sound devices, "The Highwayman" by Alfred Noyes-where the rhythm of the poem reflects a horses gallop)	• Videotape of the student listening to the poem, tapping out the rhythm while listening to it, and then selecting the picture that represents what the tap or rhythm was portraying

Mathematics
NYSAA Frameworks

Grade 7

New York State Alternate Assessment

GLIs and ESSENCES MATH – Grade 7

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Theory

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 74	7.N.8	Find the common factors and greatest common factor of two or more numbers	• Given two or more numbers, find the common factors, greatest common factor, multiples, and least common multiple • Determine the prime factorization of a given number and write in exponential form
	7.N.9	Determine multiples and least common multiple of two or more numbers	
	7.N.10	Determine the prime factorization of a given number and write in exponential form	

AGLIs		MATH – Grade 7
Required Component 1—Strand: Number Sense and Operations		
Choice Component 1—Band: Number Theory		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Theory		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • show multiplication of whole numbers less than 10 with or without manipulatives (12104) • multiply and/or divide whole numbers less than 10 (12105) • show addition of two or more whole numbers with or without manipulatives (12106) • add and/or subtract one- or two-digit whole numbers (12107)	The student will: • identify two whole numbers that when multiplied result in a given number using one or more strategies (12201) • identify a missing factor when given one factor and the resulting product using one or more strategies (12204) • on a number line of whole numbers from 1 to 10, identify which numbers are prime numbers (12203)	The student will: • identify whole number factors of one or more whole numbers from 1 to 20 using one or more strategies (12303) • identify a pair of factors of one or more whole numbers from 1 to 20 (12302)

*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., whole number, prime number, factors, 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 – Grade 7

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Theory

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12104A	The student will show multiplication of whole numbers under 10 using objects, pictures, number line, etc. (e.g., given 2 x 3 =, student shows ··x···=·····)	• Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem • Student work product showing stickers the student placed under problem to show multiplication
SAT12104B	The student will show multiplication when given the whole number problem(s) by placing objects in each of the egg carton cups, such as 2 objects in 3 egg carton cups (2x3), 1 object in 4 egg carton cups (1x4), etc.	• Data Collection Sheet (multi-step) recording student performance when multiplying numbers using objects and the egg carton cup • Sequenced, captioned, dated photographs of the student placing objects in egg cups to show multiplication
SAT12105A	The student will multiply and/or divide whole numbers less than 10 by answering problem(s) on a worksheet.	• Student work product of multiplication and/or division problem(s) answered by the student on a worksheet
SAT12105B	The student will divide even whole numbers less than 10 by 2 by separating a group of objects into two equal groups.	• Videotape of the student dividing a group of objects into two equal groups
SAT12106A	The student will show addition of two or more whole numbers using objects, pictures, tally marks, number line, etc. (e.g., given 2 + 3 + 1 =, student shows // + /// + / = /////)	• Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem • Student work product showing tally marks the student made under the problem to show addition
SAT12106B	The student will show addition of two or more whole numbers by placing the correct number of objects under each addend and then grouping them together to show the addition. (e.g., 2+3 =5, student selects two objects, then selects three objects for a group, then groups those objects together to show the answer)	• Videotape of the student placing objects under each addend and then combining them to show addition
SAT12107	The student will add and/or subtract one- or two-digit whole numbers by filling in answer(s) on a worksheet. (e.g., 1+3=; 12+1=; 4+10=; 11+11=; etc.)	• Student work product showing addition and/or subtraction of one- or two-digit whole numbers

SAT12201	The student will identify a pair of numbers that when multiplied, result in a given number using one or more strategies. (e.g., ? x ? = 6; ? x ? = 12; etc.; Note: possible strategies—concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	• Student work product showing the blank numbers and the answer with the student indicated numbers to go in the blanks with the strategy the student used notated by the teacher
SAT12204	The student will identify the missing factor when given one factor and the product using one or more strategies. (e.g., 4 x ? = 20; 1 x ? = 2; 3 x ? = 9; etc.; Note: possible strategies—concrete objects, tally marks, menthal math, calculator, etc.)	• Videotape of the student finding the missing factor using one or more strategies with the strategy the student used notated by the teacher
SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by indicating the prime numbers.	• Student work product of highlighted, marked, circled, etc. numbers on the number line
SAT12303	The student will find the whole number factors for one or more whole numbers from 1 to 20 using a calculator or a number line. (e.g., factors of 6 = 1, 2, 3, and 6; factors of 12 = 1, 2, 3, 4, 6, 12; factors of 20 = 1, 2, 4, 5, 10, 20)	• Student work product showing two or more of the factors of, for example, three numbers from 1 to 20 with the strategy the student used indicated by the teacher
SAT12302	The student will identify a pair of factors of one or more whole numbers from 1 to 20.	• Student work product showing examples of pairs of factors of several whole numbers from 1 to 20

GLIs and ESSENCES

MATH – Grade 7 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 75	7.N.11	Simplify expressions using order of operations. *Note: Expressions may include absolute value and/or integral exponents greater than 0*	• Simplify expressions using order of operations • Add, subtract, multiply, and divide integers • Determine the square root of a number • Classify irrational numbers
	7.N.12	Add, subtract, multiply, and divide integers	
	7.N.13	Add and subtract two integers (with and without the use of a number line)	
	7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = .01 = \frac{1}{100}$)	
	7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	
	7.N.16	Determine the square root of non-perfect squares using a calculator	
	7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals	

AGLIs

MATH – Grade 7 (cont'd)

Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • add integers from -10 to +10 using one or more strategies (13103)** • simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)*** • identify a whole and its parts (13104)	The student will: • add and/or subtract integers from -20 to +20 (13203)** • using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)***	The student will: • add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives (13303) • simplify expressions using order of operations (13302)***

*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., integer, operation, decimal, fraction, strategy, algebraic (or numeric) expression, order of operations, evaluate/solve, 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.

**Task and evidence may demonstrate knowledge, skills, and understanding of integers within range given in AGLI and does not have to include all outlined in range.

*** Expression must be presented horizontally, student may simplify it by putting it into a vertical (working format) and does not need to solve it.

SATs

MATH – Grade 7 (cont'd)

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13103A	The student will add integers between -10 and +10 using one or more strategies, such as a number line, counter chips, calculator, etc. (Note: sets could include any integers between -10 to +10)	• Student work product showing the answered addition problems with a notation by the teacher indicating the strategy the student used (a number line, counters, calculator, etc.)
SAT13103B	The student will add positive integers by adding one more object to a group of objects, using a number line. (Note: sets could include any integers between -10 to +10)	• Sequenced, captioned, dated photographs of the student using a number line with one object placed at the number 1, then, placing another object on the number line at the number two (to add one) and indicating the total by touching the number
SAT13102A	The student will simplify a numerical expression involving addition of three numbers. (e.g., 3 + 1 + 4 is the same as ___ + 4, choice cards presented to student 1 or 4-student chooses 4; 1 + 1 + 1 is the same as ___ + 1, choice cards presented to student 4 or 2-student chooses 2; etc.; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Student work product of simplified addition expression
SAT13102B	The student will simplify a numerical expression involving subtraction of three numbers. (e.g., 10 – 2 – 2 is the same as ___ – 2; 7 – 5 – 0 is the same as ___ – 0; etc.; Note: student must simplify the expression and does not need to solve it)	• Student work product of showing simplified subtraction expression
SAT13102C	The student will simplify a numerical expression of three numbers using different operations. (e.g., 5 + 5 – 6 is the same as ___ – 6; 8 – 4 + 6 is the same as ___ + 6; etc.; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Student work product of simplified expression
SAT13104A	The student will identify a whole and its parts when given choices by selecting the requested whole and its parts then placing the parts on the whole or next to the whole that they make.	• Student work product with one column indicating whole and another column indicating parts

SAT13104B	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of parts.	• Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole
SAT13203A	The student will add integers between -20 to +20 to find the sum. (e.g., 15 + 5 = ___; 1 + -2 = ___; 4 + 10 = ___; -5 + -3 = ___; etc.; Note: sets could include any integers between -20 to +20)	• Student work product showing addition problem(s) and the sum
SAT13203B	The student will subtract integers between -20 to +20 to find the remainder. (e.g., 10 – 8 = ___; 1 – 2 = ___; 20 – 10 = ___; -10 – -10 = ___; etc.; Note: sets could include any integers between -20 to +20)	• Student work product showing subtraction problem(s) and the remainder
SAT13203C	The student will add and/or subtract integers from -20 to +20 to find the sum and/or remainder. (Note: sets could include any integers between -20 to +20)	• Student work product showing addition and/or subtraction problem(s)
SAT13203D	The student will add and/or subtract integers between -20 to +20 answering questions related to temperature. (e.g., low temp of day + ? = high temp; high temp of day – low temp of day = degree of difference; 10 degrees + 2 degrees = ?; etc.)	• Student work product of answers to questions related to temperature involving addition and/or subtraction
SAT13202A	The student will use the order of operations to simplify numerical expressions of whole numbers. (e.g., Given 3 + 4 - 2 , the student provides “7 – 2”; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Student work product showing the order of operations process the student used to simplify the numerical expressions
SAT13202B	The student will use the appropriate order of operations to simplify the numerical expressions after being given shopping scenarios including two or more of one item and one or more of another item. (e.g., School store: 2 pencils @ 5¢ each and 1 pen @ 50¢, student creates or selects “0.05 + 0.05 + 0.50” to “0.10 + 0.50”; Music on-line: 5 songs @ $1 each and 2 albums @ $10 each, student creates or selects “1 + 1 + 1 + 1 + 1 + 10 + 10” to “5 + 20”; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Student work product of a scrapbook showing shopping activities where student simplified numerical expressions of the items presented

SAT13303	The student will add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives on a worksheet.	• Student work product showing the answered addition, subtraction, multiplication, and/or division problem(s) with a notation by the teacher indicating whether the student did or did not use a number line, counters, or other manipulative • Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate amounts such as total number of yards gained and/or lost; starting and finishing yard line
SAT13302	The student will simplify expressions using order of operations. (e.g., 4 books @ $2 each plus 2 pens @ 50¢, (4 x 2) + (2 x 0.50) is the same as 8 + 1 ; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	• Videotape of the student being given expressions and going through the order of operations to simplify the expressions

GLIs and ESSENCES

MATH – Grade 7 (cont'd)

Required Component 2—Strand: Statistics and Probability

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

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 78	7.S.1	Identify and collect data using a variety of methods	• Using a variety of methods, identify, collect, and display data in graphs
	7.S.2	Display data in a circle graph	
	7.S.3	Convert raw data into double bar graphs and double line graphs	

AGLIs

MATH – Grade 7 (cont'd)

Required Component 2—Strand: Statistics and Probability		
Choice Component 1—Band: Collection, Organization, and Display of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Statistics and Probability-Collection, Organization, and Display of Data		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • gather data and record it on a list or in a chart (51103)** • organize data and represent it using a simple graph (51104)** • recognize a question that could be answered by gathering data (51105)	The student will: • pose a question, gather data appropriate to the question and record the data in an organized way (51203)*** • organize data and represent it using a table, pictograph or a bar graph (51204)**	The student will: • pose a question, gather data appropriate to the question and record the data using a table or frequency chart (51303)*** • organize data and represent it using two or more different methods (51304)**

*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, pictograph, frequency chart, 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/organizing of the data and also on recording/representing the data in the specified format.

***Student performance calculation must be based on the knowledge, skills, and understanding demonstrated in posing a question for collection of data, gathering of the data and also on recording the data in the specified format.

SATs

MATH – Grade 7 (cont'd)

Required Component 2—Strand: Statistics and Probability

Choice Component 1—Band: Collection, 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
SAT51103	The student will gather and record data on a list or chart in response to a question posed by the teacher or another student. (e.g., which peers are in class today; how many boys and girls are in a class; how many peers have sisters, brothers, are only children; how many peers have pet(s): dog, cat, other; etc.; Note: student must gather the data first and then record it)	• Sequenced, captioned, dated photographs of the student gathering pictures of present or absent peers and then creating a picture board listing pictures of peers who are in class that day • Student work product of a chart that shows how many boys and/or how many girls are in a class with a notation indicating how or what the student did to gather the attendance data
SAT51104A	The student will organize data given to him or her and represent it on a simple graph using colored dots. (e.g., student sorts people in class and graphs, could be boys/girls/staff or those with blonde hair, brunette hair, or red hair; Note: student must decide how to organize data first and then represent it)	• Student work product of student filled in graph and the given or specified data
SAT51104B	After recording the temperatures for a given time period, the student will organize the data and display the temperatures in a simple graph, such as a bar graph or line graph. (Note: student must decide how to organize data first and then represent it)	• Student work product showing the organized temperatures displayed in a bar graph or line graph
SAT51105	The student will recognize a question that could be answered by collecting data through selecting the appropriate question when presented with different sentence questions.	• Videotape of the student selecting the question he/she wants to present as a question to collect data when presented with sentence questions • Student work product showing two or more sentence questions and the student indicated (circled, marked, eye gazed to with teacher mark on response, etc.) question that can be answered by collecting data
SAT51203	The student will pose a question that could be answered by collecting data, gather the data and record it in a graph or chart. (e.g., Question asked: "How many pockets do you have?" or "What did you eat for breakfast?"; Note: student must pose the question first, then gather the data and then	• Student work product that shows the question asked, the data collected, and a pictograph representing that data

	record it)	
SAT51204	The student will organize a set of related and unrelated data cards by sorting the appropriate data and representing that data using table, pictograph, or bar graph. (Note: student must decide how to organize data first and then represent it)	• Sequenced, captioned, dated photographs of the student indicating the data and placing it in the table • Student work product that shows the related and unrelated data sorted on a T-chart and then displayed on a table, pictograph or bar graph
SAT51303	The student will pose a question based on a topic of interest, collect responses, and organize the responses on a table or frequency chart. (Note: student must pose the question first, then gather the data and then record it)	• Student work product of a diary of the student's project in which the student posed a question, collected information, and recorded the information on a table or frequency chart
SAT51304	The student will organize a set of data previously collected and will represent it using two or more different methods. (e.g., methods: a frequency chart and a bar graph; Note: student must decide how to organize data first and then represent it)	• Student work product of the frequency chart and of the bar graph

GLIs and ESSENCES

MATH – Grade 7 (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. 78	7.S.4	Calculate the range for a given set of data	• Read and interpret data represented graphically
	7.S.5	Select the appropriate measure of central tendency	
	7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)	

AGLIs

MATH – Grade 7 (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: • read and/or interpret data displayed on pictograph(s) and/or bar graph(s) (53201)	The student will: • read and/or interpret data displayed on pictograph(s), bar graph(s), and/or frequency chart(s) (53301)

*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, pictograph, frequency chart, 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 – Grade 7 (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 on a simple graph by attending to data in the graph and indicating the appropriate requested choice from a set of choices. (e.g., the student is asked to identify data on peer preferences, is presented with two graphs: one on student attendance and on one types of candy they like; student indicates appropriate graph)	• Sequenced, captioned, dated photographs of the student attending to a graph and then selecting (eye gazing, pointing to, circling, etc.) the graph that shows the data requested • Student work product of different displayed data and the one that the student indicated as representing the data requested
SAT53102B	The student will recognize data on a simple graph by attending to the teacher placing data into a graph. (e.g., data could be displayed in very bright colored dots, textured markers, pictures, etc.)	• Data Collection Sheet (time-segmented) recording student performance when attending to the teacher filling in basic data on a graph
SAT53201A	The student will read and/or interpret data to answer simple question(s) related to data displayed in pictograph(s) and/or bar graph(s). (e.g., Questions: "Which category has the most?"; "How many more in one category when compared to another category?"; "How many objects are there all together in two categories?"; etc.)	• Student work product showing the pictograph(s)and/or bar graph(s), question(s), and/or answer(s) based on data from the pictograph(s)and/or bar graph(s)
SAT53201B	The student will interpret a stacking block graph of his/her attendance in a month by indicating which day of the week he/she was present most.	• Videotape of the student looking at a stacking block graph of his/her monthly attendance and signing, stating, or placing a sticker on, the day of the week that he/she was present most of the time
SAT53301	The student will read and/or interpret data by stating a conclusion or answering question(s) based on data displayed on pictograph(s), bar graph(s), and/or frequency chart(s). (e.g., Bar graph of a person's earnings from a job over a week and the student's calculations of the total weekly earnings)	• Student work product showing the pictograph(s), bar graph(s), or frequency chart(s) and the student's conclusion(s) or response(s) to question(s) related to the data

English Language Arts (ELA) NYSAA Frameworks

Grade 8

New York State Alternate Assessment

GLIs and Essences ELA – Grade 8

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. 59	• Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment • Preview informational texts to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, or unclear information • Formulate questions to be answered by reading informational text • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions	• Locate and use school and public library resources to acquire information • 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 • Identify main ideas and supporting details in informational texts

AGLIs ELA – Grade 8

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:	The student will:	The student will:
• locate the school library or public library (11101) • attend to or read multiple informational texts to collect facts and/or ideas (11107) • attend to or read to collect fact(s) and/or idea(s) about a chosen topic (11102) • identify the main idea and/or supporting details in informational text(s) (11103) • relate fact(s) and/or idea(s) to chosen topic (11104) • compare and/or contrast two comparable subjects using a chart and/or graphic organizer (11105) • use facts to support a main idea (11106)	• use the school library and/or public library resources to acquire information (11201) • collect facts and/or ideas from more than one text (11202) • distinguish facts from opinions (11203) • distinguish the relevant from the irrelevant facts and/or ideas (11204) • distinguish similar and/or dissimilar information from a variety of sources about the same topic (11205) • recognize information that is implied (11206) • recognize the difference between implicit and explicit information (11209) • draw conclusion(s) based on explicit information about a topic (11208)	• use multiple resources in the school library and/or public library to acquire information (11309) • identify the best library resources to use to collect facts and/or ideas about a given topic (11310) • compare and/or contrast information from multiple sources (11303) • identify statements of fact and opinion (11311) • identify relevant facts and/or data to support a given topic (11305) • draw conclusion(s) based on explicit and/or implicit information (11306) • interpret information (11307) • use multiple informational texts (print, nonprint, etc.) to collect facts and/or ideas about a single topic (11312)

*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., informational text, facts, main idea vs. supporting details, compare, contrast, graphic organizer, 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 – Grade 8

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
SAT11101	The student will locate the school or public library by marking the location on a map or going to the library when requested.	• Videotape of the student locating the school or public library • Sequenced, captioned, dated photographs of the student locating the school or public library on a map
SAT11107A	The student will attend to the teacher reading or will read three or more informational texts, collect facts, then display the facts in a list, chart, or collage.	• Student work product showing list, chart, or collage of facts collected
SAT11107B	The student will attend or read three or more informational texts to collect facts and/or ideas about a single topic.	• Student work product that includes the name of the chosen topic, a list of facts (some from text some not), and student marks or highlights on facts that relate (e.g., student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)
SAT11102	The student will attend to or read text(s) to collect fact(s) or idea(s) about a chosen topic by indicating a fact or idea from the text(s) given a set of choices. (e.g., topic-weather, facts-picture of different types of weather, definitions for different types of clouds, etc.)	• Videotape of the student attending to or reading text(s), being presented with two choices, and eye gazing to or selecting the fact or idea that came from the text • Student work product showing the topic and the fact or idea card(s) selected that relate to the text(s) read or attended to
SAT11103A	The student will identify the main idea and/or supporting details in informational text(s) by indicating the main idea and/or supporting details as requested. (e.g., directions given to student "What is the main idea of the text we/you just read?"; choices: phrases, key words, etc.; Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of text with main idea and/or supporting details highlighted, marked, circled, etc.
SAT11103B	Student will identify the main idea and/or supporting details in an informational text(s) by completing a spider-web organizer with word or picture cards or writing the information in the appropriate areas. (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of completed spider-web organizer page for a informational text(s)

