

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

Grade 8

2011–12

New York State Alternate Assessment

GLIs and Essences**ELA – Grade 8****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

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

AGLIs**ELA – Grade 8****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 1****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

SATs**ELA – Grade 8****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate the school or public library.	<ul style="list-style-type: none"> • Student work product of a map showing various locations around the city or town, with the public library circled or marked • Sequenced, captioned, and dated photographs of the student following specific steps to locate the school library
SAT11107	The student will attend to the teacher reading or will read multiple informational texts to collect facts and/or ideas about a single topic. (e.g., The student records collected facts in a list, chart, or collage; the student answers questions or detail statements about the facts and/or ideas based on the topic.)	<ul style="list-style-type: none"> • Student work product showing list, chart, or collage of facts collected • Student work product that includes the name of the chosen topic, a list of facts (some from text, some not), and student marks or highlights on facts that relate (e.g., student-circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted)
SAT11102	The student will attend to or read to collect fact(s) and/or idea(s) about a topic by indicating a fact(s) and/or idea(s) for the topic. (e.g., facts for the topic of weather: pictures of different types of weather; definitions for different types of clouds; objects or symbols that represent the weather.)	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when indicating the object or symbol that relates to a fact in the topic • Student work product showing the topic and the fact or idea card(s) selected that relate to the text(s) read or attended to
SAT11103	The student will identify the main idea and/or supporting details in informational text(s). (e.g., directions given to student: "What is the main idea of the text we/you just read?"; choices: phrases, key words, etc.; directions given to the student: "Write the supporting details in the appropriate spaces on the organizer." Note: The assessment needs to use vocabulary specific to the main idea and/or supporting details.)	<ul style="list-style-type: none"> • Student work product of text with main idea and/or supporting details highlighted, marked, circled, etc. • Student work product of completed spiderweb organizer page for informational text(s)

SAT11104A	<p>The student will relate fact(s) and/or idea(s) to the chosen topic.</p> <p>(e.g., For the topic of kitchen, the student is presented with “We cook here,” “We sleep here,” “We wash dishes here,” “There are appliances,” and “It has a couch”; the student is then asked, “Select one fact about a kitchen”; the student indicates the object(s), symbol(s), drawing(s), picture(s), word(s), etc. that are related to the topic.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when responding to yes-or-no question(s) about whether an object matched the topic • Student work product of a collage or graphic organizer with object(s), symbol(s), drawing(s), picture(s), word(s) that relate to the topic
SAT11104B	<p>After listening to a book about Olympic swimmers, the student will relate fact(s) and/or idea(s) specific to the topic by selecting object(s) needed to go swimming and by placing the object(s) in an empty swim bag.</p>	<ul style="list-style-type: none"> • Digital video of the student relating fact(s) in a book about swimmers to actual swimming object(s)
SAT11105	<p>The student will compare and/or contrast two comparable subjects by placing pictures, words, or phrase cards in correct sections of a graphic organizer or other comparison chart.</p>	<ul style="list-style-type: none"> • Student work product of a completed Venn diagram with similarity(ies) in the middle and/or a difference on each side or other type of comparison chart
SAT11106	<p>The student will use facts to support a main idea.</p> <p>(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 the main idea.)</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea • Student work product with the main idea listed and the facts that were selected to support the main idea
SAT11201A	<p>The student will use two or more resources from the school and/or public library to acquire information about a topic(s).</p> <p>(e.g., topic: a favorite animal, a holiday; resources: reference book(s), periodical(s), computer(s), etc.)</p>	<ul style="list-style-type: none"> • Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from resources with the sources listed
SAT11201B	<p>The student will use the school and/or public library resources by checking the weather for the following day in the daily newspaper and on the computer.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student looking up the weather information in the newspaper and on the computer and recording the weather for tomorrow from the two resources
SAT11202	<p>The student will collect facts and/or ideas on a topic from two or more texts (textbooks, the Internet, library sources, etc.).</p>	<ul style="list-style-type: none"> • Student work product of facts and/or ideas collected about a topic and their sources cited on a worksheet
SAT11203	<p>The student will distinguish facts from opinions.</p> <p>(e.g., highlighting or labeling sentences in an informational text as fact or opinion; indicating whether a sentence is fact or opinion when given a set of statements; circling the facts and underlining the opinions when given a magazine article)</p>	<ul style="list-style-type: none"> • Student work product with sentences in the informational text highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc. • Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly

SAT11204	<p>The student will distinguish relevant from irrelevant facts and/or ideas about a specific topic as requested.</p> <p>(e.g., For the topic of the civil rights movement, the student distinguishes between relevant facts [Martin Luther King Jr., bus boycott, <i>Brown vs. Board of Education</i>, etc.] and irrelevant facts [Martin Luther King Jr. was married and had four children, many African Americans worked as domestic help or in factories, etc.]; the student sorts a group of pictures, words, or sentence strips into two groups [those that are relevant to a specific topic and those that are irrelevant]; the student circles the relevant facts and crosses out the irrelevant facts in an article.)</p>	<ul style="list-style-type: none"> • Digital video of the student sorting the cards, pictures, words, strips, etc. into two piles: one for relevant facts and/or ideas and one for irrelevant facts and/or ideas • Student work product consisting of a worksheet with relevant facts and/or ideas related to the text marked with a circle and irrelevant facts and/or ideas crossed out
SAT11205	<p>The student will distinguish similar and/or dissimilar information from two or more sources on the same topic.</p> <p>(e.g., listing similar facts from two sources in one column and dissimilar facts from two sources in the other column; pasting all the similar facts together that were from two or more sources; completing a graphic organizer identifying the similar information and/or the dissimilar information from the different sources)</p>	<ul style="list-style-type: none"> • Student work product showing the sources used and the similar facts listed and/or dissimilar facts listed on a worksheet • Student work product of a graphic organizer that shows similar and/or dissimilar information about the topic with the sources indicated
SAT11206	<p>The student will recognize information that is implied by reading his or her schedule and completing the implied task(s).</p> <p>(e.g., implied task for a schedule that has reading class listed: getting a reading station box, reading a book, and going to a reading room or station)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student reading the schedule and completing the task(s)
SAT11209	<p>The student will recognize the difference between implicit and explicit information.</p> <p>(e.g., labeling given statements as implicit or explicit after listening to an informational text; circling the explicit information in the text and underlining the implicit information; sorting the implicit and explicit information into two groups)</p>	<ul style="list-style-type: none"> • Student work product with information from the text and the labeled statements with implicit and explicit depending on the statement
SAT11208	<p>The student will draw a conclusion based on explicit information read or attended to about a specific topic.</p> <p>(e.g., possibility of favorite football or baseball team winning the Super Bowl or World Series; endangered species' future)</p>	<ul style="list-style-type: none"> • Student work product statement of the conclusion drawn based on the explicit information from a source(s)
SAT11309	<p>The student will use multiple resources in the school and/or public library to collect fact(s) and/or idea(s) about a single topic.</p> <p>(e.g., reference book(s), periodical(s), computer(s))</p>	<ul style="list-style-type: none"> • Student work product that includes the name of the student's chosen topic, the marked or highlighted facts with the sources indicated (e.g., student-circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted)

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

GLIs and Essences**ELA – Grade 8****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

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

AGLIs**ELA – Grade 8****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 3****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

SATs ELA – Grade 8

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13108	The student will attend to or read text(s) to identify the main idea(s). (e.g., selecting the main idea given a set of choices [words, pictures, symbols, sentences, etc.]; highlighting or circling the main idea(s) within the text(s). Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student attending to or reading a text(s) and identifying the main idea from a set of choices Student work product showing the text(s) with main idea highlighted, marked, circled, etc. in the text(s)
SAT13102A	The student will attend to or read to identify similar information in two sources and indicate yes or no to question(s) about the texts. (e.g., answering questions such as “Are the numbers [data] the same?”, “Is the information the same?”, “Are the results the same?”, “Are the names of the people the same?”)	<ul style="list-style-type: none"> Audio of the student indicating yes or no to the specific question(s) posed about information in two texts or articles
SAT13102B	The student will attend to or read to identify similar information in two sources and indicate the information that is similar in the sources. (e.g., highlighting the data that is the same in each source; marking a fact stated in one article and a similar fact from an Internet source)	<ul style="list-style-type: none"> Student work product showing similar information from the two sources highlighted
SAT13109	The student will attend to or read two articles (newspaper, Internet, etc.) on a similar subject, compare the information, and indicate how or what information is different.	<ul style="list-style-type: none"> Student work product with a chart comparing the information from the two articles and the differences highlighted, marked, etc.
SAT13104	The student will attend to or read literature to identify the author's purpose by indicating the author's purpose as requested.	<ul style="list-style-type: none"> Digital video of the student attending, being given a set of choices, and selecting the card that represents the author's purpose
SAT13105	The student will attend to or read a text to identify a personal experience similar to the text. (e.g., weekend activities, hobbies, types of pets)	<ul style="list-style-type: none"> Student work product showing a personal experience word, picture, or sentence card indicated by the student matched to similar information from the text

