

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

Grade 7

2012–13

New York State Alternate Assessment

GLIs and Essences**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 53	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions 	<ul style="list-style-type: none"> • Locate and use school and public library resources with some direction to acquire information • Read to collect facts and ideas from multiple sources and begin to interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts

AGLIs		ELA – Grade 7
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 1		
Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) use the school library to acquire information on two or more related topics (11111) locate the public library (11103) locate organizational text feature(s) in original format(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104) use text feature(s) such as a caption, chart, table, and/or map to gather information (11105) attend to or read to collect fact(s) and/or idea(s) about a topic (11106) recognize statements of opinion (11107) restate or paraphrase collected fact(s) and/or idea(s) (11108) identify main idea(s) in informational text(s) (11109) compare or contrast facts or ideas pertaining to a single topic (11110) 	<p>The student will:</p> <ul style="list-style-type: none"> locate and use the school library or public library to acquire information (11209) attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210) identify the main idea and/or supporting details in informational text(s) (11203) relate facts and/or ideas to chosen topic (11204) distinguish facts from opinions (11205) compare and/or contrast two comparable subjects (11211) use facts to support a main idea (11207) draw conclusion(s) based on explicit information about a topic (11208) 	<p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) distinguish facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306)

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

SATs		ELA – Grade 7
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101A	The student will locate school library resources that contain specific information by indicating two or more areas of the library where certain books (e.g., encyclopedias, nonfiction, topic-specific books), magazines, and/or the library computer(s) are located.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student going through the process of locating two or more areas where the books, magazines, and/or computer(s) are located Student work product showing a map of the school library with two areas with resources (books, magazines, and/or library computer(s)) circled, marked, etc.
SAT11101B	The student will use two or more resources from the school library to find information on a topic(s). (e.g., reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from resources, with the sources listed
SAT11111A	The student will use the school library reference information or computer to acquire information on two or more related topics. (e.g., related topics: planes and trains with facts or details pasted on a worksheet under the headings “planes” and “trains”)	<ul style="list-style-type: none"> Student work product showing the resources used, the two related topics, and the fact(s) and/or detail(s) that the student collected
SAT11111B	The student will use the school library to check out two or more books on related topics and use the books to create a report, collage, or graphic organizer about the topics. (e.g., related topics: wild animals and domesticated animals)	<ul style="list-style-type: none"> Student work product of the report, collage, or graphic organizer that the student created using the books from the library, with the library books cited
SAT11103	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> Student work product of the map of various locations around the community with the public library circled or marked Sequenced, captioned, and dated photographs of the student locating the public library on a map
SAT11104	The student will locate requested organizational text feature(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) in a text upon request.	<ul style="list-style-type: none"> Digital video of the student locating requested text feature(s) Data Collection Sheet of student performance locating requested text feature(s), with an indication of the specific text feature(s) that was requested

SAT11105	The student will use text feature(s), such as a caption, chart, table, and/or map, to gather information to answer question(s) or provide detail(s) based on information provided by the feature(s).	<ul style="list-style-type: none"> • Student work product showing the text feature(s) and the question(s) or detail(s) based on information within the feature(s) • Data Collection Sheet of student performance when answering a question or providing a detail to gather information from text feature(s) with an indication of the specific text feature(s) that was used
SAT11106	The student will attend to or read to collect fact(s) and/or idea(s) about a topic by indicating a fact(s) and/or idea(s) about the specific topic. (e.g., bus schedule fact(s), animal survival fact(s), weather fact(s). The student uses object(s) or picture(s) that represent the fact(s); the student writes or selects symbol(s) or word(s) for the fact(s).)	<ul style="list-style-type: none"> • Student work product of a T-chart with fact(s) and/or idea(s) pasted by the student about a bus schedule • Data Collection Sheet of student performance when indicating the object that relates to a fact(s) about the topic
SAT11107	The student will recognize statements that are opinions by indicating the statements of opinion. (e.g., circling the statements of opinion when given a variety of statements, highlighting the statements of opinion within an editorial)	<ul style="list-style-type: none"> • Student work product showing the statements of opinion the student circled, highlighted, marked, labeled as opinion, etc. • Student work product of an editorial with opinion sentences highlighted, labeled with word cards indicating opinion, etc.
SAT11108	The student will restate or paraphrase collected fact(s) and/or idea(s) about a chosen topic.	<ul style="list-style-type: none"> • Digital video or audio of the student restating or paraphrasing fact(s) and/or idea(s) that was collected about a topic • Student work product showing the original fact(s) and/or idea(s) and the student's restated or paraphrased fact(s) and/or idea(s)
SAT11109	The student will identify the main idea(s) in an informational text(s). (e.g., directions given to student: "What is the main idea of the text we/you just read?" choices: phrases, key words, etc.; directions given to student: "What is the main idea? Underline or highlight the main idea in the text." Note: The assessment needs to use vocabulary specific to the main idea(s).)	<ul style="list-style-type: none"> • Student work product of the main idea(s) that the student indicated for the text(s) • Student work product that includes the informational text with the main idea underlined, highlighted, circled, etc.
SAT11110	The student will compare or contrast facts or ideas pertaining to a single topic. (e.g., using multiple resources to collect facts about cars, the student will compare or contrast the facts by placing them in the appropriate areas on a Venn diagram; using a text about sports, the student will compare or contrast facts about different types of sports.)	<ul style="list-style-type: none"> • Student work product of a completed Venn diagram with facts or ideas shown for a specific topic

SAT11209A	<p>The student will locate the school library or public library and use two or more resources from the library to find information on a topic(s). (e.g., going to the school library and checking the weather for the following day on the computer; going to the school library and checking the movie schedule in the daily newspaper; going to the school library and looking up information about a car in a reference text and on the computer)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance locating the school library or public library and using two or more resources in the library to find information, with the resources used, the information found by the student, and the topic(s) indicated • Sequenced, captioned, and dated photographs of the student locating the library, looking up the weather information, and pointing to the weather for tomorrow
SAT11209B	<p>The student will locate and use the school library or public library to check out books on a given topic and use the books to answer questions, provide details, or create a report about the topic.</p>	<ul style="list-style-type: none"> • Student work product of the questions answered or details provided, or of an informational report that the student created using the books from the library, with the library books noted
SAT11210A	<p>The student will attend to or read two or more informational texts to collect facts and/or ideas about a single topic. (e.g., topic: taking care of dogs, facts: eat dog food, need fresh water, go to a vet when sick, need exercise, get groomed, etc. The student records facts on a chart or in a list, creates a collage of facts and/or ideas, answers questions or provides detail statements about the facts and/or ideas based on the topic.)</p>	<ul style="list-style-type: none"> • Digital video of the student responding to “yes/no” questions to select the facts and/or ideas and then placing them on a felt board with the texts indicated • Student work product with the texts indicated and the facts and/or ideas collected about the topic (e.g., question answered or detail provided by the student using facts from the texts; a chart with the topic and the facts or ideas written or affixed to the chart; a list containing the facts or ideas collected written in or using pictures, symbols, or representations of the facts or ideas; a collage of pictures illustrating the facts or ideas)
SAT11210B	<p>The student will attend to or read two or more texts about safety in order to collect facts about safety precautions by answering questions or providing details related to the facts.</p>	<ul style="list-style-type: none"> • Student work product with facts collected from the texts to answer questions or provide details about safety precautions, with the texts indicated
SAT11203	<p>The student will identify the main idea and/or supporting details in an informational text(s). (e.g., directions given to the student: “What is the main idea of the text we/you just read?”, choices: phrases, key words, etc.; directions given to the student: “Write the supporting details in the appropriate spaces on the organizer.” Note: The assessment needs to use vocabulary specific to the main idea and/or supporting details.)</p>	<ul style="list-style-type: none"> • Student work product of informational text(s) with the main idea and/or supporting details highlighted, marked, circled, etc. • Student work product of completed spider-web organizer page for an informational text(s)
SAT11204	<p>The student will relate facts and/or ideas to a chosen topic. (e.g., creating a collage of facts and/or ideas about sports; completing a graphic organizer showing various facts about computer games)</p>	<ul style="list-style-type: none"> • Student work product of a collage with pictures, words, phrases, etc., representing the facts and/or ideas that the student selected under the topic heading for the chosen topic

