English Language Arts (ELA) NYSAA Frameworks

Grade 4

2012–13

New York State Alternate Assessment

GLIs and Essences ELA – Grade 4

Required Component 1—Key Idea: Reading

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

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

AGLIs	ELA – Grade 4
Required Component 1—Key Idea: Reading	
Choice Component 1—Standard 2: Students will read, write, listen, and speak for **literary response and expression.**	
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*	
POSSIBLE ENTRY POINTS for Reading-Standard 2	
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**	

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

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

SATs ELA – Grade 4

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read literary text(s) during reading time.	• Sequenced, captioned, and dated photographs of the student reading or attending to the teacher reading literary text(s) • Data Collection Sheet (time-segment) of student performance when reading or attending to literary text(s)
SAT12105	The student will attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) from a selection of genres.	• Data Collection Sheet (time-segment) of student performance when reading or attending to various genres, with the genre noted for each date • Sequenced, captioned, and dated photographs of the student attending to or reading various genres, with the genres indicated
SAT12106A	The student will identify important character(s) and/or event(s) in story(s) read by the student or read aloud by others. (Note: The assessment needs to use vocabulary specific to the character(s) and/or event(s).)	• Student work product with question(s) asking or statement(s) directing the student to identify the important character(s) and/or event(s) in specific story(s)
SAT12106B	The student will identify an important character from the text read or read aloud by others by choosing the picture of the character from multiple pictures. (Note: The assessment needs to use vocabulary specific to the character.)	• Student work product of the picture of the important character the student indicated matched to a specific text read or read aloud by others
SAT12106C	The student will identify an important event in a text read or read aloud by others by choosing a picture of the event from multiple pictures. (Note: The assessment needs to use vocabulary specific to the event.)	• Data Collection Sheet of student performance when identifying the picture of the important event that occurred in the text read or read aloud by others

SAT12104A	The student will interact with part(s) of a story through expression of emotion(s) and/or hand movement(s). (e.g., In a funny story, the student expresses the appropriate emotion in the mode that is most appropriate for the student; in a story where there is a repeated phrase or emotion, the student makes movement of hands or face to show phrase or emotion.)	• Data Collection Sheet of student performance when appropriately displaying specific emotion(s) (facial expression(s) and/or vocalization(s)) and/or hand movement(s) during specific part(s) of a story being read aloud • Sequenced, captioned, and dated photographs of the student using hand motion(s), facial expression(s), and/or vocalization(s) indicating recurring sounds
SAT12104B	The student will interact with the repeated language of Gunniwolf ("pit-a-pat, pit-a-pat," etc.) being read aloud by tapping a drum or tabletop with his or her hand.	• Digital video of the student responding to the repeated language in a story by drumming to the appropriate parts
SAT12201	The student will read aloud with fluency during reading time.	• Data Collection Sheet of student performance when reading fluently at an appropriate reading rate
SAT12207	The student will identify the definition of story element terms (e.g., plot, character, setting, etc.) by indicating the appropriate definition for the requested story element terms.	• Student work product of the terms with the definitions pasted next to them • Sequenced, captioned, and dated photographs of the student drawing lines from the term to the definition on a worksheet
SAT12208A	The student will recognize plot as a sequence of events or action in a narrative. (e.g., student places pictures or sentence strips in the correct order based on the narrative when asked, "What was the plot of the story?"; student numbers images of events or action of a narrative to sequence them; student writes/creates sentences indicating the plot [sequenced events or action of a narrative]. Note: The assessment needs to use vocabulary specific to plot.)	• Student work product of ordered sentence strips, pictures, or written sentences showing the plot of a story read or read aloud by others
SAT12208B	The student will recognize plot as the sequence of events in a narrative by indicating events from the beginning and ending of the narrative. (Note: The assessment needs to use vocabulary specific to plot.)	• Sequenced, captioned, and dated photographs of the student looking through the book and then identifying the beginning and the end of the story • Student work product with pictures from the story labeled "beginning" and "end"
SAT12204A	The student will relate a text to a personal experience by indicating the similarity(s) between the text and the student's own personal experience. (e.g., going camping, a vacation, a birthday party)	• Student work product showing event(s) from the story and event(s) from the student's life, with similarity(s) indicated (Note: Work product may include a semantic feature analysis chart, other graphic organizer, etc.)
SAT12204B	The student will relate a text to a personal experience by choosing a character from the text that is most like himself or herself and indicating a reason for the choice.	• Digital video or audio of the student indicating the character that is most like him or her and indicating a reason for the choice by selecting a picture, object, or symbol that represents the similarity and/or indicating (using words, sign language, augmentative communication, etc.) the reason (e.g., we both like…, we both have…)

SAT12205	The student will recognize explicit motive(s) of character(s) after having read or listened to a text.	• Student work product of picture, symbol, or word/sentence card of the motive with the picture of the character
SAT12209A	The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements. (e.g., "Is the plot about _____ or about _____?" "Name/Point to two characters from the story." "What character helped _____ in the story?" "What is the setting of the story?" Note: The assessment needs to use vocabulary specific to the plot, character, setting, etc.)	• Student work product of questions or statements about plot, character, and/or setting with student responses to each • Sequenced, captioned, and dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and/or setting in text(s)
SAT12209B	The student will answer comprehension questions about plot in two or more texts by giving detail(s) about each of the plots. (e.g., teacher instructs, "Give me a detail about the plot in [Title of text] and [Title of text]." or "Give me two or more details about how the plot progressed." Note: The assessment needs to use vocabulary specific to the plot.)	• Student work product of story webs showing events in two or more texts, with detail(s) about the plot events • Data Collection Sheet of student performance when indicating detail(s) about each of the plot events with an indication of the texts used to answer the plot questions or statements
SAT12307	The student will select and read literature with fluency for comprehension by selecting a story, reading it with the teacher or a peer, and answering a question or providing a detail about the story.	• Digital video or audio of the student selecting the story, reading with fluency, and then answering a comprehension question or providing a detail about the story
SAT12308	The student will recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts. (e.g., labeling picture(s)/text from literary texts with the correct terms or placing picture(s)/text from literary texts next to the terms to illustrate them. Note: The assessment needs to use vocabulary specific to the plot, character, setting, etc.)	• Data Collection Sheet (multi-step) of student performance when selecting literary terms (e.g., plot, character, setting) and placing them with picture(s)/text from the literary texts that illustrate them (e.g., the term "plot" placed with a picture depicting events in the stories; the term "setting" placed with text from the stories that describe the setting) • Student work product showing the picture(s)/text the student selected from the literary texts that represent the terms
SAT12309A	The student will demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending. (e.g., student draws or selects pictures showing the plot, role-plays the story through the sequence of events. Note: The assessment needs to use vocabulary specific to the plot.)	• Digital video of the student telling the plot of the narrative by drawing pictures, selecting pictures, or role-playing • Data Collection Sheet (multi-step) of student performance when responding to questions about the plot
SAT12309B	The student will demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending by logically ordering plot sentence strips/event pictures about a literary text.	• Student work product of ordered sentence strips/event pictures showing the plot leading to a logical ending

SAT12304	The student will recognize explicit motives of characters by indicating the appropriate motives of characters. (e.g., student selects the card that gives the plausible motives of characters in two or more stories, student verbally states or signs why a specific action was taken by each of the characters in the story(s))	• Student work product of cards affixed to a worksheet selected to show motive for each of the characters • Digital video or audio of the student describing (using words, sign language, augmentative communication, etc.) why characters took specific actions
SAT12305A	The student will identify his or her favorite and/or least favorite part(s) of a story by indicating the picture(s) that represent the part(s). (Note: The pictures provided should depict a few very different parts from the story for the student to choose from.)	• Student work product of word(s) or picture(s) showing favorite part(s) and/or least favorite part(s) of a story
SAT12305B	The student will identify his or her favorite and/or least favorite part(s) of a story by creating a picture or representation of his or her favorite and/or least favorite part(s).	• Student work product of the student-created picture or representation (e.g., drawing, selected objects) for his or her favorite and/or least favorite part(s)
SAT12306A	The student will make prediction(s) of how a story will end by indicating the appropriate prediction(s).	• Student work product showing the student-selected prediction(s) for the end of a story
SAT12306B	The student will indicate prediction(s) of how a story will end by writing or creating a picture of his or her prediction(s).	• Student work product showing the student's written or drawn prediction(s) for the end of a story