SAT13110	<p>The student will recognize the perspective(s) of two or more texts read or attended to about a historical event by indicating how they are different in perspective.</p> <p>(e.g., for civil rights movement, a newspaper article from the time and account(s) by African American citizens)</p>	<ul style="list-style-type: none"> • Digital video of the student reading or attending to two or more texts about a similar topic and then the student being asked to indicate the difference in perspective • Student work product consisting of a worksheet on which the student has indicated perspectives and a difference
SAT13111	<p>The student will recognize his or her personal criteria or opinion for text(s) by indicating “like” or “dislike” and by indicating his or her reaction to it.</p> <p>(e.g., selecting a “like” or “dislike” sticker and placing it on a worksheet of symbols for the reason(s) “happy,” “sad,” “scared,” “bored,” etc.)</p>	<ul style="list-style-type: none"> • Student work product of personal criteria for “like” or “dislike” related to the reason stamped on a picture representing the story
SAT13208	<p>The student will identify the main idea and/or supporting details in text(s).</p> <p>(e.g., circling the main idea given a set of choices; completing a graphic organizer with the main idea and/or supporting details; stopping when reading or stopping the reader when supporting details are mentioned and marking them in the text. Note: The assessment needs to use vocabulary specific to the main idea and/or supporting details.)</p>	<ul style="list-style-type: none"> • Student work product of text(s) with main idea and/or supporting details highlighted, marked, circled, pasted in the applicable areas on a graphic organizer, etc. • Student work product of the highlighted, circled, underlined, etc. supporting details within text(s) completed by the student
SAT13202	<p>The student will recognize the relative importance of supporting details by answering specific questions or providing details related to character development.</p> <p>(Note: The assessment needs to use vocabulary specific to supporting details.)</p>	<ul style="list-style-type: none"> • Student work product showing the questions or provided details the student answered about character development in a story using details from the story
SAT13209	<p>The student will determine whether supporting details justify a positive evaluation of the main idea by indicating the positive details given a set of supporting details (positive and negative) and the main idea.</p> <p>(Note: The assessment needs to use vocabulary specific to supporting details related to a main idea.)</p>	<ul style="list-style-type: none"> • Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc.
SAT13210	<p>The student will compare the validity of supporting details by indicating the similar information from other parts of the text or specifying multiple locations in the text where similar information is found.</p> <p>(Note: The assessment needs to use vocabulary specific to supporting details.)</p>	<ul style="list-style-type: none"> • Student work product of documentation of a detail and the multiple places it is found in a text
SAT13211	<p>The student will compare the author’s facts about a topic with the student’s own personal experience and indicate if the author’s facts are accurate.</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer created or completed by the student showing similarities of facts presented by the author to the student’s own experience and a response of yes or no to accuracy

SAT13206	The student will recognize that various perspectives may alter opinions about a literary text or informational text by collecting opinions from classmates on whether they liked or disliked a text read to them and why they liked or disliked it.	<ul style="list-style-type: none"> Student work product showing the text listened to and the tallies of like or dislike recorded next to the text title and the reason given by students
SAT13207	The student will use personal criteria to evaluate the quality of literary work(s) by indicating reason(s) why he or she found the work enjoyable. (e.g., “I like the rhythm of the poem.”; “The author talked a lot about how things looked, so I could imagine them.”; “The author used a lot of colorful words.”)	<ul style="list-style-type: none"> Digital video or audio of the student describing the criteria used to evaluate the literary work(s)
SAT13304	The student will recognize a strategy to determine the validity of information by selecting a strategy that provides for the strongest support of the author’s perspective. (e.g., data in text; references to other texts; expert testimony. Note: In the choices, include items that support and items that don’t support.)	<ul style="list-style-type: none"> Audio of the student answering questions that are related to the author’s perspective and selecting items that validate the information presented by the author
SAT13302	The student will use established criteria to evaluate literary work(s) by completing the information in a given criteria worksheet.	<ul style="list-style-type: none"> Student work product showing the established criteria and the information that the student used from the literary work(s) to evaluate it
SAT13305A	The student will indicate a personal opinion about a literary work from a set of personal criteria. (e.g., checking off each personal criteria achieved by the literary work and indicating whether he or she likes it)	<ul style="list-style-type: none"> Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to—the student indicating at the bottom of the checklist a specific opinion about the work
SAT13305B	The student will indicate a personal opinion about a literary work from a set of personal criteria by indicating the title of a book he or she read and selecting the rating(s) on a book review form that he or she created.	<ul style="list-style-type: none"> Student work product showing the student’s opinion about the literary work on the student book review form

GLIs and Essences**ELA – Grade 8
(cont'd)****Required Component 2—Key Idea: Writing****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

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

AGLIs		ELA – Grade 8 (cont'd)
Required Component 2—Key Idea: Writing		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Writing-Standard 1		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> connect details to main idea example(s) using a graphic organizer (21101) convey answers to literal questions about explicit text (“who,” “what,” “where,” “when,” and/or “how”) (21108) create a graphic organizer to record facts and/or ideas (21103) take notes to record data, fact(s), and/or idea(s) (21104) organize notes logically about a topic (21105) summarize informational text in own words (21109) create picture(s), symbol(s), object(s), etc. to communicate information (21107) 	<p>The student will:</p> <ul style="list-style-type: none"> use a note-taking process, to record data, facts, and/or ideas (21201) recognize the relationship among the facts and/or ideas (e.g., importance, cause and/or effect, support, opposition, etc.) (21202) take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206) takes notes identifying the main idea and/or its supporting details or examples (21204) compare and/or contrast facts, ideas, and/or data (21205) 	<p>The student will:</p> <ul style="list-style-type: none"> use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301) compose clear sentences to answer literal questions or to present information (“who,” “what,” “where,” “when,” “how,” and/or “why”) about explicit informational text (21306) use information to support answers to literal questions (21303) use an outline or other organizer to share information (21304) compare and contrast ideas, facts, and/or data from informational text(s) (21307)

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

SATs**ELA – Grade 8
(cont'd)****Required Component 2**—Key Idea: Writing**Choice Component 1**—Standard 1: Students will read, write, listen, and speak for **information and understanding**.**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	<p>The student will connect details to the main idea by indicating or selecting the main idea and two or more supporting details, completing a graphic organizer with this information.</p> <p>(Note: The assessment needs to use vocabulary specific to the main idea and supporting details.)</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer completed by the student, with the main idea and supporting details added in the appropriate spots
SAT21108	<p>The student will convey answers to literal questions about an explicit text (who, what, where, when, and/or how).</p> <p>(e.g., For “News to You” worksheets with questions, the student selects the answers to the literal questions from a set of choices; for a current event article, the student writes single words, phrases, and/or short sentences for each question.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student answering specific literal questions using his or her PECs or Boardmaker sheets • Student work product with the literal questions and student-written answers next to each
SAT21103	<p>The student will create a graphic organizer to record facts and/or ideas from a text by selecting the information boxes that would best represent the facts and/or ideas in the text.</p>	<ul style="list-style-type: none"> • Student work product of the information boxes that the student selected to use in creating his or her graphic organizer to record facts and/or ideas from a text
SAT21104	<p>The student will take notes to record data, fact(s), and/or idea(s) from a text by selecting or writing only those notes that are related to the text.</p>	<ul style="list-style-type: none"> • Digital video of the student reading or attending to a text and then looking at note cards and selecting those that relate to the text
SAT21105A	<p>The student will organize a series of notes logically about a topic discussed in class.</p>	<ul style="list-style-type: none"> • Student work product showing the series of notes placed in a logical order by the student
SAT21105B	<p>The student will organize notes about the life cycle of a living thing in logical sequence from the first stage to the last stage.</p> <p>(e.g., butterfly, duck, spider, frog)</p>	<ul style="list-style-type: none"> • Student work product showing how the student organized notes about the stages of a life cycle in a logical, sequential order • Data Collection Sheet (multi-step) of student performance when organizing notes about the stages of a life cycle of a living thing from first to last stage

SAT21109	The student will summarize an informational text using his or her own words (stated, signed, augmentative communication device), symbols, pictures, word cards, etc.	<ul style="list-style-type: none"> Digital video or audio of the student summarizing an informational text in his or her own words (stated, signed, augmentative communication device) Student work product of the student-summarized information using words, pictures, symbols, phrases, etc.
SAT21107	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or a personal experience/preference. (e.g., selecting or drawing the text-specific information; completing a chart or graphic organizer with the personal information; using the touch screen to communicate information about the student's favorite activity(ies) in school)	<ul style="list-style-type: none"> Student work product of selected graphic(s) or image(s) using Boardmaker or PECs, Internet picture(s), writing with symbol(s), or drawing(s), etc. that give information about a text or personal experience/preference Data Collection Sheet of student performance when communicating information by selecting his or her favorite activity(ies)
SAT21201	The student will use the note-taking process of writing or placing data, facts, and/or ideas on a graphic organizer while looking through, reading or listening to a text.	<ul style="list-style-type: none"> Student work product of a graphic organizer with notes of data, facts, and/or ideas written or placed in the appropriate spots on the organizer
SAT21202	The student will recognize the relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> Digital video of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and/or ideas in a text
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text. (e.g., The student indicates relevant details [mountain range, valley, crevasse, glacier] by placing them in the appropriate column of a graphic organizer titled "Mountain and Glacial Landforms" with irrelevant ideas [lava lake, volcanic island, caldera] placed in the other column.)	<ul style="list-style-type: none"> Student work product of notes on a graphic organizer and relevant ideas, facts, or data listed in one column and irrelevant ideas, facts, or data listed in another column
SAT21204	The student will take notes by identifying the main idea and/or its supporting details or examples that relate to a specific text and writing or placing them on a notes page. (Note: The assessment needs to use vocabulary specific to the main idea and/or supporting details or examples.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student being given the text, looking at the choices, and making decisions relating to the main idea and/or supporting details or examples from the text—the student then placing his or her choices on a notes page Student work product of notes page showing the main idea and/or supporting details specific to the text
SAT21205	The student will compare and/or contrast facts, ideas, and/or data by completing a chart or other graphic organizer after reading or listening to an informational text. (e.g., the sale of apples in New York compared to other states; the number of people in New York compared to other states)	<ul style="list-style-type: none"> Student work product of a graphic organizer with the facts or ideas comparing the information Student work product of a chart with headings for New York and another state and, under each, the data specific to the state and one statement about how they compare

SAT21301	The student will use the note-taking process to demonstrate relationships among data, facts, and/or ideas from multiple informational texts by placing the relevant information on a notes page.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics and placing them on a notes page
SAT21306	The student will write, record, sign or state clear sentences to answer literal questions or provide information about an explicit information text. (e.g., possible literal questions: “Why did the American colonies revolt against Great Britain?”; “How did the American colonies manage to win their independence from such a powerful country as Great Britain?”; “What is an effect of the rising or falling cost of gas?”)	<ul style="list-style-type: none"> Student work product of clear, student-composed sentences for each literal question asked, based on an explicit informational text Digital video or audio of the student using clear sentences to provide information or answer questions about an explicit informational text
SAT21303A	The student will answer literal questions using the main idea and/or one or more supporting detail(s) from a text to validate his or her response.	<ul style="list-style-type: none"> Digital video or audio of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions
SAT21303B	The student will use information from a text to answer literal questions by answering the questions and indicating information (e.g., page number, phrase or word from text) within the text that supports the answer to each of the literal questions.	<ul style="list-style-type: none"> Student work product of the literal questions with the student answers and information from within the text that supports the answers
SAT21304	The student will use an outline or other organizer by selecting a graphic organizer that is most appropriate for sharing two or more relevant details from a text when given a set of graphic organizers.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student being presented with the information from a text and a set of choices and then selecting the appropriate graphic organizer to present the specific relevant details from the text
SAT21307	The student will compare and contrast ideas, facts, and/or data on a graphic organizer to indicate similarity(ies) and difference(s) found in informational text(s).	<ul style="list-style-type: none"> Student work product of the ideas, facts, or data presented on a graphic organizer to indicate a comparison (similarity) of the information and contrast of the information (difference) related to a specific idea

