

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

Grade 3

2012–13

New York State Alternate Assessment

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 26	<ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing 	<ul style="list-style-type: none"> • Select and read literature for understanding • Recognize characteristics of different genres • Relate what the story is about with supporting details • Make predictions and draw conclusions about different characters and events • Use evidence from stories to describe characters, and their actions (sequence of events) • Use knowledge of story structure, story elements, and key vocabulary to understand stories

AGLIs		ELA – Grade 3
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 2		
Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • read or attend to simple material(s) with one or two words (12106) • read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12107) • recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s) (12108) • recognize picture, object, etc. that show “who”, “what”, and/or “where” about a familiar text (12109) • interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12105) 	<p>The student will:</p> <ul style="list-style-type: none"> • read or attend to text(s) read aloud by others for comprehension (12206) • choose appropriate texts in different genres to read or to be read aloud by others (12207) • answer questions about texts read or read aloud by others (12203) • identify important people and/or events in stories read or read aloud by others (12204) • make prediction(s) about event(s) in a story (12205) 	<p>The student will:</p> <ul style="list-style-type: none"> • read aloud with fluency for comprehension (12304) • distinguish between varieties of texts, noticing differences in the way they look, the way they sound, that some are factual or some imaginative (12305) • identify important details about events and/or people in text(s) (12303)

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

SATs		ELA – Grade 3
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12106	The student will read or attend to simple material(s) during reading time.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance when reading or attending to the simple material(s) Sequenced, captioned, and dated photographs of the student attending to or reading the simple material(s)
SAT12107	The student will read or attend to various genres during reading time.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student attending to or reading various genres, with the genres indicated Data Collection Sheet (time-segment) of student performance when reading or attending to various genres, with the genre noted for each date
SAT12108	The student will recognize a picture or object that reflects character(s) and/or event(s) in text(s) by indicating the appropriate choice (by eye gazing, pointing, picking up, etc.). (Note: The assessment needs to use vocabulary specific to character(s) and/or event(s).)	<ul style="list-style-type: none"> Student work product of a story page with character(s) and/or event(s) that the student eye gazed, and/or pointed to, pasted or marked by the teacher under the story title Data Collection Sheet of student performance when recognizing character(s) and/or event(s) from a story
SAT12109	The student will recognize a picture, object, etc. that shows “who,” “what,” and/or “where” from a familiar text. (e.g., regarding a story about Johnny Appleseed, student chooses the apple picture or object to represent the “what” in the story)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when answering “who,” “what,” and/or “where” question(s) about a text Student work product including the story title at the top, three pictures that represent the choices, and the choice the student selected marked for “who,” “what,” and/or “where”
SAT12105A	The student will interact with part(s) of a story through expression of emotion(s) and/or hand movement(s). (e.g., for a scary story, student makes movement of hands or a scared face; for a story where there is a repeated phrase or emotion, student makes movement of hands or face to show phrase or emotion)	<ul style="list-style-type: none"> Data Collection Sheet of student performance when appropriately displaying specific emotion(s) and/or hand movement(s) during specific part(s) of a story being read aloud
SAT12105B	The student will interact with part(s) of a scary story by exhibiting a change in his or her facial expression and/or making hand or body movement(s) to express emotion(s) while the story is read.	<ul style="list-style-type: none"> Digital video of the student expressing his or her emotion(s) and/or hand/body movement(s) during the reading of a scary story

SAT12206	The student will read or attend to text(s) read aloud by others for comprehension by indicating detail(s) from the text. (e.g., the title of the text, a character from the text, one thing that happened in the text)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when reading or attending to a text then indicating detail(s) from the text • Student work product with detail(s) (the title, a character, an event, etc.) about the specific text indicated by the student
SAT12207	The student will choose appropriate texts in different genres to read or to be read aloud by others when asked to choose a specific genre.	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student making choices of texts with different genres, with the genres that were requested indicated • Data Collection Sheet of student performance when choosing various genres as requested, with the requested genre noted for each date
SAT12203	The student will answer questions about texts read or read aloud by others on a given worksheet.	<ul style="list-style-type: none"> • Student work product with questions about the specific texts answered by the student
SAT12204A	The student will identify important people and/or events in stories read or read aloud by indicating the appropriate choice (by eye gazing, pointing, picking up, etc.).	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when identifying important people and/or events from specific stories, with the different stories noted
SAT12204B	The student will identify important people and/or events in stories read or read aloud by using pictures, words, or statements from the text.	<ul style="list-style-type: none"> • Student work product with questions asking the student to identify the important people and/or events in specific stories
SAT12205	The student will make prediction(s) about event(s) in a story by selecting a picture or statement that describes what will happen during or next in the story.	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when indicating the prediction(s) after having read or attended to several pages of a story • Student work product with the picture or statement prediction(s) selected by the student about event(s) that will happen during or next in the story
SAT12304	The student will read aloud with fluency for comprehension by reading a text then indicating the main idea or a detail from the text.	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when reading at an appropriate rate for comprehension then selecting the main idea or a detail from the text • Digital video or audio of the student reading a text with fluency then indicating the main idea or a detail from the text
SAT12305	The student will distinguish between varieties of texts by categorizing the texts or indicating the different reading elements, such as fiction (imaginative) or nonfiction (factual) texts, texts having rhyme or no rhyme, etc.	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when distinguishing reading elements between different texts • Student work product with images of a variety of texts labeled by the student indicating the types of texts
SAT12303A	The student will identify important details about events and/or people in text(s) by indicating the appropriate choice (by eye gazing, pointing, picking up, etc.).	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when identifying important details about events and/or people from the text(s)
SAT12303B	The student will identify important details about where and when events in the text(s) took place.	<ul style="list-style-type: none"> • Student work product of the questions about where and when the events in the text(s) took place

GLIs and Essences**ELA – Grade 3****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 4: Students will read, write, listen, and speak for **social interaction**.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 27	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication 	<ul style="list-style-type: none"> • Share reading experiences to build relationships with others • Work together with peers to answer literal questions about text