SAT11205	The student will distinguish facts from opinions. (e.g., labeling or marking a sentence as a fact or opinion when given a set of sentences; highlighting sentences in editorial(s) as fact or opinion; circling the facts and underlining the opinions in a magazine article)	<ul style="list-style-type: none"> • Student work product with listed statements of fact marked accordingly and listed statements of opinion marked accordingly • Student work product with sentences from an editorial highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.
SAT11211	The student will compare and/or contrast two comparable subjects. (e.g., indicating what is similar and/or different about two subjects: subject of transportation by bicycle and transportation by car—similarity: both have wheels, can take you somewhere, etc.; difference: a bicycle is self-propelled by pedaling, is a slower means of transportation; a car has an engine, can take you longer distances; completing a graphic organizer for the comparable subjects)	<ul style="list-style-type: none"> • Student work product showing the two comparable subjects with a similarity and/or difference listed • Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects
SAT11207	The student will use facts to support a main idea. (e.g., selecting the applicable facts from a set of choices for a specific main idea; completing a graphic organizer using collected facts that support the main idea indicated on the organizer; Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> • Student work product with the main idea listed and the facts that were selected to support the main idea • Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea
SAT11208	The student will draw a conclusion(s) based on explicit information read or attended to about a specific topic. (e.g., weather forecasting, plant growth needs)	<ul style="list-style-type: none"> • Student work product showing collected or given explicit information from a source(s) and showing a statement of the conclusion that was drawn
SAT11301A	The student will use two or more resources from the school library and/or public library to acquire information on a topic(s). (e.g., topic: a movie, a community activity, etc., resources: reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> • Student work product showing the topic(s) and the facts or details that the student collected from the library's resources, with the sources listed
SAT11301B	The student will use the daily newspaper and the computer at the school library and/or public library to acquire information about a current event.	<ul style="list-style-type: none"> • Student work product showing the current event and the information the student collected from the newspaper and computer at the school library and/or public library
SAT11307	The student will read or attend to three or more informational texts to collect facts and/or ideas about a single topic.	<ul style="list-style-type: none"> • Student work product showing a list or chart of facts and/or ideas collected based on three or more informational texts read or attended to, with the texts indicated • Student work product that includes the topic, sources used, and facts that were marked or highlighted (e.g., notes circled, notes written on note cards, pictures taken from text, pages downloaded from the Internet with facts or ideas highlighted)

SAT11303	<p>The student will distinguish facts from opinions.</p> <p>(e.g., sorting statements of each into two different piles consisting of facts in one and opinions in the other; using the daily newspaper, label letter(s) to the editor with “opinion,” news story(s) with “facts,” and obituary(s) with “ facts and/or opinions”)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student, looking through a given set of statements, and then sorting them into two piles Student work product of articles from a newspaper with the selected articles clearly marked as “facts” or “opinions” or “facts and/or opinions” or sentences within a newspaper article each indicated as “fact” or “opinion”
SAT11304	<p>The student will distinguish relevant facts and/or ideas from irrelevant facts and/or ideas about a specific topic as requested.</p> <p>(e.g., topic: planets, relevant: names of planets in our solar system, the definition of a planet; irrelevant: Earth is the best planet, Mars may have water; sorting a group of pictures, words, or sentence strips into two groups: those which are relevant to the specific topic and those which are irrelevant; circling the relevant facts and crossing out the irrelevant facts in an article)</p>	<ul style="list-style-type: none"> Digital video of the student sorting piles of cards, pictures, words, strips, etc., into two different piles: one for relevant facts and/or ideas and one for irrelevant facts and/or ideas Student work product consisting of a worksheet with relevant facts and/or ideas related to the text marked with a circle and irrelevant facts and/or ideas crossed out
SAT11305	<p>The student will distinguish similar and/or dissimilar information from two or more sources on the same topic.</p> <p>(e.g., completing a graphic organizer with the similar information and/or the dissimilar information from the different sources: listing similar facts from two sources in one column and dissimilar facts from two sources in the other column, pasting all the similar facts together that were from two or more sources)</p>	<ul style="list-style-type: none"> Student work product of a graphic organizer that shows similar and/or dissimilar information about the topic, with the sources indicated Student work product showing the sources used and the similar facts and/or dissimilar facts listed on a worksheet
SAT11306A	<p>The student will recognize information that is implied by reading his or her schedule and completing the implied task.</p> <p>(e.g., The schedule has a physical education class listed and the implied task is put on sneakers, gym clothes, go to gym, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of student reading the schedule and completing the task(s)
SAT11306B	<p>The student will read an advertisement, article, or editorial and recognize one thing that is implied from the information given.</p>	<ul style="list-style-type: none"> Student work product showing the advertisement, article, or editorial that was read and a statement of what the student says is implied

GLIs and Essences**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 53	<ul style="list-style-type: none"> • Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version 	<ul style="list-style-type: none"> • Compare motives of characters, cause of events, and importance of setting in literature to their own lives • Compare different mediums of a literary work with the written version • Identify poetic elements in order to understand poetry (such as rhyme, rhythm, and repetition) • Recognize the use of literary devices, such as simile and metaphor

AGLIs**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 2****Less Complex****More Complex**