GLIs and Essences		ELA – Grade 8 (cont'd)	
Required Component 2—Key Idea: Writing			
Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.			
ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators	
Pg. 62	<ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for a written presentation on the basis of audience, purpose, and content 	

AGLIs**ELA – Grade 8
(cont'd)****Required Component 2—Key Idea: Writing****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Writing-Standard 3****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

ELA – Grade 8 (cont'd)

SATs

Required Component 2—Key Idea: Writing

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT23101	The student will recognize an appropriate prediction(s) of a story or text by indicating possible outcome(s).	<ul style="list-style-type: none"> Data Collection Sheet of the student performance when recognizing the appropriate prediction(s) when given possible outcome(s) choices
SAT23102	The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text.	<ul style="list-style-type: none"> Student work product of picture(s) or symbol(s) that represent the text and student selected picture(s) or symbol(s) representing the audience to go with the text
SAT23103	The student will recognize that opinion-based writing requires factual support by indicating two or more corresponding statements of fact to support a given opinion about an illustration depicting a situation. (e.g., The facts “The man is in a snowstorm with no coat” and “The temperature is ten degrees” support the opinion “The man is cold.”)	<ul style="list-style-type: none"> Digital video of the student being presented with an illustration and opinion and then selecting the basis for that opinion from provided fact sentence strips, two or more of which coincide with the illustration (e.g., the man is in a snowstorm with no coat and the temperature is ten degrees = the man is cold)
SAT23104	The student will identify relevant and/or irrelevant information when presented with text that has a main idea and details, some of which are not pertinent. (e.g., relevant facts from a text about plant care: soil condition, quantity of water, type of plant; irrelevant: “Mom grows plants,” plastic pot or glass pot)	<ul style="list-style-type: none"> Student work product of a main idea and details with a circle drawn around the relevant information and/or an X placed over the irrelevant information
SAT23105	The student will identify facts and/or opinions. (e.g., labeling fact or opinion for each of the statements; selecting which two pictures out of five show factual events or the details of facts; given an editorial, underlining the facts and circling the opinions)	<ul style="list-style-type: none"> Student work product showing statements with fact or opinion written, circled, etc. for each statement Sequenced, captioned, and dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures

SAT23107	The student will indicate an opinion about a text. (e.g., After reading an unfamiliar text, the student writes one opinion about the text; when given a cookbook with pictures of recipes, the student taps his or her finger on the recipe to indicate a favorite recipe; when asked, "What do you think about this text?" the student responds by stating, signing, or hitting a switch to indicate his or her opinion.)	<ul style="list-style-type: none"> • Student work product with written opinion about the text • Data Collection Sheet of student performance when indicating his or her opinion about a text
SAT23208	The student will predict outcome(s) of a story by indicating the prediction(s) and indicating evidence from the story to support the prediction.	<ul style="list-style-type: none"> • Digital video of the student selecting prediction(s) from a series of pictures and selecting evidence—picture(s), word(s), sentence(s), etc.—to support the prediction(s)
SAT23209	The student will create persuasive, expository, or descriptive sentence(s) appropriate for a particular audience about a selected topic. (e.g., teacher, parent, principal, another student, editor of the local/school newspaper)	<ul style="list-style-type: none"> • Student work product of a persuasive sentence the student wrote to the principal about school lunch • Student work product of a descriptive sentence the student created for a peer about a weekend activity
SAT23203	The student will recognize the use of persuasion by locating an advertisement from the Internet, magazines, television, etc.	<ul style="list-style-type: none"> • Digital video of the student looking through a <i>National Geographic</i> magazine and a car magazine and pointing to an advertisement in each to show persuasion • Student work product of a collage of persuasive advertisements from Internet pages
SAT23210	The student will share details that provide enough description about an object or event that another person can identify the item or event being described.	<ul style="list-style-type: none"> • Audio of the student providing details to another student or teacher to get them to recognize what the student is talking about (in words, sign language, augmentative communication, etc.)
SAT23211	The student will share details to develop an exposition by selecting words, phrases, or sentence cards that are applicable for an expository writing about a topic.	<ul style="list-style-type: none"> • Student work product of the topic with the word, phrase, or sentence cards chosen for expository writing
SAT23212	The student will share facts to support an opinion by communicating facts collected from a resource to support a given opinion.	<ul style="list-style-type: none"> • Digital video of the student providing to another student or a teacher the facts that the student collected and indicating the source of these facts for the given opinion
SAT23213	The student will use an additional resource to validate fact(s) found in a persuasive writing about a topic of interest to the student. (e.g., using an encyclopedia, the Internet, a reference book, etc. to validate fact(s) in a newspaper editorial article, advertising pamphlet, etc.)	<ul style="list-style-type: none"> • Digital video of the student highlighting the fact(s) in the persuasive writing and then looking up information in a resource to validate the fact(s) • Student work product of a worksheet the student completes providing fact(s) from the persuasive writing, the resource(s) used to validate the fact(s), and a statement of validation from the resource(s)
SAT23306	The student will make a prediction and provide supporting evidence from the story or text that led him/her to make that predication.	<ul style="list-style-type: none"> • Audio of the student stating predictions and supporting evidence from the story or text that led to the prediction

SAT23307	The student will indicate an opinion and its supporting evidence by creating a paragraph in which he or she states an opinion and provides supporting evidence.	<ul style="list-style-type: none"> • Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion
SAT23308	The student will select a topic, collect facts, and make a display, posters, slides, and/or handouts to be used in a presentation to the class.	<ul style="list-style-type: none"> • Student work product of posters showing the facts and details that the student will share in his or her presentation to the class
SAT23309	The student will identify one or more persuasive techniques when given an editorial or advertisement. (e.g., comparison, exaggeration, etc.)	<ul style="list-style-type: none"> • Digital video or audio of the student pointing out or otherwise indicating the specific persuasive technique(s) used in the advertisement or editorial
SAT23310	The student will use two or more resources to check the validity of fact(s) or example(s) provided in a persuasive writing by matching the persuasive writing fact(s) or example(s) with the fact(s) or example(s) collected from the different sources.	<ul style="list-style-type: none"> • Student work product that includes the persuasive fact or example with the facts collected from each source and the sources indicated
SAT23311	The student will recognize one strategy that is necessary for effective persuasion, exposition, and/or description by selecting a strategy applicable for a type of writing from a set of choices.	<ul style="list-style-type: none"> • Student work product of the matched strategy to the applicable type of writing
SAT23312A	The student will compose an expository or descriptive paragraph to share with a given audience.	<ul style="list-style-type: none"> • Student work product of a created paragraph in an expository or descriptive writing style appropriate for a specific audience
SAT23312B	The student will compose a persuasive paragraph to convince the class to follow one action rather than another. (e.g., have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school)	<ul style="list-style-type: none"> • Student work product of a persuasive paragraph • Audio of the student presenting his or her persuasive paragraph to the class

Mathematics NYSAA Frameworks

Grade 8

2011–12

New York State Alternate Assessment

MATH – Grade 8**GLIs and Essences****Required Component 1—Strand: Geometry****Choice Component 1—Band: Geometric Relationships**

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

AGLIs**MATH – Grade 8****Required Component 1—Strand: Geometry****Choice Component 1—Band: Geometric Relationships****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

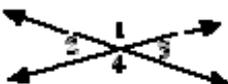
- identify pairs of supplementary angles (31301)
- calculate the missing angle of a pair of supplementary angles (31302)

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

SATs**MATH – Grade 8****Required Component 1**—Strand: Geometry**Choice Component 1**—Band: Geometric Relationships**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT31104A	<p>The student will identify congruent shapes and/or congruent angles. (e.g., given geometric shapes of a triangle, octagon, circle, etc. with various choices next to each shape and the circled shape that is congruent to the given shape; given a shape at the top of the page with a variety of shapes below the given shape and the congruent shapes highlighted by the student; given a variety of shapes and/or angles, the student sorts examples into two categories [congruent and not congruent]. Note: The assessment needs to use vocabulary specific to congruent.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student selecting, eye gazing to or pointing to, etc. the shape and/or angle that is congruent to the given shape and/or angle from two or more choices Student work product showing the given shapes and, next to or below the given shapes, the congruent shapes the student chose or the given shapes sorted into two categories: congruent and not congruent
SAT31104B	<p>The student will identify congruent shapes and/or angles by placing them on top of or next to one another to see which are congruent. (Note: The assessment needs to use vocabulary specific to congruent.)</p>	<ul style="list-style-type: none"> Student work product of congruent shapes paired together on a worksheet Digital video of the student being presented with a shape and two or more choice shapes—then, when asked, “Which shape is a congruent shape?”, the student placing each on top of the given shape and then matching the two shapes that are congruent
SAT31105	<p>The student will identify parallel line segments by indicating whether segments are parallel. (e.g., through yes/no responses, marking or labeling the parallel segments)</p>	<ul style="list-style-type: none"> Student work product of a worksheet with different line segments drawn on it and the ones marked, highlighted, etc. that the student identified as parallel
SAT31103	<p>The student will identify shapes with angles by marking or indicating shapes with angles when given shapes with and without angles. (e.g., The student indicates the shapes with angles by eye gazing, touch screen, or other modes of communication.)</p>	<ul style="list-style-type: none"> Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s) Digital video of the student being presented with two shapes and when asked “which shape has an angle?”, the student eye gazes to the appropriate shape