SAT11104A	The student will relate fact(s) and/or idea(s) to the chosen topic by indicating object(s), symbol(s), drawing(s), or picture(s) that are related to the topic. (e.g., topic-kitchen; student is presented with: We cook here; We sleep here; We wash dishes here; There are appliances; and It has a couch; the student is then asked "Select one fact about a kitchen?")	• Data Collection Sheet recording student performance when answering yes or no question(s) about whether an object matched the topic • Student work product of a collage of object(s), symbol(s), drawing(s), or picture(s) that relate to the topic
SAT11104B	The student will relate fact(s) and/or idea(s) to the chosen topic by selecting object(s) needed to go swimming and placing the object(s) in an empty swim bag after listening to a book about Olympic swimmers.	• Videotape of the student relating fact(s) in a book about swimmers to actual swimming object(s)
SAT11105	The student will compare and/or contrast two comparable subjects by placing pictures, words, or phrase cards in correct sections of a Venn diagram or other comparison chart.	• Student work product of completed Venn diagram similarity(s) in the middle and/or a difference on each side or other type of comparison chart
SAT11106	The student will use facts to support a main idea by completing a graphic organizer using collected facts that support the main idea indicated on the organizer. (Note: need to use vocabulary specific to main idea)	• Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea
SAT11201A	The student will use two or more school 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
SAT11201B	The student will use the school and/or public library resources by checking the weather for the following day in the daily newspaper and on the computer.	• Sequenced, captioned, dated photographs of the student looking up the weather information in the newspaper and on the computer and recording the weather for tomorrow from the two resources
SAT11202	The student will collect facts and/or ideas on a topic from two or more texts (textbooks, the Internet, library sources, etc.).	• Student work product of facts and/or ideas collected about a topic and their sources cited on a worksheet
SAT11203A	The student will distinguish facts from opinions by highlighting or labeling sentences in an informational text as fact or opinion.	• Student work product with sentences in the informational text highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.
SAT11203B	The student will distinguish facts from opinions by indicating whether a sentence is a fact or opinion when given a set of statements.	• Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly
SAT11204A	The student will distinguish irrelevant from relevant facts and/or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which are relevant to the topic and those which are not. (e.g., Topic—Civil Rights Movement: relevant-Martin Luther King, Jr., bus boycott, *Brown vs. Board. of Ed.*; irrelevant-Dr. Martin Luther King was married and had four children, many African Americans worked as domestic help or in factories)	• Videotape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and/or ideas and one for irrelevant facts and/or ideas

SAT11204B	The student will distinguish relevant from irrelevant facts and/or ideas gathered from an informational text.	• Student work product consisting of a worksheet with relevant facts and/or ideas related to the text marked with a red sticker and irrelevant facts and/or ideas marked with a green sticker
SAT11205	The student will identify similar and/or dissimilar information from two newspaper articles on the same topic.	• Student work product of a worksheet with similar facts listed and/or dissimilar facts listed
SAT11206	The student will recognize information that is implied by reading his/her schedule and completing the task that is implied. (e.g., schedule has reading class listed; implied task get the reading station box, reading book, and go to reading room or station; etc.)	• Sequenced, captioned, dated photographs of the student reading the schedule and completing the task
SAT11209	The student will recognize the difference between implicit and explicit information by labeling given statements as implicit or explicit after listening to an informational text.	• Student work product with information from text and the labeled statements with implicit and explicit depending on the statement
SAT11208	The student will draw a conclusion based on explicit information read or attended to about a chosen topic. (e.g., possibility of favorite football or baseball team winning the Super Bowl or World Series, endangered species future, etc.)	• Student work product statement of the conclusion drawn based on the explicit information
SAT11309	The student will use multiple resources (dictionary, encyclopedia, Internet, etc.) in the school and/or public library to collect fact(s) and/or idea(s) about a single topic.	• Student work product that includes the name of the student's chosen topic, the marked or highlighted facts with the sources indicated (e.g., student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)
SAT11310	The student will select the best library resources to use to collect facts on a topic given a choice of four. (Note: choices should be two with strong connection to a topic, one with some connection and one not connected at all)	• Videotape of the student being given or choosing a topic, listening to what each resource is about, and selecting the resources that have the best information about the topic
SAT11303	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)
SAT11311	The student will identify statements of fact and opinion after each is read by sorting statements of each into two different piles or labeling each as fact or opinion.	• 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

SAT11305	The student will identify the facts and/or data that are relevant to the topic when presented with a topic and various facts and/or data, some of which would not be relevant to the topic. (e.g., Topic—Planets: relevant-names of planets in our solar system, definition of a planet, size of each of the planets; irrelevant-stars are made up of gases, Mars may have water)	• Data Collection Sheet (multi-step) recording student performance when selecting the appropriate facts and/or data that are relevant to the given topic • Student work product showing the topic and facts and/or data sorted into relevant and irrelevant columns
SAT11306	The student will draw a conclusion and indicate specifically why he/she made the conclusion using explicit and/or implicit information from the text to back it up.	• Student work product of a specific conclusion and the information as to why the student came to that conclusion listed underneath it
SAT11307	The student will interpret a given set of information by answering questions related to the information.	• Student work product showing the information presented to the student and the answers to the questions that are related to this information
SAT11312	The student will use multiple informational texts to collect two or more facts and/or ideas on a given topic.	• Student work product of graphic organizer with the facts and/or ideas collected with the sources for each indicated

GLIs and Essences

ELA – Grade 8 (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. 60	• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented	• Evaluate the validity and accuracy of information • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented

AGLIs

ELA – Grade 8 (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 the main idea(s) (13108) • attend to or read to identify similar information in two sources (13102) • attend to or read to compare similar information to find differences in two sources (13109) • attend to or read to identify author's purpose (13104) • attend to or read to identify personal experience similar to text (13105) • attend to or read to recognize difference(s) in perspective(s) (e.g., cultural or historical) on an issue presented in one or more texts (13110) • recognize personal criteria used to evaluate or opinions about specific text(s) (13111)	The student will: • identify the main idea and/or supporting ideas (13208) • recognize relative importance of supporting details (13202) • determine whether supporting details justify a positive evaluation of the main idea (13209) • compare supporting details within text to help determine validity (13210) • compare author's information with personal experience on same topic to determine accuracy (13211) • recognize that various perspectives may alter opinions about a literary or informational text (13206) • use personal criteria to evaluate quality of literary work(s) (13207)	The student will: • recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, compare/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13304) • use established criteria to evaluate literary work(s) (13302) • indicate a personal opinion about a literary work based on personal criteria (13305)

*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, author's purpose, literary text, informational 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 – Grade 8 (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
SAT13108A	The student will attend to or read text(s) to identify the main idea(s) by indicating the choice (word, picture, symbol, sentence, etc.) that reflects the main idea. (Note: need to use vocabulary specific to main idea)	• Sequenced, captioned, dated photographs of the student attending to or reading a text(s) and identifying the main idea from a set of choices
SAT13108B	The student will attend to or read text(s) to identify the main idea(s) by indicating the main idea(s) within the text(s). (Note: need to use vocabulary specific to main idea)	• Student work product showing the text(s) with main idea highlighted, marked, circled, etc. in the text(s)
SAT13102A	The student will attend to or read to identify similar information in two sources and indicate "yes" or "no" to question(s) about the texts. (e.g., answering questions such as: Are the numbers (data) the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.)	• Audiotape of the student indicating yes or no to the specific question(s) posed about information in two texts or articles
SAT13102B	The student will attend to or read to identify similar information in two sources and indicate the information that is similar in the sources. (e.g., highlighting the data that is the same in each source; marking a fact stated in one article and a similar fact from an Internet source, etc.)	• Student work product showing similar information from the two sources highlighted
SAT13109	The student will attend to or read two articles (newspaper, Internet, etc.) on a similar subject, compare the information and indicate how or what information is different.	• Student work product with chart comparing the information from the two articles and the differences highlighted, marked, etc.
SAT13104	The student will attend to or read literature to identify the author's purpose by selecting the choice (word, picture, phrase, etc.) that reflects the author's purpose.	• Videotape of the student attending and selecting the card that represents the author's purpose
SAT13105	The student will attend to or read a text and identify personal experiences similar to the text. (e.g., weekend activities, hobbies, types of pets, etc.)	• Student work product showing personal experience word, picture, or sentence cards indicated by the student matched to similar information from the text

SAT13110	The student will recognize the perspective of two or more texts read or attended to about a historical event by indicating how they are different in perspective. (e.g., civil rights movement—newspaper article from the time and an account(s) by African American citizens, etc.)	• Videotape of the student reading or attending to two or more texts about a similar topic and then ask the student to indicate the difference in perspective • Student work product consisting of a worksheet on which the student has indicated perspectives and a difference
SAT13111	The student will recognize his/her personal criteria for "like/dislike" of a story by selecting a stamp and stamping it on a worksheet of symbols for the reasons "happy, sad, scary, boring, etc."	• Student work product of personal criteria for "like/dislike" related to the reason stamped on a picture representing the story
SAT13208A	The student will identify the main idea and/or supporting details in text(s) by indicating the main idea and/or supporting details based on the text(s). (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product of text(s) with main idea and/or supporting details highlighted, marked, circled, pasted in the applicable areas on a graphic organizer, etc.
SAT13208B	The student will identify the supporting details in text(s) by stopping when reading or stopping the reader when supporting details are mentioned and marking them in the text. (Note: need to use vocabulary specific to supporting details)	• Student work product of the highlighted, circled, underlined, etc. supporting details within a text(s) completed by the student
SAT13202	The student will recognize the relative importance of supporting details by answering specific questions related to character development. (Note: need to use vocabulary specific to supporting details)	• Student work product showing the questions the student answered about character development in a story using details from the story
SAT13209	The student will determine whether supporting details justify a positive evaluation of the main idea by marking the positive details given a set of supporting details (positive and negative) and the main idea. (Note: need to use vocabulary specific to main idea and/or supporting details)	• Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc.
SAT13210	The student will compare the validity of supporting details by matching them to similar information in other parts of the text. (Note: need to use vocabulary specific to supporting details)	• Student work product of documentation of a detail and the multiple places it is found in a text
SAT13211	The student will compare the author's facts about a topic with their own personal experience and indicate if the author's facts are accurate.	• Student work product of a graphic organizer created or completed by the student showing similarities of facts presented by the author to the student's own experience and a response of yes or no to accuracy
SAT13206	The student will recognize that various perspectives may alter opinions about a literary text or informational text by collecting opinions of like or dislike and why, from classmates about a text listened to during reading.	• Student work product showing the text listened to and the tallies of like or dislike recorded next to the text title and the reason given by students

SAT13207	The student will use personal criteria to evaluate the quality of literary work(s) by giving reason(s) why he/she found the work enjoyable. (e.g., I like the rhythm of poem; the author talked a lot about how things looked so I could imagine them; the author used a lot of colorful words; etc.)	• Videotape or audiotape of the student describing the criteria used to evaluate the literary work(s)
SAT13304	The student will recognize a strategy to determine the validity of information by selecting those strategy(s) that provide for the strongest support of the author's perspective. (e.g., data in text, references to other texts, expert testimony, etc.; Note: include items that support and items that don't support in choices)	• Audiotape of the student answering questions that are related to the author's perspective and selecting items that validate the information presented by the author
SAT13302	The student will use established criteria to evaluate literary work(s) by completing the information in a given criteria worksheet.	• Student work product showing the established criteria and the information that the student used from the literary work(s) to evaluate it
SAT13305A	The student will indicate a personal opinion about a literary work from a set of personal criteria. (e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)	• Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to – The student indicates at the bottom of the checklist a specific opinion about the work
SAT13305B	The student will indicate a personal opinion about a literary work from a set of personal criteria by writing the title of a book he/she read and circling the rating(s) on a Book Review form that he/she created.	• Student work product showing the student opinion about the literary work on the student Book Review form

GLIs and Essences

ELA – Grade 8 (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. 61	• Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing	• Take notes to record and organize relevant data, facts, and ideas • 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, developing a personal writing style and voice

AGLIs

ELA – Grade 8 (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:	The student will:	The student will:
• connect details to main idea example(s) using a graphic organizer (21101) • convey answers to literal questions about explicit text ("who," "what," "where," "when," and/or "how") (21108) • create a graphic organizer to record facts and/or ideas (21103) • take notes to record data, fact(s), and/or idea(s) (21104) • organize notes logically about a topic (21105) • summarize informational text in own words (21109) • create picture(s), symbol(s), object(s), etc. to communicate information (21107)	• use a note-taking process, to record data, facts, and/or ideas (21201) • recognize the relationship among the facts and/or ideas (e.g., importance, cause and/or effect, support, opposition, etc.) (21202) • take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206) • takes notes identifying the main idea and/or its supporting details or examples (21204) • compare and/or contrast facts, ideas, and/or data (21205)	• use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301) • compose clear sentences to answer literal questions or to present information ("who," "what," 'where," "when," "how," and/or "why") about explicit informational text (21306) • use information to support answers to literal questions (21303) • use an outline or other organizer to share information (21304) • compare and contrast ideas, facts, and/or data from informational text(s) (21307)

*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, informational text, compare, contrast, explicit 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 – Grade 8 (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)

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
SAT21101	The student will connect details to main idea by indicating or selecting from a set of choices the main idea and two or more supporting details completing a graphic organizer with this information. (Note: need to use vocabulary specific to main idea and supporting details)	• Student work product of a graphic organizer completed by the student with the main idea and supporting details added in the appropriate spots
SAT21108A	The student will convey answers to literal questions about an explicit text (who, what, where, when and/or how) from a set of choice for each question. (e.g., "News to You" worksheets with questions, etc.)	• Sequenced, captioned, dated photographs of the student answering specific literal questions using his/her PECs or Boardmaker sheets
SAT21108B	The student will convey answers literal questions about explicit text by writing single words, phrases, and/or short sentences for each question.	• Student work product with literal questions and student written answers next to each
SAT21103	The student will create a graphic organizer to record facts and/or ideas from a text by selecting the information boxes that would best represent the facts and/or ideas in the text.	• Student work product of the information boxes student selected to use in the creation of his/her graphic organizer to record facts and/or ideas from a text
SAT21104	The student will take notes to record data, fact(s), and/or idea(s) from a text by selecting only those notes that are related to the text.	• Videotape of the student reading or attending to a text and then looking at note cards and indicating those that relate to the text
SAT21105A	The student will organize a series of notes logically about a topic discussed in class.	• Student work product showing the series of notes placed in logical order by the student
SAT21105B	The student will organize notes about the life cycle of a living thing in logical sequence from the first stage to the last stage. (e.g., butterfly, duck, spider, frog, etc.)	• Student work product showing how the student organized notes about the stages of a life cycle in logical, sequential order • Data Collection Sheet (multi-step) recording student performance when organizing notes about the stages of a life cycle of a living thing from first to last stage

SAT21109	The student will summarize key points from an informational text using his/her own words, signing, symbols, pictures, etc.	• Videotape or audiotape of the student summarizing key points from an informational text in his/her own words or interpretation of the key points • Student work product of a summary that the student provided
SAT21107A	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
SAT21107B	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
SAT21107C	The student will create picture(s) to communicate information by selecting picture(s) to communicate information about the student's favorite activity(s) in school using the touch screen.	• Data Collection Sheet recording student performance when communicating information by selecting his/her favorite activity(s)
SAT21201	The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading or listening to a text.	• Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer
SAT21202	The student will recognize the relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship.	• Videotape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and/or ideas in a text
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text by listing each in the specified column or area on the graphic organizer. (e.g., Text—Landforms: relevant-mountains, valleys, etc.; irrelevant-valleys formed by erosion, there are four mountain ranges in NY)	• Student work product of notes on a graphic organizer and relevant ideas, facts, or data listed in one column and irrelevant ideas, facts, or data listed in another column
SAT21204	The student will take notes by identifying the main idea and/or its supporting details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases to choose from and placing them on a notes page. (Note: need to use vocabulary specific to main idea and/or supporting details or examples)	• Sequenced, captioned, dated photographs of the student being given the text, looking at the choices, and making decisions relating to the main idea and/or supporting details or examples from the text; then placing his/her choices on a notes page • Student work product of notes page created by the student showing the main idea and/or supporting details specific to the text
SAT21205A	The student will compare and/or contrast facts or ideas by completing a chart or other graphic organizer after reading or listening to an informational text.	• Student work product of a graphic organizer with the facts or ideas comparing the information

SAT21205B	The student will compare and/or contrast data about a specific topic in a chart. (e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.)	• Student work product of a chart with headings for New York and another state and under each the data specific to the state and one statement about how they compare
SAT21301	The student will use note-taking process to demonstrate relationships among data, facts, and/or ideas from multiple informational texts by sorting them into common topics and placing the relevant information on a notes page.	• Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics and placing them on a notes page
SAT21306A	The student will compose clear sentences to answer literal questions using information from explicit information text. (e.g., possible literal questions presented: "Why did the American colonies revolt against Great Britain?" "How did the American colonies manage to win their independence from such a powerful country as Great Britain?" "What is an effect of the rising or lessening cost of gas?")	• Student work product of student-composed clear sentences for each literal question asked, based on an explicit informational text
SAT21306B	The student will compose clear sentences to respond to literal questions or provide information about an explicit informational text read or listened to.	• Student work product of clear sentences providing information or answering questions about an explicit informational text
SAT21303A	The student will answer literal questions using the main idea and/or one or more supporting details from a text to validate his/her response.	• Videotape or audiotape of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions
SAT21303B	The student will use information from a text to answer literal questions by answering the questions and indicating information (e.g., page number, phrase or word from text, etc.) within the text that supports the answer to each of the literal questions.	• Student work product of the literal questions with the student answers and information from within the text that supports the answers
SAT21304	The student will use an outline or other organizer by selecting a graphic organizer that is most appropriate for sharing three or more relevant details from a text when given a set of graphic organizers.	• Sequenced, captioned, dated photographs of the student being presented with the information from a text and a set of choices and then selecting the appropriate graphic organizer to present the specific relevant details from a text
SAT21307	The student will compare and contrast ideas, facts, and/or data on a graphic organizer to indicate similarity(s) and difference(s) found in an informational text.	• Student work product of the ideas, facts, or data presented on a graphic organizer to indicate a comparison (similarity) of the information and contrast of the information (difference) related to a specific idea

GLIs and Essences

ELA – Grade 8 (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. 62	• Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation	• State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for a written presentation on the basis of audience, purpose, and content

AGLIs

ELA – Grade 8 (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: • recognize appropriate prediction(s) based on text about possible outcome(s) (23101) • recognize concept(s) of audience, purpose, and/or content in text (23102) • recognize that opinion-based writing requires facts, examples, or reasons to support an opinion (23103) • identify relevant and/or irrelevant information (23104) • identify facts and/or opinions (23105) • indicate an opinion about a text (23107)	The student will: • make prediction(s) about possible outcome(s) and/or explain reasoning using evidence (23208) • compose persuasive, expository, or descriptive sentence(s) about one topic for a particular audience (23209) • recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203) • share details to develop a description (23210) • share details to develop exposition (23211) • share facts to support an opinion (23212) • use another resource to check the validity of one fact or example in persuasive writing (23213)	The student will: • make a prediction about a possible outcome and provide supporting evidence (23306) • indicate an opinion and provide supporting evidence for that opinion (23307) • develop content for a composed presentation for a particular audience and/or purpose (23308) • identify persuasive technique(s) in an editorial or advertising (23309) • use multiple resources to check the validity of fact(s) or example(s) in persuasive writing (23310) • recognize one strategy that is necessary for effective persuasion, exposition (informational), and/or description (23311) • compose a persuasive, expository (informational), or descriptive paragraph for a particular audience (23312)

*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), 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 – Grade 8 (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
SAT23101	The student will recognize an appropriate prediction(s) of a story or text by selecting a possible outcome(s) from several given possibilities.	• Data Collection Sheet recording student performance when recognizing the appropriate prediction(s) based on possible outcome(s)
SAT23102	The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text.	• Student work product of picture(s) or symbol(s) that represent the text and student selected picture(s) or symbol(s) representing the audience to go with the text
SAT23103	The student will recognize that opinion-based writing requires facts to support the opinion by selecting two or more corresponding statements of fact to support a given opinion about an illustration depicting a situation. (e.g., FACTS: "The man is in snowstorm with no coat." and "The temperature is ten degrees." supports an OPINION: "The man is cold.")	• Videotape of the student being presented with an illustration and opinion and then selecting the basis for that opinion from provided fact sentence strips, two or more which coincide with the illustration (e.g., man is in snowstorm with no coat and the temperature is ten degree=the man is cold.)
SAT23104	The student will identify relevant and/or irrelevant information when presented with a main idea and details from a text, some of which are not pertinent. (e.g., Topic—Plant Care: relevant- soil condition, quantity of water, type of plant; irrelevant- mom grows plants, plastic pot or glass pot)	• Student work product of a main idea and details with a circle drawn around the relevant information and/or an 'X' placed over the irrelevant information
SAT23105A	The student will identify facts and/or opinions by indicating fact or opinion for each of the statements.	• Student work product showing statements with fact or opinion written, circled, etc. for each statement
SAT23105B	The student will identify facts by indicating which two pictures out of five pictures show factual events or the details of facts.	• Sequenced, captioned, dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures
SAT23107A	The student will indicate an opinion about a text by writing one opinion about the text.	• Student work product with written opinion about the text
SAT23107B	The student will indicate an opinion by tapping his/her finger on the picture to indicate a favorite recipe when given a cookbook with pictures of recipes.	• Videotape of the student indicating his/her opinion of a favorite recipe