Less Complex	← ······ ← ······ ← ······ → ······ → ······ →	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • make prediction(s) based on clues in a story (12109) • identify favorite and/or least favorite part(s) of a story (12110) • relate setting, event(s), and/or character(s) to personal experience or the experience of others (12111) • recognize key details about setting, plot, and/or character(s) in a literary story (12112) • recognize characters in multiple literary stories (12113) • identify change(s) in character(s) in a story (12114) • recognize the author's message (12115) • attend to or read different genres of literary stories (12116) 	<p>The student will:</p> <ul style="list-style-type: none"> • tell what happens in a story in sequence (plot) (12201) • provide details about events (plot): "who," "what," "where," "when," and/or "how" (12211) • identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12203) • identify implicit motive(s) of character(s) (12204) • make prediction(s) or draw conclusion(s) about character(s) or plot based on specific details in story(s) (12205) • recognize the same story can be told in different genres (12206) • explain author's message using details from the story (12207) • distinguish prose from poetry (12208) • recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12212) • identify details in a story or poem that appeal to the senses (12210) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify cause(s) of event(s) in story(s) (12301) • identify character's motivation (12302) • explain how setting affects the events or characters in a story (12303) • show how one character is similar to or different from another character in the story in actions or words (12304) • compare two versions of the same story: in written text and/or in some other form (e.g., film, cartoon, song, play, etc.) (12309) • read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306) • recognize a simile (comparisons using <i>like</i> or <i>as</i>) in story(s) and/or poetry (12307) • recognize a metaphor (comparisons, without using <i>like</i> or <i>as</i>, of two things that are basically different but have one similarity) in story(s) and/or poetry (12308)

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

SATs**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12109	The student will make a prediction(s) based on clues in the story by indicating the prediction(s) along with the clues that led him or her to the prediction(s) made.	<ul style="list-style-type: none"> • Audio of the student stating prediction(s) and clues from the story that led to the prediction(s)
SAT12110	The student will identify his or her favorite and/or least favorite part(s) of a story. (e.g., creating a picture showing his or her favorite and/or least favorite part(s); writing a sentence regarding his or her favorite and/or least favorite part(s); indicating a representation that identifies his or her favorite and/or least favorite part(s) from given choices of a few very different parts of the story)	<ul style="list-style-type: none"> • Student work product showing the drawing and/or sentence that the student created to indicate his or her favorite or least favorite part(s) of a story • Student work product of stamped part(s) of the story that are his or her favorite
SAT12111	The student will relate a setting, event(s), and/or person(s) from his or her experience or the experience of a peer to a setting, event(s), and/or character(s) in a story that he or she read or listened to. (Note: The assessment needs to use vocabulary specific to setting, event(s), and/or character(s).)	<ul style="list-style-type: none"> • Student work product of a T-chart with setting, event(s), and/or character(s) from a story linked with the person(s), time and location, and/or occurrence(s) from his or her experience or the experience of a peer
SAT12112	The student will recognize key details about the setting, plot, and/or character(s) in a literary story. (e.g., answering questions or providing details about setting, plot, and/or character(s); completing a graphic organizer using key details about setting, plot, and/or character(s). Key details about a character: has a sister, is the youngest, etc. Note: The assessment needs to use vocabulary specific to the setting, plot, and/or character(s).)	<ul style="list-style-type: none"> • Student work product with the questions or detail statements about the setting, plot, and/or character(s) answered with details from the story • Student work product of the completed graphic organizer with key details about setting, plot, and/or character(s)
SAT12113	The student will recognize characters from multiple literary stories. (e.g., pasting the characters with the correct titles of the stories; selecting the different character choice cards for each literary story when shown the stories. Note: The assessment needs to use vocabulary specific to characters.)	<ul style="list-style-type: none"> • Student work product of the characters linked to the correct story title for each character • Data Collection Sheet of student performance when indicating different characters, with the multiple literary stories used noted

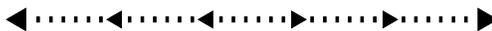
SAT12114A	The student will identify a change(s) in a character(s) in a story. (e.g., pasting picture(s), word(s), or phrase(s) on a time line to illustrate a change(s) in a character; answering question(s) or providing detail(s) specific to a character change; organizing how the character changes in the story when given a character that has a change happen and sentence strips describing the character. Note: The assessment needs to use vocabulary specific to character(s).)	<ul style="list-style-type: none"> • Student work product of a time line illustrating change(s) the character(s) went through in the story • Student work product of sentence strips affixed to a worksheet that list change(s) the character went through in the story
SAT12114B	The student will identify a change(s) in a character by role-playing to show the change(s) that occurred to a character in a story.	<ul style="list-style-type: none"> • Digital video of the student performing the role of a character that changes within a story
SAT12115	The student will recognize the author's message in a story, play, or movie clip.	<ul style="list-style-type: none"> • Student work product of PECs, Boardmaker symbols, etc., selected or marked that indicate the author's message
SAT12116	The student will attend to or read literary stories from two or more different genres.	<ul style="list-style-type: none"> • 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
SAT12201A	The student will tell what happens in a story by sequencing pictures, statements, phrases, etc., that illustrate events in the story.	<ul style="list-style-type: none"> • Student work product of pictures, statements, phrases, etc., sequenced to tell events in a story
SAT12201B	The student will explain what happens in a story in sequence by paraphrasing the overall plot of the story or specific plot events in the story.	<ul style="list-style-type: none"> • Student work product with the paraphrased sequence of the story or events in the story
SAT12211	The student will provide details about events in a story, based on "who," "what," "where," "when," and/or "how" questions or statements related to the events from the beginning, middle, and/or end of the story. (e.g., "Who did [event] in the beginning of the story?" "Tell me where [event] occurred at the end of the story," "When did [event] happen: at the beginning, the middle, or the end?" "Using these statements, circle how [event] first came about.")	<ul style="list-style-type: none"> • Student work product of the student's responses to questions or statements related to events in a story
SAT12203	The student will identify a change in a character(s) and/or the character's personality that is reflected in the character's actions and/or words. (e.g., identifying the change and the different actions taken by the character(s) that reflect the change; indicating how a character(s) behaves or acts at the beginning, at the change, and at the end of the story)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) of student performance when identifying the change and actions of a character(s) at select points in the story • Student work product of a graphic organizer showing the character and his or her personality at the beginning, at the change, and at the end of a story through the things he or she says or how he or she acts in the story