SAT31201A	<p>The student will identify pairs of congruent angles by indicating the congruent angles from a set of choices.</p> <p>(e.g., The student indicates the congruent angles from a set of choices; given a variety of angles, the student sorts angles into two categories [congruent and not congruent].</p> <p>Note: The assessment needs to use vocabulary specific to congruent.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student selecting, eye gazing to or pointing to, etc. the angle that is congruent to the given angle to make a pair from a set of three or more angles Digital video of the student being presented with an angle and two or more choice angles—then, when asked, “Which angle is a congruent angle?”, the student eye gazing to the appropriate angle choice
SAT31201B	<p>The student will identify pairs of congruent angles by placing them on top of each other to see which are congruent.</p> <p>(Note: The assessment needs to use vocabulary specific to congruent.)</p>	<ul style="list-style-type: none"> Digital video of the student pairing angles and indicating which are congruent Student work product of congruent angles paired together on a worksheet
SAT31204	<p>The student will identify pairs of vertical angles, determine if the angles are congruent, and then mark those that are.</p> <p>(Note: The assessment needs to use vocabulary specific to congruent.)</p>	<ul style="list-style-type: none"> Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent
SAT31203	<p>The student will determine the measure of the missing angle when given one measure of a pair of vertical angles by selecting or writing the measure for the corresponding vertical angle.</p>  <p>(e.g., Given the measure of angle 1 as 130 degrees, what is the measure of the other vertical angle, angle 4?)</p>	<ul style="list-style-type: none"> Student work product of a picture of the appropriate angle selected by the student, indicating the measure of the missing angle when given the measure of one of a pair of vertical angles
SAT31301A	<p>The student will identify pairs of supplementary angles by selecting or drawing pairs of supplementary angles given angles with a variety of degrees.</p>	<ul style="list-style-type: none"> Student work product of pictures selected by the student of supplementary angles Student work product of pairs of supplementary angles drawn by the student
SAT31301B	<p>The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles.</p> <p>(e.g., The student correctly identifies the piece with the angle that fits with a given angle.)</p>	<ul style="list-style-type: none"> Digital video of the student putting a puzzle together with pieces that contain supplementary angles
SAT31302	<p>The student will calculate the missing angle of a pair of supplementary angles.</p>	<ul style="list-style-type: none"> Student work product indicating the measure of the missing angle of a pair of supplementary angles calculated by the student

GLIs and Essences**MATH – Grade 8****Required Component 1—Strand: Geometry****Choice Component 2—Band: Transformational Geometry**

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

AGLIs		MATH – Grade 8	
Required Component 1—Strand: Geometry			
Choice Component 2—Band: Transformational Geometry			
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*			
POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry			
Less Complex		◀.....◀.....◀.....▶.....▶.....▶	More Complex
The student will: <ul style="list-style-type: none"> identify or interpret images resulting from translations using one or more types of models (32102) recognize the image of a figure or shape that has been rotated, translated, dilated, or reflected (32103) 	The student will: <ul style="list-style-type: none"> identify or interpret images resulting from translations and/or reflections using one or more types of models (32202) 	The student will: <ul style="list-style-type: none"> identify and interpret images resulting from translations, reflections, rotations, and/or dilations (32302) 	

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

SATs		MATH – Grade 8	
Required Component 1—Strand: Geometry			
Choice Component 2—Band: Transformational Geometry			
SAMPLE ASSESSMENT TASKS (SATs)			
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.			
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies	
SAT32102	The student will identify images showing translations by selecting a translated image or item for each translation from a group of images or items. (e.g., slide [move] an object [counter, checker] from one place to another on the work surface, responding to “left,” “right,” etc.)	<ul style="list-style-type: none"> Digital video of the student selecting an object on the work surface and showing translations Student work product of a journal showing the initial position of shapes and the translations 	
SAT32103A	The student will recognize a figure (letter, drawn object, etc.) or shape when the figure or shape is rotated, translated, dilated, or reflected by indicating the appropriate figure or shape as requested. (e.g., matching the original figure to the dilated figure given a couple of choices showing the figure differently; eye gazing to, pointing to, or circling the corresponding shape after the transformation)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student looking at the given image and then selecting the enlarged version of it Student work product showing the shapes that the student placed together, lines drawn connecting the matched shapes, shapes that are marked with the same color, etc. 	
SAT32103B	The student will recognize a figure or shape that has been rotated, translated, dilated, or reflected by attending to the teacher transforming the figure or shape both before and after, then repeating what the teacher modeled.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when attending to the shape before the transformation and after the shape transformation and repeating the transformation 	
SAT32202A	The student will identify images showing translations and/or reflections using models, manipulatives, and/or pictures by selecting the images of the translations or reflections.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student selecting shapes and their translated/reflected partners 	
SAT32202B	The student will interpret images that have been translated and/or reflected by naming (stating/signing) the specific transformation for each of the images.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when naming (stating/signing) the transformation when the teacher slides and/or flips shapes on a board or grid 	
SAT32302	The student will identify and interpret translations, reflections, rotations, and/or dilations using models, manipulatives, and/or pictures by labeling the transformation when the teacher slides, flips, turns, and/or dilates shapes on a board.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student making a repeating shape pattern by using reflections and rotations as directed by the teacher Data Collection Sheet (multi-step) of student performance when labeling the transformations appropriately 	

GLIs and Essences**MATH – Grade 8
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 1—Band: Variables and Expressions**

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

MATH – Grade 8 (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:

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

The student will:

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

The student will:

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

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

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

*** Sentence/Expression must be presented horizontally.

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

SATs

MATH – Grade 8

(cont'd)

Required Component 2—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103A	The student will compare quantities of objects when given two sets of objects using the symbols for the terms greater than ($>$), less than ($<$), or equal to ($=$) by writing or placing the correct symbol between the sets.	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when comparing different sets of objects and the identified symbol for each set • Student work sample showing sets of objects and the symbol the student identified to show the comparison
SAT41103B	The student will compare quantities of objects by indicating the correct set to complete the statement when presented with a given set and the symbols for the terms less than ($<$), greater than ($>$), or equal to ($=$). (e.g., presented with “2 books $<$ ”, the student chooses between 7 books or 1 book)	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student indicating the appropriate set • Student work product showing the given sets of objects and symbols and the set of objects the student chose to complete the expression
SAT41104	The student will compare two numerals and select the correct symbol ($<$, $>$, $=$, or \neq) related to the terms less than, greater than, equal to, or not equal. (e.g., $10 ? 4$; $2 ? 6$; $3 ? 1$)	<ul style="list-style-type: none"> • Student work product of sets of numbers and symbol cards pasted between the numbers
SAT41105	The student will translate two or more simple verbal/written sentences into algebraic sentences using numerals and symbols ($+$, $-$, $=$, and/or \neq). (e.g., When the teacher states or signs, “Four plus three is equal to seven,” the student writes, “ $4 + 3 = 7$ ”; when the teacher writes, “One apple plus two apples is not equal to four apples” and offers the choices “ $1 + 2 = 4$ ” and “ $1 + 2 \neq 4$,” the student selects $1 + 2 \neq 4$. Note: The student must show/select the algebraic sentence in a horizontal format.)	<ul style="list-style-type: none"> • Student work product of a student journal containing verbal (stated/signed) and/or written sentences given by the teacher and the student's written or selected translation using numerals and symbols
SAT41203	The student will translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$ by indicating or writing the correct sentences. (e.g., Given the written sentence “John has 4 pencils and then buys 3 more, which is less than 10 pencils,” the student writes or selects “ $4 + 3 < 10$.” Note: The student must show/select the algebraic sentence in a horizontal format.)	<ul style="list-style-type: none"> • Student work product of written sentences and the student's translated sentences • Digital video of the student listening to the verbal (stated/signed) sentences and indicating the correct sentences

SAT41204	<p>The student will identify correct number sentences that use +, -, ×, ÷, ≠, >, and/or < given a set of choices. (e.g., $3 + 5 > 8$; $5 - 3 \neq 8$; $3 - 8 > 5$. Note: The sentence must be presented horizontally.)</p>	<ul style="list-style-type: none"> • Student work product with the correct number sentences identified
SAT41205	<p>The student will evaluate numerical expressions by filling in or selecting the missing number or symbol. (e.g., $3 _ 5 = 8$ given <, +, and =; $5 - \square = 3$ given 4, 7, 2; $10 - 2 = \square$ given 10, 3, 8. Note: The expression must be presented horizontally, but the student may solve it vertically.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student looking at the given expression and, with choice cards available to him/her, selecting the card that correctly completes the expression • Student work product showing the numerical expression and the number or symbol the student selected to complete the expression
SAT41304	<p>The student will translate verbal or written sentences into algebraic sentences using the symbols +, -, ×, ÷, ≠, >, <, ≥, and/or ≤. (e.g., When the teacher writes or states, “20 plus 14 is not equal to 30,” the student writes or selects “$20 + 14 \neq 30$”; when the teacher writes or states, “7 is less than 10,” the student writes or selects “$7 < 10$”; when the teacher writes or states, “The temperature is 32 degrees. It will fall by 10 degrees. This is less than the high of 45 degrees,” the student writes or selects “$32 - 10 < 45$.” Note: The student must show/select the algebraic sentence in a horizontal format.)</p>	<ul style="list-style-type: none"> • Student work product showing algebraic sentences translated from verbal (stated/signed) sentences provided to the student
SAT41305A	<p>The student will complete number sentences that use various mathematical symbols by filling in the missing number(s) or symbol(s) in the sentences. (e.g., $4 _ 4 > 10$ [student presented with choices +, -, or ×]; $9 _ 5$ [student presented with choices > or ≤]. Note: The sentence must be presented horizontally.)</p>	<ul style="list-style-type: none"> • Student work product showing the number sentences with the missing numbers or symbols filled in by the student
SAT41305B	<p>The student will identify correct number sentences that use any of the symbols +, -, ×, ÷, ≠, >, <, ≥, and/or ≤ by pointing to, circling, eye gazing to, etc. the ones that are correct given a variety of sentences. (Note: The sentence must be presented horizontally.)</p>	<ul style="list-style-type: none"> • Student work product showing the correct number sentences indicated by the student
SAT41306	<p>The student will create verbal expressions when given written mathematical expressions. (e.g., Given “$x + 10$,” the student states, signs, etc. the sum of a number plus ten Note: The expression must be presented horizontally.)</p>	<ul style="list-style-type: none"> • Digital video or audio of the student giving verbal expressions for given mathematical expressions (using words, sign language, augmentative communication, etc. or by pointing to, eye gazing to, etc.)

