

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

**Grade 6**

**2011–12**

**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.**

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

**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**

<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>locate a book in a school library (11101)</li> <li>select an informational text on a specific topic (11102)</li> <li>use text feature(s) such as a title, subtitle, caption, and/or chart to gather information (11107)</li> <li>attend to or read to collect fact(s) about a topic (11104)</li> <li>attend to or read to recognize main idea(s) in informational text(s) (11105)</li> <li>attend to or read to recognize the similarities or differences between two topics (11106)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use the school library resources to find information (11211)</li> <li>use the school library to acquire information on two or more related topics (11212)</li> <li>locate the public library (11203)</li> <li>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)</li> <li>use text feature(s) such as captions, charts, tables, and/or maps to gather information (11205)</li> <li>read to collect facts and/or ideas about a topic (11206)</li> <li>recognize statements of opinion (11207)</li> <li>restate or paraphrase collected facts and/or ideas (11208)</li> <li>identify main idea(s) in informational texts (11209)</li> <li>compare or contrast facts or ideas pertaining to a single topic (11210)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>locate and use the school library or public library to acquire information (11309)</li> <li>read to collect facts and/or ideas from two or more texts about a chosen topic (11310)</li> <li>identify the main idea and/or supporting details in informational text(s) (11303)</li> <li>relate facts and/or ideas to a chosen topic (11304)</li> <li>distinguish facts from opinions (11305)</li> <li>compare and/or contrast two comparable subjects (11311)</li> <li>use facts to support a main idea (11307)</li> <li>draw conclusion(s) based on explicit information about a topic (11308)</li> </ul>

\*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.

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT11101	The student will locate a book in a school library.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student locating a book in the school library</li> </ul>
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.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and 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)</li> </ul>
SAT11107	The student will use text feature(s) such as title, subtitle, caption, and/or chart to gather information by answering question(s) or providing detail(s) based on information provided by the feature(s).	<ul style="list-style-type: none"> <li>Digital video of the student answering a question or providing a detail to gather information using text feature(s) about a given topic</li> <li>Data Collection Sheet of student performance when answering a question or providing a detail to gather information from text feature(s) with an indication of the specific text feature(s) that was used</li> </ul>
SAT11104	The student will attend to or read to collect fact(s) about a topic by indicating a fact(s) for the specific topic. (e.g., informational text or article about the topic: dogs, facts: need food, need water, some domestic, some wild—Student uses an object(s) or a picture(s) that represents the fact, and/or writes or selects a symbol(s) or a word(s) for the fact, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when indicating the object that relates to a fact in the topic</li> <li>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) pasted on the organizer for each fact</li> </ul>
SAT11105	The student will recognize the main idea(s) in an informational text(s) after attending to or reading an informational text(s). (e.g., directions “What is the main idea of the text we/you just read?” with choices that are phrases, key words, etc.; directions “What is the main idea? Underline or highlight the main idea in the text.” Note: The assessment needs to use vocabulary specific to the main idea(s).)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student attending to the text, given a set of choices, then eye gazing to main idea card(s) with assistance given to paste the selected main idea(s) next to the text</li> <li>Student work product that includes the informational text or article with the main idea(s) underlined, highlighted, circled, etc.</li> </ul>

SAT11106	The student will attend to or read information about two topics to recognize the similarities or differences between the two topics by filling in similarities or differences about two topics from text(s) on a Venn diagram. (e.g., plants and animals—similarities: both need water, food, and sunlight, differences: one needs soil, one needs exercise)	<ul style="list-style-type: none"> <li>Digital video of the student attending to the text and completing the Venn diagram</li> <li>Student work product of the Venn diagram with the similarities or differences between the two topics filled in</li> </ul>
SAT11211A	The student will use two or more resources from the school library to find information on a topic(s). (e.g., reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance using two or more resources in the school library to find information, with the resources used, information found by the student and the topic(s) indicated</li> </ul>
SAT11211B	The student will use a selection of library books to identify information about one topic. (Note: The student demonstrates use of multiple sources for a single topic.)	<ul style="list-style-type: none"> <li>Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from books, with the sources listed</li> </ul>
SAT11212A	The student will use the school library reference information or computer to acquire information on two or more related topics.	<ul style="list-style-type: none"> <li>Student work product showing the resources used, the two or more related topics, and the fact(s) or detail(s) that the student collected</li> </ul>
SAT11212B	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—wild animals and domesticated animals; planes and trains)	<ul style="list-style-type: none"> <li>Student work product of the report, collage, or graphic organizer the student created using the books from the library, with the library books cited</li> </ul>
SAT11203	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> <li>Student work product of a map that has various locations around the community, with the public library circled or marked</li> <li>Sequenced, captioned, and dated photographs of the student locating the public library on a map</li> </ul>
SAT11204	The student will use text organizational feature(s) to locate facts and/or ideas on a specific topic in informational text(s).	<ul style="list-style-type: none"> <li>Digital video or audio of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts and/or ideas</li> </ul>
SAT11205	The student will use text feature(s), such as captions, charts, tables, and/or maps, to gather information by answering question(s) or providing detail(s) based on information provided by the feature(s).	<ul style="list-style-type: none"> <li>Student work product showing the text feature(s) and the question(s) or detail(s) based on information within the feature(s)</li> <li>Data Collection Sheet of student performance when answering a question or providing a detail to gather information from text feature(s) with an indication of the specific text feature(s) that was used</li> </ul>
SAT11206	The student will read a short selection to collect facts and/or ideas about a topic by indicating two or more facts and/or ideas from the selection. (e.g., directions “What are some facts from the text you just read?” with choices that are phrases, key words, etc.; directions “Underline or highlight two or more facts or ideas in the text.”)	<ul style="list-style-type: none"> <li>Student work product of text the student read with the facts highlighted</li> <li>Student work product with detail questions answered by the student about the article or passage that was read</li> </ul>

SAT11207	The student will recognize opinion statements by indicating opinions as requested. (e.g., highlighting or underlining the opinion statements in the text; given a selection of statements, the student circles the opinion statements.)	<ul style="list-style-type: none"> <li>Student work product showing a list of statements with the opinions marked in an appropriate manner (e.g., bingo marker, pasted symbol, stamp of O for opinion)</li> </ul>
SAT11208	The student will restate or paraphrase two or more facts and/or ideas about a topic.	<ul style="list-style-type: none"> <li>Student work product with the student's ideas that restate or paraphrase facts and/or ideas about the topic from a text or article</li> <li>Student work product showing the original facts and/or ideas and the student's restated or paraphrased facts and/or ideas</li> </ul>
SAT11209	The student will identify main idea(s) in two or more informational texts or articles. (Note: The assessment needs to use vocabulary specific to main idea.)	<ul style="list-style-type: none"> <li>Student work product of the main idea(s) circled or marked by the student from different informational texts</li> <li>Student work product that includes the informational texts or articles with the main idea(s) underlined, highlighted, circled, etc.</li> </ul>
SAT11210	The student will compare or contrast facts or ideas pertaining to a single topic. (e.g., using multiple sources of information, the student compares or contrasts store circulars for sales, product availability; using a text about transportation, the student compares or contrasts facts about different modes of transportation.)	<ul style="list-style-type: none"> <li>Student work product of a chart that compares or contrasts facts or ideas from different sources (chart might have three columns—higher, same, lower)</li> </ul>
SAT11309A	The student will locate the school library or public library and use two or more resources from the library to find information on a topic(s). (e.g., reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance locating the school library or public library and using two or more resources in the library to find information, with the resources used and information found by the student and the topic(s) indicated</li> </ul>
SAT11309B	The student will locate and use the school library or public library to check out books on a given topic and use the books to answer questions, provide details, or create a report about the topic.	<ul style="list-style-type: none"> <li>Student work product of the questions answered or details provided, or an informational report that the student created using the books from the library, with the library books notated</li> </ul>
SAT11310A	The student will read two or more texts to collect facts and/or ideas on a chosen topic. (e.g., animals, weather, transportation— Student records facts on a chart or in a list, creates a collage of facts and/or ideas, answers questions or provides details about the facts and/or ideas based on the topic, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student performance when answering questions or providing details about facts based on the topic</li> <li>Student work product with facts and/or ideas collected from the topic (e.g., questions answered or detailed statements by the student using facts from the texts; 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)</li> </ul>