SAT12204	The student will identify the implicit motive(s) of a character(s) in a text(s).	<ul style="list-style-type: none"> Data Collection Sheet of student performance when selecting the correct implied motive(s) of a given character(s)
SAT12205	The student will make a prediction(s) about a character's actions or about the next thing that will occur in the plot using details from the story to support the prediction(s).	<ul style="list-style-type: none"> Audio of the student discussing details of the story and making a predication about a character's actions or the plot
SAT12206	The student will recognize that the same story can be told in different genres. (e.g., telling or selecting which stories written in two different genres are alike when given a set of three or more choices; indicating how a story written in one genre is similar to the same story written in another genre)	<ul style="list-style-type: none"> Digital video or audio of the student indicating which two stories in three given genres are the same story Student work product of a graphic organizer indicating the similarities of a story written in two different genres
SAT12207	The student will explain the author's message using details from a story listened to or read.	<ul style="list-style-type: none"> Student work product showing the details that were used to explain the author's message through pictures, phrases, words (stated/signed), etc.
SAT12208	The student will distinguish prose from poetry by indicating "prose" or "poetry" for each piece of work in a set of choices.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when indicating "poetry" or "prose" for each piece from a set of choices
SAT12212A	The student will recognize a poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) by indicating the element(s) as requested. (e.g., highlighting the rhyming words; pointing to or stamping the piece to indicate that he or she hears a rhyme in the poem)	<ul style="list-style-type: none"> Student work product of a poem with each of the rhyming words highlighted Sequenced, captioned, and dated photographs of the student listening to the poem and indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT12212B	The student will recognize the poetic element of repetition in choral reading by inserting the repetition of a poem at the appropriate time during the reading.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when using a communication device to insert the repetition in a choral reading of a poetry selection
SAT12210	The student will identify the details in a story or poem that appeal to the senses by indicating those words (in text or picture format) that relate to sight, sound, taste, smell, and/or touch.	<ul style="list-style-type: none"> Digital video of the student selecting words that provide details about sensory experiences Student work product of the words affixed to a worksheet that illustrate sensory experiences
SAT12301	The student will identify the cause(s) of an event(s) in a story. (e.g., matching pictures of the event(s) with the thing(s) that precipitated it; drawing a line from the story event(s) to its cause(s))	<ul style="list-style-type: none"> Student work product of a graphic organizer including the event(s) in the story and the thing(s) that lead to or caused the event(s) to take place
SAT12302	The student will identify a character's motivation by answering question(s) or responding to statement(s) about a character's motivation in a story read or listened to.	<ul style="list-style-type: none"> Student work product of question(s) or statement(s) about a character's motivation answered or provided by the student
SAT12303	The student will explain how setting affects the events or characters in a story by indicating the setting and providing a sentence(s) about the relationship between them.	<ul style="list-style-type: none"> Student work product showing the setting and the student-created sentence(s) about how the setting affects the events or characters in the story

SAT12304	The student will show how the actions or words of characters in a story are similar to or different from each other by completing a Venn diagram.	<ul style="list-style-type: none"> • Student work product of a Venn diagram that shows character similarities or differences
SAT12309	The student will compare two versions of a story by indicating how the story in one genre is similar to the same story in another genre. (e.g., textual versions, poems, plays)	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer comparing the movie and the book version of the same story • Digital video or audio of the student identifying the story and explaining the similarities between the play version and the textual version of the same story
SAT12306	The student will read a simple poetry piece that uses rhyme, rhythm, and/or repetition, and answer question(s) or provide detail(s) related to how the element(s) add to the understanding of the piece.	<ul style="list-style-type: none"> • Student work product with the poetry piece read by the student and the answer(s) to question(s) or detail(s) provided regarding understanding
SAT12307A	The student will recognize a simile in a story(s) and/or poem(s) by indicating or marking the simile as requested.	<ul style="list-style-type: none"> • Student work product that includes the story(s) and/or poem(s) with the simile underlined, highlighted, circled, etc., or with the simile selected from a set of choices
SAT12307B	The student will recognize a simile in a story(s) and/or poem(s) by raising his or her hand when a simile is heard.	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when recognizing the simile with a raised hand
SAT12308	The student will recognize a metaphor in a story(s) and/or poem(s) by indicating or marking the metaphor as requested.	<ul style="list-style-type: none"> • Student work product with the story(s) and/or poem(s) indicating, the choices provided to the student, and the metaphor the student marked or with the metaphor marked in the actual story(s) and/or poem

GLIs and Essences**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	<ul style="list-style-type: none"> • Identify essential information for note-taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multi-step directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker's voice quality and delivery impact communication, with assistance 	<ul style="list-style-type: none"> • Listen to and follow multi-step directions that provide information about a task or assignment • Identify essential information for note-taking • Draw conclusions on the basis of explicit information

AGLIs**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Listening-Standard 1****Less Complex****More Complex**

<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow one-step directions to perform a task or assignment (31101) respond to speaker (e.g., yes or no questions, choice decisions, etc.) (31102) distinguish between fact and opinion (31106) identify how details are related to main idea(s) and/or each other (31104) take notes (main idea) during a listening activity(s) (31107) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow two-step directions that provide information about a task or assignment (31201)** draw conclusion(s) on the basis of explicit information and/or relationships within information (31202) take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31204) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow multi-step directions that provide information about a task or assignment (31305)** listen to a presentation and identify essential information via note-taking (31306) draw conclusion(s) on the basis of explicit information and relationships within the information presented during a listening activity(s) (31307) identify essential detail(s) when note-taking (31304)
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*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., main idea vs. supporting details, note-taking, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

**Directions must be stated/signed as a whole and not broken into steps when given.

SATs**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101	<p>The student will listen to and follow one-step directions to perform a task or assignment by appropriately responding to stated/signed directions.</p> <p>(e.g., “Place story pictures that will be used in a sequencing activity on a table.”; “Show me the picture about _____ in the magazine.”; “Circle the animal that is your favorite.”)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when listening to and responding to verbal (stated/signed) directions with the verbal directions the student had to follow for each date indicated • Student work product showing the one-step directions and the task the student performed with a notation that the directions were read/signed to the student
SAT31102A	<p>The student will respond to a speaker (e.g., yes-or-no questions, choices, decisions, etc.).</p> <p>(e.g., questions from the speaker related to a text or personal experience “Do you have reading today?” “Which article would you like to listen to?” “Would you like to work on the computer to look up current events?”)</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when responding to speaker, with the speaker's questions or requests for student response indicated • Audio of the student responding to the speaker related to a text or personal experience
SAT31102B	<p>The student will respond to a yes-or-no or true-or-false question(s) that are stated/signed about factual information in a text.</p>	<ul style="list-style-type: none"> • Data Collection Sheet of student performance when responding to stated/signed question(s) about factual information in a text • Student work product including question(s) stated/signed related to factual information in text and student response(s)
SAT31106	<p>The student will distinguish between fact and opinion.</p> <p>(e.g., listening to an editorial from a newspaper and an informational piece from the Internet and then indicating which one is fact-based and which one is opinion-based; sorting or labeling statements as fact and opinion)</p>	<ul style="list-style-type: none"> • Audio of the student listening to the two different pieces and indicating which is fact-based and which is opinion-based • Student work product with statements marked as fact and opinion