GLIs and Essences ELA – Grade 4

Required Component 1—Key Idea: Reading

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

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

AGLIs		ELA – Grade 4
Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 4: Students will read, write, listen, and speak for **social interaction.**		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 4		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶		**More Complex**
The student will: • attend to text read aloud by others (14101) • attend to or read text(s) and take turns responding (14102) • attend to and respond appropriately to others' thoughts and/or opinions about text(s) (14103) • answer "who," "what," and/or "when" questions about text(s) with classmate(s) (14104)	The student will: • read or have read to them multiple texts with classmate(s) (14203) • answer literal questions about text read or read aloud by others in a peer setting (14204)	The student will: • read texts with classmate(s), (e.g., the same text separately, in unison, similar texts; or different texts aloud to one another) (14301) • discuss texts (asking and/or answering questions) with classmate(s) to enhance comprehension (14302) • use appropriate language for classroom discussion (14303) • relate events in stories in sequence with a group (14304) • identify main characters within a group (14306)

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

SATs ELA – Grade 4

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to text read aloud by demonstrating appropriate attending behaviors. (e.g., eye contact, remaining in seat, remaining quiet)	• Data Collection Sheet (multi-step) of student performance of specific attending behaviors (e.g., remaining in seat, remaining quiet, eye gazing to reader) • Sequenced, captioned, and dated photographs of the student attending to a text being read aloud
SAT14101B	The student will attend to a text read on tape by keeping a pair of headphones on while the text is being read.	• Data Collection Sheet (time-segment) of student performance on the amount of time the student listens to the text
SAT14102	The student will attend to or read text(s) and take turns responding in a group while following appropriate group behaviors.	• Data Collection Sheet (multi-step) of student performance when attending to or reading text(s) and taking turns appropriately in the group
SAT14103	The student will attend to and respond appropriately to others' thoughts and/or opinions about text(s) by taking turns asking and answering questions with classmate(s).	• Digital video of student attending to, asking, and answering questions and responding appropriately • Data Collection Sheet (multi-step) of student performance when attending to and taking turns asking and answering questions
SAT14104	The student will answer "who," "what", and/or "when" questions about text(s) with classmate(s) by producing a group project based on the text(s).	• Student work product of a collage made by the student and his or her classmate(s) that answers "who," "what," and/or "when" questions
SAT14203A	The student will read multiple texts with a group by following along in texts and reading when it is his or her turn.	• Digital video of the student following along in texts and reading when it is his or her turn
SAT14203B	The student will have read to him or her and classmate(s) multiple texts while following appropriate group behaviors. (e.g., sitting quietly, attending to the reader, eye gazing to reader)	• Data Collection Sheet (time-segment) of student performance when following appropriate group behaviors while multiple texts are read
SAT14204	The student will answer literal questions about text read or read aloud by others in a peer setting.	• Digital video of the student answering literal questions with classmates • Sequenced, captioned, and dated photographs of the student answering questions with peers
SAT14301	The student will read texts with classmate(s). (e.g., the same text separately or in unison, similar texts, or different texts read aloud to one another)	• Audio of the student reading texts with classmate(s) in a small group while following appropriate procedures for group reading

SAT14302	The student will take turns asking and/or answering questions with classmate(s) after reading or listening to texts.	• Digital video of the student asking and/or answering questions with classmate(s) about texts
SAT14303	The student will use appropriate language for classroom discussion during a discussion about a text just read.	• Data Collection Sheet (multi-step) of student performance when using appropriate language during a conversation with peer(s)
SAT14304	The student will relate sequenced events in stories by correctly indicating three or more events in the appropriate sequence for different stories with classmate(s).	• Student work product of a group-created storyboard for different stories with the sequencing of events illustrated by sentence strips, pictures, etc.
SAT14306A	The student will identify main characters in texts while working in a group during reading time. (Note: The assessment needs to use vocabulary specific to the characters.)	• Student work product of a collage of main characters from texts made by the student and his or her classmate(s)
SAT14306B	The student will identify the main characters in a text with classmate(s) by selecting pictures representing characters as the text is read. (Note: The assessment needs to use vocabulary specific to the characters.)	• Sequenced, captioned, and dated photographs of the class creating a character chart on a felt board while the story is being read
SAT14306C	The student will work with a peer to identify main characters in texts by creating character boards. (Note: The assessment needs to use vocabulary specific to the characters.)	• Sequenced, captioned, and dated photographs of the student working with a peer to create the character boards, where the student is identifying specific characters from a choice of picture cards

GLIs and Essences

ELA – Grade 4 (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. 34	• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance	• Take notes to record facts • State a main idea • Compare ideas and information

AGLIs

ELA – Grade 4 (cont'd)

Required Component 2—Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Writing-Standard 1

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

The student will: • select words, pictures, symbols, etc., from simple text to record facts (21105) • identify main idea(s) in text(s) for note-taking (21102) • arrange events in logical and sequential order (21103) • create picture(s), symbol(s), object(s), etc. to communicate information (21104)	The student will: • take notes from text to record facts, data, and/or ideas (21201) • describe in his/her own words main ideas in texts for note-taking (21205) • identify similar facts or ideas in one text for note-taking (21203) • demonstrate ongoing journaling of information (21204)	The student will: • compare ideas or facts (21301) • compose a general statement about a comparison (21306) • identify a main idea based on notes (21307) • summarize informational text in his/her own words (21308) • begin to use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305)

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

SATs

ELA – Grade 4 (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
SAT21105A	The student will select words, pictures, symbols, objects, etc. to represent facts from a text.	• Data Collection Sheet of student performance when selecting the items that represent the facts from a text
SAT21105B	The student will select cards with photographs, symbols, or objects representing facts from an informational text and place them on a graphic organizer, list, or chart.	• Student work product of the completed graphic organizer, list, or chart • Digital video of the student attending to the informational text, selecting the appropriate cards representing facts, and recording the facts on a wall chart
SAT21102	The student will identify main idea(s) of informational text(s) for note-taking by selecting the main idea(s) using picture(s) or phrase(s) from a set of choices. (Note: The assessment needs to use vocabulary specific to the main idea(s).)	• Student work product that includes the title of the informational text(s), choices, and the student's selection of main idea(s) • Data Collection Sheet of student performance when identifying the main idea(s) of informational text(s)
SAT21103	The student will arrange three or more pictures, symbols, words, etc. in chronological order to represent a sequence of events.	• Student work product showing pictures, symbols, words, etc. of events from a recent article in chronological order • Sequenced, captioned, and dated photographs of the student arranging the events in chronological order
SAT21104	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or personal experience/preference. (e.g., selecting or drawing specific information about the text; completing a chart or graphic organizer with personal information; using the touch screen to communicate information about favorite animal(s))	• Student work product of a selected graphic or image created using Boardmaker, an Internet picture, a piece of writing with symbol(s), a drawing, etc. that gives information about a text • Student work product of a completed chart or graphic organizer that gives information about a text or personal experience
SAT21201A	The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text. (e.g., by writing; by audio-recording; by selecting pictures, symbols, objects)	• Student work product of the facts, data, or ideas that the student recorded as notes based on the informational text • Digital video or audio of the student taking or recording notes from an informational text

SAT21201B	The student will create a notes page by writing or placing sentence strips with definitions from an informational text next to photos of the objects they define. (e.g., Informational text that provides definitions could be a dictionary or encyclopedia.)	• Student work product of notes page with pictures and definitions (e.g., a picture of a mountain with the definition of a mountain)
SAT21205	The student will describe the main ideas of texts in his or her own words to allow the teacher to jot down words for note-taking.	• Student work product of student-created or written notes indicating the main ideas of texts in his or her own words
SAT21203	The student will identify similar facts or ideas presented in a text for note-taking by placing cards with words, pictures, symbols, or objects into groups. (e.g., for a topic of animals, facts are grouped by habitat and food sources, animals are grouped by mammal or amphibian)	• Student work product showing similar facts or ideas grouped together • Sequenced, captioned, and dated photographs of the student grouping similar information
SAT21204	The student will record in a journal responses to daily question(s). (e.g., "Write about what you did last weekend." "Write about three things you do in the evening.")	• Student work product with responses to daily question(s): symbols, pictures, word cards, sentence strips, etc.
SAT21301A	The student will compare facts by indicating a similarity of characteristic or trait for at least two different facts in informational text(s). (e.g., student compares traits about kinds of trees; compares different characteristics of various means of transportation)	• Student work product of a graphic organizer showing the title of the text and the similarities of two different facts
SAT21301B	The student will compare ideas about a topic on a graphic organizer.	• Student work product of a graphic organizer showing the given topic and the comparison between the ideas as related to the topic
SAT21306	The student will create a general statement comparing nonfiction texts by identifying common themes in two or more nonfiction texts. (e.g., biographies, histories, personal narratives)	• Student work product of a graphic organizer showing the titles of nonfiction texts and common themes
SAT21307	The student will identify the main idea of an informational text based on notes that have been prerecorded in a graphic organizer. (Note: The assessment needs to use vocabulary specific to main idea.)	• Digital video or audio of the student identifying the main idea of an informational text using the text and notes in a graphic organizer
SAT21308	The student will summarize an informational text using his or her own words, sign language, symbols, pictures, word cards, written words, etc.	• Student work product of the student's summary of an informational text using symbols, pictures, word cards, written words, etc. to summarize it
SAT21305	The student will edit text he/she has developed using the writing process.	• Student work product of a student-created text showing the student work before and after editing