SAT23107C	The student will indicate an opinion about a text by hitting a switch or responding to a teacher posed question "what do you think about this text?"	• Data Collection Sheet recording student performance when indicating his/her opinion about a text
SAT23208	The student will predict an outcome of a story by indicating the prediction and indicating evidence from the story to support the prediction.	• Videotape of the student selecting a prediction from a series of pictures and selecting evidence (picture(s), word(s), sentence(s), etc.) to support prediction
SAT23209	The student will create persuasive sentence(s) appropriate for a particular audience about a selected topic. (e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.)	• Student work product of a letter the student wrote to the principal about school lunch
SAT23203	The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement.	• Videotape of the student looking through magazine(s) to indicate an advertisement to show persuasion • Student work product of a collage of persuasive advertisements from a magazine(s)
SAT23210	The student will share details that provide enough description about an object or event that another person can identify the item or event being described.	• Audiotape of the student providing details to another student or teacher to get them to recognize what the student is talking about
SAT23211	The student will share details to develop an exposition by selecting words, phrases, or sentence cards that are applicable for an expository writing about a topic.	• Student work product of the topic with the chosen word, phrase, or sentence cards for an expository type writing
SAT23212	The student will share facts to support an opinion by communicating facts collected from a resource to support a given opinion.	• Videotape of the student providing facts that the student collected to another student or teacher and indicating the source of these facts for the given opinion
SAT23213	The student will use an additional resource to validate a fact(s) found in a persuasive writing about a topic of interest to the student. (e.g., encyclopedia, Internet, reference book to validate fact(s) in newspaper editorial article, advertising pamphlet, etc.)	• Videotape of the student highlighting the fact(s) in the persuasive writing and then looking up information in a resource to validate the fact(s) • Student work product of a worksheet the student completes providing a fact(s) from the persuasive writing, the resource(s) used to validate fact(s), and a statement of validation from the resource(s)
SAT23306	The student will make a prediction and provide supporting evidence from the story or text that led him/her to make that predication.	• Audiotape of the student stating predictions and supporting evidence from story or text that led to the prediction
SAT23307	The student will indicate an opinion and its supporting evidence by creating a paragraph in which he/she states an opinion and provides supporting evidence.	• Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion
SAT23308	The student will select a topic, collect facts, and make posters to be used in a presentation to the class.	• Student work product of posters showing the facts and details that the student will share in his/her presentation to the class

SAT23309	The student will identify one or more persuasive techniques when given an editorial or advertisement. (e.g., comparison, exaggeration, etc.)	• Videotape or audiotape of the student pointing out or otherwise indicating the specific persuasive technique(s) used in the advertisement or editorial
SAT23310	The student will use two or more resources to check the validity of facts and/or examples provided in a persuasive writing by matching the persuasive writing fact or example with the facts collected from the different sources.	• Student work product that includes the persuasive fact or example with the facts collected from each source and the sources indicated
SAT23311	The student will recognize one strategy that is necessary for effective persuasion, exposition, and/or description by selecting a strategy applicable for a type of writing from a set of choices.	• Student work product of the matched strategy to the applicable type of writing
SAT23312A	The student will compose an expository or descriptive paragraph to share with a given audience.	• Student work product of created paragraph in an expository or descriptive writing style appropriate for a specific audience
SAT23312B	The student will compose a persuasive paragraph to convince the class to have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school.	• Student work product of a persuasive paragraph • Audiotape of the student presenting his/her persuasive paragraph to the class

Mathematics
NYSAA Frameworks

Grade 8

New York State Alternate Assessment

GLIs and Essences MATH – Grade 8

Required Component 1—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 86	8.G.1	Identify pairs of vertical angles as congruent	• Identify pairs of vertical, supplementary, and complementary angles and calculate the missing angle measurements when given two intersecting lines and an angle • Determine angle pair relations and calculate the missing angle measurement when given two parallel lines cut by a transversal
	8.G.2	Identify pairs of supplementary and complementary angles	
	8.G.3	Calculate the missing angle in a supplementary or complementary pair	
	8.G.4	Determine angle pair relationships when given two parallel lines cut by a transversal	
	8.G.5	Calculate the missing angle measurements when given two parallel lines cut by a transversal	
	8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle	

AGLIs		MATH – Grade 8
Required Component 1—Strand: Geometry		
Choice Component 1—Band: Geometric Relationships		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • identify congruent shapes and/or congruent angles (31104) • identify parallel line segments (31105) • identify shapes that contain angles (31103)	The student will: • identify pairs of congruent angles (31201) • identify pairs of vertical angles and determine if they are congruent (31204) • determine the measure of the missing angle when given the measure of one of a pair of vertical angles (31203)	The student will: • identify pairs of supplementary angles (31301) • calculate the missing angle of a pair of supplementary angles (31302)

*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., congruent figure/shape/angle, parallel line segment, vertical angles, supplementary angles, 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 – Grade 8

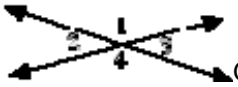
Required Component 1—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT31104A	The student will identify congruent angles when shown an angle by indicating a congruent angle from a variety of choices. (e.g., shapes with angles and food with angles; Note: need to use vocabulary specific to congruent)	• Sequenced, captioned, dated photographs of the student selecting, eye gazing to or pointing to, etc. the angle that is congruent to the given angle from two or more choices • Videotape of the student being presented with an angle and two or more choice angles and then when asked "which angle is a congruent angle?", the student eye gazes to the appropriate angle choice
SAT31104B	The student will identify congruent shapes when shown a shape by indicating a congruent shape from a variety of choices. (e.g., geometric shapes of triangle, octagon, circle with various choices next to each shape; shape on top of page with congruent shapes circled below; Note: need to use vocabulary specific to congruent)	• Student work product showing given shape and next to the shape the congruent shape the student chose • Videotape of the student being presented with a shape and two or more choice shapes and then when asked "which shape is a congruent shape?", the student eye gazes to the appropriate shape choice
SAT31104C	The student will identify congruent shapes by placing them on top of one another to see which are congruent. (Note: need to use vocabulary specific to congruent)	• Student work product of congruent shapes paired together on a worksheet
SAT31104D	The student will identify congruent shapes and/or angles by sorting a variety of examples into two categories congruent and not congruent. (e.g., T-chart with a shape on top with "congruent" and "not congruent" listed above each column; Note: need to use vocabulary specific to congruent)	• Student work product showing two columns: one column with congruent shapes and/or angles grouped together and another column with not congruent shapes and/or angles grouped together
SAT31105	The student will identify parallel line segments by indicating whether segments are parallel. (e.g., through yes/no responses, marking or labeling the parallel segments, etc.)	• Student work product of a worksheet with different line segments drawn on it and the ones marked, highlighted, etc. that the student identified as parallel
SAT31103	The student will identify shapes with angles by marking or indicating shapes with angles when given shapes with and without angles. (e.g., by eye gazing, touch screen, and other modes of communication the shapes with angles)	• Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s) • Videotape of the student being presented with two shapes and when asked "which shape has an angle?", the student eye gazes to the appropriate shape

SAT31201A	The student will identify pairs of congruent angles by placing them on top of each other to see which are congruent. (Note: need to use vocabulary specific to congruent)	• Videotape of the student pairing angles and indicating which are congruent • Student work product of congruent angles paired together on a worksheet
SAT31201B	The student will identify pairs of congruent angles by indicating the congruent angles from a set of choices. (Note: need to use vocabulary specific to congruent)	• Sequenced, captioned, dated photographs of the student selecting, eye gazing to or pointing to, etc. the angle that is congruent to the given angle to make a pair from a set of three or more angles • Videotape of the student being presented with an angle and two or more choice angles and then when asked "which angle is a congruent angle?", the student eye gazes to the appropriate angle choice
SAT31204	The student will identify pairs of vertical angles, determine if the angles are congruent, and then mark those that are. (Note: need to use vocabulary specific to congruent)	• Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent
SAT31203	The student will determine the measure of the missing angle when given one measure of a pair of vertical angles by selecting or writing the measure for the corresponding vertical angle. (e.g.,  Given the measure of angle 1 as 130 degrees, what is the measure of the other vertical angle, angle 4?)	• Student work product of pictures selected by the student indicating the measure of the missing angle when given the measure of one of a pair of vertical angles
SAT31301A	The student will identify pairs of supplementary angles by selecting or drawing pairs of supplementary angles given angles with a variety of degrees.	• Student work product of pictures selected by the student of supplementary angles • Student work product of pairs of supplementary angles drawn by the student
SAT31301B	The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles. (e.g., Student correctly identifies the piece with the angle that fits with a given angle)	• Videotape of the student putting a puzzle together with pieces that contain supplementary angles
SAT31302	The student will calculate the missing angle of a pair of supplementary angles.	• Student work product indicating the measure of the missing angle of a pair of supplementary angles calculated by the student

GLIs and Essences

MATH – Grade 8 (cont'd)

Required Component 1—Strand: Geometry

Choice Component 2—Band: Transformational Geometry

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 86	8.G.7	Describe and identify transformations in a plane, using proper function notation (rotations, reflections, translations, and dilations)	• Describe, identify, and draw transformations in a plane (rotations, reflections, translations, and dilations) • Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation
	8.G.8	Draw the image of a figure under rotations of 90 and 180 degrees	
	8.G.9	Draw the image of a figure under a reflection over a given line	
	8.G.10	Draw the image of a figure under a translation	
	8.G.11	Draw the image of a figure under dilation	
	8.G.12	Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation	

AGLIs

MATH – Grade 8 (cont'd)

Required Component 1—Strand: Geometry		
Choice Component 2—Band: Transformational Geometry		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • identify or interpret images resulting from translations using one or more types of models (32102) • recognize the image of a figure or shape that has been rotated, translated, dilated, or reflected (32103)	The student will: • identify or interpret images resulting from translations and/or reflections using one or more types of models (32202)	The student will: • identify and interpret images resulting from translations, reflections, rotations, and/or dilations (32302)

*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., translation(ed), rotation(ed), dilation(ed), reflection(ed), 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 – Grade 8 (cont'd)

Required Component 1—Strand: Geometry

Choice Component 2—Band: Transformational Geometry

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT32102	The student will identify images showing translations by selecting a translated image or item for each translation from a group of images or items. (e.g., slide (move) an object (counter, checker) from one place to another on the work surface, responding to "left," "right," etc.)	• Videotape of the student selecting an object on work surface showing translations • Student work product of a journal showing the initial position of shapes and the translations
SAT32103A	The student will recognize a figure (letter, drawn object, etc.) when the figure is dilated by matching the original figure to the dilated figure given a couple of choices showing the figure differently.	• Sequenced, captioned, dated photographs of the student looking at the given image and then selecting the enlarged version of it
SAT32103B	The student will recognize an image of figure or shape that has been rotated, translated, dilated, or reflected by eye gazing to, pointing to, or circling the corresponding shape before the transformation.	• Student work product showing the shapes that the student placed together, lines drawn connecting the matched shapes, shapes that are marked with the same color, etc.
SAT32103C	The student will recognize figure or shape that has been rotated, translated, dilated, or reflected by attending to the teacher transforming the figure or shape both before and after, then repeating what the teacher modeled.	• Data Collection Sheet (multi-step) recording performance of the student attending to the shape before the transformation and after the shape transformation and repeating the transformation
SAT32202A	The student will identify images showing translations and/or reflections using models, manipulatives, and/or pictures by selecting the image of the translations or reflections.	• Sequenced, captioned, dated photographs of the student selecting shapes and its translated/reflected partner
SAT32202B	The student will interpret images that have been translated and/or reflected by naming the specific transformation for each of the images.	• Data Collection Sheet (multi-step) recording student performance when naming the transformation when the teacher slides and/or flips shapes on a board or grid
SAT32302	The student will identify and interpret translations, reflections, rotations, and/or dilations using models, manipulatives, and/or pictures by labeling the transformation when the teacher slides, flips, turns, and/or dilates shapes on a board.	• Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using reflections and rotations as directed by teacher • Data Collection Sheet (multi-step) recording student performance when labeling the transformations appropriately

GLIs and Essences

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 84	8.A.1	Translate verbal sentences into algebraic inequalities	• Translate verbal sentences into algebraic inequalities • Write verbal expressions that match given mathematical expressions • Determine the relationship between a description of a situation and its graph • Use physical models to perform operations with polynomials
	8.A.2	Write verbal expressions that match given mathematical expressions	
	8.A.3	Describe a situation involving relationships that matches a given graph	
	8.A.4	Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship	
	8.A.5	Use physical models to perform operations with polynomials	

AGLIs

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions

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

The student will:	The student will:	The student will:
• compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than, or less than) (41103) • compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than, or not equal) (41104) • translate verbal/written sentences into algebraic sentences using numerals and the symbols +, −, =, and/or ≠ (41105)** •	• translate verbal/written sentences into algebraic sentences using the symbols +, −, × , ÷, ≠, >, and/or < (41203)** • identify correct number sentences that use any of the symbols +, −, × , ÷, ≠, >, and/or < (41204)*** • evaluate numerical expressions (41205)****	• translate verbal/written sentences into algebraic sentences using the symbols +, −, × , ÷, ≠, >, <, ≥, and/or ≤ (41304)** • complete and/or identify correct number sentences that use any of the symbols +, −, × , ÷, ≠, >, <, ≥, and/or ≤ (41305)*** • create verbal expressions that match given mathematical expressions (41306)*** • evaluate and/or simplify algebraic expressions (41307)****

*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) sentence, algebraic (or numeric) expression, 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 sentence. For the translated sentence to be considered correct it must be horizontal.

*** Sentence/Expression must be presented horizontally.

**** 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.

SATs

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 compare quantities of objects when given two sets of objects using the symbols for the terms greater than (>), less than (<), or equal to (=) by placing the correct symbol between the sets.	• Data Collection Sheet (multi-step) recording student performance when comparing different sets and the identified symbol for each set • Student work sample showing sets of numbers and the symbol the student identified to show the comparison
SAT41103B	The student will compare quantities of objects by indicating the correct set to complete the statement when presented with a given set and the symbols for the terms less than (<), greater than (>), or equal to (=). (e.g., presented with '2 books <'— student chooses between 7 books or 1 book; etc.)	• Sequenced, captioned, dated photographs of the student indicating the appropriate set • Student work product showing the given sets and symbols and the set the student chose to complete the expression
SAT41104	The student will compare two numerals and select the correct symbol (<, >, =, or ≠) related to the terms less than, greater than, equal to, or not equal. (e.g., 10 ? 4; 2 ? 6; 3 ? 1, etc.)	• Student work product of sets of numbers and symbol cards pasted between the numbers
SAT41105	The student will translate two or more simple verbal/written sentences into algebraic sentences using numerals and symbols (+, −, =, and/or ≠) by writing equations in journal. (e.g., teacher states or signs: "four plus three is equal to seven", student writes 4 + 3 =7; teacher writes "one apple plus two apples is not equal to four apples", student writes 1 + 2 ≠ 4; etc.; Note: student must show/select the algebraic sentence in a horizontal format)	• Student work product of a student journal containing verbal/written sentences given by the teacher and the student's translation using numerals and symbols
SAT41203	The student will translate verbal/written sentences into algebraic sentences using the symbols +, −, ×, ÷, ≠, >, and/or < by indicating or writing the correct sentence. (e.g., written sentence: "John has four pencils, he buys three more which is less than 10 pencils." and the student writes or selects "4 + 3 < 10", etc; Note: student must show/select the algebraic sentence in a horizontal format)	• Student work product of written sentences and the student's translated sentences • Videotape of the student listening to the verbal sentences and indicating the correct sentences
SAT41204	The student will identify correct number sentences that use +, −, ×, ÷, ≠, >, and/or <	• Student work product with the correct number sentences identified

	given a set of choices. (e.g., 3+5>8; 5-3≠8; 3-8>5; Note: sentence must be presented horizontally)	
SAT41205	The student will evaluate numerical expressions by filling in or selecting the missing number or symbol. (e.g., 3 __ 5 = 8 given <, +, and =; 5 – □ = 3 given 4, 7, 2; 10 – 2 = □ given 10, 3, 8; etc.; Note: expression must be presented horizontally, student may solve it vertically)	• Sequenced, captioned, dated photographs of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression • Student work product showing the numerical expression and the number or symbol the student selected to complete the expression
SAT41304	The student will translate verbal or written sentences into algebraic sentences using the symbols +, −, ×, ÷, ≠, >, <, ≥, and/or ≤. (e.g., teacher writes or states "20 plus 14 is not equal to 30", student writes or selects "20 + 14≠ 30"; teacher writes or states "seven is less than ten", student writes or selects "7<10"; teacher writes or states "the temperature is 32 degrees. It will fall by 10 degrees. This is less than the high of 45 degrees", student writes or selects "32 − 10 < 45"; 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
SAT41305A	The student will complete number sentences that use various mathematical symbols by filling in the missing element(s) in the sentences. (e.g., 4 ___ 4 > 10—student choices presented +, -, or ×; 9 ___ 5—student choices presented > or ≤; etc.; Note: sentence must be presented horizontally)	• Student work product showing the number sentences with the missing elements filled in by the student
SAT41305B	The student will identify correct number sentences that use any of the symbols +, −, ×, ÷, ≠, >, <, ≥, and/or ≤ by pointing to, circling, eye gazing to, etc. the ones that are correct given a variety of sentences. (Note: sentence must be presented horizontally)	• Student work product of the student pointed to, circled, eye gazed to, etc. correct number sentences
SAT41306	The student will create verbal expressions when given written mathematical expressions. (e.g., x+10—the student states, signs, etc. the sum of a number plus ten; Note: expression must be presented horizontally)	• Audiotape of the student giving verbal expressions for given mathematical expressions
SAT41307A	The student will evaluate and/or simplify algebraic expressions to find the value of them. (e.g., 1 + 3—student indicates or writes 4; 10 − 2—student indicates or writes 8; 4 + 2 + 3—student indicates or writes 9; 1 + 5 – 2—student indicates or writes 4; 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

SAT41307B	The student will evaluate algebraic expressions by indicating expressions that have a value equal to 20. (e.g., choices given: 10 + 10; 4 + 14; 18 – 2; 2 + 18; 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 20)	• Student work product of student-indicated expressions equal to twenty
SAT41307C	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., $\square$ + 50 + 5 is the same as $\square$ + _____; 1 + 20 + $\square$ is the same as ____ + $\square$; 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 expression and choosing the correct simplification from the set of number cards

GLIs and Essences

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 2—Band: Patterns, Relations and Functions

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 85	8.A.15	Understand that numerical information can be represented in multiple ways, arithmetically, algebraically, and graphically	• Understand, create, and interpret numerical information using equations, tables of values, and graphs • Correctly use the terminology function, relation, domain, and range
	8.A.16	Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line	
	8.A.17	Define and use correct terminology when referring to a function (domain and range)	
	8.A.18	Determine if a relation is a function	
	8.A.19	Interpret multiple representations using equation, table of values, and graph	

AGLIs

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra		
Choice Component 2—Band: Patterns, Relations and Functions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra-Patterns, Relations and Functions		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • recognize repeating patterns in nature, art, music, or literature (43105) • duplicate or extend repeating patterns in nature, art, music, or literature (43106) • when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107) • when given a repeating number and/or shape pattern, extend the pattern (43108)	The student will: • when given a growing number and/or shape pattern, extend the pattern (43203) • when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)**	The student will: • when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305) • when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)** • create a number and/or shape pattern (43307) • identify the rule for a number pattern (43308)

*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., duplicate pattern, extend patter, fill in missing element in the pattern, number/shape pattern, repeating pattern, growing pattern, rule for a pattern, 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 to be filled in needs to occur in/near middle and not at the very end or very beginning of the pattern.