SAT31104	The student will identify how the details are related to the main idea(s) and/or each other. (e.g., matching up or drawing a line from the details to the related main idea(s) given choices of different main ideas; grouping the main idea of a current events article with its appropriate supporting details. Note: The assessment needs to use vocabulary specific to the main idea and details.)	<ul style="list-style-type: none"> • Student work product of supporting details with lines drawn to the correct main idea(s) • Student work product of grouped main idea(s) and details
SAT31107	The student will take notes during a listening activity by selecting the pictures, symbols, words, etc., that illustrate main idea(s) in the presentation(s) or text(s) and placing them in an outline. (Note: The choices presented should include nonchoices, such as minor and unrelated details.)	<ul style="list-style-type: none"> • Student work product of an outline that contains the pictures, symbols, words, etc., that the student selected to illustrate the main idea(s) of the presentation(s) or text(s) • Sequenced, captioned, and dated photographs of the student listening to the text and adding notes to an outline on a felt board about main ideas while the text is being read
SAT31201	The student will listen to and follow two-step directions that provide information about a task or assignment. (e.g., “Get your communication board and come to the table for reading group”; “Circle the ____ and put an X on the ____ on this worksheet.” Note: The directions must be stated/signed as a whole, not broken into steps when given.)	<ul style="list-style-type: none"> • Digital video of the student following the two-step directions stated or signed by the teacher • Data Collection Sheet of student performance for each of the steps of the directions indicated, including a notation indicating the two-step directions the student had to follow for each date and that the two-step directions were given as a whole
SAT31202A	The student will draw a conclusion(s) using explicit information presented by a speaker by indicating a possible conclusion of the lecture.	<ul style="list-style-type: none"> • Data Collection Sheet of student performance drawing a conclusion(s) based on factual information when given a set of responses to choose from
SAT31202B	The student will draw a conclusion(s) using relationships within his or her daily schedule using PEC symbols to respond to questions, such as “If you just finished ‘reading,’ what are you going to do?”	<ul style="list-style-type: none"> • Digital video of the student using PEC symbols to draw a conclusion based on a question
SAT31204	The student will take notes about the main idea(s) and supporting detail(s) during a listening activity(s). (e.g., writing or selecting the appropriate word or picture cards for the main idea and supporting detail(s) and placing them in specific columns on a worksheet, completing a graphic organizer indicating the main idea and supporting detail(s). Note: The assessment needs to use vocabulary specific to the main idea and supporting details.)	<ul style="list-style-type: none"> • Student work product of the worksheet the student completed with the main idea in one part and the supporting detail(s) in another part • Student work product of completed graphic organizer with the main idea(s) and supporting detail(s) from text(s) or presentation(s) listened to

SAT31305	<p>The student will listen to and follow multi-step directions that provide information about a given task or assignment. (Note: The directions must be stated/signed as a whole, not broken into steps when given.)</p>	<ul style="list-style-type: none"> • Student work product with multi-step directions that were followed by the student to complete the task, with a notation that the directions were read to the student • Digital video of the student listening to the multi-step directions and following them as directed to complete a task
SAT31306	<p>The student will listen to a presentation and identify essential information by taking notes about the speaker's presentation.</p>	<ul style="list-style-type: none"> • Digital video of the student taking notes during the presentation • Student work product of notes taken by the student during the presentation with the most essential information highlighted or underlined
SAT31307	<p>The student will draw a conclusion(s) based on explicit information and relationships within the information during a listening activity(s). (e.g., various career paths; healthy eating and exercise habits)</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the conclusion(s) the student drew and the relationships of information presented about different career paths
SAT31304	<p>The student will identify essential detail(s) when note-taking related to an article, text, or presentation by writing the essential detail(s) or selecting the essential detail(s) when given a set of essential and nonessential details.</p>	<ul style="list-style-type: none"> • Student work product showing the essential detail(s) that the student wrote or selected

GLIs and Essences

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	<ul style="list-style-type: none"> • Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance 	<ul style="list-style-type: none"> • Respond to and interpret texts from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend literary text • Recognize how the author's use of repetition, rhythm, rhyme, and/or figures of speech affect the listener's understanding of literary text

AGLIs		ELA – Grade 7 (cont'd)	
Required Component 2—Key Idea: Listening			
Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.			
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*			
POSSIBLE ENTRY POINTS for Listening-Standard 2			
Less Complex			More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to different genres that are read aloud (32106) recognize rhyme and/or rhythm in poetry (32102) identify story elements (e.g., character, plot, setting, etc.) (32107) take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108) recognize the use of literary device(s) (e.g., rhyme, rhythm, personification, and/or simile, etc.) to enhance appreciation of literature (32109) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize the author's purpose (32205) identify details that imply information about a character (32206) recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203) recognize that the author's message may be explicit (stated) or implicit (not stated) (32207) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305) begin to interpret text(s) using inferences about character(s) (32302) identify literary device(s) in text(s) to support interpretations of story(s) and/or poem(s) (32303) recognize how the author's use of literary device(s) affects a listener's understanding of literary text (32306) 	

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

ELA – Grade 7 (cont'd)

SATs

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106	The student will attend to different genres read aloud. (e.g., eye contact, remaining in seat, sitting quietly)	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance when attending to various genres, with the genre noted for each date
SAT32102A	The student will recognize beginning rhythm by clapping his or her hands or nodding his or her head to the cadence of a poem as it is being read.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when recognizing beginning rhythm through demonstrating the cadence in a poem
SAT32102B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	<ul style="list-style-type: none"> Student work product of the poem with student highlights, marks, underlines, etc., on each of the rhyming words
SAT32107	The student will identify story elements by responding to questions or providing details about a story read aloud. (e.g., questions or statements: "Which is a character from this story?" "Give me three details about the plot," "What is the setting?" Note: The assessment needs to use vocabulary specific to story elements [e.g., plot, character, setting, etc.]	<ul style="list-style-type: none"> Student work product of the story elements questions answered or details provided about a story Digital video of the student using symbols or speech output devices to identify story elements in response to questions or statements about the elements (e.g., character, plot, setting, etc.)
SAT32108	The student will take part in a small group discussion by asking or responding to a question about the author's message or purpose.	<ul style="list-style-type: none"> Digital video or audio of the student taking part in the discussion and answering or posing a follow-up question related to the author's message
SAT32109A	The student will recognize the use of literary device(s) in literature listened to by indicating example(s) of rhyme, rhythm, personification, simile, etc.	<ul style="list-style-type: none"> Student work product of the literature piece with the literary device(s) circled or underlined within the poem Student work product of the example(s) of literary device(s) from the poem the student selected
SAT32109B	The student will recognize the use of personification by indicating when he or she recognizes personification in a literature piece.	<ul style="list-style-type: none"> Data Collection Sheet of student performance when recognizing personification in a literary story