GLIs and Essences

ELA – Grade 4 (cont'd)

Required Component 2—Key Idea: Writing

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

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

AGLIs

ELA – Grade 4 (cont'd)

Required Component 2—Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Writing-Standard 2

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

The student will: • tell story(s) about personal experience(s) (22101) • attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102) • compose ideas for story(s) (22106) • tell a story with character(s) and/or setting (22104) • create pictures, symbols, objects, etc. to communicate a story (22105)	The student will: • compose story(s) about personal experience(s) (22207) • compose story(s) having a plot, setting, and/or character(s) (22208) • retell the plot of a story read or read aloud (22209) • compose comprehension question(s) about literary text(s) (22210) • respond to stories by relating to personal experiences (22205) • begin to use the initial steps of the writing process (prewriting and drafting) (22211)	The student will: • compose story(s) using personal experience(s) enhanced with make-believe having plot, setting, and/or characters (22304) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22302) • compose complete sentences to answer comprehension questions about a literary text (22305) • compose a complete sentence indicating a reaction to a literary text (22306)

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

SATs

ELA – Grade 4 (cont'd)

Required Component 2—Key Idea: Writing

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will tell (write, draw, select picture(s) of, create image(s) of, etc.) story(s) about personal experience(s) when given a starting question.	• Student work product of a student-created story telling about the student's weekend activities
SAT22101B	The student will tell story(s) by selecting picture(s) or symbol(s) that illustrate personal experience(s).	• Student work product of student-selected picture(s) or symbol(s) from a set to tell about a personal experience
SAT22102	The student will attend to or read story(s) and tell what happened in a story using words, pictures, signs, symbols, etc. (e.g., student reads a story and then uses pictures to illustrate an important event in the story; student attends to a story and then uses phrases to indicate what happened at the beginning and end of the story)	• Data Collection Sheet of student performance attending to or reading the story and telling what happened in the story using words, pictures, signs, symbols, etc.
SAT22106	The student will compose ideas for story(s) when given a topic by selecting pictures, words, or phrases from both related and unrelated idea choices.	• Student work product of selected picture, word, or phrase cards with ideas indicated for the story
SAT22104	The student will tell a story by including the element(s) of character(s) and/or setting given a variety of picture, symbol, and/or word choices to select from.	• Student work product showing a story with element(s) of character(s) and/or setting (pictures, word cards, symbols, etc.) included
SAT22105	The student will create a story line using pictures, symbols, objects, signs, etc. when given a theme or topic.	• Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.)
SAT22207A	The student will compose story(s) about personal experience(s). (e.g., weekend activities, after-school activities, favorite vacation, sibling relationships)	• Student work product of the student's story about his or her favorite vacation
SAT22207B	The student will compose story(s) about personal experience(s) by selecting sentence strips that describe the student's favorite day.	• Student work product of the student's story using sentence strips
SAT22208	The student will compose story(s) having a simple plot, setting, and/or character(s) for a story journal using pictures, symbols, etc.	• Student work product of the student's story with pictures, symbols, etc.

SAT22209	The student will retell the plot of a story using an event(s) of the story.	• Digital video or audio of the student retelling event(s) of a story using images or a speech-generating device • Student work product of the student's retelling of event(s) of a story using sentence strips, words, pictures, etc.
SAT22210	The student will compose comprehension question(s) about literary text(s) by writing or selecting a phrase or symbol card(s) for "wh" question(s).	• Student work product of composed "wh" comprehension question(s) about literary text(s)
SAT22205	The student will respond to stories by relating a character or an event in stories to a person he or she knows or an event he or she knows about.	• Student work product showing the connections between the person or event and a character or event in the stories (student can use a graphic organizer, images, speech-generating device, etc.)
SAT22211	The student will begin to use the writing process (prewriting and drafting) to start a story outline.	• Student work product of a drafted story outline
SAT22304	The student will compose a story(s) about something the student knows about that has a plot, setting, characters, and make-believe details.	• Student work product of a story that the student created from personal experiences and some enhancements, with story elements of plot, setting, character, and other details
SAT22302	The student will edit his or her own text using the writing process.	• Student work product of his or her own text before and after student edits
SAT22305	The student will compose complete sentences to answer comprehension questions about a literary text.	• Student work product with complete sentences answering comprehension questions about a literary text
SAT22306	The student will compose a complete sentence indicating a reaction to a literary text.	• Student work product with a student-composed complete sentence indicating a reaction to text read or read aloud

Mathematics
NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences MATH – Grade 4

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

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

AGLIs		MATH – Grade 4
Required Component 1—Strand: Number Sense and Operations		
Choice Component 1—Band: Number Systems		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
The student will: • compare two whole numbers 0 to 19 (11107)** • order three or more whole numbers 0 to 19 (11108)** • demonstrate the commutative property of addition (11103) • demonstrate an understanding that a decimal represents a part of a whole using manipulatives (11109) • read, write, and/or name decimals to the tenths place with or without the use of manipulatives (11110) • identify numeral(s) 0 to 19 (11106)**	The student will: • compare two whole numbers 0 to 100 (11207)** • order three or more whole numbers 0 to 100 (11208)** • compare two unit fractions (11209) • order three or more unit fractions (11210) • read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives (11211) • identify numerals 0 to 100 (11206)**	The student will: • compare two whole numbers 0 to 1,000 (11308)** • order three or more whole numbers 0 to 1,000 (11309)** • compare two fractions with the same denominator (11310) • order three or more fractions with the same denominator (11311) • compare two decimals to the hundredths place in the context of money (11305) • order three or more decimals to the hundredths place in the context of money (11306) • identify numerals 0 to 1,000 (11307)**

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

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

SATs MATH – Grade 4

Required Component 1—Stand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11107A	When given two whole numbers, the student will compare them and indicate, circle, or select the number that is higher/greater than or lower/less than the other number. (e.g., when given 4 and 2, student responds that 4 is higher than 2; when given 10 and 15, student responds that 10 is less than 15; Note: The sets could include any numbers between 0 and 19.)	• Data Collection Sheet (multi-step) of student performance when comparing different sets of numbers, with the numbers being compared indicated for each date • Student work product showing questions (greater than or less than), numbers given, and student selection
SAT11107B	The student will compare his or her own biographical information to that of peers by ordering the information in ascending or descending order. (e.g., student compares the number of people in his or her family to the number of people in peers' families; Note: The sets could include any numbers between 0 and 19.)	• Student work product showing a list of student names and the comparison of information by ordering the information from most to fewest or fewest to most
SAT11108A	The student will put three or more numbers in correct order. (e.g., 12, 7, and 15; 4, 8, 6, and 10; Note: The sets could include any numbers between 0 and 19.)	• Student work product of a set of three or more unordered numbers that the student ordered correctly
SAT11108B	The student will order three whole numbers by taking the large cutout numerals 1, 2, and 3 and giving a numeral to the first, second, and third student in line (students represent a number line).	• Digital video of the student taking the numerals 1, 2, and 3 and giving them to the appropriate students standing in line
SAT11103	The student will demonstrate the commutative property of addition by showing that the answer for 2 + 1, 3 + 2, etc. is the same as the answer for 1 + 2, 2 + 3, etc. using manipulatives.	• Sequenced, captioned, and dated photographs of the student working with a set of manipulatives to show the commutative property • Student work product showing addition problems with the student-written or -pasted strips/tick marks next to each example to show the commutative property
SAT11109	The student will demonstrate an understanding that a decimal represents a part of a whole by matching decimals to pictures of tenths and/or hundredths charts shaded to represent decimals less than 1.	• Student work product showing the student matching decimals to the correct models