SAT11310B	The student will read two or more texts about sports in order to collect facts about different sports by answering questions or providing details related to the facts.	<ul style="list-style-type: none"> <li>Student work product with facts collected from the texts to answer questions or give details about the topic</li> </ul>
SAT11303	The student will identify the main idea and/or supporting details in informational text(s). (Note: The assessment needs to use vocabulary specific to the main idea and/or supporting details.)	<ul style="list-style-type: none"> <li>Student work product of text with main idea and/or supporting details highlighted, marked, circled, pasted, etc., in the applicable areas on a graphic organizer</li> </ul>
SAT11304	The student will relate facts and/or ideas to a chosen topic. (e.g., creating a collage about animals; completing a graphic organizer showing various facts about movies)	<ul style="list-style-type: none"> <li>Student work product of collage with pictures, words, phrases, etc., representing the facts and/or ideas the student selected for the chosen topic under the topic heading</li> </ul>
SAT11305	The student will distinguish facts from opinions. (e.g., highlighting sentences in newspaper articles as fact or opinion; labeling sentences in editorials as fact or opinion; marking whether a sentence is a fact or opinion when given a set of statements)	<ul style="list-style-type: none"> <li>Student work product with sentences from newspaper articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.</li> <li>Student work product with listed statements of fact marked accordingly and listed statements of opinion marked accordingly</li> </ul>
SAT11311	The student will compare and/or contrast two comparable subjects. (e.g., completing a graphic organizer for the comparable subjects; indicating what is similar and/or what is different about the two subjects: subject of transportation by school bus and airplane—similarity: both have wheels, can take you somewhere, etc.; difference: a bus can be driven through the city/town streets, has to stay on land/a solid surface, an airplane flies in the air, generally takes off from an airport; etc.)	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects</li> <li>Student work product showing the two comparable subjects with the similarity and/or difference(s) listed</li> </ul>
SAT11307	The student will use facts to support a main idea. (e.g., completing a graphic organizer using collected facts that support the main idea indicated on the organizer; selecting the applicable facts from a set of choices for a specific main idea; Note: The assessment needs to use vocabulary specific to main idea.)	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea</li> <li>Student work product with the main idea listed and the facts that were selected to support the main idea</li> </ul>
SAT11308A	The student will draw a conclusion(s) based on the explicit information of facts or ideas collected or given about a chosen topic. (e.g., weather forecasting, distance traveled by different objects going down an inclined plane)	<ul style="list-style-type: none"> <li>Student work product detailing source(s), collected or given facts or ideas, and a statement of the conclusion that was drawn</li> </ul>
SAT11308B	The student will draw a conclusion on what is the product (e.g., cupcakes) when shown materials (e.g., muffin tins, cake mix, egg, water) being used to produce the product.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs showing student exploring materials, choosing a picture of the product, and completing the product</li> </ul>

**GLIs and Essences****ELA – Grade 6****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

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

**AGLIs****ELA – Grade 6****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Reading-Standard 2****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*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

**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 by first making a selection and then attending or reading the selected literature.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student selecting and attending to literature</li> <li>Data Collection Sheet (time-segment) of student performance in making a selection (indicated as a notation for a date(s) or noted as segment 1) and the student performance on the amount of time the student read or attended to the literature</li> </ul>
SAT12108	The student will recognize literary terms (e.g., plot, character, setting, etc.) in a literary text(s). (e.g., labeling pictures/text from a literary text(s) with the correct terms; placing pictures/text from a literary text(s) next to the terms; responding to simple yes/no questions regarding literary terms in relation to a literary text(s); Note: The assessment needs to use vocabulary specific to plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student performance when selecting the terms (e.g., plot, character, setting) and placing each term with a picture/text from the literary text(s) that illustrates it (e.g., plot, with a picture depicting events in the story; setting, with text from the story that describes the setting)</li> <li>Student work product showing the terms and pictures/text the student selected from the literary text(s) that represent the terms</li> </ul>
SAT12103	The student will recognize that “plot” means a sequence of events or action of a narrative leading to a logical ending. (e.g., using pictures or phrase cards to indicate the beginning, middle, and ending sequence when asked a question about plot, such as “What is the plot of this story?”; Note: The assessment needs to use vocabulary specific to plot.)	<ul style="list-style-type: none"> <li>Student work product of student-sequenced pictures or phrase cards of the plot (beginning, middle, and end) based on a text</li> </ul>
SAT12104A	The student will relate an event in a text to one of his or her own personal experiences by indicating the similarity(ies) between the two.	<ul style="list-style-type: none"> <li>Digital video or audio of the student verbalizing (e.g., in words, sign language, augmentative communication) how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his or her pet acts)</li> </ul>
SAT12104B	The student will compare what happened in a text to him or her, using picture(s), word(s), phrase(s), etc., of an event(s) from the text and indicating picture(s), word(s), phrase(s), etc. of himself or herself in a comparable situation(s).	<ul style="list-style-type: none"> <li>Student work product showing event(s) from story and event(s) from student life (Note: The work product may include a semantic feature analysis chart, other graphic organizer, etc.)</li> </ul>

SAT12105	The student will recognize explicit motive(s) of a character(s) after having read or listened to a text. (e.g., selecting an explicit motive of a given character from a set of motive choices, drawing a line from a character to an explicit motive)	<ul style="list-style-type: none"> <li>Student work product of selected picture or word that relates to the explicit motive(s) of a character(s)</li> </ul>
SAT12106	The student will recognize that character(s) change in a story by sequencing pictures to show the character(s) at the beginning and the end of the story. (e.g., changes that happen to Pinocchio throughout the story)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and 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</li> </ul>
SAT12109	The student will identify his or her favorite and/or least favorite story(s). (e.g., eye gazing to select the picture that represents the story from a selection of three stories read; going to the bookshelf and selecting a commonly read story that is his or her favorite)	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when indicating his or her favorite and/or least favorite story by selecting the appropriate picture or book itself</li> </ul>
SAT12208	The student will make a prediction based on clues from a story by indicating the prediction along with the clues that led him or her to the prediction.	<ul style="list-style-type: none"> <li>Student work product listing the prediction and the clues from the story that led to the prediction</li> </ul>
SAT12202	The student will identify his or her favorite and/or least favorite part(s) of a story. (e.g., creating a picture showing his or her favorite and/or least favorite part(s) of a story, writing a sentence regarding his or her favorite and/or least favorite part(s) of a story, indicating a representation that identifies his or her favorite and/or least favorite part(s) of a story when given choices from a few very different parts of the story)	<ul style="list-style-type: none"> <li>Student work product showing the drawing and/or sentence that the student created to indicate his or her favorite or least favorite part(s) of a story</li> <li>Student work product of picture(s) showing the favorite part(s) and/or least favorite part(s) of a story the student selected from a set of choices</li> </ul>
SAT12203	The student will relate a similar setting, events, and/or person from his or her experience or the experience of a peer to a setting, events, and/or character in a story that he or she read or listened to. (Note: The assessment needs to use vocabulary specific to setting, events, and/or character.)	<ul style="list-style-type: none"> <li>Student work product of a T-chart with character, setting, and/or events from a story linked with the person, time and location, and/or occurrences from his or her experience or the experience of a peer</li> </ul>
SAT12209	The student will identify key details about the plot, character(s), and/or setting of the story. (e.g., answering questions about setting, plot, and/or character(s); providing setting, plot, and/or character(s) details; completing a graphic organizer using key details about setting, plot, and/or character(s); Note: The assessment needs to use vocabulary specific to plot, character(s), and/or setting.)	<ul style="list-style-type: none"> <li>Student work product of answered questions or detail statements about plot, character(s), and/or setting with details from the story</li> <li>Student work product of a completed graphic organizer with key details about setting, plot, and/or character(s)</li> </ul>
SAT12205	The student will identify the implicit motive(s) of character(s) in text(s).	<ul style="list-style-type: none"> <li>Student work product showing the text(s) and the character(s) with the implicit motive(s) selected by the student for the character</li> </ul>