SAT32205	The student will recognize the author's purpose after listening to a story by indicating the author's purpose as requested.	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student listening to the story, being presented with the choices, and selecting the choice card that has the author's purpose
SAT32206	The student will identify details from a story that imply information about a character by indicating the specific details in the story related to the selected character.	<ul style="list-style-type: none"> Student work product with details highlighted, marked, etc., by the student that imply specific information about a selected character
SAT32203	The student will recognize that the author's use of literary devices affects a listener's appreciation by indicating a preference for one of two literary texts based on style and giving a reason for the choice. (e.g., use of rhythm, use of colorful language, use of humor)	<ul style="list-style-type: none"> Student work product showing pictures that represent different texts with different styles and the student's indication of his or her preferred text (e.g., placing a sticker on it, circling it) and selected reason for the choice from his or her PEC symbols
SAT32207	The student will recognize that the author's message may be explicit or implicit by indicating whether a statement from the text that includes the author's message is explicit or implicit.	<ul style="list-style-type: none"> Student work product with a statement of the author's message labeled or written as "explicit" or "implicit" next to the message
SAT32305A	The student will recognize how the author's style affects comprehension by selecting the author's style utilized in a story and indicating a way the style affects comprehension, during lectures, small group, and/or classroom discussions.	<ul style="list-style-type: none"> Digital video or audio of the student in a classroom or small group discussion verbalizing (e.g., in words, sign language, augmentative communication), pointing, eye gazing, etc., to indicate the author's style and indicating how it affects comprehension
SAT32305B	The student will recognize how the author's style affects comprehension by indicating a particular style and expressing appreciation of one text over another that has the same theme. (e.g., style: precise language vs. extensive description)	<ul style="list-style-type: none"> Audio of the student indicating his or her opinion regarding a text based on the preferred style, including his or her reasoning
SAT32302	The student will begin to interpret a story(s) that was listened to using information inferred about the character(s) by completing if-then statements about the character(s).	<ul style="list-style-type: none"> Student work product with completed if-then statements about the character(s) from the story(s) that was listened to
SAT32303	The student will identify the literary device(s) in a story(s) and/or poem(s) that supports a given interpretation by indicating the used device(s) related to the interpretation of the story and/or poem.	<ul style="list-style-type: none"> Student work product of a given interpretation of the story(s) and/or poem(s) with the indicated literary device(s) that was used in the story and/or poem that the student used to come to that interpretation
SAT32306	The student will recognize how the author's use of a literary device(s) affects understanding by listening to a literary text using a sound device, tapping the rhythm, and indicating a picture, symbol, word, etc., of what the tap or rhythm suggests. (e.g., poem using a sound literary device: "The Highwayman" by Alfred Noyes, where the rhythm of the poem reflects a horse's gallop)	<ul style="list-style-type: none"> Digital video of the student listening to the poem, tapping out the rhythm while listening to it, and then selecting the picture that represents what the tap or rhythm was portraying

Mathematics NYSAA Frameworks

Grade 7

New York State Alternate Assessment

GLIs and Essences**MATH – Grade 7****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Theory**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 74	7.N.8	Find the common factors and greatest common factor of two or more numbers	<ul style="list-style-type: none"> • Given two or more numbers, find the common factors, greatest common factor, multiples, and least common multiple • Determine the prime factorization of a given number and write in exponential form
	7.N.9	Determine multiples and least common multiple of two or more numbers	
	7.N.10	Determine the prime factorization of a given number and write in exponential form	

AGLIs		MATH – Grade 7		
Required Component 1—Strand: Number Sense and Operations				
Choice Component 1—Band: Number Theory				
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*				
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Theory				
Less Complex		◀.....◀.....◀.....▶.....▶.....▶	More Complex	
<p>The student will:</p> <ul style="list-style-type: none"> show multiplication of whole numbers less than 10 with or without manipulatives (12104) multiply and/or divide whole numbers less than 10 (12105) show addition of two or more whole numbers with or without manipulatives (12106) add and/or subtract one- or two-digit whole numbers (12107) 	<p>The student will:</p> <ul style="list-style-type: none"> identify two whole numbers that when multiplied result in a given number using one or more strategies (12201) identify a missing factor when given one factor and the resulting product using one or more strategies (12204) on a number line of whole numbers from 1 to 10, identify which numbers are prime numbers (12203) 	<p>The student will:</p> <ul style="list-style-type: none"> identify whole number factors of one or more whole numbers from 1 to 20 using one or more strategies (12303) identify a pair of factors of one or more whole numbers from 1 to 20 (12302) 		

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

SATs		MATH – Grade 7
Required Component 1—Strand: Number Sense and Operations		
Choice Component 1—Band: Number Theory		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12104A	The student will show multiplication of whole numbers under 10 with or without objects, pictures, tally marks, a number line, etc. (e.g., given " $2 \times 3 =$ ", the student shows " $\cdot\cdot\cdot+\cdot\cdot\cdot+=\cdot\cdot\cdot\cdot\cdot\cdot$ " using tally marks or writes or selects " $2+2+2=6$ ")	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student manipulating objects, pictures, tally marks, a number line, etc. to show the problem Student work product of the multiplication problem with the written or selected student response
SAT12104B	The student will show multiplication when given whole number problem(s) by placing objects in each of the cups in an egg carton, such as 2 objects in each of 3 egg carton cups (2×3), 1 object in each of 4 egg carton cups (1×4), etc.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) of the student performance when multiplying numbers using objects and the egg carton cup Sequenced, captioned, and dated photographs of the student placing objects in egg cups to show multiplication
SAT12105A	The student will multiply and/or divide whole numbers less than 10.	<ul style="list-style-type: none"> Student work product of multiplication and/or division problem(s) solved by the student on a worksheet
SAT12105B	The student will divide even whole numbers less than 10 by the number 2 by separating a group of objects into two equal groups.	<ul style="list-style-type: none"> Digital video of the student dividing a group of objects into two equal groups
SAT12106A	The student will show addition of two or more whole numbers using objects, pictures, tally marks, a number line, etc. (e.g., given " $2 + 3 + 1 =$ ", the student shows $// + /// + / = /////$)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student manipulating objects, pictures, tally marks, a number line, etc. to show the problem Student work product showing tally marks that the student made under the problem to show addition
SAT12106B	The student will show addition of two or more whole numbers by placing the correct number of objects under each addend and then grouping them together to show the addition. (e.g., given " $2 + 3 = 5$," the student selects two objects, then selects three objects for a group, then groups all of those objects together to show the answer)	<ul style="list-style-type: none"> Digital video of the student placing objects under each addend and then combining them to show addition
SAT12107	The student will add and/or subtract one- or two-digit whole numbers. (e.g., $1+3=$; $12+1=$; $4+10=$; $11+11=$)	<ul style="list-style-type: none"> Student work product showing addition and/or subtraction of one- or two-digit whole numbers solved by the student