SAT11110	The student will read, write, and/or name decimals to the tenths place with or without the use of manipulatives by indicating the correct designation when given different decimals to the tenths place. (e.g., given .4, student circles four-tenths; given .8, student highlights eight-tenths; given .3, student pastes a word card that says three-tenths; given .1, student states or signs one-tenth)	• Student work product showing the decimal designations the student indicated for the specific decimals to the tenths place • Digital video of the student stating or signing the decimal designations for the decimals to the tenths place
SAT11106A	The student will identify numeral(s) between 0 and 19. (e.g., The student is given one apple and the student writes 1 next to it; the student is given 10 cubes and the student circles 10 on a number line; when shown the numeral 3, the student states or signs "three;" when the teacher states or signs "show me the numeral five," the student selects 5 from a set of numeral cards; Note: The numerals could include any numbers between 0 and 19.)	• Student work product showing an item or a set of items and the numeral the student indicated the set represents • Data Collection Sheet of student performance when identifying numeral(s) between 0 and 19, with the identified numeral(s) noted for each date
SAT11106B	The student will identify the numeral requested when given the three large cutout numerals 1, 3, and 5.	• Digital video of the student selecting the requested numeral from the choices of 1, 3, and 5
SAT11207	The student will compare two whole numbers between 0 and 100 by using the words "equal to," "greater than," or "less than" or the symbol =, >, or < to describe the comparison. (e.g., 25 and 52; 42 and 12; Note: The numbers used in the comparison could include any numbers between 0 and 100.)	• Sequenced, captioned, and dated photographs of the student indicating which numbers match the comparison descriptor (word/symbol) • Digital video or audio of the student indicating (using words, sign language, augmentative communication, etc.) the phrase that correctly compares the numbers
SAT11208	The student will order three or more whole numbers 0 to 100 by placing the numbers in order from least to greatest (or greatest to least). (Note: The numbers used in ordering could include any numbers between 0 and 100.)	• Digital video of the student ordering three or more numbers • Student work product indicating the order in which the student placed the numbers
SAT11209	The student will compare two unit fractions by indicating which fraction is smaller or larger when given two unit fractions, such as $\frac{1}{3}$ and $\frac{1}{2}$.	• Student work product indicating which unit fractions the student compared and chose (by marking, circling, eye-gazing to, underlining, etc.) as smaller or larger depending on what is requested
SAT11210A	The student will order three or more unit fractions by indicating the requested order.	• Data Collection Sheet of student performance when ordering three or more unit fractions, with an indication of the unit fractions the student ordered and the order that was requested
SAT11210B	The student will order three or more unit fractions by placing measuring cups ($\frac{1}{3}$, $\frac{1}{2}$, $\frac{3}{4}$) in order along the table or workspace.	• Digital video of the student ordering measuring cups

SAT11211	The student will read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives. (e.g., using sales fliers or items with an amount associated with them, student reads the prices correctly or writes the price of an item when the price is read to the student; Note: The sales fliers need to include cents for item prices [$4.00, not $4].)	• Digital video or audio of the student indicating to the teacher (using words, sign language, augmentative communication, etc.) the prices of the items • Student work product showing the created or written prices of an item, given a written-out description of prices (e.g., bananas are two dollars and twenty-eight cents = $2.28)
SAT11206A	The student will identify numerals by indicating the numerals requested from number cards or a number line (0–100). (Note: The numerals could include any numbers between 0 and 100.)	• Sequenced, captioned, and dated photographs of the student indicating the requested numbers from a set of manipulatives
SAT11206B	The student will identify numerals 0 to 100 by writing or indicating how many item(s) are in a given set. (e.g., The student is given five blocks and the student writes 5 next to the items; the student is given 75 CDs and the student circles 75 on a number line; Note: The numerals could include any numbers between 0 and 100.)	• Data Collection Sheet (multi-step) of student performance when writing or indicating the numerals for given sets of items
SAT11308	The student will compare two whole numbers 0 to 1,000 by using the words “equal to,” “greater than,” or “less than” or the symbol =, >, or < to describe the comparison. (e.g., 10 and 100; 300 and 200; Note: The numbers used in comparison could include any numbers between 0 and 1,000.)	• Student work product showing the phrase or symbol that the student indicated given two whole numbers • Sequenced, captioned, and dated photographs of the student indicating which numbers match the comparison descriptor (words/symbol)
SAT11309	The student will order three or more whole numbers 0 to 1,000 by placing three numbers in order from least to greatest (or greatest to least). (e.g., 1000, 10, 1, and 100; 50, 150, and 5; Note: The numbers used in ordering could include any numbers between 0 and 1,000.)	• Student work product indicating the order that the student placed the numbers • Data Collection Sheet (multi-step) of student performance when ordering a set of three or more numbers with an indication of the numbers ordered and the order that was requested
SAT11310A	The student will compare two fractions with the same denominator by placing them on a number line or identifying where they go on a number line.	• Sequenced, captioned, and dated photographs of the student placing fractions on a number line
SAT11310B	The student will compare two fractions with the same denominator by indicating the comparison descriptor (symbol/word) when given two fractions such as $\frac{3}{5}$ and $\frac{5}{5}$.	• Student work product indicating fractions presented to the student and the comparison descriptor (symbol/word)
SAT11311	The student will indicate the order from smallest to largest (or largest to smallest) of three fractions (e.g., $\frac{2}{6}$, $\frac{5}{6}$, $\frac{3}{6}$).	• Digital video or audio of the student ordering fractions from smallest to largest (or largest to smallest)
SAT11305	The student will compare two decimals to the hundredths place by indicating which written coin amount, using correct currency symbols ($0.00), is more (or less).	• Student work product indicating coin amounts given and the student’s mark on the one that is more (or less)

SAT11306	The student will order three or more decimals to the hundredths place in the context of money ($.00). (e.g., student places the prices of three items from a sales flier, such as $.25, $.29, $.27, in order from least to greatest or greatest to least)	• Student work product showing the order of the decimals indicated by the student • Data Collection Sheet (multi-step) of student performance when ordering a set of three or more decimals to the hundredths place with an indication of the decimals ordered and the order that was requested
SAT11307A	The student will identify numerals 0 to 1,000 by indicating the numerals requested from a set of number cards or on a number line. (e.g., teacher states or signs “fifty” and the student selects the card with that numeral; teacher states or signs “seventy-five” and the student points to that numeral on a number line; Note: The numerals could include any numbers between 0 and 1,000.)	• Data Collection Sheet (multi-step) of student performance when identifying numerals
SAT11307B	The student will identify numerals 0 to 1,000 by writing or indicating the numerals to indicate how many item(s) are in given sets. (e.g., The student is given twenty-five blocks and the student writes 25 next to the blocks; the student is given 100 CDs and the student circles 100 on a number line; Note: The numerals could include any numbers between 0 and 1,000.)	• Sequenced, captioned, and dated photographs of the student writing or indicating the numerals of given sets of item(s)

GLIs and Essences MATH – Grade 4

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

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

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

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

SATs MATH – Grade 4

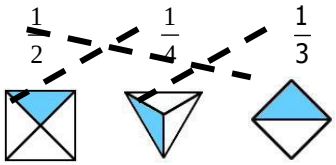
Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106	The student will solve simple one-digit addition and/or subtraction problem(s) with or without manipulatives.	• Student work product showing simple addition and/or subtraction problem(s)
SAT13102	The student will multiply and/or divide one-digit numbers with or without objects.	• Student work product with answers to simple multiplication and/or division problem(s)
SAT13103	Given two or more problems, the student will select the operation (addition) needed to find the total value of items contained in a list of purchases or the operation (subtraction) needed to find the amount of money left after a purchase.	• Digital video of the student being presented with the purchase problems and selecting the appropriate operations from a set of word cards
SAT13104A	The student will use the appropriate operation to solve problems after selecting the operation from a given set of operation choices. (e.g., student chooses to subtract the costs of two items from a starting amount of money to find the amount of money, if any, that will remain)	• Student work product showing the student selecting the subtraction operation and then solving problems using subtraction to find the amount of money, if any, that remains
SAT13104B	The student will use the appropriate operation to solve word problems.	• Student work product of solved word problems
SAT13105A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up the whole, as requested.	• Student work product with whole item labeled or marked as whole and/or parts of a whole item labeled or marked as parts
SAT13105B	The student will recognize a whole shape or object, when given a whole and a part, by indicating the whole upon request.	• Student work product showing a set of items in whole form and part form, with a student mark on the whole form
SAT13105C	The student will recognize the parts of a whole by matching together or indicating two or more parts of a broken object to make a whole. (e.g., two halves of a circle to make a whole circle; four quarters of a square to make a whole square; two halves of a car to make a whole car)	• Student work product showing the parts matched or indicated that make up the whole object • Sequenced, captioned, and dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object
SAT13206	The student will add and/or subtract one- and/or two-digit whole numbers.	• Student work product consisting of a worksheet showing addition and/or subtraction of one- and/or two-digit numbers