SATs

MATH – Grade 8 (cont'd)

Required Component 2—Strand: Algebra

Choice Component 2—Band: Patterns, Relations and Functions

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
SAT43105A	The student will recognize repeating patterns in literature by attending to a story containing repeating patterns as it is read by the teacher.	• Data Collection Sheet (time-segmented) recording student performance when attending to a repeating pattern in the story attended to with the story pattern notated by the teacher • Videotape of the student attending to the repeating pattern in the story
SAT43105B	The student will recognize repeating patterns by indicating through facial expression, vocalization, body movement, etc. patterns of sensations when touching patterns of textures or listening to patterns of sounds. (e.g., textures: cotton/sandpaper, leaf/rock; sounds: piano/drum, triangle/symbol)	• Sequenced, captioned, dated photographs of the student recognizing a textured patterns or sound patterns • Data Collection Sheet (multi-step) recording student performance when recognizing varying patterns of textures or sounds
SAT43105C	The student will recognize repeating patterns in nature, art, music, or literature by indicating which is a repeating pattern given a set of choices for each pattern presented. (e.g., Which pattern is a repeating pattern? a aa a aa a aa <u>or</u> a aa aaa aaaa ?; blue, green, red, blue, green, red <u>or</u> blue, red, red, blue, green, green ?)	• Student work product showing repeating pattern choices with a highlight, mark, circle, etc. on the repeating patterns
SAT43106A	The student will duplicate simple A-B texture patterns by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original patterns. (e.g., cotton/sandpaper, leaf/rock etc.)	• Videotape of the student presented with a pattern (A-B), then presented with the same pattern (A-B), and then a different pattern as the student answers through a yes or no response if the last pattern is the same as the A-B pattern
SAT43106B	The student will duplicate repeating patterns by performing movements in time to drummed patterns in music pieces.	• Videotape or audiotape of the student duplicating the pattern in drummed music
SAT43106C	The student will duplicate or extend repeating patterns in nature, art, music, or literature by duplicating or extending as requested. (e.g., Given the drum pattern: beat, beat beat, beat, beat beat — what would come next? or create the same drum pattern.)	• Data Collection Sheet (multi-step) recording student performance of the repeating patterns that the student duplicated or extended
SAT43107	The student will duplicate the pattern when given a repeating or growing number and/or shape	• Videotape of student using the Simon

	pattern by duplicating the given patterning. (e.g., repeating: 10, 20, 30, 10, 20, 30—student duplicates exactly as pattern is presented; growing: 2, 4, 6, 8—student duplicates the growing by two pattern with different numbers; Note: shape patterns to include geometric shapes)	game • Student work product showing original pattern and student's duplicated pattern
SAT43108	The student will extend the pattern when given a repeating number and/or shape pattern by extending the number or shape pattern with what would come next. (e.g., number: 1, 2, 1, 2, _?_; 3, 2, 1, 3, 2, 1,_?_; shape: ◣, ■, ◣, ■, ◣, _?_; Note: shape patterns to include geometric shapes)	• Student work product of repeating number patterns with a line filled in by the student at the end of the pattern to extend it
SAT43203	The student will extend the pattern when given a growing number or shape pattern by extending the number or shape pattern with what would come next. (e.g., 4, 8, 12, 16, _?_; 2, 5, 8, _?_; ■ ■ ■ ■ ■ ■ ■ ■ ■ _?_; Note: shape patterns to include geometric shapes)	• Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend the pattern
SAT43204A	The student will fill in the missing element in a repeating number and/or shape pattern. (e.g., 4, 1, 4, 1, __, 1; 8, 6, 7, 8, __, 7; ●, ▮, ___, ▮, ●, ▮; etc.; Note: missing element to occur in/near middle, not at very end or very beginning and shape patterns to include geometric shapes)	• Student work product of repeating number patterns with the missing element filled in by the student
SAT43204B	The student will fill in the missing element in a growing number and/or shape pattern. (Note: missing element to occur in/near middle not at very end or very beginning and shape patterns to include geometric shapes)	• Student work product of a growing number and/or shape pattern with the missing element completed
SAT43204C	The student will fill in the missing element in a growing or repeating number and/or shape pattern. (Note: missing element to occur in/near middle not at very end or very beginning and shape patterns to include geometric shapes)	• Student work product of a growing or repeating number and/or shape pattern with the missing element completed
SAT43305	The student will extend the pattern when given a number and/or shape pattern in the form of a list or table by indicating the next number or shape as appropriate. (Note: shape patterns to include geometric shapes)	• Student work product indicating the extended pattern in the list or table
SAT43306	The student will fill in the missing element in the pattern when given a number and/or shape pattern in the form of a list or table. (Note: missing element to occur in/near middle, not at very end or very beginning and shape	• Student work product indicating the filled in missing elements in the pattern shown in a list or table

	patterns to include geometric shapes)	
SAT43307A	The student will create a number and/or shape pattern and then will extend the pattern two or three more times.	• Student work product showing a numeric and/or shape pattern created by the student and then extended by the student
SAT43307B	The student will create a number and/or shape pattern for the teacher to extend and/or duplicate.	• Student work product showing a numeric and/or shape pattern created by the student and then extended or duplicated by the teacher with a notation indicating which part was done by the student and which part by the teacher
SAT43308	The student will identify the rule for a number pattern by describing the rule for finding the next element in the pattern.	• Videotape or audiotape of the student describing the rule for finding the next element of a number pattern

Science
NYSAA Frameworks

Grade 8

New York State Alternate Assessment

GLI and Essences SCI – Grade 8

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 5	S2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information. S2.1a demonstrate appropriate safety techniques S2.1b conduct an experiment designed by others S2.1c design and conduct an experiment to test a hypothesis S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including: • measuring • observing • describing • classifying • sequencing S2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments. S2.2a include appropriate safety procedures S2.2b design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models) S2.2c design a simple controlled experiment S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment S2.2e choose appropriate sample size and number of trials S2.3 Carry out research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation. S2.3a use appropriate safety procedures S2.3b conduct a scientific investigation S2.3c collect quantitative and qualitative data	• Use appropriate techniques, tools, and safety procedures to design and conduct scientific investigations • Record quantitative and qualitative data

AGLIs SCI – Grade 8

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

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

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • recognize one technique for conducting scientific investigations (12105) • recognize tool(s) used for scientific investigations (12106) • recognize a safety hazard associated with a scientific investigation (12103) • recognize result(s) of an investigation (12107)	The student will: • identify simple techniques used during scientific investigations (12201) • identify tools needed for a scientific investigation (12202) • identify a safety procedure for a scientific investigation (12203) • conduct all steps of a simple scientific investigation (12204) • identify result(s) of an investigation (12207)	The student will: • design a simple scientific investigation (12303) • gather tool(s) needed for a scientific investigation (12307) • implement a technique that is appropriate to answer a specific question (12308) • use appropriate safety procedures during a scientific investigation (12302) • recognize independent variables, dependent variables, and constants in a simple investigation (12304) • record result(s) of an investigation (data) (12309) • record qualitative and quantitative results of an investigation (12305)

*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., scientific tool, scientific investigation, independent variable, dependent variable, constant, qualitative result, quantitative result, 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 – Grade 8

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT12105A	The student will recognize a technique for conducting scientific investigations by correctly indicating the ones showing the scientific technique being performed. (e.g., technique—a picture of a scientist filling a graduated cylinder; non-technique—a picture of a chef cooking)	• Student work product showing the student selecting from words, photographs, and/or symbols representing one technique for conducting scientific investigations
SAT12105B	The student will recognize one technique of scientific investigations by performing one technique for each of the scientific investigations. (e.g., testing if objects are attracted to a magnetic by picking them up with the magnet; testing if objects will sink or float by placing different objects in water; etc.)	• Sequenced, captioned, dated photographs of the student demonstrating the technique of using a magnet to figure out what objects are attracted to a magnet and placing objects in water to see if they sink or float
SAT12106	The student will recognize tool(s) used for two or more scientific investigations by selecting from the tool appropriate for the given investigations. (e.g., scientific investigation: temperature of water in different situations and air temperature at different times of the day - choices measuring cup and thermometer - student picks up the thermometer; scientific investigation: distance an item will travel when rolled down an inclined plane and distance an item will travel when thrown – choices: ruler and pencil – student circles ruler; etc.)	• Student work product demonstrates correctly selecting appropriate tool to conduct specified investigations
SAT12103	The student will recognize a safety hazard associated with a scientific investigation by indicating the picture, word, phrase, etc. from a choice that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.)	• Student work product showing the student selecting photographs representing safety hazards

SAT12107	The student will recognize the result(s) of an investigation observed by correctly indicating a representation of the result(s) of an investigation given a set of choices. (e.g., the plant wilted, the water froze, the rock sunk, etc.)	• Sequenced, captioned, dated photographs of student reaching for the unhealthy plant (rather than healthy plant) following an investigation of a lack of water on plants
SAT12201	The student will identify two or more simple techniques used during scientific investigations that were observed by naming the techniques. (e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.)	• Videotape showing the student naming (verbally, written, using augmented communication) two or more techniques used after observing scientific investigations
SAT12202	The student will identify two or more tools needed for a scientific investigation by indicating the appropriate tools given the scientific investigation. (e.g., scientific investigation: mixing vinegar and baking soda; tools presented: beaker, graduated cylinder, balance, microscope, eye dropper, etc.)	• Student work product showing the two or more selected (scribed, written, using augmented communication) scientific tools
SAT12203A	The student will identify which safety procedure is being followed during an observed scientific investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	• Videotape showing the student indicating (verbally, written, using augmented communication) the safety procedure used in the scientific investigation observed
SAT12203B	The student will identify which safety procedure for a scientific investigation is being followed by indicating the safety procedure given a set of choices. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	• Student work product indicating which safety procedure is being followed when presented with photographs showing safe and unsafe practices being followed in a scientific investigation
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/melt temperatures, etc.)	• Data Collection Sheet (multi-step) recording student performance on all steps of the investigation with the scientific investigation notated by the teacher
SAT12207	The student will identify the result of an investigation by naming or selecting the appropriate result for a given investigation. (e.g., plant with no water = unhealthy; beach ball on top of water floats)	• Student work product showing the correctly named or selected result from a list, photographs, or symbols that depict the results of an investigation
SAT12303	The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., what will happen if we deprive a plant of light—student indicates steps to design the investigation)	• Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols or computer graphics)
SAT12307	The student will gather tool(s) needed for a given scientific investigation from a choice of objects. (e.g., The student gathers materials (from a set of scientific tools) such as a ruler to do an experiment to measure the growth of a plant.)	• Sequenced, captioned, dated photographs of the tools gathered by the student for the investigation

SAT12308	The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see which one is attracted to the magnet or placing one plant in darkness, one in light to see which remains healthy)	• Videotape of the student implementing a technique that is appropriate to answer a specific question
SAT12302	The student will demonstrate correct safety procedures for a scientific investigation by wearing goggles, lab coat, tying back hair, following directions, etc.	• Data Collection Sheet recording performance of the student using safety procedures for a scientific investigation • Sequenced, captioned, dated photographs of the student wearing goggles while conducting an investigation
SAT12304	The student will recognize the independent variables, dependent variables, and constants in a simple investigation he/she has observed, performed, or designed.	• Student work product showing the named or selected independent variable, dependent variable, and constant in an investigation as they design or perform it
SAT12309	The student will record the result(s) in the form of data from an investigation by indicating the appropriate data. (e.g., investigation: distance a ball traveled when rolled down an inclined plane – choices: 2 feet or 2 inches)	• Student work product showing data indicated by the student for the investigation
SAT12305	The student will record both quantitative and qualitative results of an investigation observed by completing a graph, chart or list. (e.g., ice left at room temperature melts [qualitative] and changes from 0°C to room temperature [quantitative])	• Student work product (graph, chart, list, drawings, photograph) showing the qualitative and quantitative results of an investigation

GLI and Essences SCI – Grade 8 (cont'd)

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 5–6	S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis. S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships S3.1b generate and use scales, create legends, and appropriately label axes S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem. S3.2a accurately describe the procedures used and the data gathered S3.2b identify sources of error and the limitations of data collected S3.2c evaluate the original hypothesis in light of the data S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation S3.2f make predictions based on experimental data S3.2g suggest improvements and recommendations for further studying S3.2h use and interpret graphs and data tables S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.	• Organize data (results) using graphs, diagrams, tables, and models • Draw conclusions based on data from an investigation

AGLIs SCI – Grade 8 (cont'd)

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

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

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101) • recognize the cause of an event (13104) • recognize the effect of an event (13105) • demonstrate a cause and effect relationship (13106) • recognize whether an event is possible based on the results of the investigation (13107)	The student will: • record results of an investigation in a graph, diagram, table, or model (13201) • identify simple trends in the results of investigations (13202) • identify the cause and effect relationships of an event (13204) • identify a conclusion based on the results of an investigation (13205)	The student will: • compare results of investigation(s) using graphs, diagrams, tables, or models (13304) • describe simple trends in the results of investigations (13302) • explain a conclusion based on the results of an investigation (13303) • predict future event(s) based on results of the investigation (13305)

*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., cause and effect, event, investigation, simple trend, 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 – Grade 8 (cont'd)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT13101A	The student will recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models by answering a question regarding the shown results. (e.g., investigations: the distance objects travel - the student point to the place on the graph where the object traveled after a specific period of time)	• Student work product showing marks that the student (or teacher marks for student) made indication of the results of an investigation on a graph
SAT13101B	The student will recognize the results of investigations shown using stacking blocks by determining which set of blocks shows the result that is the most or least, highest or lowest, etc. of the investigation variables as requested. (e.g., investigations: measurements of snow fall at certain times of the day – results presented using stacking blocks for each inch measured: five blocks, two blocks, one block - student chooses the result showing five stacking blocks when asked to indicate the result showing the most snow fall measured)	• Sequenced, captioned, dated photographs of the student determining the applicable set of stacking blocks that demonstrate the results of investigations as requested
SAT13104	The student will recognize the cause of an event by selecting from two choices the one which is the logical cause. (e.g., choose between a heat lamp and a ball of ice which caused candle wax to melt)	• Data Collection Sheet recording the performance of the student's selection of the cause
SAT13105	The student will recognize the effect of an event by selecting from two choices that which is the logical effect. (e.g., choose between steam and ice when water is heated)	• Sequenced, captioned, dated photographs of the student indicating the effect of an event 1. The student looking at the event and effect choices 2. The student making a selection from word cards 3. The student placing the choice onto a worksheet
SAT13106	The student will demonstrate a cause and effect relationship by operating the appropriate device. (e.g., given a light switch and a doorbell button, ask the student which would be used to turn on a light.)	• Videotape of the student demonstrating the cause and effect relationship

SAT13107	The student will recognize whether an event is possible when shown the results of an investigation by indicating yes or no. (e.g., Investigation: chart the rise in temperature as ice melts at room temperature; event posed- "Is it possible to save a snowball in your room?")	• Student work product showing the student's selection of the possible results of the investigation
SAT13201	The student will record the results of an investigation in a graph, diagram, table, or model. (e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desks of students with red shirts, blue shirts, and green shirts.)	• Sequenced, captioned, dated photographs of the student recording the results of the investigation in a graph, diagram, table, or model
SAT13202	The student will identify simple trends in the results of investigations by answering questions regarding trends using previously recorded data. (e.g., using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he/she would expect in July; etc.)	• Student work product showing trends indicated by the student
SAT13204	The student will identify the cause and effect relationships of an event by selecting the relationships from a set of choices. (e.g., given two series of pictures – heat lamp, ice cube, puddle and Sun, box, road and car – the student will select the series that shows a cause and effect relationship)	• Data Collection Sheet recording student performance when the student selects by eye gaze, pointing, augmented communication, or verbalizing the cause and effect relationships
SAT13205	The student will identify a conclusion based on the results of the investigation by selecting from two or more choices, one of which illustrates the results. (e.g., after completing an investigation looking at what plants need to grow and given photographs or actual objects of water and a rock, students will select the correct object based on the outcome of the experiment)	• Videotape of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the investigation
SAT13304	The student will compare the results of an investigation using a table to show the comparison. (e.g., temperature results: students will record the temperature of the classroom at 10:00 A.M. and 2:00 P.M. and compare the morning temperature to the afternoon temperature – warmer/colder)	• Student work product showing the student's comparison indicating warmer or colder at each time of day on the table
SAT13302	The student will describe simple trends by comparing results of investigations repeated several times using graphs to record the results and answering questions about the trends in the results. (e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00 A.M. and 2:00 P.M. daily for 5 days, the group will construct individual graphs of each day's results, and the student will describe the trends in the results of the investigation)	• Videotape of the student looking at the results of the graphs and describing the trends of the investigations based on the teacher questions

SAT13303	The student will explain a conclusion based on the results of an investigation. (e.g., using the results of an investigation in which weight was a determining factor in distance traveled by a car coasting down a hill, the student will point to or eye gaze to the heaviest car as the car that traveled the farthest and create or write a sentence(s) explaining a conclusion given specific results; or answer questions about possible conclusions)	• Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects • Student work product of explained conclusion regarding specific results of an investigation
SAT13305	The student will predict future event(s) based on the results of an investigation when given the results by indicating a prediction after reviewing the given results. (e.g., results given: the temperature of the classroom at 10:00 A.M. and 2:00 P.M. daily collected over 5 days - the student will predict tomorrow's temperatures)	• Student work product of given temperature results and the student's recording of a weather prediction for the next day

GLI and Essences SCI – Grade 8 (cont'd)

Required Component 2—Standard: 4 - The Living Environment

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 118	**5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.** 5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition. 5.1b An organism's overall body plan and its environment determine the way that the organism carries out the life processes. 5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food. 5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods. 5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms. 5.1f Regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems. 5.1g The survival of an organism depends on its ability to sense and respond to its external environment. **5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.** 5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes. 5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism. 5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging. 5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person. 5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state. 5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one's dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.	• Understand that all organisms require energy and nutrients and obtain them in a variety of ways • Understand that all organisms attempt to maintain a balanced condition from their design and response • Understand that organisms require food to maintain a healthy condition

AGLIs SCI – Grade 8 (cont'd)

Required Component 2—Standard: 4 - The Living Environment

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5

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

The student will:	The student will:	The student will:
• recognize one or more components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23107) • recognize an aspect of an organism's design that helps the organism get food (23102) • recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight (23108) • recognize the functions of the basic parts of plants (23109) • recognize some behaviors of organisms that help it maintain a healthy condition (23110)	• recognize that organism(s) get energy or nutrients from food (23210) • identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23207) • identify an aspect of an organism's design that helps the organism get food (23203) • identify an aspect of an organism's response that helps the organism get food, water, air or sunlight (23208) • identify the features that enable a plant or animal to survive in its environment (23209) • identify the function of animal organ systems (23206)	• identify the differences in the ways that plants and animals get energy or nutrients (23306) • identify that organisms need food to live, maintain health and a balanced condition (23307) • identify how an aspect of an organism's design helps the organism get food (23303) • identify how the responses of organisms help them get food, water, air or sunlight (23308) • recognize that animals need a balanced diet to maintain health (23309)

*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., plant, animal, organism, 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 – Grade 8 (cont'd)

Required Component 2—Standard: 4 - The Living Environment

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT23107A	The student will recognize a component that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by eye gazing to an item. (e.g., presented with the choice of the sun or dirt, student will select which choice most organisms need to live)	• Data Collection Sheet recording performance of the student indicating by eye gaze what most organisms need to live and maintain health • Student work product including pictures representing correct and distracter choices with marks indicating those the student selected as required to live and maintain health
SAT23107B	Given a cup of water and a rock and asked to indicate something most organisms need to live and maintain health, the student will recognize a component for organism's life and health by touching the cup of water.	• Sequenced, captioned, dated photographs of the student looking at choices and selecting which one most organisms need to live and maintain health
SAT23102	The student will recognize an aspect of an organism's design that helps the organism get food by matching the adaptation to the animal's food source. (e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats have front teeth that are even across for cutting and pulling up grasses, etc.)	• Student work product in which the student matches animals with their design that helps them get food (e.g., worksheet identifying animals with claws as animals that hunt prey)
SAT23108	The student will recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight by pointing to the picture that illustrates the response. (e.g., a plant has a response to get water: roots grow towards water and nutrients – usually down; a plant has a response(s) to get sunlight: stems and leaves grow towards sunlight – usually up; a plant will turn toward the window to get sun, when turned away it will turn toward the window again)	• Videotape of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air or sunlight
SAT23109	The student will recognize the functions of different parts of plants by indicating an appropriate function when given the plant parts. (e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)	• Student work product of matched basic plant parts to their function