AGLIs		ELA – Grade 3
Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 4		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
The student will: <ul style="list-style-type: none"> attend to text(s) read aloud by others (14101) take turns giving an opinion about a text (14102) take turns sharing information about the character(s) in a text (14103) 	The student will: <ul style="list-style-type: none"> read or have read to him/her simple texts and respond appropriately (14201) listen and respond appropriately to others' thoughts and opinions about text(s) (14202) answer "who", "what", and/or "when" questions about text(s) with classmates (14203) 	The student will: <ul style="list-style-type: none"> read modified or adapted grade level texts with classmates (14303) using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)

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

SATs		ELA – Grade 3
Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to text(s) read by others by demonstrating appropriate attending behavior. (e.g., eye contact, remaining in seat)	<ul style="list-style-type: none"> • Data Collection Sheet (time-segment) of student performance on the amount of time the student attended to the specific text(s) • Data collection sheet (multi-step) of student performance on attending behavior
SAT14101B	The student will attend to a story or article read aloud by the teacher by remaining in a seat for the duration of the story or article.	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student attending to a story or article
SAT14102	The student will take turns sharing a personal opinion about a text.	<ul style="list-style-type: none"> • Digital video or audio of the student waiting his or her turn and then indicating his or her opinion about the text
SAT14103	The student will take turns sharing information about the character(s) in a text. (e.g., what they did, where they are, how they feel)	<ul style="list-style-type: none"> • Data Collection Sheet of student performance of the ability to follow the conversation and to share thoughts about the character(s) in the story • Sequenced, captioned, and dated photographs of the student taking turns to answer questions about the character(s) in the story
SAT14201A	The student will read or have read simple texts and respond appropriately to them by showing or indicating correct emotions or expressions. (e.g., laugh when it is funny, show sadness when something sad happens)	<ul style="list-style-type: none"> • Digital video of the student reading and showing correct emotions or selecting cards that indicate the emotions depicted in texts • Audio of the student using emotion in his or her tone when reading texts
SAT14201B	The student will read or have read simple texts and respond appropriately to questions asked by another person.	<ul style="list-style-type: none"> • Student work product of student responses to questions that were asked about two different texts that were read to the student
SAT14202	The student will listen and respond appropriately to classmates’ opinions about text(s) by attending to text(s) and then asking his or her peers questions about the text(s) (e.g., “What was your favorite part?” “Did you like the story?”).	<ul style="list-style-type: none"> • Student work product of the title of the text(s), the questions that the student asked his or her peers, and recorded responses from peers • Sequenced, captioned, and dated photographs of the student listening and then asking his or her peers questions about the text(s)

SAT14203	The student will answer “who,” “what,” and/or “when” questions about text(s) with classmates. (e.g., during group reading time, each student takes turns answering “wh” questions; during group library time the student and a peer pair up and answer “wh” questions together)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student and peers creating a poster that answers “wh” questions about the text(s)
SAT14303	The student will read modified or adapted grade level texts with classmates.	<ul style="list-style-type: none"> Digital video of the student reading texts with classmates Data Collection Sheet (time-segment) of student performance when reading, with a note detailing the texts the student has read
SAT14302	The student will answer literal questions about a text that was read or read aloud by others and engage in a discussion with peers.	<ul style="list-style-type: none"> Digital video or audio of the student working with the small group to answer literal questions about the text Sequenced, captioned, and dated photographs of the student answering literal questions about a text and then engaging in a discussion with his or her peers about the answers to the literal questions

GLIs and Essences**ELA – Grade 3
(cont'd)****Required Component 2**—Key Idea: Listening**Choice Component 1**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 30	<ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author’s use of rhythm, repetition, and rhyme • Use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud 	<ul style="list-style-type: none"> • Listen attentively to a literary piece for literary response and expression • Listen to identify elements of a story (character, plot/what happens, and setting)

AGLIs		ELA – Grade 3 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to and respond to environmental sound(s) in the story (32106) attend to poem(s) as they are read aloud (32102) attend to familiar story(s) to identify the moral or message after class discussion (32103) attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) (32107) attend to familiar text(s) and recognize: “who”, “what”, “where”, “when”, and/or “how” in those text(s) (32105) 	<p>The student will:</p> <ul style="list-style-type: none"> show understanding by responding appropriately and/or by selecting favorites (32207) show appreciation by responding appropriately and/or by selecting favorites (32208) answer questions of “who”, “what”, “where”, “when”, “how”, and/or “why” about texts read aloud (32202) answer questions about author’s message (32203) identify important characters and/or events in stories read aloud (32204) listen for repetition in stories and/or poems (32205) recognize obvious rhyme and/or rhythm in poetry (32206) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to identify story elements (e.g., character, plot, setting, etc.) (32305) identify rhyme and/or rhythm in poetry (32306) listen to unfamiliar stories and/or poems and answer comprehension questions (32307) listen to identify the author’s message (32308)

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

SATs		ELA – Grade 3 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will attend to a story and indicate the environmental sound(s) by vocalizing or moving his or her body each time the sound(s) occur in the story. (e.g., by raising arm as if pulling a horn mechanism)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of performance of the student listening to a story about trains and responding or indicating every time he/she hears a train’s sound in the story Sequenced, captioned, and dated photographs of the student attending to the story and then indicating the environmental sound(s) each time it occurs in the story
SAT32106B	The student will attend and respond to environmental sound(s) in a story by repeating the sound(s) made during the reading of the story. (e.g., a car horn, a barking dog)	<ul style="list-style-type: none"> Digital video or audio of the student listening to a story and responding by repeating the sound(s) every time he/she hears the specific sound(s)
SAT32102	The student will attend to poem(s) read aloud by another person.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance while the student listens to poem(s) read Sequenced, captioned, and dated photographs of the student attending to the teacher reading poem(s)
SAT32103	The student will attend to familiar story(s) read aloud to identify the moral or message when listening to class discussions by making a choice specific to the moral or the message on visual language displays, activating a speech generating device when choices are presented, or stating or signing the moral or message.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student listening to story(s), listening to a class discussion, and indicating an answer specific to the moral or message of the story(s)
SAT32107	The student will attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) during reading time.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance attending to various genres, with the genre noted for each date Sequenced, captioned, and dated photographs of the student attending to various genres, with the genres indicated
SAT32105	The student will attend to text(s) and recognize “who,” “what,” “where,” “when,” and/or “how” by indicating the appropriate choice (by eye gazing, pointing, picking up, etc.).	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of performance of the student attending to a story and indicating “who,” “what,” “where,” “when,” and/or “how” about a story Sequenced, captioned, and dated photographs of the student attending to a story and then indicating “who,” “what,” “where,” “when,” and/or “how” in the story