SAT12206A	<p>The student will identify the change(s) in a character(s) in a story by indicating the change(s).</p> <p>(e.g., the student answers question(s) or provides detail(s) specific to a character's change; given a character that has a change happen and sentence strips describing the character, the student organizes how the character changes in the story; pasting picture(s), word(s), and/or phrase(s) on a time line to illustrate change(s) in a character; the student answers question(s) or provides detail(s) specific to a character's change.</p> <p>Note: The assessment needs to use vocabulary specific to the character(s).)</p>	<ul style="list-style-type: none"> <li>• Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story</li> <li>• Student work product of time line illustrating change(s) the character(s) went through in the story</li> </ul>
SAT12206B	<p>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.</p>	<ul style="list-style-type: none"> <li>• Digital video of the student performing the role of a character that changes within a story</li> </ul>
SAT12207A	<p>The student will identify characteristics of texts to differentiate genres by indicating two or more genres and the characteristics that represent those genres.</p>	<ul style="list-style-type: none"> <li>• Student work product showing titles and genres of works (e.g., novel, drama, poetry), and the characteristics of each that the student provides</li> </ul>
SAT12207B	<p>The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story.</p> <p>(e.g., <i>The Lion, the Witch and the Wardrobe [Chronicles of Narnia]</i> in fiction book form and movie form—how they are different)</p>	<ul style="list-style-type: none"> <li>• Student work product of chart filled in by student with specific characteristics indicated for each type of genre</li> </ul>
SAT12301A	<p>The student will explain what happens in a story in sequence by paraphrasing the overall plot of the story or specific plot events from the story.</p>	<ul style="list-style-type: none"> <li>• Student work product with the paraphrased sequence of the story or events within the story</li> </ul>
SAT12301B	<p>The student will explain what happens in a story in sequence by drawing or selecting pictures, objects, phrases, etc., to explain the overall plot from how the story began to how the story ended.</p>	<ul style="list-style-type: none"> <li>• Student work product of the sequenced drawings or selected pictures about the plot</li> </ul>
SAT12311	<p>The student will provide details about events in a story, based on “who,” “what,” “where,” “when,” and/or “how” questions or statements related to the events from the beginning, middle, and/or end of the story.</p> <p>(e.g., “Who did [event] in the beginning of the story?” “Tell me where [event] occurred at the end of the story,” “When did [event] happen? At the beginning, middle, or end?” “Using these statements, circle how [event] first came about.”)</p>	<ul style="list-style-type: none"> <li>• Student work product of the student's responses to questions or statements related to events in a story</li> </ul>

SAT12303	The student will identify a change in a character(s) and/or the personality(s) of the character(s) that is reflected in the character's actions and/or words. (e.g., indicating how a character behaves or acts at the beginning, at the change, and at the end of the story; identifying the change and different ways the character(s) behaved at select points in the story)	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer showing the character(s) and his and/or her personality(s) at the beginning, at the change, and at the end of the story through the things he and/or she says or how he and/or she acts in the story</li> <li>• Data Collection Sheet (multi-step) of student performance when identifying the change and actions of a character(s) at select points in the story</li> </ul>
SAT12304	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(s).	<ul style="list-style-type: none"> <li>• Audio of the student discussing the details of the story(s) and making a prediction(s) about character actions or plot</li> </ul>
SAT12305	The student will recognize that the same story can be told in different genres. (e.g., indicating how a story written in two different genres is alike; telling or selecting which stories written in two different genres are alike when given a set of three or more choices)	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer indicating the similarities of a story from two different genres</li> <li>• Digital video or audio of the student indicating which two out of three genres are the same story</li> </ul>
SAT12306	The student will identify the author's message in a story, play, or movie clip.	<ul style="list-style-type: none"> <li>• Student work product of a worksheet with appropriate author's message answers marked</li> </ul>
SAT12307	The student will explain the author's message, using details from a story, when asked to indicate the author's message and the details that relate to the message.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of student performance when answering a question about the author's message, with the correct details indicated</li> </ul>
SAT12308	The student will distinguish prose from poetry by indicating prose or poetry for each piece in a set of choices.	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating poetry or prose for each piece in a set of choices</li> </ul>
SAT12312A	The student will recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) by indicating the element(s) as requested. (e.g., rhymes in poetry by pointing to or stamping the piece to indicate that he or she hears a rhyme in the poem, highlighting the rhyming words)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem</li> <li>• Student work product of a poem with student-drawn highlights on each of the rhyming words</li> </ul>
SAT12312B	The student will recognize the poetic element of repetition in choral reading by inserting the repetition of a poem at the appropriate time during the reading.	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when using a communication device to insert the repetition in a choral reading of a poetry selection</li> </ul>
SAT12310	The student will identify sensory details in a story or poem by indicating those words (in text or picture format) that relate to color, texture, taste, or smell.	<ul style="list-style-type: none"> <li>• Student work product of text with red stickers over words related to taste; yellow stickers over sound words</li> </ul>

<b>GLIs and Essences</b>		<b>ELA – Grade 6 (cont'd)</b>	
<b>Required Component 2—Key Idea: Writing</b>			
<b>Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</b>			
<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>	
Pg. 48	<ul style="list-style-type: none"> <li>• Use at least three sources of information, with appropriate citations, to develop reports</li> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information</li> </ul>	

**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:

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

The student will:

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

The student will:

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

\*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.

