

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

Grade 8

New York State Alternate Assessment

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

Required Component 1—Key Idea: Reading

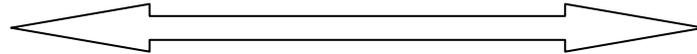
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex



The student will:

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

The student will:

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

The student will:

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

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 not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate the school or public library by marking the location on a map or going to the library when requested.	<ul style="list-style-type: none"> • Video tape of the student locating the school or public library • Sequenced, captioned, dated photographs of the student locating the school or public library on a map
SAT11107A	The student will attend to the teacher reading or will read three or more informational texts, collect facts, then display the facts in a list or chart.	<ul style="list-style-type: none"> • Student work product showing list or chart of facts collected
SAT11107B	The student will attend or read three or more informational texts to collect facts and/or ideas about a single topic.	<ul style="list-style-type: none"> • Student work product that includes the name of the chosen topic, a list of facts (some from text some not), and student marks or highlights on facts that relate (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)
SAT11102	The student will attend to or read informational text(s) to collect fact(s) or idea(s) about a chosen topic by highlighting, selecting, eye gazing to etc. a fact or idea presented by the teacher given a set of choices. (e.g., topic-weather, facts-picture of different types of weather, definitions for different types of clouds, etc.)	<ul style="list-style-type: none"> • Video tape of the student attending to or reading texts, being presented with two choices, and eye gazing to or selecting the fact or idea that came from the text • Student work product showing the topic and the fact or idea cards selected that relate to the text read or listened to
SAT11103A	The student will identify the main idea and/or supporting details in informational texts by highlighting, circling, or marking the main idea or details as requested. (Note: vocabulary specific to main idea and/or supporting details needs to be used)	<ul style="list-style-type: none"> • Student work product of text with main idea and supporting details highlighted, marked, circled, etc.
SAT11103B	Student will identify the main idea and/or supporting details in an informational text by completing a spider-web organizer with word or picture cards or writing the information in the appropriate areas. (Note: vocabulary specific to main idea and/or supporting details needs to be used)	<ul style="list-style-type: none"> • Student work product of completed spider-web organizer page for a informational text
SAT11104A	The student will relate facts and/or ideas to the chosen topic by indicating objects, symbols, drawings, or pictures that are related to the topic. (e.g., topic-kitchen; student is presented with: We cook here; We sleep here; We wash dishes here; There are appliances; and It has a couch; the student is then asked “Which are facts about a kitchen?”)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering yes or no questions about whether an object matched the topic • Student work product of a collage of objects, symbols, drawings, or pictures that relate to the topic
SAT11104B	The student will relate facts and/or ideas to the chosen topic by selecting objects needed to go swimming and placing them in an empty swim bag after listening to a book about Olympic swimmers.	<ul style="list-style-type: none"> • Video tape of the student relating facts in a book about swimmers to actual swimming objects

SAT11105	The student will compare and/or contrast two comparable subjects by placing pictures, words, or phrase cards in correct sections of a Venn Diagram to show similarities and/or differences.	<ul style="list-style-type: none"> Student work product of completed Venn Diagram similarities in the middle and differences on each side
SAT11106	The student will use facts to support a main idea by completing a graphic organizer using collected facts that support the main idea indicated on the organizer. (Note: vocabulary specific to main idea needs to be used)	<ul style="list-style-type: none"> Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea
SAT11201	The student will use the reference section of the library to locate information on a topic.	<ul style="list-style-type: none"> Video tape of the student locating the resource section of the library and locating a resource that pertains to the topic given
SAT11202	The student will collect facts and/or ideas on a topic from two or more texts (textbooks, the internet, library sources, etc.).	<ul style="list-style-type: none"> Student work product of facts and/or ideas collected about a topic and their sources cited on a worksheet
SAT11203	The student will distinguish facts from opinions by highlighting or labeling sentences in an informational text as fact or opinion.	<ul style="list-style-type: none"> Student work product with sentences from informational articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.
SAT11204A	The student will distinguish irrelevant from relevant facts by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not. (e.g., Topic--Civil Rights Movement: relevant--Martin Luther King Jr., bus boycott, Brown vs. Board. of Ed.; irrelevant--Dr. Martin Luther King was married and had four children, many African Americans worked as domestic help or in factories)	<ul style="list-style-type: none"> Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts
SAT11204B	The student will distinguish relevant from irrelevant facts gathered from informational texts.	<ul style="list-style-type: none"> Student work product consisting of a worksheet with relevant facts related to the text marked with a red sticker and irrelevant facts marked with a green sticker
SAT11205	The student will identify similar and dissimilar information from two newspaper articles on the same topic.	<ul style="list-style-type: none"> Student work product of a worksheet with similar facts listed on one side and dissimilar facts listed on the other
SAT11206	The student will recognize information that is implied by reading his/her schedule and completing the task that is implied. (e.g., schedule has reading class listed; implied task get the reading station box, reading book, and go to reading room or station; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading the schedule and completing the task
SAT11209	The student will recognize the difference between implicit and explicit information by labeling given statements as implicit or explicit after listening to an informational text.	<ul style="list-style-type: none"> Student work product with information from text and the labeled statements with implicit and explicit depending on the statement
SAT11208	The student will draw a conclusion based on explicit information collected about a chosen topic. (e.g., possibility of favorite football or baseball team winning the Super Bowl or World Series, endangered species future, etc.)	<ul style="list-style-type: none"> Student work product detailing source(s), collected explicit information, and a statement of the conclusion drawn
SAT11309	The student will use multiple resources (dictionary, encyclopedia, internet, etc.) in the school or public library to collect facts and/or ideas about a single topic during reading class.	<ul style="list-style-type: none"> Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted, etc.)