SAT32207A	The student will show understanding of a poem or story by answering questions about the poem or story.	<ul style="list-style-type: none"> • Student work product showing responses selected by the student about the poem or story
SAT32207B	The student will show understanding by selecting two or more favorite poems or stories	<ul style="list-style-type: none"> • Student work product showing responses selected by the student about his or her favorite poems or stories
SAT32208	The student will show appreciation of texts by indicating his or her favorites between sets of literary texts.	<ul style="list-style-type: none"> • Student work product showing pictures of two different texts or the titles of two different texts and a student mark on the one that is his or her favorite
SAT32202	The student will answer “who,” “what,” “where,” “when,” “how,” and/or “why” questions after listening to multiple texts read aloud.	<ul style="list-style-type: none"> • Student work product of student-pasted pictures or phrases that answer literal questions about the multiple texts
SAT32203	The student will answer questions about the author’s message in a text.	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when answering questions about the author’s message in a text • Student work product of the student’s answers to questions about the author’s message
SAT32204	The student will identify important characters and/or events in stories read aloud. (Note: The assessment needs to use vocabulary specific to important characters and/or important events.)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when identifying important characters and/or events in texts read aloud
SAT32205	The student will listen for repetitions within texts by providing or responding to the repetitive phrase at the correct times.	<ul style="list-style-type: none"> • Digital video of the student signaling when there is a repetition in texts (raises hand, hits switch with phrase, says phrase at correct times during reading)
SAT32206	The student will recognize instances of rhyme while listening to poetry.	<ul style="list-style-type: none"> • Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem
SAT32305	The student will listen to a story and identify the story elements (e.g., character, plot, setting, etc.). (e.g., by answering questions specific to the story elements; by selecting pictures from the story to match listed literary terms. Note: The assessment needs to use vocabulary specific to the story elements [plot, character, setting, etc.] .)	<ul style="list-style-type: none"> • Student work product on story elements showing questions (using the appropriate literary terms) and the student’s answers
SAT32306	The student will identify instances of rhythm while listening to poetry.	<ul style="list-style-type: none"> • Digital video of the student identifying rhythm while listening to poetry by tapping out rhythm, nodding head to cadence, etc.
SAT32307	The student will listen to unfamiliar stories and/or poems and answer comprehension questions.	<ul style="list-style-type: none"> • Student work product with unfamiliar stories or poems indicated and student responses to questions of “who,” “what,” “where,” “when,” “how,” and/or “why”
SAT32308	The student will listen to a text and then identify the author’s message within the text.	<ul style="list-style-type: none"> • Data Collection Sheet of student performance listening to a text and identifying the author’s message within a text

GLIs and Essences**ELA – Grade 3
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 2—Standard 4: Students will read, write, listen, and speak for **social interaction**.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 30	<ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication 	<ul style="list-style-type: none"> • Listen to friendly communication read aloud (e.g. notes, cards, longer letters, electronic correspondence (e-mail), personal narratives, etc.) to identify tone of voice and reveal social relationships • Respect the speaker

AGLIs		ELA – Grade 3 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 4		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106) show respect, by attending to what the speaker is saying (34107) identify word(s) that reveal the feelings of the author toward the identified recipient (34108) identify the word(s) and/or convention(s) (greeting, format in a note card, closing) that a writer uses to show feelings (34109) identify the purpose(s) (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105) 	<p>The student will:</p> <ul style="list-style-type: none"> attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to someone else (34206) identify the writer(s) (friend, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207) attend to longer personal narrative(s) (e.g., diary or journal entries, friendly letters, etc.) (34208) identify the audience of these longer personal narrative(s) (34204) identify word(s) that reveal tone and/or feelings of the writer toward the identified recipient (34209) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to informal communication (e.g., notes, card, longer letters, electronic mail (e-mail), etc.) to identify the tone of voice and social relationships (34302)

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

SATs

ELA – Grade 3 (cont'd)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT34106	The student will attend to friendly notes, cards, longer letters, e-mails, etc. addressed to the student being read aloud by demonstrating appropriate attending behavior. (e.g., eye contact, remaining in seat)	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance when attending to the reader, with information about the notes, cards, letters, or e-mails noted for each date Digital video of the student using eye gaze to attend to the cards and reader
SAT34107	The student will show respect to a speaker by attending to what the speaker is saying.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance on the amount of time the student attends to the speaker
SAT34108	The student will identify word(s) or phrase(s) in a friendly communication that show how the author feels toward the identified recipient.	<ul style="list-style-type: none"> Student work product of the student indicating word(s) or phrase(s) in a letter and their appropriate interpretation
SAT34109	The student will identify the word(s) and/or convention(s) (greeting, format, closing, etc.) that a writer uses to show feelings by indicating the appropriate parts of a letter that show a specific feeling.	<ul style="list-style-type: none"> Student work product of student-labeled or -highlighted word(s) and/or convention(s) that a writer uses to show feelings
SAT34105A	The student will identify the purpose(s) of friendly notes by stating, signing, or indicating the purpose of the notes. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement; notes can be any form of correspondence [card, letter, e-mail, etc.] with a specific purpose to the receiver)	<ul style="list-style-type: none"> Audio of the student identifying the purpose(s) of friendly notes Data Collection Sheet (multi-step/discrete trial) of student performance when identifying the purpose(s) of the friendly notes
SAT34105B	The student will identify the purpose(s) of friendly notes sent to or from the classroom by grouping the notes with their purpose. (e.g., notes: letter from principal thanking a student for his or her help, card from local park director thanking the class for their assistance in cleaning up the park, e-mail from the class to a guest speaker thanking him or her for the information he/she provided; purpose: thank you)	<ul style="list-style-type: none"> Student work product of notes that the student grouped together (by sorting, highlighting in green all the thank you notes, circling all the thank you notes, etc.) for a specific purpose