# ELA – Grade 6

## (cont'd)

# SATs

**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	<p>The student will identify the main idea(s) of an informational text for note-taking by selecting the main idea using picture(s) or phrase(s) from a set of choices.</p> <p>(Note: The assessment needs to use vocabulary specific to the main idea(s).)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating the main idea(s) of an informational text for note-taking</li> <li>• Student work product that includes the text title, choices, and the student's selection of main idea(s) from the informational text</li> </ul>
SAT21102	<p>The student will separate a main idea(s) from detail(s).</p> <p>(e.g., sorting pictures, phrases, or symbols into two categories: main idea(s) and detail(s); highlighting the main idea(s) and circling the detail(s). Note: The assessment needs to use vocabulary specific to the main idea(s).)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student listening to a text or article, highlighting the main idea(s) in the text or article, and then circling the detail(s) in the text or article</li> <li>• Student work product of a T-chart showing main idea(s) on one side and detail(s) on the other</li> </ul>
SAT21106	<p>The student will summarize an informational text using his or her own words (e.g., stated, signed, augmentative communication device, symbols, pictures, word cards)</p>	<ul style="list-style-type: none"> <li>• Student work product of the student-summarized information using words (stated or signed), pictures, symbols, phrases, etc.</li> </ul>
SAT21107	<p>The student will arrange three or more events in a logical sequence using time-ordered words.</p>	<ul style="list-style-type: none"> <li>• Student work product of the words "first," "next," and "last" with the student-placed pictures next to them</li> <li>• Student work product showing pictures, symbols, words, etc., of a current-event article paired with time-ordered words</li> </ul>
SAT21105	<p>The student will create picture(s), symbol(s), object(s), etc., to communicate information about a text or personal experience or preference.</p> <p>(e.g., completing a chart or graphic organizer with the specific information, placing stickers or drawing a picture related to information about the topic from the text, using the touch screen to communicate information about the student's favorite sport(s))</p>	<ul style="list-style-type: none"> <li>• Student work product of completed chart or graphic organizer that gives information about a text or personal experience</li> <li>• Data Collection Sheet of student performance when communicating information by selecting his or her favorite sport(s)</li> </ul>
SAT21201	<p>The student will identify the main idea from two or more paragraphs of a text(s) that the student has read or listened to.</p> <p>(Note: The assessment needs to use vocabulary specific to the main idea.)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when identifying the main idea from specific paragraphs of a text(s)</li> </ul>

SAT21202	The student will identify detail(s) and/or example(s) of information that supports the main idea related to a specific text.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given the text, looking at the choices, and then indicating a choice relating to the detail(s) and/or supporting example(s) from the text</li> </ul>
SAT21208	The student will recognize the relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> <li>Digital video of the student selecting the graphic organizer from a choice of three (e.g., Venn diagram, T-chart, cause/effect chart, basic web) that shows the relationship of facts and/or ideas in a text</li> </ul>
SAT21209	The student will identify relevant and/or irrelevant facts or ideas related to the main idea when given a set of choices. (i.e., main idea: types of pets; relevant: dog, cat, hamster, horse, etc.; irrelevant: what they eat, what type of house they need, etc. Note: The assessment needs to use vocabulary specific to main idea.)	<ul style="list-style-type: none"> <li>Student work product of worksheet showing main idea and the relevant and/or irrelevant facts or ideas that the student selected</li> </ul>
SAT21210	The student will create a general statement comparing or contrasting two things.	<ul style="list-style-type: none"> <li>Student work product of the comparison between two different animals using words (stated/signed), pictures, or symbols</li> <li>Digital video or audio of the student contrasting two objects or topics using his or her voice generating device, signing, using pictures or symbols, etc.</li> </ul>
SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least. (Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> <li>Student work product showing the arrangement of pictures, symbols, phrases, etc., of the details from most important to least important based on a specific main idea from a text</li> </ul>
SAT21207	The student will use one or more steps of the writing process to create a simple paragraph.	<ul style="list-style-type: none"> <li>Student work product showing all stages of the student's work throughout the writing process</li> </ul>
SAT21301	The student will use the note-taking process of placing or filling data, facts, and/or ideas in a graphic organizer while looking through, reading, or listening to a text.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with notes of data, facts, and/or ideas placed or written in the appropriate spots of the organizer</li> </ul>
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by completing a web graphic organizer.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas on a felt board web organizer</li> </ul>
SAT21303	The student will distinguish relevant from irrelevant facts or ideas about a specific topic as requested. (e.g., topic: Pet Care; relevant: grooming, food, vet, etc.; irrelevant: breeds of dogs, types of pets. e.g., sorting a group of pictures, words, or sentence strips into two groups—those that are relevant to the specific topic and those that are irrelevant; circling the relevant facts and crossing out the irrelevant facts in an article)	<ul style="list-style-type: none"> <li>Digital video of the student sorting the piles of cards, pictures, words, strips, etc., into two different piles—one for relevant facts and one for irrelevant facts</li> </ul>

SAT21309	The student will organize a main idea and supporting details or examples from a text or article into an appropriate organizational format by indicating from a choice of two which format will work best when given the main idea and supporting details or examples. (Note: The assessment needs to use vocabulary specific to the main idea and supporting details or examples.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details or examples</li> </ul>
SAT21310	The student will compose the answers to literal questions related to a text in the organizational format of complete answers.	<ul style="list-style-type: none"> <li>• Student work product 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 New York State for 211 years.")</li> </ul>
SAT21306	The student will compare and/or contrast facts by completing a chart or other graphic organizer. (e.g., Factual information: sizes of cities in New York based on population in a T-chart showing five in each group: above 100,000 people [New York City, Buffalo, Rochester, Yonkers, Syracuse] and below 100,000 people [Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady])	<ul style="list-style-type: none"> <li>• Student work product of the student's comparison using a graphic organizer</li> </ul>
SAT21311	The student will compose a conclusory sentence about a comparison or contrast. (e.g., comparing or contrasting two people, different sports)	<ul style="list-style-type: none"> <li>• 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</li> </ul>

**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.**

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

<b>AGLIs</b>		<b>ELA – Grade 6 (cont'd)</b>
<b>Required Component 2—Key Idea: Writing</b>		
<b>Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Writing-Standard 2</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>compose story(s) using personal experience(s) (22106)</li> <li>begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)</li> <li>compose response to literary questions about plot, character, and/or setting (22108)</li> <li>identify characteristic(s) of writing style in favorite story(s) (22104)</li> <li>create picture(s), symbol(s), object(s), etc. to communicate a story (22105)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compose story(s) with original plot and/or character(s) with some development (22207)</li> <li>use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202)</li> <li>identify details in stories that develop plot (problem/conflict) and/or the character(s) (relationships, motivation) (22203)</li> <li>recognize details of setting in story(s) (22204)</li> <li>compose response to explicit questions about story(s) using related vocabulary (22208)</li> <li>recognize writing style(s) of various author(s) (22206)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compose original story(s) with well developed or defined plot, character(s), and/or setting (22306)</li> <li>write responses to story(s) using the writing process (22302)</li> <li>demonstrate an understanding of plot and/or character by using story element vocabulary(22307)</li> <li>use the writing process to develop clear, concise, and/or varied sentences (22304)</li> <li>begin to develop a personal writing style (22305)</li> </ul>

\*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.