SAT13207	The student will multiply and/or divide one- and/or two-digit whole numbers.	• Student work product consisting of a worksheet showing multiplication and/or division of one- and/or two-digit whole numbers
SAT13208A	The student will select the correct operational symbols to make true number sentences when given a set of operation symbols (+, –, x, ÷). (e.g., 5 __ 2 __ 3 = 13, given +, –, x: student selects x and +; 4 __ 1 __ 1 = 3, given –, x, ÷: student selects – and x; 7 __ 0 __ 2 = 2, given +, –, x, ÷: student selects ÷ and +)	• Sequenced, captioned, and dated photographs of the student selecting the operations needed to complete the number sentence and then checking his or her work using a calculator
SAT13208B	The student will select the appropriate operation to solve word problems involving two or more steps.	• Student work product showing the word problems and the equations the student came up with to solve the problems
SAT13209	The student will solve word problems that involve making purchases of three or more items by indicating addition/subtraction and multiplication/division operations and then solving the word problems.	• Student work product showing the word problems and the multiplication/division and addition/subtraction of the items to solve the problem
SAT13210	The student will indicate which unit fractions go with the appropriate pictorial representations. e.g.: $\frac{1}{2}$: ▭ is one half of ▭ $\frac{1}{4}$: □ is one quarter of □ or 	• Digital video of the student working with pictorial representations and selecting the appropriate unit fractions
SAT13303	The student will add and/or subtract fractions with the same denominators.	• Student work product of the addition and/or subtraction of fractions with the same denominators
SAT13304	The student will add and/or subtract decimals to tenths and hundredths using a hundredths chart (a 10 x 10 grid). (e.g., tenths examples: .1 +.1, .3 +.4, .5 +.8; hundredths examples: .01 + .01, .05 + .05)	• Student work product showing a 10 x 10 grid with the first addend colored in one color, the second addend colored in another color, and the sum of the two indicated

GLIs and Essences

MATH – Grade 4 (cont'd)

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

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

AGLIs

MATH – Grade 4 (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: • order objects according to their lengths (21101) • recognize the difference in length between standard units of measurement (21102) • compare two objects according to the attributes of mass (more mass/less mass) (21107) • order three or more objects according to the attributes of mass (more mass/less mass) (21108) • identify tools appropriate for measurement (21105) • use standard and/or non-standard tool(s) for measurement (21109)	The student will: • use a ruler to measure and identify lengths to the nearest whole standard unit (21206) • use a scale to measure and identify the mass of objects measured in grams (21207) • use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208) • use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209) • use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)	The student will: • use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304) • use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305) • recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306)

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

SATs

MATH – Grade 4 (cont'd)

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101A	The student will order objects according to length from shortest to longest (or longest to shortest). (e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest)	• Student work product showing the objects the student ordered according to length (shortest to longest or longest to shortest)
SAT21101B	The student will order peers by height using a height chart to determine who in the class is the tallest and shortest.	• Sequenced, captioned, and dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest
SAT21102	The student will recognize the differences in length between standard units of measurement by placing them in order from smallest unit to largest. (e.g., inch, foot, yard)	• Digital video of the student ordering units of measure from an inch to a yard
SAT21107	The student will compare two objects according to the attributes of mass by indicating which object has more mass or less mass.	• Data Collection Sheet (multi-step) of student performance when comparing the mass of a set of two objects with an indication of the objects presented • Student work product showing objects with a student mark indicating which object has more mass or less mass, as requested
SAT21108	The student will order three objects that are significantly different in mass by indicating the order from lightest to heaviest (or heaviest to lightest).	• Sequenced, captioned, and dated photographs of the student ordering objects according to mass
SAT21105	The student will identify appropriate measuring tools to measure various objects. (e.g., poster—ruler; car—scale; salt—measuring spoon; milk—measuring cup)	• Student work product of the different objects and appropriate measuring tools indicated or marked by the student
SAT21109A	The student will measure the desktop or workspace first using hand-spans and then using a ruler.	• Data Collection Sheet (multi-step) of student performance when measuring the desktop or workspace using nonstandard and standard units of measurement
SAT21109B	The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.	• Digital video of the student using a scale to measure weight

SAT21109C	The student will use standard tool(s) of measurement during a cooking activity.	• Sequenced, captioned, and dated photographs of the student using standard tool(s) during a cooking activity
SAT21206	The student will use a ruler to measure and identify lengths to the nearest whole standard unit given a variety of objects or items on a worksheet.	• Student work product listing or showing the measured items and the appropriate lengths
SAT21207	The student will use a scale to measure and identify the mass of objects measured in grams. (e.g., block, banana, orange, shoe)	• Data Collection Sheet (multi-step) of student performance when using a scale to measure and identify the mass with an indication of the objects used • Student work product with items and mass (in grams) of each item as determined by the student
SAT21208	The student will use a scale to measure the mass of objects, compare the mass of two or more objects measured in grams, and indicate or select the object with more or less mass.	• Digital video of the student using a scale to measure the mass of objects and then marking which has more mass or less mass
SAT21209	The student will use the appropriate tools for measuring liquids (measuring spoons, cups, beakers, etc.) and will identify the capacities (volume) measured by indicating capacities on a worksheet using the appropriate units for volume.	• Student work product with tools the student used and the capacities (in volume units) recorded by the student
SAT21210	The student will use appropriate tools to measure (measuring spoons, cups, beakers, etc.) and compare the capacities (volume) of two or more amounts measured in standard units by indicating which amount has more (or less) capacity.	• Digital video of the student using the appropriate tools to measure the capacity of objects and then marking which has more or less capacity
SAT21304	The student will measure the lengths of the sides of objects (e.g., desk, blackboard, eraser) using a meterstick or ruler and will compare the lengths by placing objects in order of length or by indicating which object is longest or shortest.	• Student work product of a scrapbook containing pictures and/or names of objects placed in order by their length • Data Collection Sheet of student performance when using a ruler or meterstick to measure and indicating the requested comparison, with the objects used noted
SAT21305	The student will measure the mass of a set of objects in kilograms and order them according to their mass or indicate which object is lightest or heaviest.	• Student work product of a list of three or more objects measured by the student and their masses in order from least to greatest • Data Collection Sheet of student performance when using a scale to measure and indicating the requested comparison, with the objects used noted
SAT21306	The student will recognize, name, and use appropriate tools by selecting tools from a set, indicating the tools' names, demonstrating how to use them, and recording the measurements in standard units for capacities (volumes), lengths, and/or mass.	• Digital video of the student selecting, naming (using words, sign language, augmentative communication, etc.), and using the appropriate tools to measure the capacities, lengths, and/or mass of objects and then recording measurements on a chart

GLIs and Essences

MATH – Grade 4 (cont'd)

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

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

AGLIs

MATH – Grade 4 (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**		
The student will: • recognize coins and their value (penny, nickel, dime and/or quarter) (22105) • recognize the value of a collection of 2 or more of the same coins (22102) • recognize the value of a collection of 2 or more coins of different value (22103) • recognize the days of the week (22104)	The student will: • make change using coins (22201) • make change using the least number of coins (22202) • order the days of the week and relate them to an activity schedule (22204) • tell time using an analog clock (22205)	The student will: • make change using coins and/or dollar amounts (22301) • use a monthly calendar to relate days to special activities or events (22302) • relate lengths of time to activity schedules using any measure of time to include seconds, minutes, hours, days, weeks, months, and/or years (22303)

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

SATs

MATH – Grade 4 (cont'd)