SAT34206	The student will attend to friendly notes, cards, longer letters, e-mails, etc. that were written to someone other than himself or herself when they are read aloud.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance on the amount of time the student attends to communications, with information about the notes, cards, letters, or e-mails noted for each date
SAT34207	The student will identify the writer(s) of communications (e.g., friend, parent, teacher) by indicating the picture or name of the writer for the appropriate friendly letter.	<ul style="list-style-type: none"> Student work product with the picture representing the writer (friend, teacher, parent, etc.) matched to the letters
SAT34208	The student will attend to the speaker while listening to a longer personal narrative(s). (e.g., diary entry(s), journal entry(s), letter(s))	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance when maintaining attention through eye contact to a longer narrative(s) Sequenced, captioned, and dated photographs of the student attending to the teacher reading a longer personal narrative(s)
SAT34204	The student will identify the audience of a longer personal narrative(s).	<ul style="list-style-type: none"> Student work product with the word card(s) or picture(s) of the audience matched to a longer personal narrative(s)
SAT34209	The student will identify word(s) that reveal tone and/or feelings of the writer by indicating what the different word(s) suggests.	<ul style="list-style-type: none"> Digital video or audio of the student answering the questions regarding the terms <i>dear</i>, <i>love</i>, <i>happy</i>, and/or <i>pleased</i> (e.g., I am glad=happy, student selects picture of happy face when phrase is read)
SAT34302	The student will listen to informal communication read aloud to identify the tone of voice and social relationships between the writer and recipient by answering questions or indicating details about these elements. (e.g., "Who might receive this note?" "Who may have written this note?" "What is the tone of voice [angry, happy, excited, sad]?" "Which words indicate who the writer is and what the relationship is between the writer and the receiver [greeting: to my daughter, dearest friend; closing: your friend, loving daughter; content references to writer: I, we, you are my son/daughter/student]?" "Which words indicate to whom this was written?")	<ul style="list-style-type: none"> Student work product with questions about the tone of communication and about the social relationship between the writer and recipient Data Collection Sheet (multi-step) of student performance when responding to questions about tone and social relationship

Mathematics NYSAA Frameworks

Grade 3

New York State Alternate Assessment

GLIs and Essences		MATH – Grade 3	
Required Component 1—Strand: Number Sense and Operations			
Choice Component 1—Band: Number Systems			
Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 37–38	3.N.1	Skip count by 25s, 50s, 100s, to 1,000	<ul style="list-style-type: none"> • Read and write, count, group, compare, and order whole numbers to 1,000 • Use properties of numbers • Understand unit fractions as part of a whole and compare and order unit fractions
	3.N.2	Read and write whole numbers to 1,000	
	3.N.3	Compare and order numbers to 1,000	
	3.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	
	3.N.5	Use a variety of strategies to compose and decompose three-digit numbers	
	3.N.6	Use and explain the commutative property of addition and multiplication	
	3.N.7	Use 1 as the identity element for multiplication	
	3.N.8	Use the zero property of multiplication	
	3.N.9	Understand and use the associative property of addition	
	3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection	
	3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{ and } \frac{1}{10}\right)$ as part of a whole or a set of objects	
	3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	
	3.N.13	Recognize fractional numbers as equal parts of a whole	
	3.N.14	Explore equivalent fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$	
	3.N.15	Compare and order unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$ and find their approximate locations on a number line	

AGLIs**MATH – Grade 3****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Systems****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems****Less Complex****More Complex**

The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 1 through 9 objects (11101)**
- compare quantities (equal to, greater than, and/or less than) using concrete objects (11104)
- recognize and/or compare to a whole, $\frac{1}{2}$ of an object or a group of objects (11105)

The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 0 through 19 objects (11201)**
- compare and/or describe quantities and/or numbers, 1 through 19, using the terms equal to, greater than, and/or less than (11202)**
- recognize that a fraction is a part of a whole (11204)

The student will:

- identify the number (as a word and/or symbol) that tells the number of objects in a set of 0 through 100 objects (11301)**
- compare and/or describe quantities and/or numbers, 0 through 100, using the terms equal to, greater than, and/or less than (11302)**
- recognize, illustrate, and/or name the unit fraction(s)
 $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$ (11303)

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

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

SATs		MATH – Grade 3	
Required Component 1—Strand: Number Sense and Operations			
Choice Component 1—Band: Number Systems			
SAMPLE ASSESSMENT TASKS (SATs)			
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.			
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies	
SAT11101	The student will identify a number (1 through 9, as a word and/or symbol) by indicating the correct number for a given set of objects. (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?” or “Circle the number of objects that are in the set.” Student is presented with 4 objects and student responds “four” by pointing on a number line, selecting a word card, or stating or signing the number. Student is presented with 2 objects and student selects the number 2. Student is presented with 5 objects and student circles the word “five.” Student is presented with 1 object and student pastes the number 1 next to the object. Note: The sets could include any number of objects between 1 and 9.)	<ul style="list-style-type: none"> • Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) for objects in the group • Data Collection Sheet of student performance when matching the quantity to the number when asked “How many objects are in each set?” 	
SAT11104A	The student will compare quantities of objects when given two sets of objects by indicating equal to (=), greater than (>), and/or less than (<).	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when comparing two sets of objects and the identified symbol/word for the comparison • Student work product showing two sets of objects and the symbol/word the student indicated to show the comparison 	
SAT11104B	The student will compare quantities by indicating which set is “greater than” when given two unequal sets of objects.	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student indicating the quantity that is “greater than” (using the appropriate mathematical terms) 	
SAT11104C	The student will compare two sets of objects and indicate which is “less than” the other.	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student indicating the quantity that is “less than” (using the appropriate mathematical terms) 	
SAT11105	The student will recognize the object that shows one-half of a presented whole from a set of two or more objects.	<ul style="list-style-type: none"> • Student work product showing that the student recognized half of a whole that was shown by the teacher 	