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT22106	The student will compose a story(s) relating to a personal experience(s).	<ul style="list-style-type: none"> <li>Student work product of a story(s) using PECs, Boardmaker, visual writing, etc., that the student created relating to personal experience(s)</li> </ul>
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.	<ul style="list-style-type: none"> <li>Student work product showing the process, using words, symbols, or other modes, for prewriting and drafting steps of creating a story</li> </ul>
SAT22107B	The student will begin to use the initial steps of the writing process by using a graphic organizer as a first step of the writing process for organization and/or brainstorming.	<ul style="list-style-type: none"> <li>Student work product of the graphic organizer with the beginning information completed by the student</li> </ul>
SAT22108A	The student will compose a response to literary questions about plot, character, and/or setting for a story using written language or picture symbols for each question or statement. (e.g., “How does the story end?” “Give me three details about the plot,” “Who is the character in the story that has a problem?” “Where are the characters and when does [event] occur?” “The main character is _____.” Note: The assessment needs to use vocabulary specific to the plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student performance when composing responses to questions or statements about the plot, character, and/or setting in a story</li> <li>Student work product showing the responses the student composed to literary questions or statements</li> </ul>
SAT22108B	The student will compose a response to literary questions about plot in two or more texts using written language or picture symbols to provide detail(s) about each of the plots. (e.g., “Give me a detail about the plot in [title of text] and [title of text],” “Give me two or more details about how the plot progressed.” Note: The assessment needs to use vocabulary specific to plot.)	<ul style="list-style-type: none"> <li>Student work product of the responses the student composed within story webs showing events in two or more texts with detail(s) about the plot events</li> <li>Data Collection Sheet of student performance when composing responses to indicate detail(s) about each of the plot events with an indication of the texts used to answer the plot questions or statements</li> </ul>
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 person, third person)	<ul style="list-style-type: none"> <li>Digital video of the student indicating a story(s) with the specific point of view</li> </ul>

SAT22105A	The student will create a story line using picture(s), symbol(s), object(s), etc., when given a theme or topic.	<ul style="list-style-type: none"> <li>Student work product of picture(s), symbols(s), objects(s), etc., showing the story that the student created with a notation to indicate the story</li> </ul>
SAT22105B	The student will create an object time line that communicates his or her life story by selecting personal objects that relate to different periods of his or her life. (e.g., bottle [infant], favorite toy [toddler], favorite book [school age])	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using the writing topic of communicating his or her life story and creating the object time line by selecting the objects that correspond to different periods of the student's life and placing them correctly on the time line</li> </ul>
SAT22207	The student will create an original story(s) in which he or she identifies details that develop the plot (problem/conflict) and the character(s) (e.g., relationships, motivation) of the story(s).	<ul style="list-style-type: none"> <li>Student work product of a student's original story(s) with words or phrase cards selected for the plot and character(s)</li> </ul>
SAT22202	The student will edit his or her own text using the writing process.	<ul style="list-style-type: none"> <li>Student work product of his or her own text before and after student edits</li> </ul>
SAT22203	The student will identify details in a story that develop the plot and/or character(s) of the story. (Note: The assessment needs to use vocabulary specific to the plot and/or character(s).)	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer of the plot details and/or character traits with details from the story</li> </ul>
SAT22204	The student will recognize the details of the setting in a story(s) by indicating appropriate setting-related details. (Note: The assessment needs to use vocabulary specific to the setting.)	<ul style="list-style-type: none"> <li>Digital video of the student looking at pictures or word cards of possible setting details and selecting those that are related to the story</li> </ul>
SAT22208	The student will create a response to explicit questions by selecting the correct or most appropriate responses from a given set of pictures, word or phrase cards, symbols, etc. to create applicable responses with vocabulary related to the story(s).	<ul style="list-style-type: none"> <li>Student work product consisting of responses completed by the student using pictures, word or phrase cards, symbols</li> <li>Data Collection Sheet of student performance when selecting related word cards and creating sentences in response to the explicit questions about a specific story(s)</li> </ul>
SAT22206	The student will recognize the writing style(s) of various author(s) by indicating which style is most associated with a particular author.	<ul style="list-style-type: none"> <li>Student work product with line drawn from a particular writing style to the author most associated with the style</li> <li>Digital video of the student being presented with writing style cards and then indicating the writing style that is most associated with an author</li> </ul>
SAT22306	The student will create an original story with a well-developed or defined plot, character(s), and/or setting.	<ul style="list-style-type: none"> <li>Student work product of a created story with plot, character(s), and/or setting clearly defined or developed</li> </ul>
SAT22302	The student will write responses to a story(s) using the writing process to answer questions or provide specific details regarding the story(s).	<ul style="list-style-type: none"> <li>Digital video of the student using the writing process to develop responses to questions or provide details</li> <li>Student work product showing the student's written responses to questions or provided details with a notation indicating the writing process the student used</li> </ul>

SAT22307	The student will demonstrate an understanding of plot and/or character by using vocabulary to identify the story element(s) that relate to each element in a given text.	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
SAT22304	The student will use one or more steps of the writing process to develop clear, concise, and/or varied sentences.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process that the student used to develop clear, concise, and/or varied sentences</li> </ul>
SAT22305	The student will begin to develop a personal writing style using one or more steps of the writing process.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process he or she used for the beginning development or usage of a particular personal writing style</li> </ul>



# **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**

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

**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	<p>The student will identify the first digit of two numbers already rounded to the nearest billion by indicating it and compare the two numbers (e.g., 4,000,000,000 and 1,000,000,000). (e.g., highlighting the first digit of each number and then circling the largest or smallest number as requested, circling the first digit of each number and then filling in “greater than” or “less than”)</p>	<ul style="list-style-type: none"> <li>• Student work product showing that the student highlighted the first digit in two rounded numbers and circled the largest or smallest number</li> <li>• Sequenced, captioned, and dated photographs of the student indicating the first digit in the rounded numbers and indicating the “greater than” or “less than” symbol between the two numbers</li> </ul>
SAT11106	<p>The student will identify the first digit of a number already rounded to the nearest billion by indicating it and order three or more of these numbers from least to greatest (or greatest to least).</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student indicating the first digit in the rounded numbers and the order the student placed them in</li> <li>• Student work product showing the first digit in rounded numbers marked by the student and the order in which the student placed them</li> </ul>
SAT11107A	<p>The student will recognize that 50% represents the same amount as <math>\frac{1}{2}</math> of the whole by sorting, from a varied set of items, items that have “<math>\frac{1}{2}</math>” written on them into the same pile as items with “50%” written on them. (e.g., choices presented: <math>\frac{1}{2}</math> of a circle, <math>\frac{1}{4}</math> of a square, 50% of a triangle, 75% of a square; student sorted: the circle with <math>\frac{1}{2}</math> written on it and the triangle with 50% written on it into the same pile)</p>	<ul style="list-style-type: none"> <li>• Digital video of the student selecting the items that indicate <math>\frac{1}{2}</math> and those that indicate 50% and placing them in one pile separated from the other items in the set</li> </ul>
SAT11107B	<p>The student will recognize that 50% represents <math>\frac{1}{2}</math> of the whole by looking at a half shape and a whole shape and indicating the half shape when asked a question such as, “Where is one half?” and the half shape when asked a question such as, “Where is 50 percent?”</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of student performance when identifying the same items when asked two different questions about <math>\frac{1}{2}</math> and 50%</li> </ul>
SAT11107C	<p>The student will recognize that 50% represents the same amount as <math>\frac{1}{2}</math> of the whole when presented with representations of different percentages (e.g., 50%, 75%, 10%) by indicating the 50% representation when asked “Which is <math>\frac{1}{2}</math> ?” “Show me <math>\frac{1}{2}</math>,” etc.</p>	<ul style="list-style-type: none"> <li>• Student work product showing images of items as 50%, 75%, 10%, etc., and the item the student marked when asked “Which is <math>\frac{1}{2}</math> ?” “Show me <math>\frac{1}{2}</math>,” etc.</li> </ul>