SAT23110	The student will recognize some behaviors of organisms that help it maintain a healthy condition by selecting a photograph of a safe, hygienic, or wellness related behaviors which help people to maintain a healthy condition. (e.g., a child is skateboarding with a helmet and another is skateboarding without a helmet; a person is wearing a seat belt in a car while driving; a person is smoking a cigarette; eating fruits and vegetables or eating fries and soda etc.)	• Data Collection Sheet (multi-step) recording performance of student indicating through eye gazing or pointing to photographs of safe or healthy behaviors (e.g., in a car, playing outside, lifestyle choices, nutritional choices, etc.) • Student work product including pictures of safe/healthy and unsafe/unhealthy behaviors and those the student indicated as safe or healthy marked
SAT23210A	The student will recognize that an organism gets energy and/or nutrients from food by selecting choices that illustrate this basic function. (e.g., carbohydrates provide energy to humans: pasta, rice, bread, etc.; selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism)	• Sequenced, captioned, dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism
SAT23210B	The student will recognize that food is necessary for organisms to get energy by selecting food items that different organisms will use. (e.g., cows eat grass; birds eat insects, etc.)	• Data Collection Sheet (multi-step) recording performance of student by indicating through eye gazing or pointing to food eaten by a particular organism
SAT23207	The student will identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by selecting from an array of pictures. (e.g., given a selection of items – banana, bottled water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live and maintain health)	• Videotape of the student selecting pictures that are components that most organisms need to live and maintain health • Student work product of a collage of pictures that are components that most organisms need to live and maintain health
SAT23203	The student will identify one aspect of an animal's design by indicating the specific body part that helps the animal get food. (e.g., given a bird, the student will identify the beak; given a frog, the student will identify the tongue; given a bear, the student will identify the claw or teeth as an aspect of an organism's design that helps the organism get food)	• Sequenced, captioned, dated photographs of the student selecting one aspect of an organism's design that helps the organism get food • Student work product showing animals and the body part marked, labeled, circled, etc. that helps the animal get food
SAT23208	The student will identify one aspect of an organism's response that helps the organism get food, water, air, or sunlight. (e.g., the student is asked what plants do to absorb sunlight and the student points to the leaves on the plant bending toward the window; the student is asked how a plant absorbs water and the student points to the roots of the plant growing down into soil)	• Videotape of the student identifying one aspect of an organism's response that helps the organism get food, water, air or sunlight

SAT23209A	The student will identify the features of animals in two different environments that enable them to survive by listing different animals and their features for survival. (e.g., animals that live in a desert will have different features than animals that live in the woods)	• Student work product consisting of a chart listing different animals and their features for survival
SAT23209B	The student will identify features that enable a plant or animal to survive in its environment. (e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.)	• Sequenced, captioned, dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g. fur – bear, dog, storing water – camel, camouflage – zebra, chameleon)
SAT23206	The student will identify the function of animal organ systems by indicating the function when given the organ systems. (e.g., reproductive system to offspring, skeletal system to support, digestive system to breaking down food)	• Student work product matching organ systems to their functions
SAT23306	The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes. (e.g., animals eat plants or other animals for energy and plants absorb sunlight and water for energy)	• Data Collection Sheet (multi-step) recording the performance of student selecting “absorb” (word or photo card with symbol for roots) or “eat” (word or photo card with symbol for mouth) when presented with pictures of different plants and animals • Student work product of a Venn diagram showing different processes in how plants and animals get energy or nutrients
SAT23307	The student will identify that small animals (e.g., hamsters, rabbits, cats, dogs) need food to live, maintain health and a balanced condition by selecting or writing the food items next to the appropriate animals.	• Student work product animals with list of food items that are appropriate to the specific animal to help it maintain health and a balanced condition
SAT23303	The student will identify how one aspect of an organism’s design helps the organism get food by marking the correct answer to show what design helps the animal get food. (e.g., plant eaters have flat teeth for cutting and grinding plant material, animal eaters have pointy teeth for tearing meat, giraffes have long necks to eat from higher branches, frogs have long tongues to capture food, etc.)	• Student work product with “X”s showing the student’s responses to how one aspect of an organism’s design helps the organism get food
SAT23308	The student will identify how the responses of organisms help them get food by answering questions about how the animal’s actions help it obtain food. (e.g., hiding until the prey comes close, sneaking up on prey, etc.)	• Audiotape of the student answering questions after watching video clips of animals obtaining food and indicating how the animal’s actions helped it obtain food

SAT23309	The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart. (e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health)	• Student work product showing items selected to represent food needed to maintain health

GLI and Essences SCI – Grade 8 (cont'd)

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

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 24–25	**3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.** 3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points. 3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved. 3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles. 3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container. 3.1e A liquid has a definite volume, but takes the shape of a container. 3.1f A solid has definite shape and volume. Particles resist a change in position.	• Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point • Recognize that matter can change either physically or chemically but matter is always conserved • Understand that matter is made up of atoms • Understand that elements combine to form all substances
	3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation. 3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser. 3.1i Buoyancy is determined by comparative densities. **3.2 Distinguish between chemical and physical changes.** 3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing. 3.2b Mixtures are physical combinations of materials and can be separated by physical means. 3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk. 3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.	

	3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.
	3.3 Develop mental models to explain common chemical reactions and changes in states of matter.
	3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.
	3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.
	3.3c Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.
	3.3d Interactions among atoms and/or molecules result in chemical reactions.
	3.3e The atoms of any one element are different from the atoms of other elements.
	3.3f There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.
	3.3g The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).

AGLIs SCI – Grade 8 (cont'd)

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

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

Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • recognize that everything is made of matter (33105) • identify one characteristic of matter (e.g., color, odor, mass, hardness, etc.) (33106) • recognize a solid and a liquid (33107) • recognize an object as hot (warm) or cold (cool) (33103) • recognize that matter is made of small parts (atoms) (33108) • recognize a physical change in a substance (33109) • recognize a chemical change in a substance (33110)	The student will: • identify multiple characteristics of matter (e.g., color, odor, mass, hardness, etc.) (33206) • identify whether matter is a solid, a liquid, or a gas (33202) • identify that changes occur when materials interact (33207) • identify a physical change in a substance (e.g., salt in water) (33208) • identify a chemical change in a substance (e.g., oxygen and iron-rust) (33209) • recognize objects according to characteristics such as mass, length or size (33210) • sort objects according to characteristics such as mass, length or size (33211)	The student will: • describe the color, odor, mass, or hardness of matter (33310) • describe the properties of a solid, a liquid, or a gas (33302) • compare the mass of two objects that are the same size (density) (33303) • recognize that electricity causes a light bulb to produce light and heat (33311) • demonstrate conservation of matter (33312) • define matter (33313) • describe how matter is made of small parts (atoms) (33314) • perform an investigation involving a physical change (33315) • perform an investigation involving a chemical change (33316) • describe an investigation involving a physical change (33317) • describe an investigation involving a chemical change (33318)

*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., matter, solid, liquid, physical change, chemical change, mass, atom, 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 – Grade 8 (cont'd)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT33105A	The student will recognize the concept of matter by indicating an answer from a choice of two or more answers to complete the sentence "Everything is made up of …" (with the answer being "matter") or "How do you know it's matter?" (with the answer "it has mass and takes up space").	• Student work product showing the student choosing (scribed, written, using augmented communication) word/statement "matter" or "it has mass and takes up space" to complete the sentence or answer the question.
SAT33105B	The student will recognize that everything is made up of matter by looking at and interacting with different examples of matter. (e.g., balloon with air in it, water in it, beads in it).	• Data Collection Sheet (time-segmented) recording student performance of interactions with different examples of matter • Sequenced, captioned, dated photographs of students looking at and interacting/handling each of the balloons.
SAT33106A	The student will identify one characteristic of matter by labeling object(s) with one characteristic related to density or hardness. (e.g., a dry sponge is not very dense but a clay brick of the same size is; rock is hard; Note: naming the object does not indicate its characteristics)	• Data Collection Sheet (multi-step) recording student performance when identifying the density, or hardness of familiar object(s)
SAT33106B	The student will identify one characteristic of matter by selecting the appropriate characteristic for a given object from a choice of characteristics and non-characteristics. (e.g., object-grass, choices: is a green or brown color, cows eat it, lawnmower cuts it; object-vinegar, choices: used for cleaning, has a strong odor, comes in a container)	• Student work product showing or naming the object and the characteristic the student identified
SAT33107	The student will recognize a solid and a liquid by indicating yes or no in response to a question or labeling items as a solid or a liquid.	• Student work product showing the student labeling objects as solids or liquids • Videotape of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question "Is this a _____?"

SAT33103	The student will recognize an object as hot (warm) or cold (cool) by indicating hot (warm) or cold (cool) when presented with an object. (e.g., student has experienced hot or cold objects, such as temperature of water, a baked potato, ice cream. When asked, student can indicate if an object is hot or cold.)	• Student work product showing student answer (written, scribed, using augmented communication) to whether an item was hot or cold
SAT33108	The student will recognize the concept of atoms by indicating that a single part is made up of the same material as the larger part of that same material. (e.g., water, H_2O, is made up of hydrogen atoms and oxygen atoms)	• Data Collection Sheet recording student performance when student is presented with H_2O the student will select hydrogen and oxygen from a list of five different elements
SAT33109	The student will recognize a physical change by attending to an example of a physical change. (e.g., colored ice cube melting in water changes its state of matter but not its color, only the glass of water changes color (the color does not go away as the state is changed)—some physical characteristics change but not others)	• Sequenced, captioned, dated photographs of student observing the color of ice melting in water • Data Collection Sheet (time-segmented) recording student performance attending to physical change investigation
SAT33110	The student will recognize a chemical change by attending to an example of a chemical change. (e.g., putting Alka-Seltzer in water; frying an egg; burning a piece of paper)	• Videotape of the student attending to (observing) the sign of a chemical change (a new substance forming such as a gas produced from the Alka-Seltzer) • Data Collection Sheet (time-segmented) recording student performance attending to chemical change investigation
SAT33206	The student will identify at least two characteristics of an object's matter through verbal description or picture representation. (e.g., given a piece of pink granite the student selects the word cards for hard, pink, and odorless.)	• Sequenced, captioned, dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given • Student work product with the piece of matter indicated or shown and the recorded student responses or circled words from a list that describe the characteristics of the matter
SAT33202A	The student will identify whether a substance is a solid, a liquid or a gas by labeling the item with the appropriate state of matter. (e.g., ice-solid, milk-liquid, rock-solid, air-gas, etc.)	• Student work product of a table listing things as a solid, a liquid, or a gas
SAT33202B	The student will identify matter as a solid or a liquid by selecting the item when requested by the teacher "identify the __(solid/liquid)__".	• Videotape of the student pointing, eye gazing to, or handing the solid or liquid item as requested • Student work product of a T-chart with pictures representing items placed under the correct title "Solid" or "Liquid"

SAT33207	The student will identify if changes occur when observing two materials being mixed together by responding “yes” or “no” or marking “change” or “no change”. (e.g., vinegar and baking soda - change; salt and pepper mixed together – no change, etc.)	• Data Collection Sheet (multi-step) recording performance of the student responding to the question “Did a change occur?” for different materials • Student work product with the mixtures indicated and “change” or “no change” next to each mixture with the student marked response on “change” or “no change”
SAT33208	The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change. (e.g., freezing of water to form ice, water condensing on a pitcher, adding water to dirt, grinding a sugar cube, etc.)	• Student work product from observing physical change shows sequence from original state to final state (e.g., water at room temperature [liquid] becomes ice [solid] when frozen)
SAT33209	The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it. (e.g., rust on iron, baking soda and vinegar)	• Audiotape of the student indicating the chemical change that took place (e.g., new substances formed, bubbles [production of a gas])
SAT33210	The student will recognize objects according to characteristics of mass, length or size by indicating the appropriate picture of an object, given a characteristic.	• Student work product showing a mark on the picture of the longer item, the larger item, the smallest item, etc.
SAT33211	Given a variety of objects, the student will sort objects according to mass by putting lighter objects (with less weight) inside a box and heavier objects (with more weight) inside another box.	• Videotape of the student sorting objects into their respective boxes • Sequenced, captioned, dated photographs showing student sorting the objects into two boxes
SAT33310	The student will describe physical characteristics of objects by using descriptive words. (e.g., color is green, scratches glass, mass is 96 grams)	• Audiotape of student using descriptive words for the objects presented
SAT33302	The student will describe the properties of a solid, liquid, or gas by determining if objects are solid, liquid or gas and indicating his/her reasoning. (e.g., rock is solid because it remains one shape and size no matter what container it is in)	• Student work product will correctly identify objects as solid, liquid or gas and list reasons for their answers
SAT33303	The student will compare the mass of two objects that are the same size and indicate which is denser. (e.g., given two objects that are the same size, the student will compare the mass by holding the objects and identifying which object is denser)	• Data Collection Sheet (multi-step) recording student performance when comparing objects over multiple object combinations
SAT33311	The student will recognize that electricity causes a light bulb to produce light and heat by indicating “electricity” from a variety of possible choices, when asked “what makes the light and heat from this light bulb?”	• Student work product showing “electricity” written or pasted next to various pictures of lit light bulbs

SAT33312	The student will demonstrate that matter is conserved by investigating matter through phase changes. (e.g., Put ice cube in water. Measure the mass of the ice cube and water together. Observe that as ice cube melts, the total mass remains the same and that matter does not disappear.)	• Student work product from an investigation showing that matter is conserved
SAT33313	The student will define matter by using a scientific textbook or resource to create or write a definition and give examples of different types of matter.	• Student work product of definition and examples of matter
SAT33314	The student will describe how matter is made of small parts (atoms) by creating or writing a paragraph regarding atoms.	• Student work product of description of how a particular piece of matter is made up of atoms
SAT33315A	The student will perform an investigation involving a physical change. (e.g., dissolving Kool-Aid in water, making a fruit smoothie, etc.)	• Videotape of student performing the investigation
SAT33315B	The student will perform an investigation involving a physical change by boiling water on a stove.	• Sequenced, captioned, dated photographs showing student performing investigation 1. Student putting water on stove 2. Student turning stove on 3. Student observing bubbles in water or observing tea kettle whistling
SAT33316	The student will perform an investigation involving a chemical change by making brownies. (e.g., focusing on how the ingredients change to form a new substance [the flour is indistinguishable])	• Student work product with identified ingredients by their chemical characteristics (including solid and liquid) and how their chemical characteristics change in the final product
SAT33317	The student will describe an investigation of a physical change by listing steps and results. (e.g., investigation examples: shredding paper; melting ice; sharpening a pencil; mixing chalk in water; mixing cornstarch in water; mixing together then separating iron filings from sand, salt, and wood chips; etc.)	• Student work product with a list of the steps of the investigation and the results
SAT33318	The student will describe an investigation of a chemical change by listing steps and results. (e.g., investigation examples: adding vinegar to baking soda; burning a piece of paper)	• Student work product with a list of the steps of the investigation and the results, describing the chemical changes taking place during these steps.

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:	The student will:	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)	• 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)	• 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)

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
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:	The student will:	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)	• 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)***	• 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

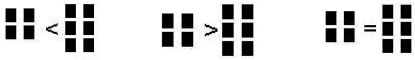
Required Component 1—Strand: Algebra

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 +, $-$, $\times$, and/or $\div$ 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 $\div$ 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 $\div$ 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 ÷ *x* = 5 × 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? 2*x* + 3 = 13, 2*x* = 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.	• 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
	1.2 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.	

	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.	
	1.3 a	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:	The student will:	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)	• 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)	• 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.**	• 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
	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.	

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:	The student will:	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)	• 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)	• 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.	• 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
	1.1f 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.	

	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

ELA Glossary

- A Toolkit, including curriculum guidance materials and resources applicable to use in grades prekindergarten to grade 12, is located on the Department's Web site. Please see:
  - ELA Toolkit: http://www.emsc.nysed.gov/ciai/ela/elastandards/pubela.html

Term	Definition
Appropriate group behaviors	These would include speaking and listening skills. Speaking includes communicating through such means as vocalization, signing, or using communication aids, such as voice synthesizers. These behaviors would include: a. speaking in turn b. looking at people when speaking and listening, if possible c. using an appropriate volume and rate d. answering or asking questions that relate to the topic being discussed e. thinking before speaking f. attending/listening to others and reacting appropriately to them g. sitting or standing still, as much as is possible h. gesturing appropriately i. being courteous in general
Audience	The specified or clearly implied person(s) to whom the writer addresses his/her work or correspondence.
Author's message	This refers to the intent; what he/she is trying to say, what is the point; possibly related to the moral of the story, if it has one; message is related to author's purpose.
Author's purpose	An author may have more than one purpose for writing a piece of literature, such as to entertain, instruct, persuade, or describe. It refers to why he/she says what he/she says.
Author's style	This refers to the general characteristics of a work that distinguish it from another author's work; often includes the author's use of language and how the use of the language affects the author's intent.
Bias	An inclination of temperament or outlook; a personal and sometimes unreasoned judgment; prejudice—an instance of such prejudice; deviation of the expected value of a statistical estimate from the quantity it estimates; systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others.
Collage	Grouping of words, pictures, symbols, etc. displayed without necessarily having a set pattern or organization.
Compare	To actively point out similarities.

Term	Definition
Compose	All words that can refer to the act of writing and include the creation of original material, possibly by voice; by organizing or shaping information or ideas; and/or by using objects, visual language (selecting pictures, symbols, etc. to convey information), signing, stamping, and any communication aids such as a voice synthesizer or speech generating device that has audible speech output, from single switch through computer based options to communicate ideas, choices or information.
Communicate	Convey knowledge of or information about something. Communication is an expression of information via a variety of modes of communication (e.g., eye gaze, point, sign, verbalize, etc.).
Contrast	Refers to indicating differences.
Create	See *Compose*.
Data	Information that is often numeric and usually used for analysis.
Descriptive(-ion) related to Writing AGLIs	A descriptive text is a text which lists the characteristics of something. The topic is usually about the attributes of a thing. Third person pronoun forms are used.(e.g., requirements for employment, the appearance of a person, the details of a location).
Explicit **(Compare *Implicit*)**	Fully and clearly expressed; leaving nothing implied; fully and clearly defined or formulated; readily observable. **Text:** Explicit text reveals the meaning by direct statements. For example, at the end of a fable, the moral is often stated.
Expository (-ion) related to Writing AGLIs	One of the classifications of discourse whose function is to inform or to instruct or to present ideas and general truths objectively. Exposition presents information, provides explanations and definitions, and compares and contrasts.
Facts	Information that can be verified as true.
Fact vs. opinion	Statements of fact can be proven conclusively to be true or false. Statements of opinion cannot be proven to be true or false.
Fallacies	Statements, arguments, or conclusions based on faulty reasoning.
Familiar text vs. unfamiliar text	Familiar text is something that is typical for the student and he/she frequently reads or listens to it; it is text that is commonly read or read aloud as part of the instructional program. Unfamiliar text is not something that the student would be readily familiar with; it is text that would be new to a student when read or listened to.
Fiction	Texts that are not true stories, but may have some basis in truth, for example, historical fiction, literary work whose content is produced by the imagination, etc.
Fluency	The ability to read connected text with appropriate speed, accuracy and expression.
Genre	A category used to classify literary works, usually by form, technique, or content. Examples of genres: poems, plays, fiction, nonfiction, etc.

Term	Definition
Graphic organizer/Semantic web	One example of a strategy to show the relationship of ideas or information to other ideas or information: webs, maps, charts, Venn diagrams, etc.; displays information in an organized format.
Implicit **(Compare *Explicit*)**	Implied or understood though not directly expressed. **Text:** Implicit text refers to text that must be interpreted; the meaning is "between the lines."
Infer, make an inference	A deduction or conclusion made from facts that are suggested or implied (implicit) rather than overtly stated (explicit).
Informational text **(Compare *Literary text*)**	Informational text is organized by topic and supporting details, whereas literary text is organized by the structure of a story, poem, or drama. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text.
Justify	To show good reason for a decision or conclusion by providing facts or data.
Literal questions	The answers are directly stated in the story and require no inference. These questions often address who, what, where, when, and why.
Literary devices	The techniques authors use to achieve a particular effect; for example, symbolism, metaphor, simile, alliteration, personification, flashback, foreshadowing, exaggeration, analogy, irony, etc.
Literary elements	Literary elements include: setting, plot, character, rhythm, and rhyme. For further information see *Story Elements*, *Rhythm*, and *Rhyme*.
Literary text (work) **(Compare *Informational text*)**	A wide range of texts that tell a story to make a point, express a personal opinion, or provide an enjoyable experience.
Main idea vs. supporting detail/idea	Main idea is a generalization used to refer to the central idea of informational text, sometimes to pieces (paragraph or section) of informational text. Details refer to statements about specific facts, ideas, or data that support main ideas.
Main idea vs. theme/message	"Main idea" is used with informational text whereas the terms "theme" or "message" is used with literary text.
Metaphor	A figure of speech, not using *like* or *as*, in which an implied comparison is made between two unlike things that actually have something in common, for example *he is a lion in battle*.
Nonfiction	Texts that are based on fact, include informational text, content area text, practical "how-to" text, biography, autobiography, etc.; literary works that are not fiction.
Note taking	The act of composing text that is a condensed or informal record, or a brief comment or explanation based on read or listened to information.
Opinion	Judgment or belief not founded on certainty or proof; the prevailing or popular feeling or view (public opinion); evaluation, impression, or estimation of the value or worth of a person or thing.