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105	The student will recognize coins by indicating requested coins (quarter, nickel, penny, dime) and indicating the numeric value of the requested coins. (e.g., teacher requests the quarter and dime, student picks up the quarter and the dime and then matches the quarter to its value [$.25] and matches the dime to its value [$.10] on a chart of coin values)	• Data Collection Sheet (multi-step) of student performance when indicating the requested coins and their correct values, with the coins and their values noted • Student work product showing the requested coins circled, pasted, etc. by the student and the value for each of the coins requested
SAT22102	The student will recognize the value of a collection of two or more of the same coins. (e.g., value of two quarters, three pennies, four dimes)	• Student work product indicating the recognition of values made by the student
SAT22103	The student will recognize the value of a collection of two or more coins of different values.	• Student work product indicating the recognition of values made by the student
SAT22104A	The student will recognize the days of the week when given the days of the week and distractors.	• Data Collection Sheet of student performance when recognizing the days of the week • Student work product showing cards with days of the week pasted onto it
SAT22104B	The student will recognize the days of the week by selecting the requested days and placing them on a calendar.	• Sequenced, captioned, and dated photographs of the student indicating the correct days of the week and placing them on the calendar
SAT22201	The student will determine change after a purchase using values under $1.00 when given a total amount available and a total cost.	• Sequenced, captioned, and dated photographs showing the student making change using coins
SAT22202	The student will make change using the least number of coins. (e.g., student provides change when given $1.00 for a purchase of $.75, $.50, or $.65)	• Student work product of the change problem, the student's answer, and some choices that the student selected to get the answer with the least number of coins
SAT22204	The student will order the days of the week and indicate the day on which activities generally occur. (e.g., library on Monday, pizza for lunch on Friday)	• Student work product of the days of the week in order and activities placed on the days on which they generally occur

SAT22205	The student will tell time to the hour, half-hour, quarter-hour, and/or minute using an analog clock.	• Student work product consisting of a worksheet with a variety of clocks, with the time indicated underneath each clock
SAT22301	The student will make change using coins and/or dollar amounts based on a purchase. (e.g., student gives change from a quarter for an item that costs $0.17; student gives change from a dollar for an item that costs $0.82; student gives change from $5.00 for an item that costs $3.50)	• Digital video of the student making change for a specific purchase
SAT22302A	The student will place on the correct days of a monthly calendar the pictures and/or symbols of special events or activities that will be occurring. (e.g., holiday, doctor appointment, birthday)	• Student work product of a calendar with special events or activities indicated Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.
SAT22302B	The student will use a monthly calendar of special events or activities to create a list of dates when requested activities occur.	• Student work product of given activities or events and the student-recorded date of when each is to occur based on the monthly calendar
SAT22303A	The student will relate the lengths of time that specific activities (e.g., reading, music, break) are scheduled for using a daily schedule to indicate the duration (e.g., 35 minutes) next to the activities.	• Student work product of a daily schedule with the student-recorded lengths of time that activities will run for in a given day Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.
SAT22303B	The student will relate lengths of time to activities by using a measure of time to determine how many weeks, days, hours, and/or minutes are left until certain special events are to occur.	• Digital video of the student using a calendar, clock, etc. to determine how much time is left until certain events occur

Science
NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences SCI – Grade 4

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

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

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

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

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

SATs SCI – Grade 4

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11104A	The student will interact, using his or her sense(s), with a variety of objects that have different characteristics. (e.g., objects: leaf, flower, sandpaper, cotton, silk, soil, fur; texture characteristics: rough, smooth, bumpy, prickly; object characteristics: warm, cool)	• Data Collection Sheet of student performance when the student holds, feels, and/or smells different objects, with an indication of the objects the student interacted with
SAT11104B	The student will interact with two or more sensory items after each object is put into his or her hand by listening to it, touching it, looking at it, smelling it, or tasting it. (e.g., smelling lemons, tasting something sweet/sour, hearing drums, feeling something rough/smooth)	• Sequenced, captioned, and dated photographs of the student interacting with objects
SAT11104C	The student will interact with objects by selecting an object of the same texture as a given textured object.	• Student work product showing matching textured papers • Digital video of the student selecting matching textured items
SAT11105A	The student will observe which objects float and/or sink when placed in water.	• Digital video of the student observing a scientific investigation of objects placed in a tank of water
SAT11105B	The student will observe weather events over a period of time.	• Sequenced, captioned, and dated photographs of student observing an approaching storm • Data Collection Sheet (time-segment) of student performance when observing weather over a one-day period
SAT11106	The student will recognize objects with two or more similar characteristics when given two or more grouped objects. (e.g., Two blue squares are grouped together because they are 1) a similar color and 2) similar shape. The student circles which objects belong to that group when given the following choices: first grouping blue square, yellow circle; second grouping blue square, green triangle.)	• Digital video of the student being shown the grouped objects and then selecting objects with similar characteristics • Student work product showing the grouped items and the items the student selected as belonging to the group

SAT11107	The student will recognize objects with two or more different characteristics when given two or more grouped objects. (e.g., Three red circles are grouped together by 1) same shape and 2) same color. The student circles objects different from the group when given the following choices: first grouping red circle, black triangle; second grouping red circle, orange heart)	• Student work product showing the grouped items and the items the student chose as not belonging to the group
SAT11203	The student will identify similarities by indicating two or more similarities of a given set of objects or events. (e.g., given a variety of items, indicate the ones that are similar in 1) food and 2) shape; response shows the orange, apple and cookie grouped (food and round) and the pretzel and wheel separate because they are either round or food)	• Student work product showing the objects or events with the similarities indicated (circled, highlighted, written, etc.) • Sequenced, captioned, and dated photographs or digital video of the student labeling sets of objects or events with symbol or word cards of the similarities
SAT11204	The student will identify differences by indicating two or more differences of a given set of objects or events. (e.g., two different types of leaves, two different animals, blizzard vs. hurricane)	• Student work product showing the objects or events with two or more differences written or selected for each set • Digital video of the student identifying differences by stating or signing two or more differences between the two items or events
SAT11205A	The student will sort objects into a group according to at least two similar physical characteristics. (e.g., sorting by texture and color, weight and height, shape and size)	• Sequenced, captioned, and dated photographs or digital video of the student sorting the objects by similar physical characteristics
SAT11205B	The student will sort objects by two or more similarities when given a group of objects. (e.g., An orange, plum, and apple are sorted together because they have a similar shape (round) and are all food; a picture frame, window, and book are sorted together because they have a similar shape (rectangle) and are all nonliving)	• Student work product of items sorted by two or more similarities under the correct heading (“Similar” and “Not Similar”)
SAT11206A	The student will sort boughs by two or more of their different physical characteristics, given a group of tree boughs (pines, maples).	• Sequenced, captioned, and dated photographs showing (1) the student examining boughs, (2) the student separating boughs into groups according to leaf shape and coloration, and (3) the finished product of groups
SAT11206B	The student will sort leaves by two or more of their different physical characteristics (numbers of points, colors, shapes, etc.)	• Student work product of leaves sorted according to different physical characteristics

SAT11303	The student will describe what happens to objects when they are placed in water. (e.g., boats float, rocks sink)	• Student work product showing what the student marked or indicated that the objects did when placed in water • Data Collection Sheet (multi-step) of the student's responses to the teacher's questions about what happened to a specific object when it was placed in water
SAT11302A	The student will ask questions related to science experiments that he/she observed. (e.g., Did it work? What happened? Why did it happen? How long did it take?)	• Audio or digital video of the student asking questions about science experiments
SAT11302B	The student will ask questions about why unusual events shown in pictures happened. (e.g., a picture of a car in a river and a picture of a table in a tree)	• Audio of the student looking at the pictures and asking questions about the events in the pictures
SAT11304	The student will sort items found in nature by two or more similarities and two or more differences. (e.g., rocks, twigs, insects)	• Sequenced, captioned, and dated photographs of the student creating a poster board showing items sorted according to the similarities and differences (plants, seeds, rocks, insects, etc.) • Digital video of the student reporting on similarities and differences between the items
SAT11305A	The student will recognize similarities and differences by sorting objects into categories using distinguishing characteristics. (e.g., limbs of pine and oak trees: both are from trees and are from a living object, but they have different textures and sizes; two different types of pines: both are from the same type of tree and their needles are maintained all year, but they have different needle sizes and grow better in different places)	• Audio or digital video of the student placing objects from the same category into groups by their similarities and differences using distinguishing characteristics
SAT11305B	The student will recognize similarities and differences, by answering questions or statements such as "Why are these similar (different)?" "What makes these similar (different)?" or "Name two similarities (differences) between these objects." (e.g., blue sweater, red T-shirt, green coat: they are all clothing and are worn on the top part of your body, but they are all different colors and a coat is worn outside to keep us warm)	• Student work product showing the objects and the questions/statements the student answered about similarities and differences between the objects