SAT11108A	<p>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., and the student places the numbers on the stair number line in the appropriate positions. Note: The sets could include any integers between -10 and 10.)</p>	<ul style="list-style-type: none"> <li>Student work product of the placement of different positive and/or negative integers on the number line of “stairs” to compare positions</li> </ul>
SAT11108B	<p>The student will compare integers and/or unit fractions using a number line by indicating two or more integers and/or unit fractions that are greater than or less than a given integer and/or unit fraction. (e.g., teacher identifies the integer 4 on a 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, and the student circles, highlights, marks, etc., the integers 2 and -1, 3 and 0, or 2 and 1, etc. Note: The sets could include any integers between -10 and 10.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the number line with the given integer and/or unit fraction including the requested comparison (greater than or less than) and the student response of circled, highlighted, etc., integers and/or unit fractions that are greater than or less than the given integer</li> </ul>
SAT11108C	<p>The student will order three or more integers and/or unit fractions by placing cards or writing numbers on a blank number line or partially completed number line. (e.g., teacher gives the student the integers 9, 4, and 7, and the student orders the integers in the sequence of 4, 7, 9 on the number line. Note: The sets could include any integers between -10 and 10.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the ordering of integers and/or unit fractions on a blank number line or partially completed number line</li> </ul>
SAT11205	<p>The student will identify the first two digits of a ten-digit number already rounded to the nearest hundred million by indicating the appropriate digits and compare two or more of these numbers. (e.g., rounded numbers: 4,100,000,000, 4,200,000,000, and 4,300,000,000)</p>	<ul style="list-style-type: none"> <li>Student work product where the student highlighted, circled, underlined, etc., the first two digits in the rounded numbers and indicated the “greater than,” “less than,” or “equal to” using symbol/words between the two numbers or indicated the largest or smallest number of the numbers as requested</li> </ul>
SAT11206	<p>The student will identify the first two digits of a ten-digit number already rounded to the nearest hundred million by indicating the appropriate digits and order three or more of these numbers from least to greatest (or greatest to least). (e.g., rounded numbers: 5,300,000,000, 7,100,000,000, and 5,500,000,000)</p>	<ul style="list-style-type: none"> <li>Student work product indicating the first two digits in the rounded number and the correct order of three or more of these numbers</li> </ul>
SAT11207	<p>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., <math>10\% = \frac{1}{10}</math>, <math>25\% = \frac{1}{4}</math>, <math>50\% = \frac{1}{2}</math>, <math>100\% = \frac{5}{5}</math>)</p>	<ul style="list-style-type: none"> <li>Student work product showing the student identified the equivalents of a percent to a fraction or vice versa</li> </ul>

SAT11208A	<p>The student will compare and/or order integers and/or unit fractions. (e.g., indicating “greater than,” “less than,” or “equal to” using symbols/words; ordering three unit fractions; comparing three integers and circling the greatest. Note: The sets could include any integers between -20 and 20.)</p>	<ul style="list-style-type: none"> <li>• Student work product with “greater than,” “less than,” or “equal to” indicated for each set(s) of integers and/or unit fractions</li> <li>• Data Collection Sheet of the student performance when ordering integers and/or unit fractions with an indication of the integers and/or unit fractions the student ordered</li> </ul>
SAT11208B	<p>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: The sets could include any integers between -20 and 20.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to 20</li> </ul>
SAT11305	<p>The student will identify the first three digits of a ten-digit number already rounded to the nearest ten million by indicating the appropriate digits and compare two or more of these numbers. (e.g., rounded numbers: 7,910,000,000, 7,440,000,000, and 7,950,000,000)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of the student performance when indicating the first three digits of the rounded numbers and circling the largest or smallest of the numbers with an indication of the numbers the student worked with</li> <li>• Student work product showing that the first three digits of the rounded numbers are marked and that “greater than,” “less than,” or “equal to” is indicated in between the two numbers</li> </ul>
SAT11306	<p>The student will identify the first three digits of a ten-digit number already rounded to the nearest million by indicating the appropriate digits and order three or more of these numbers from least to greatest (or greatest to least). (e.g., rounded numbers: 5,645,000,000, 2,347,000,000, 4,231,000,000)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the first three digits in the rounded numbers highlighted, circled, underlined, etc., and the correct order of three or more of these numbers</li> </ul>
SAT11307A	<p>The student will solve real world problems involving commonly used percents by determining prices for items that indicate a percent off or savings.</p>	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook with two or three advertisements that contain a percent and the cost of the item calculated with the percent off</li> </ul>
SAT11307B	<p>The student will solve problems involving commonly used percents by identifying percentages when given different comparisons. (e.g., percentage of “happy” friends versus “tired” friends when given the feelings of ten friends, percentage of peers that have pets versus peers that do not have pets when given the amounts of pets for ten peers)</p>	<ul style="list-style-type: none"> <li>• Student work product of percentages figured out based on student comparisons</li> </ul>
SAT11308	<p>The student will compare and/or order integers, fractions, and/or percents. (e.g., from a given mixed set of cards: placing cards in ascending or descending order; indicating “greater than,” “less than,” or “equal to” using symbols/words)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the ordered integers, fractions, or percents</li> <li>• Student work product showing the set(s) of integers, fractions, and/or percents with “greater than,” “less than,” or “equal to” indicated in between two integers, fractions, and/or percents</li> </ul>

**GLIs and Essences****MATH – Grade 6****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations**

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

<b>AGLIs</b>		<b>MATH – Grade 6</b>	
<b>Required Component 1—Strand: Number Sense and Operations</b>			
<b>Choice Component 2—Band: Operations</b>			
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>			
<b>POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations</b>			
<b>Less Complex</b>		◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• add and/or subtract simple unit fractions (<math>\frac{1}{2}, \frac{1}{4}</math>) using one or more strategies (13104)</li> <li>• compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105)</li> <li>• add, subtract, multiply and/or divide integers using one or more strategies (13106)</li> <li>• identify a whole and its parts (13107)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies (13203)</li> <li>• relate fractions (as tenths) and their decimal or percent equivalents using one or more strategies (13204)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• add, subtract, and/or multiply fractions using one or more strategies (13303)</li> <li>• evaluate or solve numerical expressions using order of operations with whole numbers only (13304)**</li> </ul>	

\*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, but student may solve it by putting it into a vertical (working format) before indicating the answer.

## SATs

## MATH – Grade 6

**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	<p>The student will add and/or subtract simple unit fractions using one or more strategies. (e.g., addition of fractions using a pictorial display of a picture of <math>\frac{1}{2}</math> pizza + a picture of <math>\frac{1}{4}</math> pizza =, with choices presented to the student of a picture of <math>\frac{4}{4}</math> pizza and a picture of <math>\frac{3}{4}</math> pizza—the student will select the picture of <math>\frac{3}{4}</math> pizza. Note: Possible strategies include fraction models, pictorial display, calculators, etc.)</p>	<ul style="list-style-type: none"> <li>Student work product illustrating simple addition and/or subtraction of fractions using pictorial displays where the student selects the answer from a choice of two</li> </ul>
SAT13105	<p>The student will compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents. (e.g., <math>10\% = \frac{1}{10}</math>, <math>25\% = \frac{1}{4}</math>; <math>50\% = \frac{1}{2}</math>; <math>100\% = \frac{5}{5}</math>; Note: Comparing and/or ordering problems shown (in total) must include all of the percents and decimal or fractional equivalents.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student making a number line segment and placing the percent and fraction on it</li> <li>Student work product showing percents and either decimals or fractions with “greater than,” “less than,” or “equal to” indicated between the percents and decimals or fractions</li> </ul>
SAT13106A	<p>The student will add, subtract, multiply, and/or divide integers using one or more strategies. (Note: Possible strategies include calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the student solved addition, subtraction, multiplication, and/or division problem(s) with the strategy(s) used by the student noted by the teacher</li> </ul>
SAT13106B	<p>The student will use a beginning strategy of addition using manipulatives by adding one more to a given set of objects.</p>	<ul style="list-style-type: none"> <li>Digital video of the student adding one more item to a set of objects to show addition</li> </ul>
SAT13107	<p>The student will identify a whole upon request and indicate the parts that make up the whole requested. (e.g., the student puts a stamp on a whole square and then matches four quarters of a square together to make a whole square)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student selecting a whole and then selecting the parts for the requested whole</li> <li>Student work product showing a whole object and part of an object with the word “whole” pasted underneath the whole object and also showing parts selected by the student for the whole object pasted underneath the labeled whole object</li> </ul>