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

Required Component 1—Key Idea: Reading

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

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

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 3

Less Complex

More Complex

The student will:

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

The student will:

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

The student will:

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

Required Component 1—Key Idea: Reading		
Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13108	The student will attend to or read literature to identify the main idea by selecting the card (word or picture) that reflects the main idea. (Note: vocabulary specific to main idea needs to be used)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to or reading a text and identifying the main idea from a set of choices
SAT13102	The student will attend to or read to identify similar information in two sources and indicate “yes” or “no” to questions about the texts. (e.g., answering questions such as: Are the numbers (data) the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.)	<ul style="list-style-type: none"> Audio tape of the student indicating yes or no to the specific questions posed about information in two texts or articles Student work product showing similar information from the two sources highlighted
SAT13109	The student will attend to or read two articles (newspaper, internet, etc.) on a similar subject, compare the information and indicate how or what information is different.	<ul style="list-style-type: none"> Student work product with chart comparing the information from the two articles and the differences highlighted, marked, etc.
SAT13104	The student will attend to or read literature to identify the author’s purpose by selecting the card (word or picture) that reflects the author’s purpose.	<ul style="list-style-type: none"> Video tape of the student attending and selecting the card that represents the author’s purpose
SAT13105	The student will attend to or read a text and identify personal experiences similar to the text. (e.g., weekend activities, hobbies, types of pets, etc.)	<ul style="list-style-type: none"> Student work product showing personal experience word, picture, or sentence cards indicated by the student matched to similar information from the text
SAT13110	The student will attend to texts about a historical event, identify the perspective of each text, and indicate how they are different. (e.g., civil rights movement—newspaper article from the time and an account(s) by African American citizens, etc.)	<ul style="list-style-type: none"> Video tape of the student identifying perspective and stating the difference between the two Student work product consisting of a worksheet on which the student has indicated perspectives and differences
SAT13111	The student will recognize his/her personal criteria for “like/dislike” of a story by selecting a stamp and stamping it on a worksheet of symbols for the reasons “happy, sad, scary, boring, etc.”.	<ul style="list-style-type: none"> Student work product of personal criteria for “like/dislike” related to the reason stamped on a picture representing the story
SAT13208	The student will identify the main idea and/or supporting ideas in informational texts. (Note: vocabulary specific to main idea and/or supporting details needs to be used)	<ul style="list-style-type: none"> Student work product of text with main idea and supporting ideas highlighted, marked, circled, etc.
SAT13202	The student will recognize the relative importance of supporting details by answering specific questions related to character development.	<ul style="list-style-type: none"> Student work product showing the questions the student answered about character development in a story using details from the story
SAT13209	The student will determine whether supporting details justify a positive evaluation of the main idea by marking the positive details given a set of supporting details (positive and negative) and the main idea.	<ul style="list-style-type: none"> Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc.