GLIs and Essences SCI – Grade 4

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

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

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

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

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

SATs SCI – Grade 4

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101A	The student will recognize scientific tool(s) by indicating the tool appropriate for the given scientific investigation. (e.g., tool choices for a simple investigation of air temperature at various times in a day: pencil vs. thermometer; tool choices for a simple investigation of distance traveled by an object: chalk vs. yardstick)	• Student work product with the student-circled scientific tool(s) for a specific investigation (e.g., the thermometer for the temperature investigation, the yardstick for the distance investigation) • Data Collection Sheet (multi-step) of student performance when selecting scientific tool(s), with an indication of the scientific investigation
SAT12101B	The student will recognize a scientific tool(s) that was used after observing a simple investigation.	• Student work product with pictures of tools, some used and some not used, where the student circles the scientific tool(s) that was used in the investigation
SAT12101C	Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer.	• Digital video of the student selecting the tool to investigate water temperature
SAT12102	The student will attend by watching the teacher complete a single step of a simple investigation.	• Data Collection Sheet (time-segment) of student performance in attending to the teacher completing a single step for a simple investigation
SAT12103	The student will complete a single step of a simple investigation that involves two or more steps.	• Sequenced, captioned, and dated photographs of the student placing salt in a tin can after the teacher placed ice in the tin can to discover how dew or frost is formed
SAT12104	The student will recognize the outcome of an investigation once it is complete by selecting a picture or symbol representing the result.	• Student work product where the student selects the correct picture or symbol depicting the outcome of a simple investigation and glues it onto the worksheet • Data Collection Sheet of student performance of selecting the appropriate outcome when given a set of choices

SAT12201A	The student will identify one purpose of a tool(s) or material(s) needed in a simple investigation.	• Digital video of student selecting one purpose of a thermometer (e.g., to investigate water temperature) • Student work product showing a tool(s)/material(s) and purpose(s) with a line drawn by the student to match them up
SAT12201B	The student will identify the purpose of a common tool, when given the tool and a set of purposes to select from. (e.g., when given “scale,” student selects “tells which is heavier”)	• Student work product where the student circles or places a thumbprint on the correct purpose
SAT12202A	The student will complete two steps of a simple investigation. (e.g., in an investigation of objects sinking and floating—step 1: identify the objects to use, step 2: put the objects in a bucket with water, and step 3: observe the results)	• Digital video of the student completing two steps of a three-step investigation
SAT12202B	The student will complete two steps of a simple investigation by following visual or oral directions.	• Data Collection Sheet (multi-step) of student performance when completing two steps of a simple investigation • Sequenced, captioned, and dated photographs of a snowfall investigation showing (1) student getting a yardstick (gathering material), (2) student placing the yardstick in the snow, and (3) student observing the teacher placing a red mark on the yardstick at snow level
SAT12203	The student will recognize two or more planning steps for a simple investigation. (e.g., student indicates from a sequence of photos the ones that show the planning steps; given a list of investigation steps, student circles the planning steps)	• Student work product of the student-selected photo(s) of planning steps for an investigation • Data Collection Sheet of student performance when indicating the planning steps of a simple investigation
SAT12206	The student will identify two or more results of a simple investigation.	• Student work sample with picture cards representing the results glued in the results space • Data Collection Sheet of student performance when identifying the results of a simple investigation
SAT12205	The student will sequence steps of a simple investigation by placing photographs or sentence strips of the investigation in the correct order.	• Student work product of photographs or sentence strips sequenced to show the steps of a simple investigation
SAT12207	The student will identify tools needed to perform a simple investigation. (e.g., balance, beaker, thermometer)	• Student work product showing the investigation and a variety of tools, with marks on the tools needed for the investigation • Digital video of the student identifying the tools needed for the investigation

SAT12208	The student will identify materials needed to perform a simple investigation. (e.g. investigation: diffusion in living material: white carnation, food coloring, water)	• Digital video of the student identifying materials needed for the investigation • Student work product showing the investigation and a variety of materials, with marks on the materials needed for the investigation
SAT12305	When given an investigation, the student will gather tools and materials needed to conduct the investigation by placing them in a bin.	• Data Collection Sheet (multi-step) where the student-gathered tools and materials needed for the steps are recorded • Digital video of the student gathering tools and materials needed to conduct the investigation
SAT12302	The student will plan a simple investigation by determining the steps needed to test a given hypothesis (e.g., the object will sink).	• Student work product showing student drawings of steps of the investigation
SAT12303	The student will implement steps of a simple investigation by performing an experiment. (e.g., student tests if ice melts in the refrigerator, or which objects are magnetic)	• Digital video of the student performing the steps of the simple investigation • Data Collection Sheet (multi-step) where each step of the investigation is a step on the chart
SAT12306A	The student will report the results of a simple investigation by creating a simple data table/graph. (e.g., by using a simple tally to illustrate results, by placing objects on a bar graph according to results)	• Student work product that contains student-created pictures that illustrate the results of the experiment
SAT12306B	The student will report the results of an investigation at its conclusion.	• Digital video of the student activating a voice output device, given two choices to report the results of an investigation to the class

GLIs and Essences

SCI – Grade 4 (cont'd)

Required Component 2—Standard: 4-The Living Environment

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

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

AGLIs

SCI – Grade 4 (cont'd)

Required Component 2—Standard: 4-The Living Environment		
Choice Component 1—Key Idea 3: Individual organisms and species change over time.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 3		
Less Complex ◀·····◀·····◀·····▶·····▶·····▶ **More Complex**		
The student will: • distinguish between plants and animals (22105) • identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22106) • identify different plants or animals found in different places (22107) • recognize the environment in which an organism is typically found (22104)	The student will: • identify the function of basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22204) • associate some characteristic features of plants or animals with certain environments (e.g., heavy fur for cold climates, thick stems for dry areas, etc.) (22205) • identify the part that is missing from a specific plant or animal (22203)	The student will: • identify that animals or plants have different structures that are essential for growth, reproduction, and/or survival (22303) • recognize how animals or plants adapt to their environment (22304)

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

SATs

SCI – Grade 4 (cont'd)

Required Component 2—Standard: 4-The Living Environment

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105A	The student will distinguish between plants and animals. (e.g., flowers, trees, cats, humans)	• Student work product of a scrapbook containing labeled pages, with pictures of plants and animals on correct pages
SAT22105B	The student will distinguish between plants and animals by sorting a group of pictures into categories.	• Student work product in which the student glues pictures of plants on one side of the page and labels them "plants" and glues pictures of animals on the other side of the page and labels them "animals" • Sequenced, captioned, and dated photographs of the student showing (1) the student with one pile of pictures of plants and animals all together, (2) the student with some of the pictures sorted into the categories, (3) the final two piles of pictures under the categories of "plants" and "animals"
SAT22106A	The student will identify basic structures of a plant (or an animal) by selecting appropriate structures from a group of different structures.	• Digital video of the student selecting structures from a group when the structures are named
SAT22106B	The student will identify basic plant (or animal) structures by labeling a diagram of a plant (or an animal) with the basic structures.	• Student work product with labels placed on basic structures
SAT22107	The student will identify different plants or animals found in different environments. (e.g., fish—water, bear—woods, cactus—desert, seaweed—ocean)	• Student work product of the environments given, with the animals or plants pasted next to them
SAT22104A	Given an animal or plant, the student will recognize the environment in which it is typically found. (e.g., cactus—desert, penguin—Antarctica, whale—ocean)	• Sequenced, captioned, and dated photographs of the student completing a diorama of the environment in which the animal or plant lives
SAT22104B	Given representations of a tree and a fishbowl, the student will recognize the environment in which a bird is found by placing the bird in the tree.	• Digital video of the student placing a bird into the appropriate habitat of the tree