SAT12201	The student will identify a pair of numbers that when multiplied result in a given number, using one or more strategies. (e.g., $? \times ? = 6$; $? \times ? = 12$. Note: Possible strategies include concrete objects, tally marks, fact tables, mental math, a number line, a calculator, etc.)	<ul style="list-style-type: none"> Student work product showing the blank spaces and the answer, with the numbers that the student indicated to go in the blanks and the strategy(s) the student used noted by the teacher
SAT12204	The student will identify the missing factor when given one factor and the product, using one or more strategies. (e.g., $4 \times ? = 20$; $1 \times ? = 2$; $3 \times ? = 9$. Note: Possible strategies include concrete objects, tally marks, mental math, a calculator, etc.)	<ul style="list-style-type: none"> Digital video of the student finding the missing factor using one or more strategies with the strategy(s) the student used noted by the teacher
SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by indicating the prime numbers.	<ul style="list-style-type: none"> Student work product of highlighted, marked, circled, etc., numbers on the number line
SAT12303	The student will identify whole number factors for one or more whole numbers from 1 to 20 using one or more strategies. (e.g., factors of 6 are 1, 2, 3, and 6; factors of 12 are 1, 2, 3, 4, 6, 12; factors of 20 are 1, 2, 4, 5, 10, 20. Note: Possible strategies include a calculator, a number line, mental math, etc.)	<ul style="list-style-type: none"> Student work product showing the factors of number(s) from 1 to 20 with the strategy(s) the student used indicated by the teacher
SAT12302	The student will identify a pair of factors of one or more whole numbers from 1 to 20.	<ul style="list-style-type: none"> Student work product showing examples of pairs of factors of several whole numbers from 1 to 20

GLIs and Essences**MATH – Grade 7****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 75	7.N.11	Simplify expressions using order of operations. <i>Note: Expressions may include absolute value and/or integral exponents greater than 0</i>	<ul style="list-style-type: none"> • Simplify expressions using order of operations • Add, subtract, multiply, and divide integers • Determine the square root of a number • Classify irrational numbers
	7.N.12	Add, subtract, multiply, and divide integers	
	7.N.13	Add and subtract two integers (with and without the use of a number line)	
	7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = .01 = \frac{1}{100}$)	
	7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	
	7.N.16	Determine the square root of non-perfect squares using a calculator	
	7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals	

AGLIs		MATH – Grade 7
Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • add integers from -10 to +10 using one or more strategies (13103)** • simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)*** • identify a whole and its parts (13104) 	<p>The student will:</p> <ul style="list-style-type: none"> • add and/or subtract integers from -20 to +20 (13203)** • using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)*** 	<p>The student will:</p> <ul style="list-style-type: none"> • add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives (13303) • simplify expressions using order of operations (13302)***

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

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

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

SATs		MATH – Grade 7
Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13103A	The student will add integers between -10 and 10 using one or more strategies, such as a number line, counter chips, a calculator, etc. (Note: The set could include any integers between -10 and 10.)	<ul style="list-style-type: none"> Student work product showing the answered addition problem(s) with a notation by the teacher indicating the strategy(s) the student used
SAT13103B	The student will add positive integers by adding one more object to a group of objects when asked “add one”, with or without a number line, and indicate the sum. (Note: The set could include any integers between 0 and 10.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student using a number line with one object placed at the number 1, and then placing another object on the number line at the number 2 (to add one) and indicating the total by touching the number 2
SAT13102	The student will simplify a numerical expression involving the same or different operations with three whole numbers. (e.g., “ $3 + 1 + 4$ is the same as $___ + 4$ ” with choice cards “1” and “4” presented to the student and the student chooses “4”; “ $10 - 2 - 2$ is the same as $___ - 2$ ” and the student writes “8”; “ $5 + 5 - 6$ is the same as $___ - 6$ ” with choices “5,” “10,” and “1” presented to the student and the student chooses “10.” Note: The expression must be presented horizontally, but the student may simplify it vertically and does not need to solve it.)	<ul style="list-style-type: none"> Student work product showing the original numerical expression and the student's simplified expression
SAT13104	The student will identify a whole upon request and indicate the parts that make up the whole requested. (e.g., selecting the requested whole from a set of whole and part items and then selecting its parts; putting a stamp on a whole triangle and then matching two halves of a triangle together to make a whole triangle)	<ul style="list-style-type: none"> Student work product with one column indicating whole and another column indicating parts Sequenced, captioned, and dated photographs of the student selecting the requested whole and then selecting the parts for that whole
SAT13203A	The student will add and/or subtract integers between -20 and 20 to find the sum and/or difference. (e.g., $10 - 8 = ___;$ $15 + 5 = ___;$ $1 - 2 = ___;$ $4 + 10 = ___;$ $-5 + -3 = ___.$ Note: The set could include any integers between -20 and 20.)	<ul style="list-style-type: none"> Student work product showing addition and/or subtraction problem(s) and the sum and/or difference

SAT13203B	<p>The student will add and/or subtract integers between -20 and 20 by answering a question(s) or responding to a statement(s) related to temperature.</p> <p>(e.g., “low temp of day + ? = high temp”; “high temp of day – low temp of day = degree of difference”; “10 degrees + 2 degrees = ?”)</p>	<ul style="list-style-type: none"> • Student work product of an answer(s) to a question(s) and/or response(s) to a statement(s) related to temperature involving addition and/or subtraction
SAT13202A	<p>The student will use the order of operations to simplify numerical expressions of whole numbers.</p> <p>(e.g., Given “$3 + 4 - 2$,” the student provides “$7 - 2$.” Note: The expressions must be presented horizontally, but the student may simplify them vertically and does not need to solve them.)</p>	<ul style="list-style-type: none"> • Student work product showing the order of operations process that the student used to simplify the numerical expressions
SAT13202B	<p>The student will use the appropriate order of operations to simplify numerical expressions after being given shopping scenarios that include two or more of one item and one or more of another item.</p> <p>(e.g., school store: 2 pencils @ 5¢ each and 1 pen @ 50¢, the student creates or selects “$0.05 + 0.05 + 0.50$” to “$0.10 + 0.50$”; music online: 5 songs @ \$1 each and 2 albums @ \$10 each, student creates or selects “$1 + 1 + 1 + 1 + 1 + 10 + 10$” to “$5 + 20$.” Note: The expressions must be presented horizontally, but the student may simplify them vertically and does not need to solve them.)</p>	<ul style="list-style-type: none"> • Student work product of a scrapbook showing shopping activities where the student simplified numerical expressions of the items presented
SAT13303	<p>The student will add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives.</p>	<ul style="list-style-type: none"> • Student work product showing the solved addition, subtraction, multiplication, and/or division problem(s) with a notation by the teacher indicating whether the student did or did not use a number line, counters, or other manipulative • Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate amounts such as total number of yards gained and/or lost, starting and finishing yard line, etc.
SAT13302	<p>The student will simplify expressions using order of operations.</p> <p>(e.g., 4 books @ \$2 each plus 2 pens @ 50¢ each, $(4 \times 2) + (2 \times 0.50)$ is the same as $8 + 1$. Note: The expressions must be presented horizontally, but the student may simplify them vertically and does not need to solve them.)</p>	<ul style="list-style-type: none"> • Digital video of the student being given expressions and going through the order of operations to simplify the expressions

MATH – Grade 7

(cont'd)

GLIs and Essences

Required Component 2—Strand: Statistics and Probability

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

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 78	7.S.1	Identify and collect data using a variety of methods	<ul style="list-style-type: none"> Using a variety of methods, identify, collect, and display data in graphs
	7.S.2	Display data in a circle graph	
	7.S.3	Convert raw data into double bar graphs and double line graphs	

AGLIs		MATH – Grade 7 (cont'd)
Required Component 2—Strand: Statistics and Probability		
Choice Component 1—Band: Collection, Organization, and Display of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Statistics and Probability-Collection, Organization, and Display of Data		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> gather data and record it on a list or in a chart (51103)** organize data and represent it using a simple graph (51104)** recognize a question that could be answered by gathering data (51105) 	<p>The student will:</p> <ul style="list-style-type: none"> pose a question, gather data appropriate to the question and record the data in an organized way (51203)*** organize data and represent it using a table, pictograph or a bar graph (51204)** 	<p>The student will:</p> <ul style="list-style-type: none"> pose a question, gather data appropriate to the question and record the data using a table or frequency chart (51303)*** organize data and represent it using two or more different methods (51304)**

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

**Student performance calculation must be based on the knowledge, skills, and understanding demonstrated in gathering/organizing of the data and also on recording/representing the data in the specified format.