SAT13210	The student will compare the validity of supporting details by matching them to similar information in other parts of the text.	<ul style="list-style-type: none"> • Student work product of documentation of a detail and the multiple places it is found in a text
SAT13211	The student will compare the author's facts about a topic with their own personal experience and indicate if the author's facts are accurate.	<ul style="list-style-type: none"> • Student work product of a graphic organizer created or completed by the student showing similarities of facts presented by the author to the student's own experience and a response of yes or no to accuracy
SAT13206	The student will recognize that various perspectives may alter opinions about a story or text by collecting opinions of like or dislike and why, from classmates about a text listened to during reading.	<ul style="list-style-type: none"> • Student work product showing the text listened to and the tallies of like or dislike recorded next to the text title and the reason given by students
SAT13207	The student will use personal criteria to evaluate the quality of a literary work by giving reasons why he/she found the work enjoyable. (e.g., I like the rhythm of poem; the author talked a lot about how things looked so I could imagine them; the author used a lot of colorful words; etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student describing the criteria used to evaluate the literary work
SAT13304	The student will recognize a strategy to determine the validity of information by selecting those strategy(s) that provide for the strongest support of the author's perspective. (e.g., data in text, references to other texts, expert testimony, etc.; note: include items that support and items that don't support in choices)	<ul style="list-style-type: none"> • Audio tape of the student answering questions that are related to the author's perspective and selecting items that validate the information presented by the author
SAT13302	The student will use established criteria to evaluate a literary work by completing the information in a given criteria worksheet.	<ul style="list-style-type: none"> • Student work product showing the established criteria and the information that the student used from the literary work to evaluate it
SAT13305A	The student will indicate a personal opinion about a literary work from a set of personal criteria. (e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)	<ul style="list-style-type: none"> • Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to – The student indicates at the bottom of the checklist a specific opinion about the work
SAT13305B	The student will indicate a personal opinion about a literary work from a set of personal criteria by writing the title and author of a book he/she read and circling the ratings on a Book Review form that he/she created.	<ul style="list-style-type: none"> • Student work product showing the student opinion about the literary work on the student Book Review form

Required Component 2—Key Idea: Writing

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

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

Required Component 2—Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex

The student will:

- connect details to main idea example(s) using a graphic organizer (21101)
- convey answers to literal questions about explicit text (“who”, “what”, “where”, “when”, and/or “how”) (21108)
- create a graphic organizer to record facts and/or ideas (21103)
- take notes to record data , fact(s), and/or idea(s) (21104)
- organize notes logically about a topic (21105)
- summarize informational text in own words (21109)
- create picture(s), symbol(s), object(s), etc. to communicate information (21107)

The student will:

- use a note-taking process, to record data, facts, and/or ideas (21201)
- recognize the relationship among the facts and/or ideas (e.g. importance, cause and/or effect, support, opposition, etc.) (21202)
- take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206)
- takes notes identifying the main idea and/or its supporting details or examples (21204)
- compare and/or contrast facts, ideas, and/or data (21205)

The student will:

- use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301)
- compose clear sentences to answer literal questions or to present information (“who”, “what”, “where”, “when”, “how”, and/or “why”) about explicit informational text (21306)
- use information to support answers to literal questions (21303)
- use an outline or other organizer to share information (21304)
- compare and contrast ideas, facts, and/or data from informational text(s) (21307)

Required Component 2—Key Idea: Writing		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.		
SAMPLE ASSESSMENT TASKS (SATs) Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will connect details to main idea by indicating or selecting from a set of choices the main idea and two or more supporting details completing a graphic organizer with this information. (Note: vocabulary specific to main idea and supporting details needs to be used)	<ul style="list-style-type: none"> Student work product of a graphic organizer completed by the student with the main idea and supporting details added in the appropriate spots
SAT21108A	The student will convey answers to literal questions about an explicit text (who, what, where, when and/or how) from a set of choice cards for each question. (e.g., “News to You” worksheets with questions, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student answering specific literal questions using his/her PECs or Boardmaker sheets
SAT21108B	The student will convey answers literal questions about explicit text by writing single words, phrases, and/or short sentences for each question.	<ul style="list-style-type: none"> Student work product with literal questions and student written answers next to each
SAT21103	The student will create a graphic organizer to record basic facts or ideas from a text by selecting the information boxes that would best represent the facts or ideas in the text.	<ul style="list-style-type: none"> Student work product of the information boxes student selected to use in the creation of his/her graphic organizer to record facts or ideas from a text
SAT21104	The student will take notes to record data, fact(s), and/or idea(s) from informational text by selecting only those notes that are related to the text.	<ul style="list-style-type: none"> Video tape of the student reading or attending to a text and then looking at note cards and indicating those that relate to the text
SAT21105A	The student will organize a series of notes logically about a topic discussed in class.	<ul style="list-style-type: none"> Student work product showing the series of notes placed in logical order by the student
SAT21105B	The student will organize notes about the life cycle of a living thing in logical sequence from the first stage to the last stage. (e.g., butterfly, duck, spider, frog, etc.)	<ul style="list-style-type: none"> Student work product showing how the student organized notes about the stages of a life cycle in logical, sequential order Data Collection Sheet (multi-step) recording student performance when organizing notes about the stages of a life cycle of a living thing from first to last stage
SAT21109	The student will summarize key points from an informational text using his/her own words, signing, symbols, pictures, etc.	<ul style="list-style-type: none"> Video tape or audio tape of the student summarizing key points from an informational text in his/her own words or interpretation of the key points Student work product of a summary that the student provided
SAT21107A	The student will create pictures, symbols, objects, etc. to communicate information about a text read or listened to by selecting or drawing the text specific information.	<ul style="list-style-type: none"> Student work product of selected graphics or images using Boardmaker or PECs, Internet pictures, writing with symbols, or drawings, etc. that give information about a text
SAT21107B	The student will create pictures to communicate information by selecting pictures to communicate information about the student’s favorite activities in school using the touch screen.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when communicating information by selecting his/her favorite activities