Term	Definition
Outline	Many writers use an outline to help them think through the various stages of the writing process. An outline is a type of graphic scheme of the organization of a paper. It indicates the main arguments for your thesis as well as the subtopics under each main point. Outlines range from an informal use of indenting and graphics (such as —, *, +) to a formal use of Roman numerals and letters. Regardless of the degree of formality, the function of an outline is to help you consider the most effective way to say what you want to say. Another way to think of it is an outline is a hierarchical way to display related items of text to graphically depict their relationships. They are often used by students for research papers. Outlines provide a summary showing the logical flow of a paper. They are useful because they help the writer: 1. organize their thoughts before getting bogged down in word choice and sentence structure; 2. show which ideas need illustration or elaboration; and 3. decide on an organizational technique for the report, whether it be logical, chronological, or categorical in nature.
Paragraph	One or more sentences that develop a complete thought. A caption can be considered a paragraph.
Personification	A figure of speech in which inanimate objects or abstractions are endowed with human qualities or are represented as possessing human form.
Perspective: literary, political, personal, and evaluative criteria	A point of view or way of judging a piece of literature; a literary perspective might look at a piece of literature and analyze it based on its literary merits; a political perspective might look at the same piece of literature and analyze it based on the political climate in which it was written or the political standpoint of the author; a personal perspective would present a reader's view based on personal criteria. Personal criteria are the basis for an evaluation.
Persuasion	The act or process or instance of persuading (to move by argument, entreaty, or expostulation to a belief, position, or course of action).
Persuasive (-ion) related to Writing AGLIs	A communicative purpose in which a writer attempts to convince an audience of one's point of view or to move them to action.
Poetry	Writing designed to convey a vivid and imaginative sense of experience, especially by the use of condensed language chosen for its sound and suggestive power as well as for its meaning. Language choices are also made to achieve meter, rhyme, natural cadences, and metaphors.
Predict (make a prediction)	A declaration or indication in advance of it occurring, especially to foretell on the basis of observation, details from a story, personal experience, or scientific reason.
Prose	A literary medium distinguished from poetry, especially by its greater irregularity and variety of rhythm and its closer correspondence to the patterns of everyday speech.
Relevant vs. irrelevant	Relevant is related to a topic in some way which makes a difference to the purpose that is being presented. Irrelevant is not related to a topic in some way which makes a difference to the purpose that is being presented.

Term	Definition
Rhyme	The repetition of sounds in two or more words or phrases, which appear close to each other in a poem. *End rhyme* occurs at the end of lines. An *internal rhyme* occurs within a line. *Slant rhyme* is approximate rhyme. A *rhyme scheme* is the pattern of end rhymes.
Rhythm	The regular recurrence and speed of sound and stresses in a poem or work of prose.
Simile	A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as.*
Story elements	Basic story elements include: a. plot – the sequence of events or actions in a novel, play, short story, or narrative poem b. character – a person or sometimes animal that takes part in the plot c. setting – time and place in which a short story, novel, or narrative poem take place d. theme – the central meaning of a literary work e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions, and ideas
Summarize	An approach to thinking and writing that expresses the main points of one or several resources, including readings, research findings, events, the writer's own ideas, etc.
Texts (written phrases, sentences, paragraphs, pictures, symbols, illustrations; can be digitally available)	Generally, the words of something that are written or printed; here words can be conveyed in pictures, symbols, signing, etc. The definition of texts from the National Council for Teachers of English (NCTE) publication: "printed communication in their varied forms; oral communications, including conversations, speeches, etc. and visual communications such as film, video, and computer displays."
Text features	Text features include: boldface print, italics, font type and size, underscoring, layout, color, headings, illustrations, graphs, charts, etc.
Tone	The writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.
Types of reading (e.g., choral, popcorn, round-robin, etc.)	Choral reading is people reading in unison; popcorn reading or round-robin reading is people taking turns reading by a random selection (for example, tossing a soft object to the person sitting next to you to designate the next reader, etc.).
Validity	An argument is valid if its basis can be supported by reason.
Visual language	Visual language includes: print, symbols, photos, pictures, objects, etc. in place of words or text.
Voice	The distinctive style or manner of expression of an author or of a character.
Write	See *Compose*.

Term	Definition
Writing process	A series of overlapping and recursive processes (e.g., prewriting, drafting, revising, and editing) a writer often moves among when developing a piece of writing. a. prewriting – the formulation and organization of ideas preparatory to writing b. drafting – to draw the preliminary sketch, version, plan, or initial composition of the final product c. revising – to review in order to correct or improve d. editing – to make revisions to the draft version of the final product

Resources:

- NAEP Reading for 2009 and Writing for 2011 Framework (pre-publication editions, 2007) available at http://www.nagb.org/frameworks/fw.html
- *Standards for the English Language Arts Book*, created by NCTE and IRA, published by NCTE
- *Webster's II New Collegiate Dictionary* (Houghton Mifflin Co., 2001)
- http://www.thefreedictionary.com/:
    - The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company
    - Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003
- http://www.merriam-webster.com/dictionary/
- http://mainegov-images.informe.org/education/lres/pei/glossary032008.pdf
- School Improvement Maryland available at http://mdk12.org/instruction/curriculum/reading/glossary.shtml
- http://www.indiana.edu/~wts/pamphlets/outlines.shtml

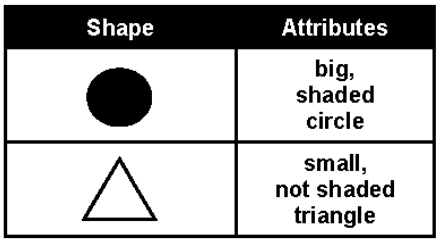
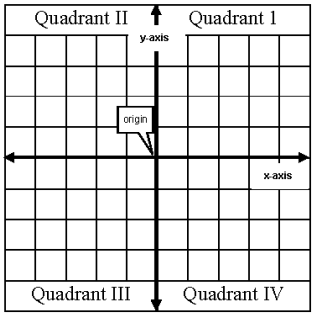
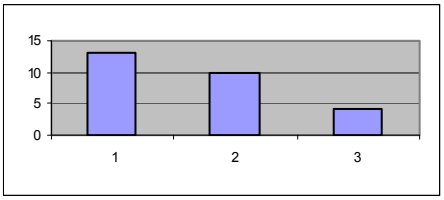
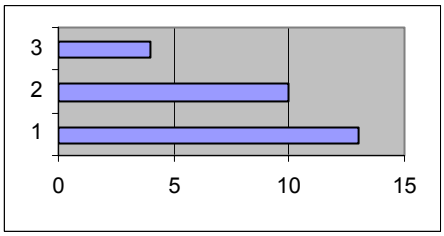
Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

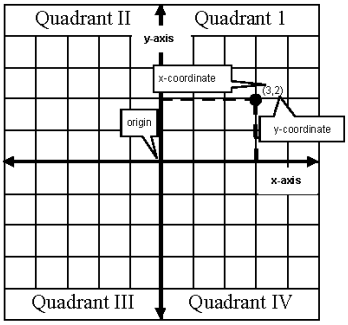
Mathematics Glossary

- A Mathematics Toolkit, including curriculum guidance materials and resources is located on the Department's Web site. Please see:
  - Mathematics Toolkit for Grades Prekindergarten–8
    http://www.emsc.nysed.gov/ciai/mst/math/toolkit.html
  - Mathematics Toolkit Grades 9–12:
    http://www.emsc.nysed.gov/ciai/mst/math/toolkit.html#grade

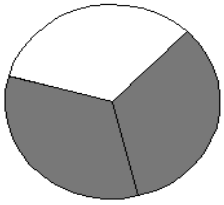
Term	Definition
Algebraic (or Numeric) equations or inequalities **(also referred to as sentence)**	Equation: mathematical sentence (numeric/algebraic) where the left side of the equal sign has the same value as the right side. Example: 6 + 4 = 10 Inequality: mathematical sentence (numeric/algebraic) built from expressions using one or more of the symbols ≠, >, <, ≥, and/or ≤. Example: x – 3 ≥ 4 **Note regarding equations or inequalities:** An equation or inequality is made up of two or more expressions. Must be presented, written, shown, etc. in a horizontal format. **Examples:** 4 + x = 10; a + b = c + d; 2 + 3 < 7; 4 – 1< 1 + 1; 5 + 5 = n; 4 ≤ n ≤ 7 • verbal sentence is given in words, for example, "the sum of eight and a number equals twenty-eight" • written sentence is given in words and/or numbers, for example, "8 plus some number is 28" • algebraic sentence is the translation of a verbal expression into numbers and/or variables (letters) and operation symbol(s), for example, "8 + n = 28" is the algebraic expression of the verbal and written expressions given above. Note: if a variable is present, it can be on either side of the equality/inequality sign. Examples: 5 – x = 2 or 2 = 5 – x or 5 – 2 = x • numeric sentence is a mathematical combination made from mathematical symbols. Examples: 5 + 5 = 10; 1 + 1 = 0 + 2; (6 - 1) x 3 ≠25; 30 + 30 + 30 < 40 + 2 **Note regarding translating:** Student must show/select the numeric/algebraic equation (sentence). For the translated equation to be considered correct it must be horizontal. **Note regarding evaluating, solving, or simplifying:** Equation must be presented horizontally; however, student may solve it by putting it into a vertical (working format) before indicating the answer. For further information see *Evaluate/Solve in expression (numeric/algebraic) and equation (numeric/algebraic) (also referred to as "find the value")* or *Simplify in expression (numeric/algebraic) and equation (numeric/algebraic)*

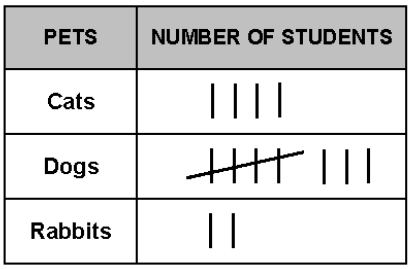
Term	Definition
Algebraic (or Numeric) expression **(also referred to as phrase)**	A mathematical expression (numeric/algebraic) is one or a group of mathematical symbols representing a number or quantity. It may include numbers, variables, constants, operators, and grouping symbols. One side of an equation is also an expression. Generally, an expression does not contain an equality symbol (=), except when comparing or evaluating/solving/simplifying. **Note regarding equations or inequalities:** Must be presented, written, shown, etc. in a horizontal format. **Examples:** 25 + 5; 10 – 6; 7 + 1 + 1; 8x + 4; 3m + 4b; 5 x 5; 2 + 8 – 4; 10 – 3 – (2 + 4) • verbal expression is given in words, for example, "the sum of ten and a number" • written expression is given in words and/or numbers, for example, "some number plus 10" • algebraic expression is the translation of a verbal expression into numbers and/or variables (letters) and operation symbol(s), for example, "x + 10" is the algebraic expression of the verbal and written expressions given above. • numeric expression is a mathematical combination made from mathematical symbols. Examples: - 6 + 4; 3 x 4; (10 + 10) x 3; 1 + 1 + 1 **Note regarding translating:** Student must show/select the numeric/algebraic expression (phrase). 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. **Note regarding translating verbal or written expressions (phrases) into algebraic expressions given word problems:** This is one of the steps of solving a word problem—deciding on the plan, deciding on the operation and which numbers and/or variables to use, thus, translating the words into mathematical expressions. In this case the student does not need to solve the problem, just develop the plan to solve by showing/selecting the appropriate expression in horizontal format and does not include an = sign in order for it to be considered correct. **Note regarding evaluating, solving, or simplifying:** Expression must be presented horizontally; however, student may put it into a vertical (working format) before indicating the answer. For further information see *Evaluate/Solve in expression (numeric/algebraic) and equation (numeric/algebraic) (also referred to as "find the value")* or *Simplify in expression (numeric/algebraic) and equation (numeric/algebraic)*.
Analog clock	A clock, usually with a round face, twelve numbers, and two hands (one pointing to the hour and the other pointing to the minute).
Angle	The union of two rays and their common endpoint.
Array	A set of objects or numbers arranged in order, commonly in rows and columns.

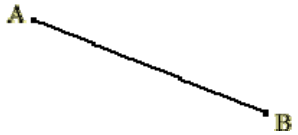
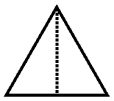
Term	Definition
Attributes	A characteristic of an object. For example, sorting by color when playing a sorting game. Example: 
Axes on a graph	The x-axis is the horizontal line on the coordinate plan that intersects at the origin with the y-axis. The y-axis is the vertical line on the coordinate plane that intersects the x-axis at the origin. Example: 
Bar graph	A graph that uses horizontal or vertical bars to represent numbers in the data. Examples:  
Biased data	Data gathered from a sample that is not representative of the entire population that is being sampled. If the sample is representative of the entire population being sampled, that data is unbiased. It is important to note that bias, or the lack thereof in a set of data, results from how the data was collected, and not from the data itself.
Capacity	The maximum amount a container can hold (volume).
Chart	Another name for a graph; a sheet giving graphical, tabular, or diagrammatical information. See *Graph* or *Table*.
Circle	A collection of points in a plane that are all the same distance from a fixed point.
Common factors	Numbers that are factors of two or more numbers. Example: The factors of 12 are 1, 2, 3, 4, 6, and 12. The factors of 10 are 1, 2, 5, and 10. The common factors of 12 and 10 are 1 and 2.

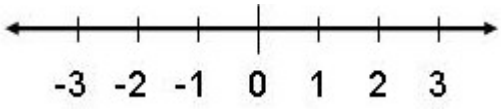
Term	Definition
Commutative principle (addition or multiplication)	In addition and multiplication, numbers may be added or multiplied in any order. This term is also referred to as commutative property, law, or rule.
Commutative property of addition	The sum stays the same when the order of the addends is changed. Example: 6 + 4 = 4 + 6
Compare numbers	Given two numbers, determine if one number is greater than, less than, or equal to the other number.
Complementary angles	A pair of angles whose measures have a sum of 90°.
Congruent angles	Angles that have the same measure. If you lay one angle on top of the other, they are congruent if they fit exactly.
Congruent figures	Figures that have the same shape and same size. Example: These two shapes are congruent figures.
Congruent sides of a triangle	The sides of a triangle that are equal in length.
Coordinates	An ordered pair of numbers that identifies an exact location of a point or object on a grid, coordinate plane, or map (written as x, y). Example:  The coordinates of the point on the graph are (3, 2).
Coordinate system	A system that uses coordinates (x,y) to establish position.
Customary units of length	Miles, yards, meters, feet, inches centimeters, etc.
Customary units of liquid capacity	Cups, milliliter, pints, liter, quarts, gallons, cubic inch, cubic yard, etc.
Customary units of mass	Ton, pound, kilogram, gram, ounces, etc.
Data	Information that has been collected, such as from a survey. For further information see *Qualitative Data* or *Quantitative Data*.

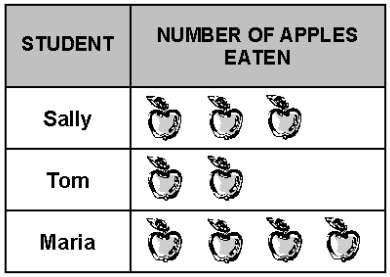
Term	Definition
Decimal	A linear array of digits that represents a real number, every decimal place indicating a multiple of a negative power of 10. For example, the decimal 0.1 = $^{1}/_{10}$, 0.12 = $^{12}/_{100}$, 0.003 = $^{3}/_{1000}$. Also called decimal fraction; a number written using the base 10. **Place value of decimals:** 0.123 with 1 in the tenths place, 2 in the hundredths place, and 3 in the thousandths place. **How to read/write decimals (non-money context):** 49.8 is read/written as forty-nine and eight tenths; 9.1 is read/written as nine and one tenth; 5.23 is read/written as five and twenty-three hundredths; 14.72 is read/written as fourteen and seventy-two hundredths; 2.918 is read/written as two and nine hundred eighteen thousandths; 0.5 is read/written as five tenths; 0.13 is read/written as thirteen hundredths; 0.483 is read/written as four hundred eighty-three thousandths. Note: when using a whole number and a decimal, the "and" is important when reading/writing numbers with decimals because the "and" denotes that a decimal is present. Also, using the "and" and place value designation is important for mathematics AGLIs. **How to read/write decimals (money context):** 6.11 as money is $6.11 and is read/written as six dollars and eleven cents; 3.8 as money is $3.80 and is read/written as three dollars and eighty cents; 0.45 as money is $0.45 and is read/written as forty-five cents. **Compare decimals:** start with the tenths place, then the hundredths place, etc. If one decimal has a higher number in the tenths place then it is larger than a decimal with fewer tenths. If the tenths are equal compare the hundredths, then the thousandths etc. until one decimal is larger or there are no more places to compare. For example, comparing .5 (5/10) and .05 (5/100) could be thought of in factional terms as .5 being 50/100 and .05 being (5/100) then it is clear .5 is greater than .05. The same applies to the context of money compared to the hundredths place. For example, comparing $0.20 (20/100) and $0.02 (2/100) would be $0.20 > $0.02; comparing $0.55 (55/100) and $0.60 (60/100) would be $0.55 < $0.60; comparing $0.75 (75/100) and $0.77 (77/100) would be $0.75 < $0.77; etc. **Order decimals:** arranging decimals in an ascending or descending order. For example (ascending order), starting with 3.15 and 5.2, the number 5.184 would come between them, the number 3.1 would come before them, and the number 5.28 would come after them. The same applies to the context of money when ordering decimals to the hundredths place. For example (ascending order), starting with $0.75 and $1.00, the money amount $0.80 would come between them, the money amount $0.50 would come before them, and the money amount $1.01 would come after them; etc. **AGLIs Note:** when working on decimals to the hundredths place in the context of money, item amounts need to include cents and should not just be whole number costs. Whole numbers could be used for items, but need to show/include .00 for the cents decimal representation.
Denomination	As related to money, the value of currency amounts. The most common denominations are $1, $5 and $10 bills. Today, our government also prints $20, $50 and $100 bills. If you have a $5 and a $1, the two bills are different denominations.
Digital clock	A clock that gives the time using numbers. Example: 3:30

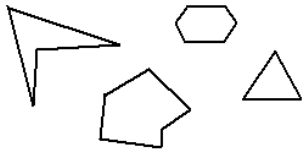
Term	Definition
Dilation	A transformation in which all distances are lengthened or shortened by a common factor. Example:
Equilateral triangle	A triangle whose three sides are all congruent (equal in length).
Evaluate/Solve in expression (numeric/algebraic) and equation (numeric/algebraic) **(also referred to as "find the value")**	To evaluate/solve an expression/equation means to find a numerical value for it, to 'work it out.' **Note regarding presentation of expression/equation:** expression/equation must present horizontally, but student may rewrite it/represent it vertically (in a working format) in order to then solve it.
Factor	One of two or more numbers that are multiplied together to get another number. Example: 3 and 4 are factors of 12 because $3 \times 4 = 12$
First quadrant	The quadrant located in the upper right portion of the coordinate plane. In this quadrant, both the x- and y- coordinates are positive numbers.
Fraction	A number in the form $\frac{a}{b}$ or a/b where *a* is called the numerator and *b* is called the denominator. A fraction names a part of a whole or a part of a collection. Example: The shaded portion represents $\frac{2}{3}$ of the circle.  2 is the numerator and 3 is the denominator

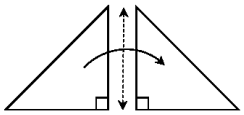
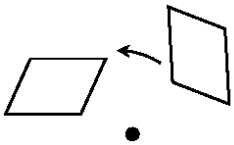
Term	Definition
Frequency chart	A table that lists the categories of data and shows the number of times each category occurs. Some ways a frequency chart can be presented are with tally or tick marks (see example below), numbers, bars, 'X's, etc. Example: 
Geometric shape (figure)	Geometric figures can be two dimensional or three dimensional. Figures typically include triangles, quadrilaterals, any other polygon, circles, ovals, spheres, prisms, pyramids, cones, cylinders, and ployhedra. It also includes any point, line, segment, ray, angle, curve, region, plane, surface, solid, etc. (e.g., a heart is a simple closed curve) Formally, a geometric figure is any set of points on a plane or in space. Note: geometric shapes can be represented by real-world examples,e.g. a DVD-rom can represent a circle, a window can represent a rectangle, etc.
Graph	A diagram or drawing used to record information. Some examples are *bar graph*, *pictograph*, *pie graph*, *scatter plot*, etc.
Hundreds chart	A 10 x 10 grid filled in with the numbers from 1 to 100. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20… 91 92 93 94 95 96 97 98 99 100
Image of a transformation	The figure that results after one or more transformations.
Improper fraction	A fraction where the numerator is greater than the denominator. Example: $\frac{3}{2}$ is an improper fraction
Integer	The set of numbers containing zero, all natural numbers, and the negatives of all natural numbers. Example: …, -4, -3, -2, -1, 0, 1, 2, 3, 4, … are integers
Irrational number	Written as decimals, irrational numbers neither repeat nor terminate. Examples: π; $\sqrt{3}$; 0.15115111511115111115…
Isosceles triangle	A triangle with at least two sides that are congruent (equal in length). Note: An equilateral triangle is also an isosceles triangle.
Length	Distance from one end to the other; how long something is. Height can be considered for length.