SAT22204	The student will identify the function of plant or animal structures. (e.g., wings—for flying, roots—for taking in water)	• Student work product where the student glues pictures or symbols to fill in the blanks (e.g., birds have wings in order to fly; plants have roots in order to take in water) or matches function to the structures (by drawing lines) • Digital video or audio of the student providing answers (using words, sign language, augmentative communication, etc.) to questions regarding the function of plant or animal structures
SAT22205	The student will associate characteristic features of animals (or plants) that help them survive in their environment, given an environment and a list of animal (or plant) characteristics. (e.g., thick fur, padded feet, brown eyes—Which helps a polar bear survive in the Arctic?)	• Student work product where an environment and a variety of characteristics are listed, with marks on those characteristics that help an animal (or plant) survive in its environment
SAT22203	The student will identify the part that is missing on a diagram of a specific plant or animal.	• Sequenced, captioned, and dated photographs of the student selecting the correct picture card to complete a diagram • Student work product with the missing part drawn or glued onto the worksheet
SAT22303	The student will identify the different animal or plant structures used for growth, reproduction, and/or survival.	• Student work product with reproductive or growth parts labeled • Digital video of the student naming (using words, sign language, augmentative communication, etc.) the structures essential for survival using a model or a poster of a plant or animal
SAT22304A	The student will recognize how animals or plants adapt to their environment by selecting an adaptation that occurs during a certain time of year. (e.g., animals get thicker fur in winter; bears hibernate; birds fly south; some plants go into a resting period; some trees drop their leaves; in spring the crocus plant detects lengthening days [more light] and warmer soil [temperature increase] by starting to flower and pushing out shoots; a forsythia plant releases a chemical that makes buds and causes shoots to start growing again)	• Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (in winter): 1. Animal fur gets _____ (thicker/thinner) 2. Birds _____(fly south/ hibernate) 3. Bears ____ (hibernate/fly south) 4. Forsythias have a _____ (resting period/growth period) 5. Red Maple trees _____ (flower/drop leaves)
SAT22304B	The student will recognize how animals or plants adapt to their environment by indicating an adaptation or survival technique. (e.g., a chameleon changes color to match its environment, some insects look like a stick or dead leaf to match their environment, some desert plants have an oily coating that traps moisture.)	• Student work product showing animals or plants and their adaptation or survival techniques

GLIs and Essences

SCI – Grade 4 (cont'd)

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

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

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

AGLIs

SCI – Grade 4 (cont'd)

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2

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

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

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

SATs

SCI – Grade 4 (cont'd)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will identify one component of daily weather by recording the weather (e.g., temperature, sunny, cloudy, precipitation) on a daily weather chart.	• Student work product of a daily chart with a picture that indicates the temperature component as hot/cold/warm/cool Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.
SAT32106B	The student will identify one component of weather for that day by hitting the appropriate switch when given two switches with weather choices.	• Digital video of the student making weather choices
SAT32102	The student will identify a tool(s) used to measure weather conditions from a group of weather tools and non-weather tools, or from pictures of these tools.	• Student work product with the conditions shown and weather tools circled • Sequenced, captioned, and dated photographs of the student selecting weather tools from a choice of two items
SAT32107	The student will recognize erosion by selecting picture(s) that show erosion.	• Student work product with picture(s) the student selected to show erosion
SAT32108	The student will recognize deposition by selecting picture(s) that show deposition. (e.g., sand dune, delta)	• Sequenced, captioned, and dated photographs of the student selecting a picture of a sand dune or delta from a series of pictures
SAT32104	The student will recognize storms (extreme natural events) by selecting pictures that show storms. (e.g., thunderstorm, blizzard, hurricane)	• Student work product with pictures that the student selected • Digital video of the student selecting storm pictures
SAT32109	The student will recognize liquid or solid forms of water by selecting pictures that represent "liquid" or "solid" water (e.g., water in a glass, river, ocean, ice cube, ice pop).	• Sequenced, captioned, and dated photographs of the student selecting solid water examples • Student work product of picture cards selected by the student to represent liquid water examples
SAT32201	The student will distinguish between various weather conditions by labeling pictures of the weather conditions.	• Student work product showing student performance when labeling pictures as sunny or cloudy, hot or cold, rainy or dry

SAT32202	The student will recognize that a thermometer indicates how hot or cold something is by indicating the general temperature (hot/cold) on a thermometer picture when shown pictures of extreme weather or environments. (e.g., arctic snowstorm, sun-drenched desert)	• Student work product of a thermometer picture colored in to indicate the general temperature for a weather picture attached
SAT32209A	The student will recognize the purpose of a wind vane by selecting a wind vane when asked which tool indicates the direction of the wind.	• Student worksheet with pictures of tools circled by the student that indicate the tools that tell wind direction
SAT32209B	The student will recognize that a wind vane indicates the direction from which the wind is blowing by selecting the correct wind vane to show wind direction. (e.g., teacher uses a fan to produce wind or teacher and student go outside; student matches pictures of wind direction to wind vane direction)	• Digital video of the student making or using a wind vane and indicating the direction of the wind • Student work product where student draws a wind vane to show wind direction at the present time
SAT32210A	The student will identify evidence of erosion by selecting the stone that has been eroded by water. (e.g., selection of round, smooth stone instead of rough, jagged stone)	• Sequenced, captioned, and dated photographs of the student selecting the stone smoothed by water erosion
SAT32210B	The student will identify evidence of erosion by observing an investigation that involves erosion and then indicating the before and after pictures that show evidence of erosion.	• Digital video of the student observing an investigation and pointing to the before and after pictures that show evidence of erosion
SAT32211	The student will identify evidence of deposition left as a result of the process of erosion.	• Student work product with the deposition labeled • Digital video of the student identifying (pointing to) the deposition after an erosion investigation
SAT32212	The student will recognize liquid and solid forms of water.. (e.g., categorizing pictures of various forms of water: glass of water=liquid, ice=solid)	• Student work product with pictures of water glued under specific headings of liquids and solids
SAT32206	The student will attend to an investigation about water evaporating.	• Data Collection Sheet (time-segment) charting the student attending to the investigation about water evaporating
SAT32207	The student will attend to an investigation about water freezing.	• Data Collection Sheet (time-segment) charting the student attending to the investigation about water freezing
SAT32208	The student will recognize that natural events change land by matching land changes with natural events that could have caused them. (e.g., earthquakes leave fissures (cracks) in the land, glaciers carve out lakes, heavy rain causes flooding)	• Student work product with land changes and the picture or name of the natural event that may have caused it pasted next to each other
SAT32308	The student will describe multiple elements of daily weather by charting at least two weather conditions each day. (e.g., sunny/hot, rainy/windy/cold)	• Student work product of a chart of daily weather conditions Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.

SAT32302	The student will identify the temperature on a thermometer by reading or selecting the temperature shown.	• Student work product of a weekly chart of daily temperature Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on the DSS cannot come from a single chart. • Sequenced, captioned, and dated photographs of the student reading, recording, and charting the temperature
SAT32303	The student will identify the wind direction as indicated by a wind vane to indicate the direction of the wind.	• Student work product of a weekly chart with the direction of the wind recorded for each day Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on the DSS cannot come from a single chart.
SAT32309	The student will identify what happens to soil or rock during erosion by indicating the picture(s) with "moved away" material where appropriate.	• Student work product of the erosion process with picture(s) labeled "moved away" or the picture(s) of erosion circled
SAT32310	The student will identify that material is being "added to" during deposition by indicating what happens to soil or rock during this process.	• Digital video of the student modeling what happens to soil at the delta of a river during deposition and then explaining the deposition process
SAT32305	The student will identify the gas form of water by labeling a diagram indicating water vapor as the gaseous form of water.	• Digital video of the student indicating water vapor between evaporation and cloud formation on a large wall diagram of the water cycle
SAT32306	The student will recognize that water can change forms by participating in an investigation that takes water from its solid state to its gaseous state and labeling each state as it occurs. (e.g., indicating water as solid when it is in ice form, then participating in leaving the water out to melt and indicating when it is in liquid form, then observing as the water is changed to a gas state and indicating gas as the form)	• Digital video of the student hitting a voice output device as each stage takes place: "It is all solid." "It is all liquid." "It is all gas." Teacher places ice in pan (solid), applies heat (liquid), continues to apply heat (gas) • Data Collection Sheet or student work product with three steps indicating that the student labeled each stage: 1 for a solid, 2 for a liquid, 3 for a gas
SAT32307	The student will describe how an extreme natural event changes the environment by creating a poster or a paragraph that describes the event and the changes. (e.g., Winds of a hurricane topple trees. Lightning from a thunderstorm starts forest fires. Fire clears land.)	• Student work product of the natural event and the change that occurred from it
SAT32311A	The student will identify liquid and solid forms of water.	• Sequenced, captioned, and dated photographs of the student identifying various forms of water
SAT32311B	The student will identify liquid and solid forms of water by placing pictures of water in various states on a chart labeled "solid" and "liquid."	• Student work product of a chart divided into columns for liquid and solid. The student places pictures of water in different states under the correct heading (pictures: lake, glass of water, ice cubes in a tray)