SAT21201	The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading or listening to an informational text.	<ul style="list-style-type: none"> Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer
SAT21202	The student will recognize the basic relationship between facts and/or ideas in an informational text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> Video tape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and ideas in a text
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text by listing each in the specified column or area on the graphic organizer. (e.g., Text—Landforms: relevant-mountains, valleys, etc.; irrelevant-valleys formed by erosion, there are four mountain ranges in NY)	<ul style="list-style-type: none"> Student work product of notes on a graphic organizer and relevant ideas, facts, or data listed in one column and irrelevant ideas, facts, or data listed in another column
SAT21204	The student will take notes by identifying the main idea and/or it's supporting details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases to choose from and placing them on a notes page. (Note: vocabulary specific to main idea and supporting details/examples needs to be used)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being given the text, looking at the choices, and making decisions relating to the main idea and/or supporting details or examples from the text; then placing his/her choices on a notes page Student work product of notes page created by the student showing the main idea and supporting details specific to the text
SAT21205A	After reading or listening to an informational text, the student will compare and/or contrast facts or ideas by completing a chart or other graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer with the facts or ideas comparing the information
SAT21205B	The student will compare and/or contrast data about a specific topic in a chart. (e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.)	<ul style="list-style-type: none"> Student work product of a chart with headings for New York and another state and under each the data specific to the state and one statement about how they compare
SAT21301	The student will use note-taking process to demonstrate relationships among data, facts, and/or ideas from multiple informational texts by sorting them into common topics and placing the relevant information on a notes page.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics and placing them on a notes page
SAT21306A	The student will create clear sentences to answer literal questions using information from various resources for support. (e.g., possible literal questions presented: "Why did the American colonies revolt against Great Britain?" "How did the American colonies manage to win their independence from such a powerful country as Great Britain?" "What is an effect of the rising or lessening cost of gas?")	<ul style="list-style-type: none"> Student work product of student-created clear sentences for each literal question asked, based on an informational text
SAT21306B	The student will create clear sentences to respond to literal questions or provide information about an informational text read or listened to.	<ul style="list-style-type: none"> Student work product of clear sentences providing information or answering questions about a text
SAT21303	The student will answer a literal question using a main idea and one or more supporting details from a text to validate his/her response.	<ul style="list-style-type: none"> Video tape or audio tape of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions

SAT21304	The student will use an outline or other organizer by selecting a graphic organizer that is most appropriate for sharing three or more relevant details from an informational text when given a set of graphic organizers.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being presented with the information from an informational text and a set of choices and then selecting the appropriate graphic organizer to present the specific relevant details from an informational text
SAT21307	The student will compare and contrast ideas, facts, or data on a graphic organizer to indicate similarities and differences found in an informational text.	<ul style="list-style-type: none"> Student work product of the idea, fact, or data presented on a graphic organizer to indicate a comparison (similarities) of the information and contrast of the information (differences) related to a specific idea

Required Component 2—Key Idea: Writing

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 62	<ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for a written presentation on the basis of audience, purpose, and content

Required Component 2—Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 3

Less Complex

More Complex

The student will:

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

The student will:

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

The student will:

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

Required Component 2—Key Idea: Writing**Choice Component 2— Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23101	The student will recognize an appropriate prediction of a story or text by selecting a possible outcome from several given possibilities.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the appropriate predictions based on possible outcomes
SAT23102	The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text.	<ul style="list-style-type: none"> Student work product of pictures or symbols that represent the text and student selected pictures or symbols representing various audiences to go with the text
SAT23103	The student will recognize that opinion-based writing requires facts to support the opinion by selecting a corresponding statement of fact to support a given opinion about an illustration depicting a situation. (e.g., FACT: "The man is in snowstorm with no coat." supports an OPINION: "The man is cold.")	<ul style="list-style-type: none"> Video tape of the student being presented with an illustration and opinion and then selecting the basis for that opinion from provided fact sentence strips, one of which coincides with the illustration (e.g., man is in snowstorm with no coat = the man is cold.)
SAT23104	The student will identify relevant and irrelevant information when presented with a main idea and details from a text, some of which are not pertinent. (e.g., Topic--Plant Care: relevant- soil condition, quantity of water, type of plant; irrelevant- mom grows plants, plastic pot or glass pot)	<ul style="list-style-type: none"> Student work product of a main idea and a supporting detail with a circle drawn around the relevant information and an 'X' placed over the irrelevant information
SAT23105A	The student will identify facts and opinions by writing or circling fact or opinion for each statement.	<ul style="list-style-type: none"> Student work product showing statements with fact or opinion written or indicated for each statement
SAT23105B	The student will identify facts by indicating which two pictures out of five pictures show factual events or the details of facts.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures
SAT23107A	The student will indicate an opinion about a text by writing one opinion about the text.	<ul style="list-style-type: none"> Student work product with written opinion about the text
SAT23107B	The student will indicate an opinion by tapping his/her finger on the picture to indicate a favorite recipe when given a cookbook with pictures of recipes.	<ul style="list-style-type: none"> Video tape of the student indicating his/her opinion of a favorite recipe
SAT23107C	The student will indicate an opinion about a text by hitting a switch or responding to a yes/no question to answer the teacher posed question "did you like the text?".	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating his/her opinion of whether they liked or disliked a text
SAT23208	The student will predict an outcome of a story and the reasoning from the selection when given a set of pictures, symbols, or words.	<ul style="list-style-type: none"> Video tape of the student selecting a prediction from a series of pictures and selecting pictures from two or more details to support reasoning

SAT23209	The student will create persuasive sentence(s) appropriate for a particular audience about a selected topic. (e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.)	<ul style="list-style-type: none"> • Student work product of a letter the student wrote to the principal about school lunch
SAT23203	The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement.	<ul style="list-style-type: none"> • Video tape of the student looking through magazines to indicate an advertisement to show persuasion • Student work product of a collage of persuasive advertisements from various magazines
SAT23210	The student will share details that provide enough description about an object or event that another person can identify the item or event being described.	<ul style="list-style-type: none"> • Audio tape of the student providing details to another student or teacher to get them to recognize what the student is talking about
SAT23211	The student will share details to develop an exposition by selecting words, phrases, or sentence cards that are applicable for an expository writing about a topic.	<ul style="list-style-type: none"> • Student work product of the topic with the chosen word, phrase, or sentence cards for an expository type writing
SAT23212	The student will share facts to support an opinion by communicating facts collected from a resource to support a given opinion.	<ul style="list-style-type: none"> • Video tape of the student providing facts that the student collected to another student or teacher and indicating the source of these facts for the given opinion
SAT23213	The student will use an additional resource to validate a fact(s) found in a persuasive writing about a topic of interest to the student. (e.g., encyclopedia, internet, reference book to validate fact(s) in newspaper editorial article, advertising pamphlet, etc.)	<ul style="list-style-type: none"> • Video tape of the student highlighting the fact(s) in the persuasive writing and then looking up information in a resource to validate the fact(s) • Student work product of a worksheet the student completes providing a fact(s) from the persuasive writing, the resource(s) used to validate fact(s), and a statement of validation from the resource(s)
SAT23306	The student will make a prediction and provide supporting evidence from the story or text that led him/her to make that predication.	<ul style="list-style-type: none"> • Audio tape of the student stating predictions and supporting evidence from story or text that led to the prediction
SAT23307	The student will indicate an opinion and its supporting evidence by creating a paragraph in which he/she states an opinion and provides supporting evidence.	<ul style="list-style-type: none"> • Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion
SAT23308	The student will select a topic, collect facts, and make posters to be used in a presentation to the class.	<ul style="list-style-type: none"> • Student work product of posters showing the facts and details that the student will share in his/her presentation to the class
SAT23309	The student will identify one or more persuasive techniques when given an editorial or advertisement. (e.g., comparison, exaggeration, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student pointing out or otherwise indicating the specific persuasive techniques used in the advertisement
SAT23310	The student will use three or more resources to check the validity of facts and/or examples provided in a persuasive writing by matching the persuasive writing fact or example with the facts collected from the different sources.	<ul style="list-style-type: none"> • Student work product that includes the persuasive fact or example with the facts collected from each source and the sources indicated
SAT23311	The student will recognize one strategy that is necessary for effective persuasion, exposition, and/or description by selecting a strategy applicable for a type of writing from a set of choices.	<ul style="list-style-type: none"> • Student work product of the matched strategy to the applicable type of writing