SAT11201	<p>The student will identify the number (0 through 19, as word and/or symbol) by indicating the correct number for a given set of objects. (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?” or “Circle the number of objects that are in the set.” Student is presented with 10 objects and student responds “ten” by pointing on a number line, selecting a word card, or stating or signing the number. Student is presented with 5 objects and student indicates the number 5 on a worksheet. Note: The sets could include any number of objects between 0 and 19.)</p>	<ul style="list-style-type: none"> • Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) of objects in the group • Data Collection Sheet of student performance indicating the number when asked “How many objects are in each set?”
SAT11202	<p>The student will compare quantities of objects and/or numbers using the symbols/words for the terms “equal to,” “greater than,” and/or “less than.” (e.g., 4 apples compared to 12 apples, 3 compared to 9. Note: The sets of objects could include any number of objects between 1 and 19.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, and dated photographs of the student indicating the symbol/word for the term “equal to,” “greater than,” and/or “less than” for a given set of objects and/or numbers (using the appropriate mathematical terms) • Student work product showing a set of objects and/or numbers with the symbol/word for the term “equal to,” “greater than,” and/or “less than” that the student indicated to show the comparison (using the appropriate mathematical terms)
SAT11204	<p>The student will recognize which object is the fraction $\frac{1}{2}$ of a whole by indicating the halved object upon request when given a whole object and one-half of an object.</p>	<ul style="list-style-type: none"> • Student work product where the student answers the question “Which is $\frac{1}{2}$ of the whole?” by marking the halved object
SAT11301	<p>The student will identify the number (0 through 100, as word and/or symbol) by indicating the correct number for a given set of objects. (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?” or “Circle the number of objects that are in the set.” Student is presented with 3 objects and student circles the number 3. Student is presented with 35 objects and student pastes the number 35. Student is presented with 100 objects and student highlights the word “one hundred.” Note: The sets could include any number of objects between 0 and 100.)</p>	<ul style="list-style-type: none"> • Student work product showing groups of objects and the number the student circled, highlighted, or pasted next to the set • Data Collection Sheet of student performance when indicating the number when asked “How many objects are in each set?”
SAT11302A	<p>The student will compare quantities of objects and/or numbers using the symbols/words for the terms “equal to,” “greater than,” and/or “less than.” (e.g., $5 < 10$, $25 > 20$, $0 = 0$, 4 circles $<$ 14 circles. Note: The sets of objects could include any number of objects between 0 and 100.)</p>	<ul style="list-style-type: none"> • Student work product with the symbols/words for the terms “equal to,” “greater than,” and/or “less than” indicated for each set of quantities and/or numbers (using the appropriate mathematical terms)

SAT11302B	<p>The student will describe how the quantity of objects and/or numbers (0 to100) in one set compares to another set while using the symbols/words for the terms “equal to,” “greater than,” and/or “less than.”</p> <p>(Note: The sets of objects could include any number of objects between 0 and 100.)</p>	<ul style="list-style-type: none"> • Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, and/or equal to (description includes pasting, writing, etc. the terms in symbol/word format in the appropriate spots in column 3)
SAT11303A	<p>The student will name unit fraction(s) by indicating $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$ for a given shape that visually demonstrates the unit fraction(s).</p>	<ul style="list-style-type: none"> • Student work product showing shape(s) (e.g., square, circle) shaded to show the fraction(s) with the student-named unit fraction(s) (stated, signed, selected, pasted/written next to the shape, line drawn from the shape to the unit fraction, etc.) • Digital video of the student indicating (in words or by sign language, augmentative communication, pointing to, eye gazing, etc.) the unit fraction(s) for a shape(s)
SAT11303B	<p>The student will recognize and/or illustrate the unit fraction(s) by folding, shading, cutting, or tearing a paper shape(s) to create the fraction(s) $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$.</p>	<ul style="list-style-type: none"> • Student work product showing shape(s) (e.g., square, circle) that have lines in them to divide them into parts and/or shading to indicate one of those parts matched to its fraction • Digital video of the student folding and/or tearing or cutting a paper shape (e.g., square, circle) to form the unit fraction
SAT11303C	<p>Given the unit fraction(s), the student will illustrate $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and/or $\frac{1}{10}$ by manipulating sensory material (clay, shaving cream, sand, etc.) to create the requested unit fraction(s).</p>	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when manipulating material to illustrate given fraction(s) • Digital video of the student illustrating “one-half” using the sensory material

GLIs and Essences**MATH – Grade 3****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 38	3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	<ul style="list-style-type: none"> • Use a variety of strategies to add, subtract, multiply, and divide whole numbers • Develop strategies for selecting the appropriate computational and operational method in problem solving situations
	3.N.19	Develop fluency with single-digit multiplication facts	
	3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	
	3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	
	3.N.22	Demonstrate fluency and apply single-digit division facts	
	3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division	
	3.N.24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations	

AGLIs		MATH – Grade 3			
Required Component 1—Strand: Number Sense and Operations					
Choice Component 2—Band: Operations					
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*					
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations					
Less Complex				More Complex	
<p>The student will:</p> <ul style="list-style-type: none"> recognize the concepts of addition and/or subtraction (13101) add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)** select the appropriate operation to use in solving problems involving addition and/or subtraction (13103) 	<p>The student will:</p> <ul style="list-style-type: none"> add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)** multiply and/or divide 1-digit whole numbers using one or more strategies (13205) select and use appropriate operations to solve problems (13206) 	<p>The student will:</p> <ul style="list-style-type: none"> add and/or subtract 2-digit whole numbers from 10 to 99 (13303)** multiply and/or divide 1-digit numbers using one or more strategies (13304) multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305) select and use the appropriate operation to solve word problems in real-life situations (13306) 			

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

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

SATs**MATH – Grade 3****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	The student will recognize the concept of addition by adding one object to another or to a group of objects.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when adding an object to another or to a group of objects to demonstrate addition Digital video of the student manipulating an object or a group of objects to add one object to the group
SAT13101B	The student will recognize the concept of subtraction by removing one object from a group of objects.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student manipulating a group of objects to subtract one from the group
SAT13104A	The student will add and/or subtract whole numbers from 1 to 9 using manipulatives. (e.g., 1 circle plus 1 circle, 3 cubes minus 2 cubes, 9 rings plus 1 ring. Note: The addition and/or subtraction problem(s) could include any number of objects between 1 and 9.)	<ul style="list-style-type: none"> Student work product with addition and/or subtraction problem(s) involving any of the numbers from 1 to 9, with manipulatives placed by each number to solve the problem
SAT13104B	The student will solve an addition problem(s) with whole numbers from 1 to 9 using manipulatives. (e.g., 2 blocks plus 1 block, 5 stickers plus 2 stickers, 1 pencil plus 6 pencils. Note: The addition problem(s) could include any number of objects between 1 and 9.)	<ul style="list-style-type: none"> Student work product with an addition problem(s) involving any of the numbers from 1 to 9, with manipulatives placed by each number to solve the problem
SAT13104C	The student will solve a subtraction problem(s) with whole numbers from 1 to 9 using manipulatives. (e.g., 8 objects minus 4 objects, 2 apples minus 1 apple, 9 cubes minus 8 cubes. Note: The subtraction problem(s) could include any number of objects between 1 and 9.)	<ul style="list-style-type: none"> Student work product with a subtraction problem(s) involving any of the numbers from 1 to 9, with manipulatives placed by each number to solve the problem
SAT13103	The student will select the correct operation to solve a problem by placing the correct symbol between two numbers when presented with problems showing two numbers and the answer.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when indicating the correct operation symbol for addition or subtraction problems Student work product showing the student selected + or – operation symbol when given problems with two numbers, an answer, and a blank space between the two numbers