SAT13203	<p>The student will add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies. (Note: Possible strategies include fraction models, pictorial display, calculators, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product indicating the student's solution to the given problem(s) with the strategy(s) used by the student noted by the teacher</li> </ul>
SAT13204A	<p>The student will relate fractions to decimal money amounts using one or more strategies. (e.g., <math>\frac{10}{100} = \frac{1}{10} = \\$0.10</math>, <math>\frac{2}{10} = \\$0.20</math>, <math>\frac{5}{10} = \\$0.50</math>, organizing equivalent amounts in a chart with columns labeled "Fraction" and "Decimal." Note: Possible strategies include fraction models with 10 x 10 grids, calculators, etc.)</p>	<ul style="list-style-type: none"> <li>• Digital video of the student relating a given fraction to its monetary equal using a number line divided into tenths and labeled with money equivalents</li> <li>• Student work product showing lines drawn between a fraction and its decimal money equivalent with the strategy(s) used by the student noted by the teacher</li> </ul>
SAT13204B	<p>The student will relate fractions (as tenths) to their percent equivalents using one or more strategies.</p>	<ul style="list-style-type: none"> <li>• Student work product of a T-chart with fractions on one side and the equivalent percents written or pasted next to the correct fractions with the strategy(s) used by the student noted by the teacher</li> <li>• Student work product showing lines drawn between a fraction and its percent equivalent with the strategy(s) used by the student noted by the teacher</li> </ul>
SAT13303	<p>The student will add, subtract, and/or multiply fractions using one or more strategies. (Note: Possible strategies include fraction models, pictorial display, calculators, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product indicating the student's solution to the given problem(s) with the strategy(s) used by the student noted by the teacher</li> </ul>
SAT13304A	<p>The student will solve numerical expressions involving two or more steps using appropriate order of operations by indicating solutions to numerical expressions that are presented. (Note: The expressions must be presented horizontally, but the student may solve it vertically.)</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
SAT13304B	<p>The student will evaluate multi-step numerical expressions in correct order of operations by indicating which operation to apply first by circling the first operation within the expression. (e.g.,  <math display="block">(3 + 4) + 2 =</math> <math display="block">\textcircled{(3 + 4)} + 2 =</math> <math display="block">7 + 2 = 9</math>  (Note: The expression must be presented horizontally, but the student may put it in a vertical [or working] format in order to figure out the operation that applies first.)</p>	<ul style="list-style-type: none"> <li>• Digital video of the student indicating the correct order of operations given simple whole number expressions</li> </ul>

**GLIs and Essences****MATH – Grade 6  
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 1—Band: Variables and Expressions**

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

# MATH – Grade 6 (cont'd)

## AGLIs

**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, but student may solve it by putting 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.

\*\*\*\* The term(s) can be shown in the comparison as the word or the symbol

**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.

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT41104A	The student will use whole numbers and + or – to translate verbal/written expression(s) by indicating the correct numerical expression(s). (e.g., expression “I had five pencils and gave a friend three of them” with choices “ $5 + 3$ ,” “ $5 - 3$ ,” and “ $5 - 2$ ”; expression “seven minus four” with choices “ $4 + 7$ ,” “ $7 - 4$ ,” and “ $7 - 3$ ”; expression “10 plus 10” and student writes “ $10 + 10$ ”; Note: The student must show/select the numerical expression(s) (which must be horizontal and does not include an = sign) and does not need to solve it.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to the verbal (stated/signed) expression(s) or being given the written expression(s) and choosing or writing the correct numerical expression(s) that goes with the verbal/written expression(s)</li> <li>Data Collection Sheet (multi-step) of student performance when writing or selecting the correct numerical expression(s) for given verbal (stated/signed) or written expression(s) with an indication of the expression(s) given to the student</li> </ul>
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” and the student writes or selects “ $4 + 3$ ”; Note: The student must show/select the numerical expression(s) (which must be horizontal and does not include an = sign) and does not need to solve the problem.)	<ul style="list-style-type: none"> <li>Student work product with verbal (stated/signed) expression(s) given or the written expression(s) and the student's translated numerical expression(s)</li> </ul>
SAT41105A	The student will find the value of a numerical expression(s) that uses the addition symbol and/or the subtraction symbol. (Note: The expression(s) must be presented horizontally, but the student may solve it vertically.)	<ul style="list-style-type: none"> <li>Student work product containing numerical expression(s) with value(s) indicated by the student</li> </ul>
SAT41105B	The student will find the value of a numerical expression(s) using manipulatives. (e.g., “ $2 + 3 = \underline{\quad ? \quad}$ ”; Note: The expression(s) must be presented horizontally, but the student may solve it vertically.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student solving numerical expression(s) using sets of blocks or stickers</li> </ul>

SAT41106A	<p>The student will compare the numbers or items in a set(s) using the symbol/word for the term(s) “equal to,” “greater than,” and/or “less than.”</p> <p>(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.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing a set(s) of numerals or items with the symbol/word for “greater than,” “less than,” and/or “equal to” (using the appropriate mathematics term(s)) indicated by the student</li> </ul>
SAT41106B	<p>The student will compare numbers or items using the term(s) “equal to,” “greater than,” or “less than” by demonstrating or completing the requested comparison (“Show me...”).</p> <p>(e.g., requested comparison “Show me equal to” or “Show me a set equal to this one”: shown a picture of two pencils, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils; requested comparison “Show me 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)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the given numbers or items and the requested comparison with the demonstrated or completed comparison by the student</li> </ul>
SAT41203A	<p>The student will use numerals and the symbols +, −, ×, and/or ÷ to translate verbal/written expressions into numerical expressions.</p> <p>(e.g., the teacher states “one plus nine” and the student writes “1 + 9”; the teacher writes “six minus two” with the choices “6 − 10,” “2 + 4,” and “6 − 2”; the teacher states or writes “I bought 2 fiction books, each costing \$4.00, and one map book costing \$2.00” and the student writes or selects “(2 x 4.00) + 2.00.” Note: The student must show/select the numerical expressions [which must be horizontal and does not include an = sign] and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the related numerical expressions for given verbal (stated/signed) or written expressions</li> <li>• Sequenced, captioned, and dated photographs of the student listening to the verbal (stated/signed) expressions or looking at the written expressions and choosing the correct numerical expressions from a set of three numerical expressions</li> </ul>
SAT41203B	<p>The student will use numerals and the symbols +, −, ×, and/or ÷ to translate verbal/written expressions in word problems into numerical expressions.</p> <p>(e.g., problem: “Ann Marie has 2 pencils and was given 2 more,” the student writes or selects “2 + 2”; problem: “Jamie has 5 books and Joe takes 2 of her books,” the student writes or selects “5 − 2.” Note: The student must show/select the numerical expression(s) [which must be horizontal and does not include an = sign] and does not need to solve the problem.)</p>	<ul style="list-style-type: none"> <li>• Student work product with the verbal (stated/signed) or written expressions given and the student’s translated numerical expressions</li> </ul>