SAT41307A	<p>The student will evaluate and/or simplify algebraic expressions to find the value of them.</p> <p>(e.g., Given “$1 + 3$,” the student indicates or writes “4”; given “$10 - 2$,” the student indicates or writes “8”; given “$4 + 2 + 3$,” the student indicates or writes “9”; given “$1 + 5 - 2$,” the student indicates or writes “4.” Note: The expression must be presented horizontally, but the student may solve it vertically.)</p>	<ul style="list-style-type: none"> Student work product showing the algebraic expressions and value the student determined for each expression
SAT41307B	<p>The student will evaluate algebraic expressions by indicating expressions that have a value equal to 20.</p> <p>(e.g., The student indicates the correct expression from the choices “$10 + 10$,” “$4 + 14$,” “$18 - 2$,” and “$2 + 18$.” 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 expressions that are equal to 20.)</p>	<ul style="list-style-type: none"> Student work product of student-indicated expressions equal to 20
SAT41307C	<p>The student will simplify algebraic expressions by removing parentheses (if applicable), using the exponent rule (if applicable), combining like terms (if applicable), then combining constants (e.g., numerals) to evaluate the expressions for their value.</p> <p>(e.g., $\square + 50 + 5$ is the same as $\square + \underline{\hspace{1cm}}$; $1 + 20 + \square$ is the same as $\underline{\hspace{1cm}} + \square$. Note: The expression must be presented horizontally, but the student may simplify it vertically and does not need to solve it.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards

MATH – Grade 8 (cont'd)

GLIs and Essences

Required Component 2—Strand: Algebra

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

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

AGLIs		MATH – Grade 8 (cont'd)
Required Component 2—Strand: Algebra		
Choice Component 2—Band: Patterns, Relations, and Functions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra - Patterns, Relations, and Functions		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize repeating patterns in nature, art, music, or literature (43105) duplicate or extend repeating patterns in nature, art, music, or literature (43106) when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107) when given a repeating number and/or shape pattern, extend the pattern (43108) 	<p>The student will:</p> <ul style="list-style-type: none"> when given a growing number and/or shape pattern, extend the pattern (43203) when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)** 	<p>The student will:</p> <ul style="list-style-type: none"> when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305) when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)** create a number and/or shape pattern (43307) identify the rule for a number pattern (43308)

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

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

MATH – Grade 8 (cont'd)

SATs

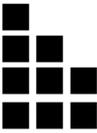
Required Component 2—Strand: Algebra

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT43105A	The student will recognize repeating patterns in literature by attending to a story containing repeating patterns as it is read aloud.	<ul style="list-style-type: none"> • Data Collection Sheet (time-segment) of student performance when attending to a repeating pattern in a story, with the story pattern notated by the teacher • Digital video of the student attending to the repeating pattern in the story
SAT43105B	The student will recognize repeating patterns by indicating through facial expression, vocalization, body movement, etc. patterns of sensations when touching patterns of textures or listening to patterns of sounds. (e.g., textures: cotton/sandpaper, leaf/rock; sounds: piano/drum, triangle/symbol)	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student recognizing a textured patterns or sound patterns • Data Collection Sheet (multi-step) of student performance when recognizing varying patterns of textures or sounds
SAT43105C	The student will recognize repeating patterns in nature, art, music, or literature by indicating which is a repeating pattern given a set of choices for each pattern presented. (e.g., "Which pattern is a repeating pattern? a aa a aa a aa <u>or</u> a aa aaa aaaa?"; "Which pattern is a repeating pattern? blue, green, red, blue, green, red <u>or</u> blue, red, red, blue, green, green?")	<ul style="list-style-type: none"> • Student work product showing repeating pattern choices with a highlight, mark, circle, etc. on the repeating patterns
SAT43106A	The student will duplicate simple A-B texture patterns by indicating through facial expression, vocalization, body movement, yes-or-no response, etc. a texture pattern that would duplicate the original patterns. (e.g., cotton/sandpaper, leaf/rock)	<ul style="list-style-type: none"> • Digital video of the student presented with a pattern (A-B), then presented with the same pattern (A-B), and then a different pattern as the student answers through a yes-or-no response if the last pattern is the same as the A-B pattern
SAT43106B	The student will duplicate repeating patterns by performing movements in time to drummed patterns in music pieces.	<ul style="list-style-type: none"> • Digital video or audio of the student duplicating the pattern in drummed music
SAT43106C	The student will duplicate or extend repeating patterns in nature, art, music, or literature by duplicating or extending as requested. (e.g., Given the drum pattern "beat, beat beat, beat, beat beat," the student indicates what would come next or creates the same drum pattern.)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance of the repeating patterns that the student duplicated or extended

<p>SAT43107</p>	<p>The student will duplicate the pattern when given a repeating or growing number and/or shape pattern by duplicating the given patterning. (e.g., Given the repeating pattern “10, 20, 30, 10, 20, 30,” the student duplicates the pattern exactly as presented; given the growing-by-two pattern “2, 4, 6, 8,” the student duplicates the pattern with different numbers. Note: For shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Digital video of student using the Simon game • Student work product showing original pattern and student’s duplicated pattern
<p>SAT43108</p>	<p>The student will extend the pattern when given a repeating number and/or shape pattern by extending the number or shape pattern with what would come next. (e.g., number: 1, 2, 1, 2, <u> </u>; 3, 2, 1, 3, 2, 1, <u> </u>; shape: . Note: For shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Student work product of repeating number patterns with a line filled in by the student at the end of the pattern to extend it
<p>SAT43203</p>	<p>The student will extend the pattern when given a growing number or shape pattern by extending the number or shape pattern with what would come next. (e.g., 4, 8, 12, 16, <u> </u>; 2, 5, 8, <u> </u>; . Note: For shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend the pattern
<p>SAT43204</p>	<p>The student will fill in the missing element in a repeating or growing number and/or shape pattern. (e.g., 4, 1, 4, 1, <u> </u>, 1; 8, 6, 7, 8, <u> </u>, 7; ; 10, 20, <u> </u>, 40, 50. Note: The missing element must occur near the middle of the pattern, not at the very end or the very beginning; for shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Student work product of repeating number patterns with the missing element filled in by the student • Student work product of a growing number and/or shape pattern with the missing element completed
<p>SAT43305</p>	<p>The student will extend the pattern when given a number and/or shape pattern in the form of a list or table by indicating the next number or shape as appropriate. (Note: For shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Student work product indicating the extended pattern in the list or table
<p>SAT43306</p>	<p>The student will fill in the missing element in the pattern when given a number and/or shape pattern in the form of a list or table. (Note: The missing element must occur near the middle of the pattern, not at the very end or the very beginning; for shape patterns, use geometric shapes.)</p>	<ul style="list-style-type: none"> • Student work product indicating the filled-in missing elements in the pattern shown in a list or table
<p>SAT43307A</p>	<p>The student will create a number and/or shape pattern and then will extend or duplicate the pattern he or she created.</p>	<ul style="list-style-type: none"> • Student work product showing a numeric and/or shape pattern created by the student and then extended by the student

SAT43307B	The student will create a number and/or shape pattern for the teacher to extend and/or duplicate.	<ul style="list-style-type: none">• Student work product showing a numeric and/or shape pattern created by the student and then extended or duplicated by the teacher with a notation indicating which part was done by the student and which part by the teacher
SAT43308	The student will identify the rule for a number pattern by describing the rule for finding the next element in the pattern.	<ul style="list-style-type: none">• Digital video or audio of the student describing the rule for finding the next element of a number pattern

**Science
NYSAA Frameworks**

Grade 8

2011–12

New York State Alternate Assessment

GLI and Essences**SCI – Grade 8****Required Component 1**—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)**Choice Component 1**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

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

AGLIs**SCI – Grade 8**

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)***POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

SATs**SCI – Grade 8**

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12105A	<p>The student will recognize a technique for conducting scientific investigations by correctly indicating the ones showing the scientific technique being performed.</p> <p>(e.g., technique: a picture of a scientist filling a graduated cylinder, a picture of a scientist using a scale; non-technique: a picture of a chef cooking)</p>	<ul style="list-style-type: none"> • Student work product showing the student selecting from words, photographs, and/or symbols representing one technique for conducting scientific investigations
SAT12105B	<p>The student will recognize one technique for conducting scientific investigations by performing one technique for each of the scientific investigations.</p> <p>(e.g., testing if objects are attracted to a magnet by picking them up with the magnet; testing if objects will sink or float by placing different objects in water)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student demonstrating the technique of using a magnet to figure out which objects are attracted to a magnet and placing objects in water to see if they sink or float
SAT12106A	<p>The student will recognize tool(s) used for scientific investigations by indicating the tool appropriate for each of the scientific investigations.</p> <p>(e.g., For the scientific investigation “temperature of water in different situations, and air temperature at different times of the day,” the student picks up the thermometer [from the choices measuring cup and thermometer]; for the scientific investigation “volume of a liquid,” the student writes “graduated cylinder”; for the scientific investigation “distance an item will travel when rolled down an inclined plane, and distance an item will travel when thrown,” the student circles ruler [from the choices ruler and pencil].)</p>	<ul style="list-style-type: none"> • Student work product demonstrates correctly selecting appropriate tool(s) to conduct specified scientific investigations • Data Collection Sheet (multi-step) of student performance when selecting tool(s) with an indication of the scientific investigations
SAT12106B	<p>The student will recognize the tool(s) that was used after observing two or more scientific investigations.</p>	<ul style="list-style-type: none"> • Student work product with pictures of tools (some used, and some not used), where the student circles the scientific tool(s) that was used in the scientific investigations