SAT13204A	<p>The student will add and/or subtract whole numbers (1 to 19) using one or more strategies.</p> <p>(e.g., 3 plus 3; 15 minus 5; Sally purchases two items for \$1 each. What is the total cost?; Jane has 4 pencils and gives 1 pencil to Henry. How many pencils does Jane have left? Note: Possible strategies include number line, calculator, objects, etc.)</p>	<ul style="list-style-type: none"> • Student work product with addition and/or subtraction problem(s) (number and/or word problem) with whole numbers and the strategy(s) used by the student noted on the work product
SAT13204B	<p>The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found during a trip to the supermarket.</p> <p>(Note: The problem(s) could include any prices between \$1 and \$19.)</p>	<ul style="list-style-type: none"> • Student work product of a scrapbook showing pictures of products, their prices, and the total cost for the set of products
SAT13205	<p>The student will multiply and/or divide 1-digit whole numbers using one or more strategies.</p> <p>(e.g., 4 multiplied by 3; 8 divided by 2; Three items are purchased. If each item costs one dollar, what do the three items cost?; Three identical items are purchased. If the total cost was six dollars, how much did one item cost? Note: Possible strategies include multiplication table, calculator, objects, etc.)</p>	<ul style="list-style-type: none"> • Student work product with multiplication and/or division problem(s) (number and/or word problem) with 1-digit whole numbers and the strategy(s) used by the student noted on the work product
SAT13206	<p>The student will select and use appropriate operations to solve problems.</p> <p>(e.g., Three pencils are purchased for 10 cents each. How much are the three pencils? Student states, selects, etc. “add” or “subtract” and provides the answer.)</p>	<ul style="list-style-type: none"> • Student work product indicating the operations selected by the student and the student’s solution to the problems • Student work product showing the problems the student wrote to solve the problems and the answers
SAT13303A	<p>The student will add and/or subtract 2-digit whole numbers from 10 to 99.</p> <p>(e.g., 10 + 50; Jamie had 20 pencils. Jill gave her 10 more. How many pencils does Jamie have altogether?; 45 – 10; 75 objects minus 25 objects. Note: The addition problem(s) could include any whole numbers between 10 and 99.)</p>	<ul style="list-style-type: none"> • Student work product with addition and/or subtraction problem(s) (number and/or word problem)
SAT13303B	<p>The student will add 2-digit whole numbers from 10 to 99.</p> <p>(e.g., 15 + 30, 20 plus 60, 10 objects plus 10 objects, 50 objects + 10 objects. Note: The addition problem(s) could include any whole numbers between 10 and 99.)</p>	<ul style="list-style-type: none"> • Student work product with addition problem(s) (number and/or word problem)
SAT13303C	<p>The student will subtract 2-digit whole numbers from 10 to 99.</p> <p>(e.g., 30 minus 15, 75 - 10, 20 objects minus 10 objects, 50 objects minus 30 objects. Note: The subtraction problem(s) could include whole numbers between 10 and 99.)</p>	<ul style="list-style-type: none"> • Student work product with subtraction problem(s) (number and/or word problem)

SAT13304A	The student will multiply and/or divide single-digit numbers using one or more strategies. (e.g., 8 multiplied by 2, 9 divided by 1. Note: Possible strategies include multiplication table, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with multiplication and/or division problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13304B	The student will multiply single-digit numbers using one or more strategies. (e.g., 4 multiplied by 3, 2 multiplied by 1. Note: Possible strategies include multiplication table, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with multiplication problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13304C	The student will divide single-digit numbers using one or more strategies. (e.g., 6 divided by 2, 4 divided by 1. Note: Possible strategies include arithmetic table/chart, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with division problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13305A	The student will multiply and/or divide a 2-digit whole number by a single-digit whole number using one or more strategies. (e.g., 10 multiplied by 3, 20 divided by 2. Note: Possible strategies include arithmetic table/chart, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with multiplication and/or division problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13305B	The student will multiply a 2-digit whole number by a single-digit whole number using one or more strategies. (e.g., using a calculator, student multiplies 10 by 5. Note: Possible strategies include arithmetic table/chart, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with multiplication problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13305C	The student will divide a 2-digit whole number by a single-digit whole number using one or more strategies. (e.g., using an arithmetic table/chart, student divides 20 by 2. Note: Possible strategies include arithmetic table/chart, calculator, objects, etc.)	<ul style="list-style-type: none"> Student work product with division problem(s) (number and/or word problem) and the strategy(s) used by the student noted on the work product
SAT13306A	The student will select the appropriate operation (addition, subtraction, multiplication, or division) to solve word problems that deal with real-life situations and then will use that operation to solve the problem.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when identifying the appropriate operation for the real-life word problems and solving the problems
SAT13306B	The student will select the operation from addition and subtraction when asked operation-related questions such as “How do you find the total cost?” or “How much money do you have left?” and then will solve problems using a shopping list (or a price list for items or a grocery flier) and the amount of money he/she has.	<ul style="list-style-type: none"> Student work product showing the appropriate operation selected by the student and the solution to the problems related to grocery items

MATH – Grade 3

(cont'd)