SAT41202	<p>The student will evaluate numerical expressions to find the value of them. (e.g., <math>1 + 3</math> and the student indicates or writes 4; <math>10 - 2</math> and the student indicates or writes 8; <math>4 + 2 + 3</math> and the student indicates or writes 9; <math>1 + 5 - 2</math> and the student indicates or writes 4; Note: The expressions must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the numerical expressions and the value the student determined for each expression</li> <li>• Data Collection Sheet (multi-step) of the student performance when evaluating numerical expressions with the expressions indicated for each date</li> </ul>
SAT41303	<p>The student will use numerals, variables, and operation symbols to translate verbal/written expressions into algebraic expressions. (e.g., the teacher says “six plus how many” and the student writes or selects the expression that shows “<math>6 + ?</math>”; the teacher writes “ten minus some number” and the student writes or selects the expression that shows “<math>10 - n</math>”; the teacher writes or says “the sum of a number plus 3” and the student writes or selects the expression that shows “<math>a + 3</math>.” Note: The student must show/select the algebraic expressions [which must be horizontal and does not include an = sign] and does not need to solve them.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the algebraic expressions written or selected by the student</li> <li>• Data Collection Sheet (multi-step) of the student performance when writing or selecting the correct algebraic expressions for given verbal (stated/signed) or written expressions with the expressions indicated for each date</li> </ul>
SAT41302A	<p>The student will evaluate and/or simplify algebraic expressions to find the value of them. (e.g., <math>1 + 3</math> and the student indicates or writes 4; <math>10 - 2</math> and the student indicates or writes 8; <math>4 + 2 + 3</math> and the student indicates or writes 9; <math>1 + 5 - 2</math> and the student indicates or writes 4; Note: The expressions must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the algebraic expressions and value the student determined for each expression</li> </ul>
SAT41302B	<p>The student will evaluate algebraic expressions by indicating expressions that have a value equal to 10. (e.g., choices given: “<math>4 + 6</math>,” “<math>1 + 2</math>,” “<math>6 - 3</math>,” and “<math>2 + 8</math>”; Note: The expressions must be presented horizontally, but the student may put it in a vertical [or working] format in order to figure out the expressions that are equal to 10.)</p>	<ul style="list-style-type: none"> <li>• Student work product of showing the algebraic expressions that the student indicated had a value equal to 10</li> </ul>
SAT41302C	<p>The student will simplify algebraic expressions by removing parentheses (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., <math>\square + 10 + 2</math> is the same as <math>\square + \underline{\hspace{1cm}}</math>; <math>4 + 2 + \square</math> is the same as <math>\underline{\hspace{1cm}} + \square</math>; Note: The expressions must be presented horizontally, but the student may put them in a vertical [or working] format in order to simplify the expressions.)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student looking at the expressions and following the correct simplification process in order to evaluate the expressions for their value</li> </ul>

# MATH – Grade 6 (cont'd)

## GLIs and Essences

**Required Component 2—Strand: Algebra**

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

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

**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, but student may solve it by putting it into a vertical (working format) before indicating the answer.

# MATH – Grade 6

(cont'd)

## SATs

**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
SAT42104	<p>The student will use whole numbers, the + or – operation symbols, and equal sign (=) to translate verbal or written sentence(s) by indicating the correct algebraic equation(s). (e.g., the teacher says, signs, or writes, “four plus six equals ten” and the student writes “<math>4 + 6 = 10</math>”; the teacher says, signs, or writes, “two pens plus two pens equals four pens” with the choices “<math>2 + 2 = 4</math>,” “<math>4 - 2 = 2</math>,” and “<math>2 - 2 = 2</math>”; the teacher says, signs, or writes, “five minus three equals two” and the student selects the “5,” “3,” and “2” number cards and the – and = symbol cards and organizes them into the equation “<math>5 - 3 = 2</math>”; Note: For accuracy, the student needs to show/select the equation(s) in a horizontal format.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the algebraic equation(s) translated by the student from the verbal (stated/signed) or written sentence(s)</li> <li>• Data Collection Sheet (multi-step) of the student performance when writing or selecting the correct algebraic equation(s) for given verbal (stated/signed) or written sentence(s) with an indication of the sentence(s) given to the student</li> </ul>
SAT42102	<p>The student will identify the correct numeric sentence(s). (e.g., “<math>1 + 3 = 4</math> or <math>2 + 3 = 6</math>”; “<math>4 + 4 = 18</math> or <math>10 + 1 = 11</math>”; Note: The sentence choices for selection must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>• Student work product of correct sentence(s) highlighted, circled, marked, etc. by the student</li> </ul>
SAT42105	<p>The student will solve simple equation(s) involving addition and/or subtraction. (Note: The equation(s) must be presented horizontally, but the student may solve it vertically.)</p>	<ul style="list-style-type: none"> <li>• Student work product with addition and/or subtraction equation(s) solved by the student</li> </ul>
SAT42203	<p>The student will use numerals, variables, and the symbols (+, –, ×, or ÷) and equal sign (=) to translate verbal or written sentences involving one or more steps into algebraic equations. (e.g., the teacher writes “seven plus what number equals 17” with the choices “<math>17 + n = 17</math>,” “<math>7 + n = 17</math>,” and “<math>17 + n = 7</math>”; the verbal (stated/signed) or written sentence “10 minus a number is 8” and student translates to “<math>10 - a = 8</math>”; the verbal (stated/signed) or written sentence “2 plus 4 plus what number equals 12” and the student translates to “<math>2 + 4 + b = 12</math>”; Note: For accuracy, the student needs to show/select the equations in a horizontal format.)</p>	<ul style="list-style-type: none"> <li>• Student work product showing algebraic equations translated by the student from verbal (stated/signed) or written sentences</li> <li>• Sequenced, captioned, and dated photographs of the student listening to the verbal (stated/signed) sentences or looking at the written sentences and choosing the correct algebraic equations from a set of three algebraic equations</li> </ul>

SAT42202	<p>The student will solve one-step equations using addition, subtraction, multiplication, and/or division.</p> <p>(e.g., "<math>1 + 2 = \square</math>" and the student fills in "3"; "<math>\square + 2 = 10</math>" with the choices "5," "12," and "8" and the student eye gazes to "8"; "<math>15 - 7 =</math>" and the student writes "8" next to the equal sign. The directions could state "solve the equations by finding the missing number" or "solve the equations below." Note: The equations must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of the student performance when indicating the missing number in each of the simple equations with the equations indicated for each date</li> <li>• Student work product showing one-step equations that the student solved</li> </ul>
SAT42303	<p>The student will translate verbal or written sentences involving two steps into algebraic equations.</p> <p>(e.g., the teacher states/writes "6 plus 1 plus 5 equals 12" and the student shows or selects "<math>6 + 1 + 5 = 12</math>"; the teacher says "I have three cupcakes. I make three more. I eat two. I have four left" and the student shows or selects "<math>3 + 3 - 2 = 4</math>"; 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 "<math>(2 \times 10) + 2 = 22</math>"; Note: For accuracy, the student needs to show/select the equations in a horizontal format.)</p>	<ul style="list-style-type: none"> <li>• Student work product including the written sentences with the two steps that the student translated</li> <li>• Data Collection Sheet (multi-step) of the student performance when writing or selecting the correct algebraic equations for given verbal (stated/signed) or written two-step sentences with the sentences indicated for each date</li> </ul>
SAT42304	<p>The student will solve two-step algebraic equations.</p> <p>(e.g., selecting the answers from a given set of numbers or writing the answers in the appropriate space; Note: The equations must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>• Student work product indicating that the student solved two-step algebraic equations by indicating the answer</li> </ul>