SAT12103	The student will recognize a safety hazard associated with a scientific investigation by indicating, from a set of choices, the picture, word, phrase, etc. that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face)	<ul style="list-style-type: none"> Student work product showing the student selecting photographs representing safety hazards
SAT12107	The student will recognize the result(s) of an investigation by indicating the appropriate result(s). (e.g., the plant wilted, the water froze, the rock sunk)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of student reaching for the unhealthy plant (rather than the healthy plant) following an investigation of a lack of water on plants Student work sample with word(s), symbol(s), picture card(s) representing the results filled in the result(s) space
SAT12201	The student will identify simple techniques used during scientific investigations that were observed by naming the techniques. (e.g., filling a graduated cylinder; weighing an object on a balance; reading a thermometer)	<ul style="list-style-type: none"> Digital video showing the student naming (in words, sign language, augmentative communication, etc.) or writing, pointing to, eye gazing to, etc. two or more techniques used after observing scientific investigations
SAT12202	The student will identify two or more tools needed for a scientific investigation by indicating the tools appropriate to the scientific investigation. (e.g., For the scientific investigation "mixing vinegar and baking soda," the student indicates the appropriate tools from the choices beaker, graduated cylinder, balance, microscope, eye dropper)	<ul style="list-style-type: none"> Student work product showing the two or more selected scientific tools (using words, sign language, augmentative communication, etc. or writing, pointing to, eye gazing to, etc.)
SAT12203	The student will identify a safety procedure for a scientific investigation. (e.g., wearing goggles; wearing an apron; tying back hair; following directions)	<ul style="list-style-type: none"> Digital video showing the student indicating the safety procedure used in the scientific investigation observed (using words, sign language, augmentative communication, etc. or writing, pointing to, eye gazing to, etc.) Student work product indicating which safety procedure is being followed when presented with photographs showing safe and unsafe practices being followed in a scientific investigation
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float; ball/cube on ramp; freeze/melt temperatures)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance on all steps of the investigation with the scientific investigation notated by the teacher
SAT12207	The student will identify the result(s) of an investigation by naming or selecting the appropriate result(s) for a given investigation. (e.g., not watering a plant will result in an unhealthy plant; a beach ball placed into water will float)	<ul style="list-style-type: none"> Student work product showing the correctly named or selected result(s) from a list, photographs, or symbols that depict the result(s) of an investigation

SAT12303	The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., For the question “What will happen if we deprive a plant of light?”, the student indicates steps to design the investigation.)	<ul style="list-style-type: none"> Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols, or computer graphics)
SAT12307	The student will gather tool(s) needed for a given scientific investigation from a choice of objects. (e.g., From a set of scientific tools, the student gathers materials such as a ruler to do an experiment to measure the growth of a plant.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the tools gathered by the student for the investigation
SAT12308	The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see what is attracted to the magnet; placing one plant in darkness and one in light to see which remains healthy)	<ul style="list-style-type: none"> Digital video of the student implementing a technique that is appropriate to answer a specific question
SAT12302	The student will demonstrate correct safety procedures for a scientific investigation by wearing goggles, lab coat, tying back hair, following directions, etc.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when using safety procedures for a scientific investigation, with the safety procedures noted Sequenced, captioned, and dated photographs of the student wearing goggles and following directions while conducting an investigation
SAT12304	The student will recognize the independent variables, dependent variables, and constants in a simple investigation he or she has observed, performed, or designed.	<ul style="list-style-type: none"> Student work product showing the named or selected independent variable, dependent variable, and constant in an investigation as the student designed or performed it
SAT12309	The student will record the result(s) in the form of data from an investigation by indicating the appropriate data. (e.g., For the investigation “recording the distance a ball travels when rolled down an inclined plane,” the student indicates the appropriate data from the choices of “2 feet” and “2 inches.”)	<ul style="list-style-type: none"> Student work product showing data indicated by the student for the investigation
SAT12305	The student will record both quantitative and qualitative results of an investigation observed by completing a graph, chart, or list. (e.g., ice left at room temperature melts [qualitative] and changes from 0°C to room temperature [quantitative])	<ul style="list-style-type: none"> Student work product (graph, chart, list, drawings, photograph) showing the qualitative and quantitative results of an investigation

GLI and Essences		SCI – Grade 8
Required Component 1 —Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)		
Choice Component 2 —Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.		
Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 5–6	<p>S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis.</p> <p>S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships</p> <p>S3.1b generate and use scales, create legends, and appropriately label axes</p> <p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p> <p>S3.2a accurately describe the procedures used and the data gathered</p> <p>S3.2b identify sources of error and the limitations of data collected</p> <p>S3.2c evaluate the original hypothesis in light of the data</p> <p>S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena</p> <p>S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation</p> <p>S3.2f make predictions based on experimental data</p> <p>S3.2g suggest improvements and recommendations for further studying</p> <p>S3.2h use and interpret graphs and data tables</p> <p>S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.</p>	<ul style="list-style-type: none"> Organize data (results) using graphs, diagrams, tables, and models Draw conclusions based on data from an investigation

AGLIs		SCI – Grade 8
Required Component 1 —Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)		
Choice Component 2 —Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 3		
Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101) recognize the cause of an event (13104) recognize the effect of an event (13105) demonstrate a cause and effect relationship (13106) recognize whether an event is possible based on the results of the investigation (13107) 	<p>The student will:</p> <ul style="list-style-type: none"> record results of an investigation in a graph, diagram, table, or model (13201) identify simple trends in the results of investigations (13202) identify the cause and effect relationships of an event (13204) identify a conclusion based on the results of an investigation (13205) 	<p>The student will:</p> <ul style="list-style-type: none"> compare results of investigation(s) using graphs, diagrams, tables, or models (13304) describe simple trends in the results of investigations (13302) explain a conclusion based on the results of an investigation (13303) predict future event(s) based on results of the investigation (13305)

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

SATs**SCI – Grade 8**

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	<p>The student will recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models by answering a question or statement regarding the shown results.</p> <p>(e.g., For the investigation “the distance objects travel,” the student points to the place on the graph where each object traveled after a specific period of time. For the investigation “What things can be added to soap to make the bubbles last longer?” the student circles the substance in the data table that had the longest time.)</p>	<ul style="list-style-type: none"> Student work product showing marks that the student made (or the teacher marked for the student) to indicate the results of an investigation on a graph
SAT13101B	<p>The student will recognize the results of investigations shown using stacking blocks by determining which set of blocks shows the result that is the most or least, highest or lowest, etc. of the investigation variables as requested.</p> <p>(e.g., For the investigation “measurements of snowfall at certain times of the day,” the student is presented with stacking blocks representing each inch measured [five blocks, two blocks, one block], and the student chooses the result showing five stacking blocks when asked to indicate the result showing the most snowfall measured. For the investigation “surface tension of different liquids,” the student is presented with stacking blocks representing the number of pennies that were able to be dropped in each of the different liquids before the liquid overflowed [vinegar-15 blocks, water-5 blocks, syrup-24 blocks], and the student chooses the result showing 5 blocks when asked to indicate the result showing the least amount of surface tension.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student determining the applicable set of stacking blocks that demonstrate the results of investigations as requested
SAT13104	<p>The student will recognize the cause of an event by indicating a cause for a given event.</p> <p>(e.g., The student chooses between a heat lamp and a ball of ice to indicate which object caused candle wax to melt.)</p>	<ul style="list-style-type: none"> Data Collection Sheet of the student performance when selecting the cause

SAT13105	The student will recognize the effect of an event by selecting the logical effect from two choices. (e.g., The student indicates the logical effect of water being heated [from the choices steam and ice].)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student indicating the effect of an event: 1.)The student looking at the event and the effect choices, 2.)The student making a selection from word cards, 3.) The student placing the choice onto a worksheet
SAT13106	The student will demonstrate a cause and effect relationship by operating the appropriate device or by identifying a picture of the appropriate device. (e.g., Given the choices of a light switch and a doorbell button, the student indicates which is used to turn on a light.)	<ul style="list-style-type: none"> Digital video of the student demonstrating the cause and effect relationship
SAT13107	The student will recognize whether an event is possible when shown the results of an investigation by indicating yes or no. (e.g., For the investigation “chart the rise in temperature as ice melts at room temperature,” the student indicates “no” when asked the question “Is it possible to save a snowball in your room?”)	<ul style="list-style-type: none"> Student work product showing the student’s selection of the possible results of the investigation
SAT13201	The student will record the results of an investigation in a graph, diagram, table, or model. (e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desks of students with red shirts, blue shirts, and green shirts.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student recording the results of the investigation in a graph, diagram, table, or model
SAT13202	The student will identify simple trends in the results of investigations by answering questions regarding trends using previously recorded data. (e.g., Using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he or she would expect in July.)	<ul style="list-style-type: none"> Student work product showing trends indicated by the student
SAT13204	The student will identify the cause and effect relationships of an event by indicating both the cause and effect for a given event. (e.g., Given two pictures [one showing an ice cube, a heat lamp, and a puddle, and one showing a box, a road, and a car], the student selects the picture that shows a cause and effect relationship.)	<ul style="list-style-type: none"> Data Collection Sheet of student performance when selecting by eye gazing, pointing, or verbalizing (in words, sign language, augmentative communication, etc.) the cause and effect relationships
SAT13205	The student will identify a conclusion based on the results of the investigation. (e.g., After completing an investigation of looking at what plants need to grow and given photographs or actual objects of water and a rock, the student selects the correct object based on the outcome of the experiment.)	<ul style="list-style-type: none"> Digital video of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the investigation