GLIs and Essences

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 39–40	3.M.1	Select tools and units (customary) appropriate for the length measured	<ul style="list-style-type: none"> Measure length, weight, and capacity in standard units
	3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inch, whole foot, and whole yard)	
	3.M.3	Measure objects, using ounces and pounds	
	3.M.4	Recognize capacity as an attribute that can be measured	
	3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)	
	3.M.6	Measure capacity, using cups, pints, quarts, and gallons	

AGLIs**MATH – Grade 3
(cont'd)****Required Component 2—Strand: Measurement****Choice Component 1—Band: Units of Measurement****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Measurement—Units of Measurement****Less Complex****More Complex**

The student will:

- compare the lengths of two objects (21107)
- order three or more objects according to the attributes of length (21102)
- compare the weights of two objects (21108)
- order three or more objects according to the attributes of weight (21104)
- identify tools for measurement (21105)
- use standard and/or non-standard tool(s) for measurement (21109)

The student will:

- use a ruler or yardstick to measure and identify lengths to the nearest whole foot or whole yard (21204)
- use a scale to measure the weight of objects and identify the weights of objects measured in pounds (21205)
- compare capacities of objects measured in cups and quarts (21206)

The student will:

- use a ruler or yardstick to measure and compare lengths to the nearest inch, foot or yard (21301)
- use a scale to measure the weight of objects and compare the weights of objects measured in pounds and ounces (21302)
- use appropriate tools to measure and identify capacities of objects measured in at least three of the following: cups, pints, quarts, and gallons (21304)

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

MATH – Grade 3

(cont'd)

SATs

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107A	The student will compare two lengths by indicating which object from a set of two is longer or shorter. (Note: Vocabulary of comparison relating to length should be “shorter” and “longer”: a shorter pencil and a longer pencil, a shorter string of small paper clips and a longer string of large paper clips, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student comparing the lengths of two objects and indicating which is longer or shorter
SAT21107B	The student will compare the lengths of two objects. (e.g., Student indicates the object that is shorter [or longer] when asked, “Which object is shorter [or longer]?” Student indicates the object that is the same length as another object [or longer or shorter] when asked to circle the object that is the same [or longer or shorter].)	<ul style="list-style-type: none"> Student work product with the objects being compared and the student response indicating whether the objects were longer, shorter, or the same
SAT21102	The student will order three or more objects from shortest to longest (or from longest to shortest).	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when ordering set(s) of three or more objects by length
SAT21108A	The student will compare the weights of two objects by indicating which is heavier (or lighter) while/after holding the objects, one in each hand. (Note: Vocabulary of comparison relating to weight should be “heavier” and “lighter”.)	<ul style="list-style-type: none"> Student work product listing each of the objects being compared and the object that the student indicated to be heavier or lighter by stamping the representation of the object on a worksheet
SAT21108B	The student will compare the weights of objects given the weights (in pounds, ounces, etc.) (e.g., image of an elephant with its weight in pounds and image of a cat with its weight in pounds, with a question such as “Which is heavier [or lighter]?” “Which weighs more or less?” “Do these two objects weigh the same?” etc.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student selecting the heavier or lighter object after looking at the weights for each of the two objects Student work product with the objects being compared and the student response indicating whether the objects (showing weights) were heavier, lighter, or the same
SAT21104	The student will order three or more objects by weight from lightest to heaviest (or heaviest to lightest).	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when ordering set(s) of three or more objects by weight

SAT21105	The student will identify which tools are used for measuring when cooking by indicating the tools to the teacher. (e.g., scales, measuring spoons, measuring cups, measuring bottles. Note: The choices should also include non-cooking measuring tools.)	<ul style="list-style-type: none"> Student work product showing a variety of tools, some for measuring when cooking and some not, with student marks on the tools that are used for measuring when cooking
SAT21109A	The student will use a measuring spoon and/or measuring cup to measure an ingredient for a recipe.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when using the standard measuring tool in order to measure an ingredient for a recipe
SAT21109B	The student will use paper clips as a non-standard tool to measure item(s) within the classroom. (e.g., measuring the length of a book, the width of a tabletop)	<ul style="list-style-type: none"> Student work product indicating the item(s) the student measured, with the length, width, height, etc. that the student determined using the non-standard tool
SAT21204	The student will measure and identify lengths by using a yardstick or ruler to measure to the nearest foot or whole yard the lengths of two different items.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student using a yardstick to measure the lengths of the sides of items in the classroom and indicating the lengths to the teacher
SAT21205	The student will weigh objects (e.g., classmates, sandbags, books) in pounds, on a scale and will indicate the weights of objects in pounds, as shown on the scale.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when weighing objects to the nearest pound and indicating the weight of the different objects
SAT21206	The student will compare capacities of objects, using cups and quarts, by indicating which has more, less, or the same amount of liquid. (e.g., two cups of milk to two quarts of milk, four cups of juice to two quarts of juice)	<ul style="list-style-type: none"> Digital video or audio of the student indicating which object(s) (showing capacities) has more, less, or the same liquid
SAT21301	The student will measure two or more different objects with a ruler or yardstick to the nearest inch, foot, or yard and indicate the comparison based on length. (e.g., pencil = 4 inches, book = 7 inches: pencil is shorter than book; blackboard = 5 feet, table = 2 feet, box = 1 foot: blackboard is longest)	<ul style="list-style-type: none"> Student work product of two classroom objects measured to the nearest inch and a sticker placed on the object that is longer (or shorter or indicated if the objects are the same length)
SAT21302	The student will use a scale to measure two or more different objects in pounds and ounces and indicate the comparison based on weight. (e.g., bag = 2 pounds 1 ounce, keyboard = 1 pound 2 ounces: bag is heavier; dictionary = 3 pounds 3 ounces, thesaurus = 3 pounds 3 ounces: the two objects weigh the same. Note: The objects must be heavier than 1 pound.)	<ul style="list-style-type: none"> Digital video or audio of the student weighing the objects, obtaining the weights in pounds and ounces, and then indicating which object is heavier or lighter
SAT21304	The student will measure the capacity of two or more objects, each measured using cups, quarts, and gallons, and then identify the three different capacities of each. (e.g., 2 gallons of milk is 8 quarts and 32 cups; 3 gallons of water is 12 quarts and 48 cups)	<ul style="list-style-type: none"> Student work product of two or more liquids with the amount of each indicated in the three different capacities of cups, quarts, and gallons based on the student's measurements

MATH – Grade 3 (cont'd)