Term	Definition
Line segment	All points between two given points (including the given points themselves). Example: line segment $\overline{AB}$ 
Line symmetry	Figures that match exactly when folded in half have line symmetry. Example:  The dotted line denotes the line symmetry of this triangle.
List	A series of names or other items written or printed together in a meaningful grouping or sequence so as to constitute a record.
Mass	The quantity of matter in an object, often confused with weight. An object's mass does not depend on gravity (for example, an object having a mass of 3 kg on Earth, would still have a mass of 3 kg in space). An object's weight combines the object's mass and the gravitational force acting upon the object (for example, an object weighing 100 lbs on Earth would be 0 lbs in space).
Metric units of length	Kilometers, meters, centimeters, and millimeters
Metric units of liquid	Kiloliters, liters, centiliters, and milliliters
Metric units of mass	Kilograms and grams
Mixed number	A whole number together with a proper fraction. Example: $3\frac{1}{2}$ is a mixed number.
Multiplicand	A number which is to be multiplied in a multiplication problem. Example: In 5 x 2 = 10, 5 is the multiplicand.
Multiplier	The number of times a multiplicand is added to itself in a multiplication problem. Example: In 6 x 8 = 48, 8 is the multiplier.
Non-standard units of measure	Such measures include paperclips, foot steps, lengths of string, etc.

Term	Definition
Number line	A line representing the set of all real numbers. The number line is typically marked showing integer values. 
Numeral	A symbol for a number. Example: 3 is the numeral for three.
Numeric equation (sentence)	See *Algebraic (or Numeric) equations or inequalities.*
Numeric expression (phrase)	See *Algebraic (or Numeric) expression.*
Operation	Addition, subtraction, multiplication, and division
Order numbers	Given a list of three or more numbers, put the numbers in order from least to greatest or from greatest to least.
Order of operations	The standard order of operations is as follows: Carry out all exponents and roots, from left to right Carry out all multiplication and division, from left to right Carry out all addition and subtraction, from left to right Parentheses are used to indicate that operations are to be done in a different order than the one given above. When parentheses appear, carry out the operation(s) within each pair of parentheses (from the inside out, if multiple levels of parentheses are used) and then follow the order of operations given above. Examples: $4 + 6 \div 2 - 1 + 7 \times 2 \rightarrow 4 + 3 - 1 + 14 \rightarrow 40$ $(4 + 6) \div 2 - [(1 + 7) \times 2] \rightarrow 10 \div 2 - [8 \times 2] \rightarrow 5 - 16 \rightarrow -11$
Ordinal numbers	Numbers that show place or position (first, second, third…to tenth) Example: The first person in line
Parallel lines	Two lines are parallel if they are in the same plane and never intersect.
Pattern (Duplicate)	To copy a specified pattern exactly as given.
Pattern (Extend)	To continue and lengthen a pattern.
Pattern (Fill in missing element)	A pattern with a missing element somewhere in/near the middle of the pattern. A missing element to be filled in needs to occur in/near the middle and not at the very end or very beginning of the pattern.

Term	Definition
Pattern (Growing)	Patterns that involve a progression from step to step. Can grow larger or smaller. Example: ● ●● ●●● ●●●● Step 1 Step 2 Step 3 Step 4 This pattern is growing by one in each step.
Pattern (Number)	A pattern of numbers arranged according to a rule.
Pattern (Repeating)	A pattern with a cyclic structure [e.g., (A, B) pattern (blue-red, blue-red) or (A, B, C) pattern (blue-red-green, blue-red-green)].The pattern should be shown or demonstrated at least twice to be considered a pattern.
Pattern (Shape)	A pattern of geometric shapes arranged according to a rule. (Note: geometric shapes can be represented by real-world examples: e.g., a DVD disc can represent a circle, a window can represent a rectangle). The pattern should be shown or demonstrated at least twice to be considered a pattern. Example: ▲●●▲●●
Place value of whole numbers	Each digit is a specific place value – for 3,819,274 where 3 is millions, 8 is hundred thousands, 1 is ten thousands, 9 is thousands, 2 is hundreds, 7 is tens, and 4 is ones.
Percent	An amount that represents part of 100. Example: 25% means $\frac{25}{100}$
Perimeter	The sum of the lengths of the sides of a polygon. The distance around an object.
Pictograph	A record of data collected which consists of categories of data and uses pictures or symbols to represent the frequency that each category occurred. Example: 
Pie graph (pie chart/sector graph)	A graph using a divided circle where each section includes part of the total.

Term	Definition
Polygon	A closed figure on a flat surface that is made up of three or more line segments joined end to end. The line segments of a polygon may not cross. The name of a polygon describes the number of sides: triangle (3), quadrilateral (4), pentagon (5), hexagon (6), heptagon (7), octagon (8), nonagon (9), decagon (10), undecagon (11), dodecagon (12). Examples: 
Prime factorization	To write a number as the product of its prime factors. Example: $24 = 2 \times 2 \times 2 \times 3$
Prime numbers	Numbers which have only two factors, 1 and the number itself. Example, 13 is a prime number since its only factors are 1 and 13, but 9 is not a prime number, since it has three factors, 1, 3, and 9.
Probability	The likelihood or chance that an event will occur. Probabilities can be described as: Likely, if the event will most probably happen; Certain, if the event will definitely happen; Impossible, if the event cannot happen; Unlikely, if there is little chance that the event will happen. A probability can also be expressed as a fraction. Example: A spinner has three equal sized sections labeled A, B, and C. The probability that the spinner will land on C is $\frac{1}{3}$. Here, the numerator is 1 because only one of the sections is labeled C. The denominator is 3 because there are only three sections on the spinner.
Proper fraction	A fraction with a smaller numerator than denominator. Example: $\frac{3}{4}$ is a proper fraction
Proportion	An equation that states that two ratios are equal. Example: 6/8 = 9/12
Quadrant	See *Coordinates*.
Quadrilateral	A four-sided polygon. Quadrilaterals include rectangles, squares, parallelograms, rhombi, trapezoids, and diamonds (kites).
Qualitative data	Data that are divided into categories rather than quantities. Examples: favorite colors; kinds of fruit; leisure activities; etc.

Term	Definition
Quantitative data	Data that can be either counted (discrete data) or measured (continuous data). Examples of discrete data: students in a class, courses taken, jellybeans in a jar, etc. Examples of continuous data: height, amount of rainfall, temperature, etc. Note that some data that appear in the form of numbers may not be quantitative. Examples: zip code, social security number, shoe size, etc.
Ratio	A comparison of two amounts. Ratios can be written many ways, including, 3 : 4, 3 to 4, or $\frac{3}{4}$.
Ray	A ray is part of a line. It consists of one endpoint and all the points to one side of that endpoint.
Rectangle	A four-sided polygon with all right angles. A parallelogram with four right angles.
Reflection (flip)	A transformation in which a figure is flipped over a line. Example: 
Right triangle	A right triangle is a triangle with one right [90 degrees] angle.
Rotation (turn)	A transformation in which a figure is turned around a fixed point. Example: 
Rule for a pattern	A sentence or equation that describes how to extend a pattern or how to find a certain term of a pattern.
Sample	A section or subset of a whole group; to get data from part of a group and use that data to obtain information about the whole group.
Scale	The size of each interval on the axes of a graph. The sizes of the intervals on any axis must be equal. Each interval is given a number. The numbers can be consecutive or the result of skipping.

Term	Definition
Scatter plot	A graph of paired data in which the data values are plotted as (x, y) points. Example:
Similar shapes	Two figures are similar if they have the same shape; their angles are equal in size and the corresponding sides are in proportion. Example: These two shapes are similar.
Simplify in expression (numeric/algebraic) and equation (numeric/algebraic)	Reduce it to a point using order of operations in order to then be able to evaluate/solve the expression/equation for its value. **Note regarding presentation of expression/equation:** expression/equation must present horizontally, but student may rewrite it/represent it vertically (in a working format) in order to simplify the expression/equation and does not need to solve it. For evaluate/solve, see *Evaluate/Solve in expression (numeric/algebraic) and equation (numeric/algebraic)*.
Skip count	Count by 2's, 3's, 5's, etc., skipping the numbers in between.
Square	A rectangle with all sides congruent.
Standard units of measure	All customary and metric units of measure.
Strategies **(computational strategies related to addition, subtraction, multiplication, and/or division)**	Any method used to carry out a computation, whether a formal, traditional pencil-and-paper algorithm (method), an informal written or mental strategy, use of objects, or some combination of these methods; including but not limited to calculators, multiplication tables, number lines, Touch Math, manipulatives, memory strategies (double, backwards 1, number+1, etc.), base ten blocks, geometrically (visually using a grid or an array), tally marks, fact tables, etc. and can include instructional methods such as activities involving number puzzles, number related games, multiple solution strategies, etc.
Supplementary angles	A pair of angles whose measures have a sum of 180°. Example: In this diagram angles 1 and 2 are supplementary angles, since, the measure of angle 1 + the measure of angle 2 = 180°.

Term	Definition
Table	An orderly arrangement of data, especially one in which the data are arranged in columns and rows in an essentially rectangular form.
Translation (slide)	A transformation in which a figure is slid in any direction. Example:
Triangle	A three-sided polygon. Triangles include equilateral triangle, isosceles triangle, scalene triangle, acute triangle, obtuse triangle, and right triangle.
Unit fraction	A fraction with a 1 as the numerator. Examples: $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ are unit fractions
Variable	A quantity that can change or that may take on different values. Variable also refers to a letter or symbol representing such a quantity.
Vertical angles	A pair of opposite angles formed by the intersection of two straight lines. Example: In this diagram, angles 1 and 4 are one pair of vertical angles and angles 2 and 3 are another pair of vertical angles. Vertical angles are congruent; therefore, angle 1 is congruent to angle 4 and angle 2 is congruent to angle 3.
Volume	The amount of cubic units it takes to fill a three-dimensional object. Example: if the dimensions of a rectangular solid are measured in inches, the volume of the box is given in cubic inches.
Weight	The weight of an object changes according to gravity. W = mass x gravity For example, a person weighing 180 pounds on Earth would weigh 0 pounds in space due to no gravity, even though the amount of mass did not change.
Whole number	The numbers 0, 1, 2, 3, 4, ….

Resources: some definitions and images drawn from: www.mathwords.com; www.amathsdictionaryforkids.com; The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company; http://www.aaamath.com; http://www.themathleague.com/; Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003; http://dictionary.reference.com/

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

Science Glossary

Term	Definition
Abiotic	Any nonliving thing (factor) that makes up an environment (e.g., sun, air, water, soil, temperature).
Adaptation	The development of physical and/or behavioral characteristics that allows organisms to survive and reproduce in their habitats.
Anemometer	An instrument that measures wind speed.
Animal	A multicellular organism of the kingdom Animalia, differing from plants in certain typical characteristics such as capacity for locomotion, nonphotosynthetic metabolism, pronounced response to stimuli, restricted growth, and fixed bodily structure. Humans are part of this kingdom.
Assimilation	The process by which an organism absorbs and utilizes a substance in its structure. (e.g., calcium is assimilated into teeth to make them strong).
Asteroid(s)	Any of the thousands of small bodies ranging in size from 480 miles (775 km) to less than one mile (1.6 km) in diameter that revolve about the sun in orbits lying mostly between the orbits of Mars and Jupiter.
Atmosphere	Several layers of gases above the hydrosphere (water) and lithosphere (land) surrounding Earth.
Atom(s)	The smallest component of an element having the chemical properties of the element, consisting of a nucleus containing combinations of neutrons and protons and one or more electrons bound to the nucleus by electrical attraction; the number of protons determines the identity of the element.
Axis	The imaginary line about which a rotating body, such as Earth, turns.
Balanced condition	The maintaining of a steady state (homeostasis) within an organism (e.g., maintaining human body temperature around 98.6°F).
Balanced diet	A diet consisting of the proper quantities and proportions of nutrients needed to maintain health or promote growth.
Barometer	An instrument that measures air (barometric) pressure.
Biotic	Any living thing (organism).
Cause and effect	A relationship between two variables in which one variable (the effect) results from the other variable (the cause).
Cells	The basic building block for all organisms.
Chemical change	When one or more substances are transformed into a new substance(s) with new and different properties.
Circulatory system	A collection of organs (e.g., heart, arteries, veins) that move blood throughout an organism.
Climate	The average weather conditions (temperature, air pressure, relative humidity, precipitation, sunshine, cloudiness, and winds) of a region, over a series of years.
Cleavage	A property of a mineral in which it breaks in smooth flat surfaces. Some minerals cleave in just one direction, while other minerals cleave in all directions.

Term	Definition
Comet(s)	A celestial body moving about a star, usually in a highly eccentric (non circular) orbit, consisting of a central mass surrounded by an envelope of dust and gas that may form a tail that streams away from the center.
Community	All the populations of a given ecosystem.
Constant	A factor or variable that does not change in an experiment or investigation.
Convection currents	Directed flow of gases or liquids in a circular pattern due to differences in temperature and density.
Cyclic relationship	As one variable changes, the value of the other variable repeats in a predictable pattern; for example the moon goes through phases that repeat on a monthly basis; the tides rise and fall every 6 hours.
Deforestation	The action or process of cutting down whole forests.
Density	The amount of matter (mass) per unit volume of a substance defined by the formula: density = mass/volume.
Dependent variable	In an experimental design, a dependent variable (or responding variable) is a factor which may change under different conditions controlled by the experimenter (the independent variable). In other words, the dependent variable is dependent on, or the result of, the condition of the independent variable in the experiment.
Depletion	To decrease or exhaust the supply of something, such as a natural resource, to the point that it adversely affects the environment.
Deposition	Eroded material dropped and accumulated in another location.
Digestion	The process by which food is broken up physically (as by the action of the teeth), and/or chemically (as by the action of enzymes) into substances able to be absorbed and assimilated into the body.
Digestive system	The digestive system is made up of organs that take in food (mouth) by a process called ingestion; organs that break down food (teeth, stomach, small intestine) into nutrients (protein, vitamins, minerals, carbohydrates, and fats) by a process called digestion; and organs that absorb water and eliminate undigested food (large intestine) by a process called egestion.
Direct relationship	The relationship between two variables in which both variables increase at the same rate or decrease at the same rate (e.g., as the angle of incoming solar radiation increases, the temperature increases; as the mass of a substance decreases, the volume of that substance decreases).
Ecosystem	All the communities of living organisms, together with its non-living environment, functioning as a unit.
Egestion	The process by which undigested food is eliminated from the digestive system.
Equilibrium	*Living Environment*: A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of enzymes in the stomach between meals) or the equal action of opposing forces acting on a system (dynamic equilibrium – e.g., muscles pulling in opposite directions allow an organism to stand). *Physical Setting/Earth Science*: A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of water in a swimming pool remains constant because no water is added or removed) or the equal action of opposing forces acting on a system at the same rate (dynamic equilibrium – e.g., the amount of water in a lake remains constant because the amount of water

Term	Definition
	entering the lake from a stream equals the amount of water leaving the lake by another stream)
Erosion	The movement of weathered rock and soil to a new location.
Evaporation	The process by which liquid water becomes gaseous water (vapor).
Event	Something that happens or occurs in a certain place during a particular time frame.
External heat source	A source outside Earth from which Earth obtains energy which may be converted to heat (not including its own internal heat source). *Example:* Earth receives light from the sun which is absorbed by the surface of the earth. Earth then reradiates the energy in the form of heat which is trapped by the carbon dioxide and other Greenhouse gases in the atmosphere (Greenhouse Effect). Note: Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
Fracture	A property of a mineral by which it breaks into jagged edges.
Forms of water	See *Phases of Matter*.
Fossil	Traces or remains of organisms that lived in the past.
Gas	A substance that has neither a determined shape nor definite volume (gases assume the shape and volume of a closed container).
Greenhouse effect	Earth receives light from the sun which is absorbed by the surface of the earth. The earth then reradiates the energy in the form of heat which is trapped by the Greenhouse gases (carbon dioxide, methane, and chlorofluorocarbons, i.e.,CFC's) in the atmosphere. This keeps the earth warm. Note: Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
Global warming	An accumulation of excessive Greenhouse gases (carbon dioxide, methane chlorofluorocarbons, i.e., CFC's) causes the average planetary temperature to rise. Some believe this rise will result in the polar ice caps melting and flooding portions of Earth.
Hardness	A property of a mineral determined by how compact the atoms are that make up the mineral. It is defined by the Mohs scale which ranges from 1 being the softest mineral (talc) to 10 being the hardest mineral (diamond).
Homeostasis	The maintaining of a steady state within an organism (e.g., maintaining human body temperature around 98.6°F).
Human	Kingdom: Animalia→ Phylum: Chordata→ Subphylum: Vertebrata→ Class: Mammalia→ Order: Primates→ Suborder: Haplorrhini→ Family: Hominidae→ Genus: Homo→ Species: Homo sapiens
Hydrosphere	A thin layer of water on top of the lithosphere (land). Also called the oceans.
Independent variable	In an experimental design, an independent variable (or manipulated variable) is a factor which is controlled or selected by the experimenter to determine its relationship to the dependent variable. In other words, the values of the independent variable determine the values of the dependent variable.
Indirect relationship	The relationship between two variables in which as one variable increases and the other variable decreases (e.g., as the pore space in the soil increases, the amount of runoff decreases).

Term	Definition
Ingestion	The process of taking in food (eating).
Interdependence	Factors requiring one another within a system.
Internal heat source	System within Earth from which it obtains heat (e.g., geothermal activity).
Inverse relationship	The relationship between two variables in which the product of the two variables is constant. (e.g., When the independent variable is 1, the dependent variable is 8; when the independent variable is 2, the dependent variable is 4; multiplying the variables together each time results in 8.)
Investigation	A searching inquiry to discover something unknown or to test a principle or supposition. Traditionally, the scientific experiment used to test a hypothesis.
Instrument	Scientific equipment used to enhance (or make better) observations (e.g., meter stick, graduated cylinder, microscope).
Liquid	A substance that has a definite volume but takes the shape of the container (liquids assume the shape but not the volume of a closed container).
Lithosphere	A thin layer of rocks that compose the crust of Earth.
Living thing	Anything that possesses all of the characteristics of life: has cells, utilizes/needs energy, grows/develops, reproduces, has DNA (genetic code/heredity), responds to stimuli/environment, carries-out and maintains homeostasis.
Luster	The property of a mineral defined by how light reflects off of it. Minerals that reflect light are said to be metallic, while minerals that are dull and earthy that do not reflect light are said to be non-metallic.
Mass	The amount of matter within a given body. To measure mass a calibrated scale, two-arm balance, or a triple-balance beam is often used.
Material needed for experimentation	Objects needed (other than scientific tools) to perform an investigation (e.g., water, salt).
Matter	Anything that has mass and takes up space.
Measurement	Observations that are made with instruments and are usually based on numerical data (e.g., the table is 3 meters long).
Meteor(s)	A body that enters Earth's atmosphere and becomes incandescent (glows) as a result of the heat caused by friction. Commonly called a “shooting star.”
Mineral	Any of a class of substances occurring in nature, usually comprising inorganic substances of definite chemical composition and usually of definite crystal structure. Minerals can easily be identified by simple properties such as streak, luster, hardness, cleavage and fracture.
Non-living thing	Anything that does not (or never did) exhibit the characteristics of living things as described in “Living Things.”
Objects	Anything that is visible or tangible.
Observation	Any interaction with one or more of your senses with an object or the environment. Something that you see, hear, feel, taste, and/or smell.
One-celled organism	A living thing made up of only one cell. It carries out all of the characteristics of the life functions using only one cell (e.g., Bacteria, Yeast, and Protists).