SAT13304	<p>The student will compare the results of investigation(s) using graphs, diagrams, tables, or models to show the comparison.</p> <p>(e.g., Temperature results: the student records the temperature of the classroom at 10:00 a.m. and 2:00 p.m. and compares the morning temperature to the afternoon temperature [warmer/colder].)</p>	<ul style="list-style-type: none"> • Student work product showing the student's comparisons indicating warmer or colder at each time of day on the table
SAT13302	<p>The student will describe simple trends by comparing results of investigations repeated several times using graphs to record the results and answering questions about the trends in the results.</p> <p>(e.g., Students will record the temperature of the classroom in a cooperative learning group at 10:00 A.M. and 2:00 P.M. daily for 5 days, the group will construct individual graphs of each day's results, and the student will describe the trends in the results of the investigation)</p>	<ul style="list-style-type: none"> • Digital video of the student looking at the results of the graphs and describing (using words, sign language, augmentative communication, etc.) the trends of the investigations based on the teacher questions
SAT13303	<p>The student will explain a conclusion based on the results of an investigation.</p> <p>(e.g., Using the results of an investigation in which weight was a determining factor in the distance traveled by a car coasting down a hill, the student points to or eye gazes to the heaviest car as the car that traveled the farthest, and the student creates or writes sentence(s) explaining a conclusion given specific results; or the student answers questions about possible conclusions.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of the student performance when answering questions about possible conclusions by pointing to different objects • Student work product of explained conclusion regarding specific results of an investigation
SAT13305	<p>After reviewing the given results of an investigation, the student will indicate a prediction of future event(s) based on the results.</p> <p>(e.g., Given the results of an investigation of classroom temperature [recorded daily at 10:00 a.m. and 2:00 p.m. over five days], the student predicts tomorrow's temperatures.)</p>	<ul style="list-style-type: none"> • Student work product of given temperature results and the student's recording of a weather prediction for the next day

GLI and Essences**SCI – Grade 8
(cont'd)****Required Component 2—Standard: 4 - The Living Environment****Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.**

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 118	<p>5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p> <p>5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.</p> <p>5.1b An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p>5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.</p> <p>5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.</p> <p>5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p> <p>5.1f Regulation of an organism’s internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.</p> <p>5.1g The survival of an organism depends on its ability to sense and respond to its external environment.</p> <p>5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</p> <p>5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.</p> <p>5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.</p> <p>5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.</p> <p>5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.</p> <p>5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.</p> <p>5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one’s dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.</p>	<ul style="list-style-type: none"> • Understand that all organisms require energy and nutrients and obtain them in a variety of ways • Understand that all organisms attempt to maintain a balanced condition from their design and response • Understand that organisms require food to maintain a healthy condition

AGLIs		SCI – Grade 8 (cont'd)
Required Component 2—Standard: 4 - The Living Environment		
Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize one or more components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23107) recognize an aspect of an organism’s design that helps the organism get food (23102) recognize an aspect of an organism’s response that helps the organism get food, water, air or sunlight (23108) recognize the functions of the basic parts of plants (23109) recognize some behaviors of organisms that help it maintain a healthy condition (23110) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize that organism(s) get energy or nutrients from food (23210) identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23207) identify an aspect of an organism’s design that helps the organism get food (23203) identify an aspect of an organism’s response that helps the organism get food, water, air or sunlight (23208) identify the features that enable a plant or animal to survive in its environment (23209) identify the function of animal organ systems (23206) 	<p>The student will:</p> <ul style="list-style-type: none"> identify the differences in the ways that plants and animals get energy or nutrients (23306) identify that organisms need food to live, maintain health and a balanced condition (23307) identify how an aspect of an organism’s design helps the organism get food (23303) identify how the responses of organisms help them get food, water, air or sunlight (23308) recognize that animals need a balanced diet to maintain health (23309)

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

SATs

SCI – Grade 8 (cont'd)

Required Component 2—Standard: 4 - The Living Environment

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107A	<p>The student will recognize a component that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by indicating a component.</p> <p>(e.g., Presented with the choice of the sun or dirt, the student selects which one most organisms need to live.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when indicating by eye gaze what most organisms need to live and maintain health • Student work product including pictures representing correct and distracter choices with marks indicating those the student selected as required to live and maintain health
SAT23107B	<p>Given a cup of water and a rock and asked to indicate something most organisms need to live and maintain health, the student will recognize a component for an organism's life and health by indicating the cup of water.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student looking at choices and selecting (pointing to, eye gazing to, touching, etc.) which one most organisms need to live and maintain health
SAT23102	<p>The student will recognize an aspect of an organism's design that helps the organism get food by matching the adaptation to the animal's food source.</p> <p>(e.g., Carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats have front teeth that are even across for cutting and pulling up grasses.)</p>	<ul style="list-style-type: none"> • Student work product in which the student matches animals with their design that helps them get food (e.g., worksheet identifying animals with claws as animals that hunt prey)
SAT23108	<p>The student will recognize an aspect of an organism's response that helps the organism get food, water, air, or sunlight by indicating the response.</p> <p>(e.g., A plant has a response to get water [roots grow toward water and nutrients, usually down]; a plant has response(s) to get sunlight [stems and leaves grow toward sunlight, usually up]; a plant will turn toward the window to get sun and, when turned away, will turn toward the window again.)</p>	<ul style="list-style-type: none"> • Digital video of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air, or sunlight
SAT23109	<p>The student will recognize the functions of different parts of plants by indicating an appropriate function when given the plant parts.</p> <p>(e.g., leaves—absorbing sunlight; roots—absorbing nutrients and water; flowers—reproduction)</p>	<ul style="list-style-type: none"> • Student work product of basic plant parts matched to their function

SAT23110	<p>The student will recognize some behaviors that help organisms maintain a healthy condition by selecting a photographs of safe, hygienic, or wellness-related behaviors that help people maintain a healthy condition.</p> <p>(e.g., a child skateboarding with a helmet and a child skateboarding without a helmet; a person wearing a seat belt while driving and a person smoking a cigarette; a person eating fruits and vegetables and a person eating fries and soda)</p>	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when indicating through eye gazing or pointing to photographs of safe or healthy behaviors (e.g., in a car, playing outside, lifestyle choices, nutritional choices) • Student work product including pictures of safe/healthy and unsafe/unhealthy behaviors and those the student indicated as safe or healthy marked
SAT23210A	<p>The student will recognize that organism(s) get energy and/or nutrients from food by selecting choices that illustrate this basic function.</p> <p>(e.g., Carbohydrates [pasta, rice, bread, etc.] provide energy to humans; selecting from a magazine, catalog, flyer, or concrete items, the student indicates the item that supplies energy or nutrients to an organism.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism
SAT23210B	<p>The student will recognize that food is necessary for organism(s) to get energy by selecting food items that different organisms will use.</p> <p>(e.g., cows eat grass; birds eat insects)</p>	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when indicating through eye gazing or pointing to food eaten by a particular organism
SAT23207	<p>The student will identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by indicating the components from an array of pictures, objects, symbols, or words.</p> <p>(e.g., Given a selection of items [banana, bottled water, sunlight, iPod, Xbox, car, etc.], the student selects the components that most organisms need to live and maintain health.)</p>	<ul style="list-style-type: none"> • Digital video of the student selecting pictures showing components that most organisms need to live and maintain health • Student work product of a collage of pictures showing components that most organisms need to live and maintain health
SAT23203	<p>The student will identify one aspect of an animal's design by indicating the specific body part that helps the animal get food.</p> <p>(e.g., Given a bird, the student identifies the beak; given a frog, the student identifies the tongue; given a bear, the student identifies the claws or teeth.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student selecting one aspect of an organism's design that helps the organism get food • Student work product showing animals and the body part marked, labeled, circled, etc. that helps the animal get food
SAT23208	<p>The student will identify one aspect of an organism's response that helps the organism get food, water, air, or sunlight.</p> <p>(e.g., When asked what plants do to absorb sunlight, the student points to the leaves on the plant bending toward the window; When asked how a plant absorbs water, the student points to the roots of the plant growing down into the soil.)</p>	<ul style="list-style-type: none"> • Digital video of the student identifying one aspect of an organism's response that helps the organism get food, water, air, or sunlight

SAT23209	<p>The student will identify the features that enable a plant or animal to survive in its environment. (e.g., Animals that live in a desert will have different features than animals that live in the woods; mammal—fur, bird—wings, chameleon—camouflage, cactus—storing water, trees—long roots.)</p>	<ul style="list-style-type: none"> • Student work product consisting of a chart listing different animals and their features for survival • Sequenced, captioned, and dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g., fur for bear and dog; storing water for camel; camouflage for zebra and chameleon)
SAT23206	<p>The student will identify the function of animal organ systems by indicating the function when given the organ systems. (e.g., reproductive system to offspring, skeletal system to support, digestive system to breaking down food)</p>	<ul style="list-style-type: none"> • Student work product matching organ systems to their functions
SAT23306	<p>The student will identify the different ways that plants and animals get energy or nutrients. (e.g., selecting the pictures that represent these different processes [animals eat plants or other animals for energy, and plants absorb sunlight and water for energy]; writing different ways plants and animals get nutrients)</p>	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when selecting “absorb” (word or photo card with symbol for roots) or “eat” (word or photo card with symbol for mouth) when presented with pictures of different plants and animals • Student work product of a Venn diagram showing the different processes in which plants and animals get energy or nutrients
SAT23307	<p>The student will identify that small animals (e.g., hamsters, rabbits, cats, dogs) need food to live and to maintain health and a balanced condition by selecting or writing the food items next to the appropriate animals.</p>	<ul style="list-style-type: none"> • Student work product of animals with a list of food items that are appropriate to the specific animal to help it maintain health and a balanced condition
SAT23303	<p>The student will identify how one aspect of an organism’s design helps the organism get food by marking the correct answer to show what design helps the animal get food. (e.g., Plant eaters have flat teeth for cutting and grinding plant material; animal eaters have pointy teeth for tearing meat; giraffes have long necks to eat from higher branches; frogs have long tongues to capture food.)</p>	<ul style="list-style-type: none"> • Student work product with Xs showing the student’s responses to how one aspect of an organism’s design helps the organism get food
SAT23308	<p>The student will identify how the responses of organisms help them get food by answering questions about how the animal’s actions help it obtain food. (e.g., hiding until the prey comes close; sneaking up on prey)</p>	<ul style="list-style-type: none"> • Audio of the student answering questions after watching video clips of animals obtaining food and indicating how the animal’s actions helped it obtain food
SAT23309	<p>The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart. (e.g., The student selects pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health.)</p>	<ul style="list-style-type: none"> • Student work product showing items selected to represent food needed to maintain health