GLIs and Essences

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 40	3.M.7	Count and represent combined coins and dollars, using currency symbols (\$0.00)	<ul style="list-style-type: none"> • Count money • Tell time to the minute
	3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes	
	3.M.9	Tell time to the minute, using digital and analog clocks	
	3.M.10	Select and use standard (customary) and non-standard units to estimate measurements	

AGLIs		MATH – Grade 3 (cont'd)	
Required Component 2—Strand: Measurement			
Choice Component 2—Band: Units/Estimation			
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*			
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation			
Less Complex			More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize coins (22101) recognize the value of coins (22102) recognize the attributes of time such as earlier, later, morning, afternoon, and/or night (22105) recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the actual time of activities (22106) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize coin and dollar denominations (22205) recognize the value of coins and/or dollars (22202) indicate (write, say, or other) the amounts of money using \$ or ¢ (22203) relate time given on digital clocks to daily activities (22204) 	<p>The student will:</p> <ul style="list-style-type: none"> determine the value of collections of coins and/or dollars (22301) represent the value of collections of coins and/or dollars using currency symbols (\$0.00) (22302) tell time to the minute using an analog clock (22303) relate and/or compare times to a schedule of activities (22304) 	

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

MATH – Grade 3

(cont'd)

SATs

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101	<p>The student will recognize coins (penny, nickel, dime, quarter) by matching the coins with the coin names or indicating a specific, requested picture of a coin.</p> <p>(e.g., given a penny, the student eye gazes to the word "penny" on the choice cards; teacher requests "show me a quarter" when providing student with a picture of a quarter and another object, and the student touches the image of a quarter on a touch screen)</p>	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when matching the coins with their coin name or indicating the requested picture of coin Student work product of different coins, with the correct coin name indicated next to each one or showing coins with student marks next to the requested ones
SAT22102	<p>The student will recognize the value of coins by indicating the numeric value with the coin.</p> <p>(e.g., student selects the coins needed to purchase an object or pastes the value of each of the coins next to the image of the coin on a worksheet)</p>	<ul style="list-style-type: none"> Student work product of different coins, with lines drawn to the correct numeric values Student work product matching the cost of an object with the coins needed to purchase the object
SAT22105A	<p>The student will recognize the attributes of time by sequencing activities in order from morning to night.</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student sequencing picture cards showing morning, noon, and night
SAT22105B	<p>The student will recognize the attributes of time by selecting pictures that represent activities that generally take place at a given time of day.</p> <p>(e.g., morning: get dressed; afternoon: playtime; night: go to bed; earlier than lunch: gym)</p>	<ul style="list-style-type: none"> Student work product with pictures affixed next to the appropriate time of day
SAT22106A	<p>The student will recognize the attributes of earlier or later by indicating when activities occur given a set time and activity, along with a comparison time and activity.</p> <p>(e.g., "We have lunch at 12:00. We have reading at 10:15. Is reading earlier or later than lunch?")</p>	<ul style="list-style-type: none"> Digital video or audio of the student indicating earlier or later when presented with activities, the times they occur, and comparison activities and times
SAT22106B	<p>The student will list activities in order from the earliest to the latest when given an unordered list of activities and the times that they take place.</p>	<ul style="list-style-type: none"> Student work product of activities and times listed from earliest to latest

SAT22205	The student will recognize coin and dollar denominations using real money, cards, pictures, or a worksheet.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student performance when selecting various coins and dollars that match given denominations (e.g., by request, student gives the teacher 5¢) Student work product of various coins with the direction “cross out the \$.10”
SAT22202	The student will recognize the value of coins and/or dollars. (e.g., when given a set of unordered coins and/or dollars and values, student places coins and/or dollars next to the monetary value)	<ul style="list-style-type: none"> Student work product of coins and/or dollars sorted correctly to correspond with their values (placed on a t-chart)
SAT22203	The student will indicate the amounts of money in different groups by indicating the correct amount and symbol (\$, ¢) or language (dollars, cents) for each group. . (e.g., given \$2.39, student responds “two dollars and thirty-nine cents”; given two items that each cost \$.25, student responds “\$.50,” “50¢,” or “fifty cents”; given three dollars, student responds “\$3” or “\$3.00”)	<ul style="list-style-type: none"> Student work product with the correct amount and correct symbols (\$ or ¢) or language (dollars or cents) indicated by the student
SAT22204	The student will relate digital times to daily activities.	<ul style="list-style-type: none"> Student work product showing a student’s completed schedule with the digital time of each activity
SAT22301A	The student will determine and indicate the value of a combination of coins and/or dollars that are required to make purchases of one or more items.	<ul style="list-style-type: none"> Student work product showing a group of coins and bills and the student’s calculation of the total amount of money needed for purchases
SAT22301B	The student will determine the value of collections of coins and/or dollars based on real-world problems. (e.g., determining the value of coin and/or dollar collections when purchasing a backpack and pencil at one store and a sandwich and soda at another store)	<ul style="list-style-type: none"> Digital video or audio of the student determining the value from a set of coins and/or dollars needed to purchase items
SAT22301C	The student will determine the value of a combination of coins and/or dollars by indicating the total value of a given set of coins and/or dollars.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student with a group of coins and/or dollars, determining the value and indicating the total of the coins and/or dollars
SAT22302	The student will represent money values, given collections of coins and/or dollars, and indicating the value using currency symbols (\$ __. __ __).	<ul style="list-style-type: none"> Student work product showing a collection of coins and/or dollars and the total value indicated, using the appropriate symbols and decimal points
SAT22303	The student will tell time to the minute using an analog clock.	<ul style="list-style-type: none"> Student work product indicating the student’s answers when telling time
SAT22304A	The student will relate times to a schedule of activities. (e.g., sorting times and daily activities to put them in the order they occur, adding in the missing times and activities to complete a daily schedule, placing times next to a schedule of activities)	<ul style="list-style-type: none"> Student work product of a daily schedule of activities and times listed in order

SAT22304B	The student will compare times to a schedule of activities. (e.g., looking at a schedule of events, the student responds to questions such as, “Do we go to the library at 9:00 every day?” or “What time do we have library?”)	<ul style="list-style-type: none">• Student work product with student answers to questions recorded
-----------	--	---