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

MATH – Grade 7

(cont'd)

SATs

Required Component 2—Strand: Statistics and Probability

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT51103	The student will gather and record data on a list or chart in response to a question posed by the teacher or another student. (e.g., “Which peers are in class today?”; “How many boys and girls are in a class?”; “How many peers have sisters, brothers, are only children?”; “How many peers have pet(s): dog, cat, other?”; Note: The student must gather the data first and then record it.)	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student gathering pictures of present or absent peers and then creating a picture board that lists pictures of peers who are in class that day Student work product of a chart that shows how many boys and/or how many girls are in a class, with a notation indicating how or what the student did to gather the attendance data
SAT51104A	The student will organize data given to him or her and represent it on a simple graph. (e.g., the student sorts people in class and then graphs the data, such as boys/girls/staff or those with blonde hair, with brunette hair, or with red hair; etc. Note: The student must decide how to organize the data first and then represent it.)	<ul style="list-style-type: none"> Student work product of a graph filled in by the student and the given or specified data
SAT51104B	After recording the temperatures for a given time period, the student will organize the data and display the temperatures in a simple graph such as a bar graph or line graph. (Note: The student must decide how to organize the data first and then represent it.)	<ul style="list-style-type: none"> Student work product showing the organized temperatures displayed in a bar graph or line graph
SAT51105	The student will recognize a question that could be answered by gathering data, by selecting or writing an appropriate question.	<ul style="list-style-type: none"> Digital video of the student selecting the question he or she wants to present as a question to gather data when presented with a choice of questions Student work product showing two or more questions and the question that the student indicated (e.g., circled, marked, eye gazed to with teacher mark on response) that can be answered by gathering data
SAT51203	The student will pose a question that could be answered by collecting data, gathering the data, and recording it in a graph or chart. (e.g., “How many pockets do you have?” “What did you eat for breakfast?”; Note: The student must pose the question first, then gather the data and then record it. Question may be teacher or student-created.)	<ul style="list-style-type: none"> Student work product that shows the question asked, the data collected, and a pictograph representing the data

SAT51204	<p>The student will organize data and represent that data using a table, pictograph, or bar graph. (e.g., given a set of related and unrelated data cards, the student organizes the data by sorting the appropriate data and then using colored dots to fill in the data on a bar graph; Note: The student must decide how to organize the data first and then represent it.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student indicating the data and placing it in the table Student work product that shows the related and unrelated data sorted on a T-chart and then displayed on a table, pictograph, or bar graph
SAT51303	<p>The student will pose a question based on a topic of interest, collect responses, and organize the responses on a table or frequency chart. (Note: The student must pose the question first, then gather the data and then record it.)</p>	<ul style="list-style-type: none"> Student work product of a diary of the student's project in which the student posed a question, collected information, and recorded the information on a table or frequency chart
SAT51304	<p>The student will organize a set of data previously collected and will represent it using two or more different methods. (e.g., methods: a frequency chart and a bar graph; Note: The student must decide how to organize data first and then represent it.)</p>	<ul style="list-style-type: none"> Student work product of the frequency chart and the bar graph

MATH – Grade 7

(cont'd)

GLIs and Essences

Required Component 2—Strand: Statistics and Probability

Choice Component 2—Band: Analysis of Data

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 78	7.S.4	Calculate the range for a given set of data	<ul style="list-style-type: none"> Read and interpret data represented graphically
	7.S.5	Select the appropriate measure of central tendency	
	7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)	

AGLIs		MATH – Grade 7 (cont'd)
Required Component 2—Strand: Statistics and Probability		
Choice Component 2—Band: Analysis of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
The student will: <ul style="list-style-type: none"> recognize data displayed on a simple graph (53102) 	The student will: <ul style="list-style-type: none"> read and/or interpret data displayed on pictograph(s) and/or bar graph(s) (53201) 	The student will: <ul style="list-style-type: none"> read and/or interpret data displayed on pictograph(s), bar graph(s), and/or frequency chart(s) (53301)

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

MATH – Grade 7

(cont'd)

SATs

Required Component 2—Strand: Statistics and Probability

Choice Component 2—Band: Analysis of Data

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	<p>The student will recognize data on a simple graph by attending to multiple graphs and indicating the one that shows the requested data.</p> <p>(e.g., The student is asked to identify data on peer preferences and is presented with two graphs: one on student attendance and one on types of candy they like, and the student indicates the appropriate graph.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, and dated photographs of the student attending to graphs and then selecting (e.g., eye gazing, pointing to, circling) the graph that shows the requested data Student work product of different displayed data and the one that the student indicated as representing the requested data
SAT53102B	<p>The student will recognize data on a simple graph by attending to the teacher placing data into a graph.</p> <p>(e.g., data could be displayed in very bright colored dots, textured markers, pictures)</p>	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) of student performance when attending to the teacher filling in basic data on a graph
SAT53201A	<p>The student will read and/or interpret data that is displayed on a pictograph(s) and/or bar graph(s) by answering simple question(s) or responding to statement(s) related to the data.</p> <p>(e.g., “Which category has the most?” “How many more in one category when compared to another category?” “How many objects are there all together in two categories?”)</p>	<ul style="list-style-type: none"> Student work product showing the pictograph(s) and/or bar graph(s), the question(s) or statement(s), and the student answer(s) based on the data
SAT53201B	<p>The student will interpret a stacking block graph of his or her attendance in a month by indicating which day of the week he or she was present most.</p>	<ul style="list-style-type: none"> Digital video of the student looking at a stacking block graph of his or her monthly attendance and signing, stating, or placing a sticker on the day of the week that he or she was present most
SAT53301	<p>The student will read and/or interpret data that are displayed on a pictograph(s), bar graph(s), and/or frequency chart(s) by stating a conclusion, answering question(s) or responding to statement(s) based on data.</p> <p>(e.g., bar graph of a person's earnings from a job over a week and the student's calculations of the total weekly earnings)</p>	<ul style="list-style-type: none"> Student work product showing the pictograph(s), bar graph(s), or frequency chart(s) and the student's conclusion(s) or response(s) to question(s) or statement(s) related to the data