Term	Definition
Organ(s)	A group of tissues arranged as a part of an organism which performs a specific function or group of functions. Some major animal organs are the heart, lungs, brain, eye, stomach, spleen, bones, pancreas, thyroid, kidneys, liver, intestines, skin (the largest human organ), uterus, and bladder. Some plant organs are vegetative organs: roots, stems, leaves, and reproductive organs: flower, seed, and fruit.
Organ system(s) **(group of organs that work together)**	A group of organs that work together to perform a set of related functions. There are multiple systems in the human organ system, each with two or more different organs that work together. Some of these are: • Digestive: breakdown and absorption of nutrients and excretion of waste; includes, but not limited to, mouth, esophagus, stomach, small and large intestines. • Skeletal: support and movement, lymphocyte production, protection of internal organs; includes bones, cartilage, tendons and ligaments. • Muscular: support and movement, production of heat; includes skeletal muscles and smooth muscles throughout the body. • Nervous and endocrine: integration and coordination through electrochemical signals (nervous) and hormones (endocrine); includes, but not limited to, brain, spinal cord and peripheral nerves, and various glands, such as hypothalamus, pituitary, thyroid, pancreas and adrenal glands. • Respiratory: provide gas exchange between blood and the environment through elimination of carbon dioxide and absorption of oxygen; includes, but not limited, to nose, trachea and lungs. The mouth and throat are also part of this system. • Circulatory/Cardiovascular: transporting of needed materials to the cells and transporting of waste away from the cells; includes heart, blood vessels (arteries, capillaries, veins). • Reproduction: manufacture cells that allow reproduction; includes, but not limited to, female: ovaries, oviducts, uterus, vagina and mammary glands and male: testes, seminal vesicles and penis. • Integumentary: protects the body from infection and keeps the body from losing water; includes human skill cells. • Lymphatic system: regulate fluids and immunity by destroying and removing invading microbes and viruses from the body. The lymphatic system also removes fat and excess fluids from the blood; includes lymph, lymph nodes and vessels, white blood cells, T- and B- cells. • Excretory/urinary: filter out cellular wastes, toxins and excess water or nutrients from the circulatory system and maintain homeostasis of electrolytes; includes, but not limited to, kidneys, ureters, bladder and urethra
Organism	A living thing that possesses the characteristics of life (e.g., plant, mammal, bird, insect, reptile, fish, crustacean, aquatic or estuarine animal, or bacterium).
Organism response	An organism's reaction to any stimulus (e.g., contraction of a unicellular organism when touched).

Term	Definition
Ozone depletion	The breaking down of the ozone layer of the atmosphere by chlorofluorocarbons (CFC's)—a component in some aerosol sprays and refrigerants. The ozone layer protects Earth from harmful ultraviolet radiation from the sun which causes cancer and deformities.
Petrified	Organic material converted into stone or a substance of stony hardness by the infiltration of water and the deposition of dissolved mineral matter, such as petrified wood.
Phases Of matter	Matter can exist in three phases (solid, liquid, and gas) which are determined by the temperature or average kinetic energy (relative movement) of the molecules within the substance. The faster and freer the particle movement the more likely the substance will be gaseous. As particle movement (temperature) changes, a substance can move from phase to phase and back again.
Physical change	A change of matter from one form to another without a change in chemical properties (e.g., water becomes ice, a boulder breaks into pebbles).
Planet(s)	Any of the eight, large celestial bodies revolving about the sun—Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune, in the order from the sun.
Population	All the individuals of one species living in a given ecosystem.
Psychrometer	An instrument used to measure relative humidity, which consists of a wet bulb thermometer and a dry bulb thermometer that usually spin around on a chain. The readings from the two thermometers are plotted on a chart and the relative humidity is determined.
Qualitative results	Data from an experiment or investigation based on non-numerical observations. (e.g., the solution turns blue).
Quantitative results	Data from an experiment or investigation based on numerical observations (e.g., the temperature rose to 13°C).
Respiration	There are two forms of respiration. Mechanical respiration is the inhalation and exhalation of air; breathing. Cellular respiration is the chemical change of glucose and oxygen into carbon dioxide and water, releasing energy during the process.
Scientifc investigation	See *Investigation*.
Scientific tool	Instrument used specifically to make a better observation, usually with numbers (e.g., thermometer, ruler, beaker).
Simple trends	Pattern or relationship that data show in an investigation, generally occurring over time (e.g., constant, cyclic, direct, indirect, inverse).
Solid	A substance that has a definite shape and volume (solids do not assume the shape or volume of a closed container).
Species	Organisms that can mate and produce reproductive offspring.
Star	A self-luminous celestial body consisting of a mass of gas held together by its own gravity in which the energy generated by nuclear reactions in the interior is balanced by the outflow of energy to the surface, and the inward-directed gravitational forces are balanced by the outward-directed gas and radiation pressures. Our sun is a star.
Thermometer	An instrument for measuring temperature; often a sealed glass tube that

Term	Definition
	contains a column of liquid, usually an alcohol, that expands and contracts, or rises and falls, with temperature changes.
Tissue	A group of cells that function together as part of an organ (e.g., the eye has cornea tissue, retina tissue).
Volume	The amount of space occupied by a three-dimensional object as measured in units such as cubic centimeters, quarts or liters.
Waste removal (Urinary system & Digestive system)	The food that the body can't digest is removed by the lower portion of the digestive system (the large intestine) by a process called egestion (See *Egestion)*. The cellular waste and excess nutrients that the body doesn't need are eliminated from the body by the urinary system in the form of urine.
Water cycle	The cycle of evaporation and condensation that controls the distribution of the earth's water as it evaporates from bodies of water, condenses, precipitates, and returns to those bodies of water.
Weather conditions	The present state of the atmosphere with respect to wind, temperature, relative humidity, sunshine, cloudiness, precipitation, air pressure, etc.
Weathering	A slow and continuous process of breaking down rocks chemically or mechanically into smaller and smaller pieces.
Wind vane	A device, such as a rod to which a freely rotating pointer is attached, for indicating the direction of the wind; also called a weather vane.

Some definitions drawn from: http://www.sciencemaster.com/; http://www.thefreedictionary.com/; http://www.factmonster.com/index.html; http://www.merriam-webster.com/; http://en.wikipedia.org/wiki/Main_Page; http://www.newworldencyclopedia.org/entry/Main_Page; http://animaldiversity.ummz.umich.edu/site/accounts/information/Homo_sapiens.html; The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company.

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

Social Studies Glossary

- Note: An asterisk (*) indicates that the definition of the term is from the *New York State Social Studies Resource Guide with Core Curriculum*

Term	Definition
Authority	The power or right to give orders, make decisions, and enforce obedience.
Belief systems*	An established orderly way that groups or individuals look at religious faith or philosophical tenets. A combination of ideas, values, and practices including all religions, as well as philosophical, ethical, and moral systems that serve a society's cultural needs.
Bill of Rights	The first ten amendments to the United States Constitution; adopted in 1791.
Branches of government	Established in the United States Constitution to divide the power of government among the legislative, executive, and judicial bodies.
Brown v. Board of Education of Topeka, KS (1954)	A landmark twentieth century Supreme Court decision that ruled public school racial segregation unconstitutional. The decision became a driving force behind the Civil Rights movement of the 1950s and 1960s.
Checks and balances	A system in which each branch of government is able to check (restrain) the power of the others in order to maintain the balance among branches created in the Constitution.
Canal	A man-made channel (waterway) that can be used to move water for irrigation, or a man-made channel used to connect waterways used for transportation.
Change*	Involves the basic alternatives in things, events, and ideas.
Choice*	The right or power to select from a range of alternatives.
Citizen	A member of a community or political society who has rights and responsibilities and is entitled to its protection.
Citizenship*	Membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.
Civics	A social science that deals with civic affairs, especially the rights and duties of citizenship.
Civic values*	Important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Civilizations	Societies that have attained relatively advanced stages of social, political, and cultural development.
Civil Rights	Legal and political rights of all United States citizens guaranteed by the Constitution and Bill of Rights.
Climate	The average weather of a place over a long period of time.

Colony	A settlement of people in a distant territory that remains under the control or jurisdiction of a parent country, often established for economic and political reasons.
Community	A group of people living, working, or learning in the same area, with a common set of interests or within a set of recognized boundaries.
Compass rose	A directional marker on a map that indicates north, south, east, or west.
Conflict*	A clash of ideas, interests, or wills that result from incompatible opposing forces.
Constitution	The system of fundamental laws that prescribes the nature, functions, and limits of a government or other institution; a framework for how a government or institution works; a written plan of government.
Constitutional democracy	A political system in which the principles of popular sovereignty and the protection of citizens' freedom coexist by limiting the arbitrary exercise of power and making those who hold power legally accountable.
Consumer	A person who acquires goods or services for personal use rather than for resale or use in production or manufacturing.
Continent	One of the earth's seven large continuous land masses.
Contributions	The economic, political, and social beliefs of civilizations including their writing systems, works of literature, and technologies that become the foundations of subsequent societies.
County	A political unit, normally the largest territorial and political subdivision of a state.
Cultural	Of or relating to the artistic and intellectual aspects of the human experience.
Culture*	The pattern of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living which any society transmits to succeeding generations to meet its fundamental needs.
Current event	Something that has occurred (or is occurring) in the immediate or near-present time.
Decision-making*	The processes used to monitor and influence public and civic life by working with others, clearly articulating ideals and interest, building coalitions, seeking consensus, negotiating compromise, and managing conflict.
Delta	A triangular-shaped area formed by soil deposited at the mouth of a river.
Democracy	A form of government in which political control is exercised by the citizens through elections.
Depression	A prolonged and severe decline in the level of economic activity.
Developed nation	A country that has a high per capita income, an economy dominated by service industries and manufacturing, primarily urban populations, and high literacy rates.
Developing nation	A country that is in the process of growth, characterized by low rates of urbanization, industrialization, literacy, and capital formation, and has relatively high rates of infant mortality.
Development	The progress or growth of an event or idea from one stage to another.

Discrimination	Unfair treatment against individuals or a group based on race, ethnicity, religion, gender, or other attributes of the group.
Distribution	The deliverance of goods and services.
Diversity*	Understanding and respecting others and oneself including similarities and differences in languages, gender, socioeconomic class, religion, and other human characteristics and traits.
Domestic	The things of or related to one's own country.
Due process of law	The right of every citizen to be protected against arbitrary action by government; the guarantee that established legal processes will be equally applied to each individual.
Economics	Of or related to the development, production, distribution, management, and consumption of material wealth.
Economic systems*	Include traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services will be produced? How shall goods and services be produced? For whom shall goods and services be produced?
Economy	A system for the management of the resources and production of goods and services of a community, country, etc.
Election	Organized method through which citizens vote to choose representatives, influence policies, and determine public spending at the local, state, or national levels.
Emigrant (person) **(Emigration = process)**	A person who leaves his/her country to settle in a different country.
Empathy*	The ability to understand through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Entrepreneur	An individual who organizes or promotes a business, who risks losses for the possibility of financial gain.
Environment*	Surroundings including natural elements and elements created by humans.
Era	A period of time marked by certain characteristics or events.
Ethnic group	People who share a common cultural background including ancestry, language, religion, and/or distinct customs.
Ethnicity	Cultural identity based on ancestry, language, religion, and/or distinct customs.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Executive branch	The part of a government that implements and enforces the law written by Congress.
Factors of production	Human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food.).
Factory	A building or group of buildings where goods are manufactured or assembled chiefly by machine.

Federal holiday	Federal holidays include: New Year's Day, Martin Luther King Jr.'s Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. Technically, there are no U.S. national holidays because only the federal government can designate holidays for its own workers. However, the states widely celebrate federal holidays and the term "national holiday" is commonly used to designate a federal holiday.
Federal system (federalism)	The form of political organization in which power is divided between a central government and its territorial subdivisions; the division of power between the national government and the states.
Folklore	The traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.
Foreign	The things of or related to a country other than one's own.
Foreign policy	A government's plan or course of action for interacting with or relating to other countries in pursuit of its national interests.
Future	The time yet to come.
Geography	The study of the earth, its land, water, plant and animal life, and how people interact with them. Essential elements of Geography: ***The World in Spatial Terms***—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context. ***Places and Regions***—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. ***Physical Systems***—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems. ***Human Systems***—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. ***Environment and Society***—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth' s natural resources. Human activities are also influenced by Earth's physical features and processes.
Global	Of, relating to, being in, or serving the whole world; world wide; comprehensive.
Global economy	The international spread of capitalism, especially in recent decades, across national boundaries and with minimal restrictions by governments. Also referred to as *globalization*.
Governance	The action or manner of governing.
Government*	The formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.

	(Also from the Civics Framework for the 1998 National Assessment Educational Progress, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, p. 19.)
Group	A number of individuals, objects or organizations collected, situated, or classified together.
History	The branch of knowledge concerned with the recording and explanation of past events.
Human rights*	Those basic political, economic, and social rights that all human beings are entitled to, such as the *right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and his family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and *Universal Declaration of Human Rights.*
Idea	An opinion, viewpoint, belief or plan.
Identity*	An awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.
Individual	A single person, objective or organization.
Immigrant (person) **(Immigration = process)**	A person who comes to live in a country after leaving his/her home country.
Imperialism*	The domination by one country of the political and/or economic life of another country.
Industrial revolution	The term given to the change in social and economic organization resulting from the replacement of hand tools by machine and power tools; and the development of large-scale industrial production that began in England in the 1760s and thereafter spread throughout much of the world.
Industrialization	The growth of machine-based production and the factory system; the process of introducing manufacturing into countries or regions where most of the people are engaged in economic activities based on manual labor.
Interdependence*	A reliance upon others in mutually beneficial interactions and exchanges.
Island	A body of land surrounded by water.
Judicial branch	The part of government that interprets the law, determines the constitutionality of the law, and applies it to individual cases.
Justice*	Fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or governmental interactions.
Labor union	An association of workers organized to improve wages and working conditions.
Latitude	A measure of distances north and south of the Equator; imaginary lines that are parallel numbered in degrees north or south of the Equator.
Law	The system of rules that a particular country or community recognizes as regulating the actions of its members and may be enforced by the imposition of penalties.
Legislative branch	The part of a government that passes (enacts) laws and declares war, has

	the right to confirm or reject many Presidential appointments, and has substantial investigative powers.
Lifestyle	The consistent, integrated way of life of an individuals as typified by their manner, work, possessions, dress, attitudes, etc.
Local	Of, relating to, being in, or serving a particular area or place.
Location	Absolute: The exact position on Earth's surface determined by using latitude and longitude or a specific street address. Relative: The position of a place in relation to other places or things.
Longitude	A measure of distances east and west of the Prime Meridian; imaginary lines that are parallel intersecting at the poles, numbered in degrees east or west of the Prime Meridian.
Migration	The act or process of people moving from one place of residence to another, with the intent of staying at the new destination permanently or for a relatively long period of time.
Movement of people and goods*	The constant exchange of people, ideas, products, technologies and institutions from one region or civilization to another that has existed throughout history.
Multicultural	Of, pertaining to, representing, or including several different cultures, ethnic groups, or cultural elements.
National	Of, relating to, being in, or serving a nation or country, or a group of people organized under one government.
National anthem	A song officially adopted by a country's government that represents its ideals, culture, history, beliefs, etc.; for example, *The Star Spangled Banner* for the United States, *O Canada* for Canada, etc.
National holiday	Authorized by law and limiting work or official business. For U.S. holidays, see *Federal Holiday.*
Nation-state*	A geographic/political organization uniting people by a common government.
Nationalism*	The feeling of pride in and devotion to one's country or the desire of a people to control their own government free from foreign interference or rule.
Native Americans	A member of the indigenous peoples of the Americas.
Natural resources	A necessary or beneficial material source occurring in nature.
Needs and wants	Goods and services that are essential such as food, clothing, and shelter (needs), and those good and services that people would like to have to improve the quality of their lives, (i.e., wants—education, security, health care, entertainment).
New York	A state in the mid-Atlantic region of northeastern United States.
New York State Constitution	A written document that sets forth the fundamental political principles of the state of New York, and establishes the structure, procedures, powers, and duties of its government.
Overpopulation	A situation in which the number of people living in a country, city, region, etc., outstrips the available resources needed to maintain an acceptable standard of living, often resulting in poverty, malnutrition, disease, etc.

Participation	The action or state of taking part or sharing with others in an activity, such as influencing local policy makers.
Past	The time that happened or existed before the present.
Patriotism	A devotion to one's country in words or deeds, including devotion to the fundamental values and principles upon which it was founded and depends.
People	Humans collectively; a group of persons, often related, who share a common culture, language or inherited condition of life.
Perspective	An idea of the relative importance of things.
Petition	A formal request for government action guaranteed in the first amendment to the Constitution.
Physical features	Natural characteristics found on the Earth's surface or that affect the earth's surface, such as landforms, climate, winds, and ocean currents.
Physical systems*	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems
Places	Locations having distinctive cultural and physical characteristics that give them meaning or character and distinguish them from other locations.
Places and regions*	The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Plains	A landform that is a large, relatively flat expanse of land often covered by grasses.
Plateau	A landform that is large, relatively flat that has a higher elevation than the surrounding land.
Political	Of, pertaining to, or concerning the state, or the structure or affairs of its government.
Political systems*	Monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Population	All the people in a country, state, city, region, etc.
Population density	Average number of people (or animals) living in a defined area (usually a square mile or square kilometer).
Power*	The ability of people to compel or influence the actions of others. "Legitimate power is called authority."
Practice	A habit, custom, or method of doing something.
Preamble	The introduction to a formal document that expresses its purpose; the Constitution has a preamble.
Present	The current moment of time; now.
Producer	A person, group, or business that makes goods or provides services to satisfy consumer needs and wants.
Reform movement	A political, social, or religious effort to make things better in a society by putting a stop to abuses or malpractices, or by introducing better

	procedures.
Region	An area with one or more unifying characteristics or features that make it different from other areas.
Religion	A belief in a divine or superhuman power or powers obeyed and worshiped as the creator(s) and ruler(s) of the universe.
Religious	Adherence to a particular religion or religions.
Representative government	The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
Republic	A form of representative government in which the people elect important officials to represent them; based upon the ultimate sovereignty of the people.
Residence	The location (state, town, etc.) in which a person resides (reside: to live in a place permanently or for an extended period).
Responsibilities	The opportunity or ability to act independently and make decisions without authorization.
Revolution	A drastic change in governmental, economic, or societal conditions.
Rights	A moral or legal entitlement to have or obtain something or act in a certain way.
Rural	The countryside, not the city.
Science and technology	The knowledge, tools and methods used by people to get what they need and want.
Social	Of, pertaining to, or concerning the life, welfare, and relations of human beings in a community.
State	The power or authority represented by a body of people politically organized under one government especially an independent government within a territory having definite boundaries, e.g., the State of New York is within the United States.
Scarcity*	The conflict between unlimited needs and wants and limited natural and human resources.
Society	An organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.
Space	A particular place or location.
Suburb (suburban)	Communities outside the central city that are functionally linked to the city, usually residential communities with their own governments.
Symbol	Something that stands for, represents, or suggests something else, e.g., a flag for a nation, the Liberty Bell for freedoms enjoyed by Americans.
Technology	The system by which a society provides its members with those things that are needed or desired.
Theme	A subject or topic.
Time	A particular moment or an interval, measured numerically, such as in days, minutes, or years.
Time line	A graphic means of displaying events in chronological order.

Tolerance	Respecting and accepting others regardless of their beliefs, practices, or differences.
Tradition	A passing down of a culture from one generation to the next; a continuing pattern of culture, beliefs, or practices.
Transportation	The means and equipment necessary for the movement of passengers or goods, including canals, railroads, automobiles, and airplanes.
Turning point	An event marking a unique or important historical change of course, or one on which important developments depend.
United States	A constitutional federal republic comprising fifty states and a federal district.
United States Constitution	A written document that sets forth the fundamental political principles of the United States of America, and establishes the structure, procedures, powers and duties of its government.
United States holiday	See *Federal Holiday*
Urban	Related to a city or densely populated area.
Urbanization*	The movement of people from rural to urban (city) areas.
Value	A standard or principle regarded as desirable; the ideals, customs, institution, etc., of a society toward which the people of the group have an affective regard.
Vote	A decision made by an individual or group on a proposal, bill, or candidate for elective office.
Weather	Present conditions in the atmosphere including relative humidity, barometric pressure, temperature, wind speed and direction, cloud cover, and precipitation.
World history	The study of global connections and interactions of people across time and place.

Some definitions drawn from: http://www.thefreedictionary.com/

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.