SAT23312A	The student will compose an expository or descriptive paragraph to share with a given audience.	<ul style="list-style-type: none">• Student work product of created paragraph in an expository or descriptive writing style appropriate for a specific audience
SAT23312B	The student will compose a persuasive paragraph to convince the class to have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school.	<ul style="list-style-type: none">• Student work product of a persuasive paragraph• Audio tape of the student presenting his/her persuasive paragraph to the class

Mathematics NYSAA Frameworks

Grade 8

New York State Alternate Assessment

Required Component 1— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

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

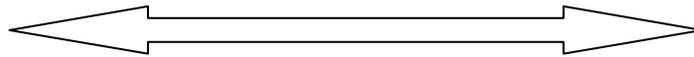
Required Component 1— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships

Less Complex



More Complex

The student will:

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

The student will:

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

The student will:

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

Required Component 1— Strand: Geometry		
Choice Component 1— Band: Geometric Relationships		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31104A	The student will identify congruent angles when shown an angle by selecting, eye gazing, or pointing to a congruent angle from a variety of choices. (e.g., shapes with angles and food with angles)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting, from a set of three or more angles, the angle that is congruent to the given angle
SAT31104B	The student will identify congruent shapes when shown a shape by selecting, eye gazing, or pointing to a congruent shape from a variety of choices. (e.g., geometric shapes of triangle, octagon, circle with various choices of next to each shape)	<ul style="list-style-type: none"> Student work product showing given shape and next to the shape the congruent shape the student chose
SAT31104C	The student will identify congruent shapes by placing them on top of one another to see which are congruent.	<ul style="list-style-type: none"> Student work product of congruent shapes paired together on a worksheet
SAT31104D	The student will identify congruent shapes and/or angles by sorting a variety of examples into two categories congruent and not congruent.	<ul style="list-style-type: none"> Student work product showing two columns: one column with congruent shapes and/or angles grouped together and another column with not congruent shapes and/or angles grouped together
SAT31105	The student will identify parallel segments by indicating whether segments are parallel. (e.g., through yes/no responses, marking or labeling the parallel segments, etc.)	<ul style="list-style-type: none"> Student work product of a worksheet with different segments drawn on it and the ones marked, highlighted, etc. that the student identified as parallel
SAT31103	The student will identify shapes with angles by marking or indicating shapes with angles when given shapes with and without angles. (e.g., by eye gazing, touch screen, and other modes of communication the shapes with angles)	<ul style="list-style-type: none"> Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s) Video tape of the student being presented with two shapes and when asked “which shape has an angle?”, the student eye-gazes to the appropriate shape
SAT31201	The student will identify pairs of congruent angles by placing them on top of each other to see which are congruent.	<ul style="list-style-type: none"> Video tape of the student pairing angles and indicating which are congruent Student work product of congruent angles paired together on a worksheet
SAT31204	The student will identify pairs of vertical angles, determine if the angles are congruent, and then mark those that are.	<ul style="list-style-type: none"> Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent
SAT31203	<p>The student will determine the measure of the missing angle when given one measure of a pair of vertical angles by selecting or writing the measure for the corresponding vertical angle.</p>  <p>(e.g., Given the measure of angle 1 as 130 degrees, what is the measure of the other vertical angle, angle 4?)</p>	<ul style="list-style-type: none"> Student work product of pictures selected by the student indicating the measure of the missing angle when given the measure of one of a pair of vertical angles

SAT31301A	The student will identify pairs of supplementary angles by selecting or drawing pairs supplementary angles given angles with a variety of degrees.	<ul style="list-style-type: none"> • Student work product of pictures selected by the student of supplementary angles • Student work product of pairs of supplementary angles drawn by the student
SAT31301B	The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles. (e.g., Student correctly identifies the piece with the angle that fits with a given angle)	<ul style="list-style-type: none"> • Video tape of the student putting a puzzle together with pieces that contain supplementary angles
SAT31302	The student will calculate the missing angle of a pair of supplementary angles.	<ul style="list-style-type: none"> • Student work product indicating the measure of the missing angle of a pair of supplementary angles calculated by the student