GLI and Essences**SCI – Grade 8
(cont'd)****Required Component 2**—Standard: 4 - The Physical Setting/Earth Science**Choice Component 2**—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 24–25	<p>3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.</p> <p>3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.</p> <p>3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.</p> <p>3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles.</p> <p>3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.</p> <p>3.1e A liquid has a definite volume, but takes the shape of a container.</p> <p>3.1f A solid has definite shape and volume. Particles resist a change in position.</p> <p>3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.</p> <p>3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.</p> <p>3.1i Buoyancy is determined by comparative densities.</p> <p>3.2 Distinguish between chemical and physical changes.</p> <p>3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.</p> <p>3.2b Mixtures are physical combinations of materials and can be separated by physical means.</p> <p>3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.</p> <p>3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.</p>	<ul style="list-style-type: none"> • Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point • Recognize that matter can change either physically or chemically but matter is always conserved • Understand that matter is made up of atoms • Understand that elements combine to form all substances

	<p>3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.</p> <p>3.3 Develop mental models to explain common chemical reactions and changes in states of matter.</p> <p>3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.</p> <p>3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.</p> <p>3.3c Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.</p> <p>3.3d Interactions among atoms and/or molecules result in chemical reactions.</p> <p>3.3e The atoms of any one element are different from the atoms of other elements.</p> <p>3.3f There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.</p> <p>3.3g The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).</p>
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AGLIs**SCI – Grade 8
(cont'd)****Required Component 2**—Standard: 4 - The Physical Setting/Earth Science**Choice Component 2**—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 3****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

SATs

SCI – Grade 8

(cont'd)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT33105A	The student will recognize the concept of matter by indicating an answer to a statement or question such as “Everything is made up of . . .” (with the answer being “matter”) or “How do you know it is matter?” (with the answer “it has mass and takes up space”).	<ul style="list-style-type: none"> • Student work product showing that the student has chosen (scribed, written, used augmented communication) the word/statement “matter” or “it has mass and takes up space” to complete the sentence or answer the question
SAT33105B	The student will recognize that everything is made up of matter by looking at and interacting with different examples of matter. (e.g., a balloon with air, water, or beads in it).	<ul style="list-style-type: none"> • Data Collection Sheet (time-segment) of student performance of interactions with different examples of matter • Sequenced, captioned, and dated photographs of students looking at and interacting/handling each of the balloons
SAT33106	The student will identify one characteristic of matter (e.g., color, odor, mass, hardness, etc.) by indicating a characteristic for a given item. (e.g., labeling object(s) with one characteristic related to density or hardness [a dry sponge is not very dense, but a clay brick of the same size is; a rock is hard]; selecting one characteristic [given the item grass, the student chooses from “is green or brown,” “cows eat it,” “a lawnmower cuts it”; given the item vinegar, the student chooses from “is used for cleaning,” “has a strong odor,” “comes in a container.”] Note: Naming the object does not indicate its characteristics.)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when identifying the density or hardness of familiar object(s) • Student work product showing the item with the characteristic the student identified
SAT33107	The student will recognize a solid and a liquid by responding to questions about a solid and a liquid or labeling items as a solid or a liquid.	<ul style="list-style-type: none"> • Student work product showing that the student has labeled objects as solids or liquids • Digital video of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question “Is this a _____?”
SAT33103	The student will recognize an object as hot (warm) or cold (cool) by indicating hot (warm) or cold (cool) when presented with an object. (e.g., Based on having experienced hot or cold objects [such as the temperature of water, a baked potato, or ice cream], the student can, when asked, indicate whether an object is hot or cold.)	<ul style="list-style-type: none"> • Student work product showing the student's answer (written, scribed, done with augmented communication) as to whether an item was hot or cold

SAT33108	The student will recognize the concept of atoms by indicating that a single part is made up of the same material as the larger part of that same material. (e.g., Water, H ₂ O, is made up of hydrogen atoms and oxygen atoms.)	<ul style="list-style-type: none"> Data Collection Sheet of student performance when being presented with “H₂O” and selecting hydrogen and oxygen from a list of five different elements
SAT33109	The student will recognize a physical change by attending to an example of a physical change. (e.g., A colored ice cube melting in water changes its state of matter but not its color [the water in the glass changes only in color; the color does not go away as the state is changed]; some physical characteristics change, but not others.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student observing the color of ice melting in water Data Collection Sheet (time-segment) of student performance when attending to physical change investigation
SAT33110	The student will recognize a chemical change by attending to an example of a chemical change. (e.g., putting Alka-Seltzer in water; frying an egg; burning a piece of paper)	<ul style="list-style-type: none"> Digital video of the student attending to (observing) the sign of a chemical change (a new substance forming, such as a gas produced from the Alka-Seltzer) Data Collection Sheet (time-segment) of student performance when attending to a chemical change investigation
SAT33206	The student will identify at least two characteristics of an object’s matter through verbal description or picture representation. (e.g., Given a piece of pink granite, the student selects the word cards for hard, pink, and odorless.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given Student work product with the piece of matter indicated or shown and the recorded student responses or circled words from a list that describe the characteristics of the matter
SAT33202A	The student will identify whether a substance is a solid, a liquid, or a gas by labeling the item with the appropriate state of matter. (e.g., Ice is a solid; milk is a liquid; rock is a solid; air is a gas.)	<ul style="list-style-type: none"> Student work product of a table listing things as a solid, a liquid, or a gas
SAT33202B	The student will identify matter as a solid or a liquid by selecting the item when the teacher asks him or her to identify the solid/liquid.	<ul style="list-style-type: none"> Digital video of the student pointing, eye gazing to, or handling the solid or liquid item as requested Student work product of a T-chart with pictures representing items placed under the correct title—“Solid” or “Liquid”
SAT33207	The student will identify if changes occur when observing two materials being mixed together by responding yes or no or by marking “change” or “no change.” (e.g., Mixing vinegar with baking soda causes a change; mixing salt with pepper causes no change.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when responding to the question “Did a change occur?” for different materials Student work product with the mixtures indicated and “change” or “no change” next to each mixture with the student-marked response on “change” or “no change”

SAT33208	The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change. (e.g., water freezing to form ice; water condensing on a pitcher; adding water to dirt; grinding a sugar cube)	<ul style="list-style-type: none"> Student work product from observing physical change shows sequence from original state to final state (e.g., water at room temperature [liquid] becomes ice [solid] when frozen)
SAT33209	The student will identify a chemical change in a substance after observing a chemical change and then answering questions about it. (e.g., rust on iron; baking soda and vinegar)	<ul style="list-style-type: none"> Audio of the student indicating the chemical change that took place (e.g., new substances formed, bubbles [production of a gas])
SAT33210	The student will recognize objects according to characteristics of mass, length, or size by indicating the appropriate picture of an object, given a characteristic.	<ul style="list-style-type: none"> Student work product showing a mark on the picture of the longer item, the larger item, the smallest item, etc.
SAT33211	Given a variety of objects, the student will sort objects according to mass by putting lighter objects (with less weight) inside a box and heavier objects (with more weight) inside another box.	<ul style="list-style-type: none"> Digital video of the student sorting objects into their respective boxes Sequenced, captioned, and dated photographs showing student sorting the objects into two boxes
SAT33310	The student will describe physical characteristics of objects by using descriptive words. (e.g., color is green; scratches glass; mass is 96 grams)	<ul style="list-style-type: none"> Audio of student using descriptive words for the objects presented
SAT33302	The student will describe the properties of a solid, liquid, or gas by determining if objects are solid, liquid, or gas and indicating his or her reasoning. (e.g., Rock is solid because it maintains its shape and size no matter what container it is in.)	<ul style="list-style-type: none"> Student work product identifying objects as solid, liquid, or gas and listing reasons for the student's answers
SAT33303	The student will compare the mass of two objects that are the same size, and will indicate which is denser. (e.g., Given two objects that are the same size, the student compares the mass by holding the objects and identifying which object is denser.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when comparing objects over multiple object combinations
SAT33311	The student will recognize that electricity causes a light bulb to produce light and heat by indicating "electricity" from a variety of possible choices, when asked, "What makes the light and heat from this light bulb?"	<ul style="list-style-type: none"> Student work product showing "electricity" written or pasted next to various pictures of lit light bulbs
SAT33312	The student will demonstrate that matter is conserved by investigating matter through phase changes. (e.g., Put an ice cube in water. Measure the mass of the ice cube and water together. Observe that, as ice cube melts, the total mass remains the same and that matter does not disappear.)	<ul style="list-style-type: none"> Student work product from an investigation showing that matter is conserved
SAT33313	The student will define matter by creating or writing a definition and/or giving examples of different types of matter.	<ul style="list-style-type: none"> Student work product of definition and examples of matter
SAT33314	The student will describe how matter is made of small parts (atoms) by creating or writing a paragraph regarding atoms.	<ul style="list-style-type: none"> Student work product of description of how a particular piece of matter is made up of atoms

SAT33315A	The student will perform an investigation involving a physical change. (e.g., dissolving Kool-Aid in water; making a fruit smoothie)	<ul style="list-style-type: none"> Digital video of the student performing the investigation
SAT33315B	The student will perform an investigation involving a physical change by boiling water on a stove.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs showing student performing investigation: 1.) Student putting water on stove, 2.) Student turning stove on, 3.) Student observing bubbles in water or observing tea kettle whistling
SAT33316	The student will perform an investigation involving a chemical change by making brownies, cake, or cookies. (e.g., focusing on how the ingredients change to form a new substance [the flour is indistinguishable])	<ul style="list-style-type: none"> Student work product with identified ingredients by their chemical characteristics (including solid and liquid) and how their chemical characteristics change in the final product
SAT33317	The student will describe an investigation of a physical change by listing steps and results. (e.g., investigation examples: shredding paper; melting ice; sharpening a pencil; mixing chalk in water; mixing cornstarch in water; mixing together then separating iron filings from sand, salt, and wood chips)	<ul style="list-style-type: none"> Student work product with a list of the steps of the investigation and the results
SAT33318	The student will describe an investigation of a chemical change by listing steps and results. (e.g., investigation examples: adding vinegar to baking soda; burning a piece of paper)	<ul style="list-style-type: none"> Student work product with a list of the steps of the investigation and the results, describing the chemical changes taking place during these steps