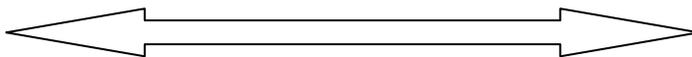
GLIs and Essences
Grade 8 – Mathematics
8
Required Component 1— Strand: Geometry

Choice Component 2— Band: Transformational Geometry

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

Required Component 1— Strand: Geometry

Choice Component 2— Band: Transformational Geometry

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry
Less Complex

More Complex

The student will:

- identify or interpret images resulting from translations (slides) using one or more types of models (32102)
- recognize the image of a figure or shape that has been rotated (turned), translated (slide), dilated (shrunk or enlarged), or reflected (flipped) (32103)

The student will:

- identify or interpret images resulting from translations (slides) and/or reflections (flips) using one or more types of models (32202)

The student will:

- identify and interpret images resulting from translations (slides), reflections (flips), rotations (turns), and/or dilations (shrinks or enlargements) (32302)

Required Component 1— Strand: Geometry		
Choice Component 2— Band: Transformational Geometry		
SAMPLE ASSESSMENT TASKS (SATs) Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32102	The student will identify images showing a translation by selecting the translated image or items from a group of three images or items. (e.g., slide (move) an object (counter, checker) from one place to another on the work surface, responding to “left”, “right”, etc.)	<ul style="list-style-type: none"> Video tape of the student selecting an object on work surface showing a translation Student work product of a journal showing the initial position of a shape and the translation
SAT32103A	The student will recognize a figure (letter, drawn object, etc.) when the figure is dilated by matching the original figure to the dilated figure given a couple of choices showing the figure differently.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the given image and then selecting the enlarged version of it
SAT32103B	The student will recognize images of figures or shapes that have been rotated, translated, dilated, or reflected by eye gazing to, pointing to, or circling the corresponding shape before the transformation.	<ul style="list-style-type: none"> Student work product showing the shapes that the student matched with lines drawn connecting the matched shapes, shapes that are marked with the same color, etc.
SAT32103C	The student will recognize figures or shapes that have been rotated, translated, dilated, or reflected by attending to the teacher transforming the figures or shapes both before and after, then repeating what the teacher modeled.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording performance of the student attending to the shape before the transformation and after the shape transformation and repeating the transformation
SAT32202A	The student will identify images showing translations and/or reflections using models, manipulatives, and/or pictures by selecting the image of the translation or reflection.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting shapes and its translated/reflected partner
SAT32202B	The student will interpret images that have been translated and/or reflected by naming the specific transformation for each image.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when naming the transformation when the teacher slides and/or flips a shape on a board or grid
SAT32302	The student will identify and interpret translations, reflections, rotations, and/or dilations using models, manipulatives, and/or pictures by labeling the transformation when the teacher slides, flips, turns, and/or dilates shapes on a board.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using reflections and rotations as directed by teacher Data Collection Sheet (multi-step) recording student performance when labeling the transformations appropriately

Required Component 2— Strand: Algebra

Choice Component 1— Band: Variables and Expressions

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

Required Component 2— Strand: Algebra

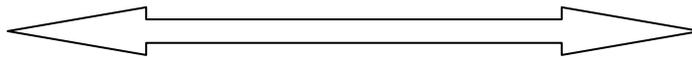
Choice Component 1— Band: Variables and Expressions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions

Less Complex

More Complex



The student will:

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

The student will:

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

The student will:

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

Required Component 2— Strand: Algebra
Choice Component 1— Band: Variables and Expressions
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41103A	The student will compare quantities of objects when given two sets of objects using the symbols greater than ($>$), less than ($<$), or equal to ($=$) by placing the correct symbol between the sets.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when comparing different sets and the identified symbol for each set Student work sample showing sets of numbers and the symbol the student identified to show the comparison
SAT41103B	The student will compare quantities of objects by indicating the correct set to complete the expression when presented with a given set and the symbol less than ($<$), greater than ($>$), or equal to ($=$). (e.g., presented with '2 books $<$ '— student chooses between 7 books or 1 book; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the appropriate set Student work product showing the given sets and symbols and the set the student chose to complete the expression
SAT41104	The student will compare two numerals and select the correct symbol ($<$, $>$, $=$, or \neq). (e.g., $10 ? 4$; $2 ? 6$; $3 ? 1$, etc.)	<ul style="list-style-type: none"> Student work product of sets of numbers and symbol cards pasted between the numbers
SAT41105	The student will translate two or more simple verbal or written sentences into algebraic sentences using numerals and symbols ($+$, $-$, $=$, and/or \neq) by writing equations in journal. (e.g., teacher states or signs: "four plus three is equal to seven", student writes $4 + 3 = 7$; teacher writes "one apple plus two apples is not equal to four apples", student writes $1 + 2 \neq 4$; etc.)	<ul style="list-style-type: none"> Student work product of a student journal containing verbal or written sentences given by the teacher and the student's translation using numerals and symbols
SAT41203	The student will translate verbal or written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$ by indicating or writing the correct sentence. (e.g., written sentence: "John has four pencils, he buys three more which is less than 10 pencils." and the student writes or selects " $4 + 3 < 10$ ", etc)	<ul style="list-style-type: none"> Student work product of written sentences and the student's translated sentences Video tape of the student listening to the verbal sentences and indicating the correct sentences
SAT41204	The student will identify correct number sentences that use $+$, $-$, \times , \div , \neq , $>$, and/or $<$ given a set of choices. (e.g., $3+5>8$; $5-3\neq 8$; $3-8>5$)	<ul style="list-style-type: none"> Student work product with the correct number sentences identified
SAT41205	The student will evaluate (solve) numerical expressions by filling in or selecting the missing number or symbol. (e.g., $3 _ 5 = 8$ given $<$, $+$, and $=$; $5 - \square = 3$ given 4, 7, 2; etc.; Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression Student work product showing the numerical expression and the number or symbol the student selected to complete the expression

SAT41304	The student will translate verbal or written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, $<$, \geq , and/or \leq . (e.g., teacher writes or states “20 plus 14 is not equal to 30”, student writes or selects “ $20 + 14 \neq 30$ ”; teacher writes or states “seven is less than ten”, student writes or selects “ $7 < 10$ ”; teacher writes or states “the temperature is 32 degrees. It will fall by 10 degrees. This is less than the high of 45 degrees”, student writes or selects “ $32 - 10 < 45$ ”)	<ul style="list-style-type: none"> Student work product showing algebraic sentences translated from verbal sentences read to the student
SAT41305A	The student will complete number sentences that use various mathematical symbols by filling in the missing element(s) in the sentences. (e.g., $4 \underline{\quad} 4 > 10$ —student choices presented $+$, $-$, or \times ; $9 \underline{\quad} 5$ —student choices presented $>$ or \leq ; etc.)	<ul style="list-style-type: none"> Student work product showing the number sentences with the missing elements filled in by the student
SAT41305B	The student will identify correct number sentences that use any of the symbols $+$, $-$, \times , \div , \neq , $>$, $<$, \geq , and/or \leq by pointing to, circling, eye gazing to, etc. the ones that are correct given a variety of sentences.	<ul style="list-style-type: none"> Student work product of the student pointed to, circled, eye gazed to, etc. correct number sentences
SAT41306	The student will create verbal expressions when given written mathematical expressions. (e.g., $x+10$ —the student states, signs, etc. the sum of a number plus ten)	<ul style="list-style-type: none"> Audio tape of the student giving verbal expressions for given mathematical expressions
SAT41307A	The student will evaluate algebraic expressions by indicating expressions that are equal to 20. (e.g., $10 + 10$; $4 + 14$; $18 - 2$; $2 + 18$; Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Student work product of student- indicated expressions equal to twenty
SAT41307B	The student will simplify algebraic expressions. (e.g., $\square + 50 + 5$ is the same as $\square + \underline{\quad}$; $1 + 20 + \square$ is the same as $\underline{\quad} + \square$)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards

**GLIs and Essences
Grade 8 – Mathematics**
8
Required Component 2— Strand: Algebra
Choice Component 2— Band: Patterns, Relations and Functions

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

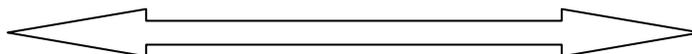
Required Component 2— Strand: Algebra

Choice Component 2— Band: Patterns, Relations and Functions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Algebra-Patterns, Relations and Functions

Less Complex



More Complex

The student will:

- recognize repeating patterns in nature, art, music, or literature (43105)
- duplicate or extend repeating patterns in nature, art, music, or literature (43106)
- when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107)
- when given a repeating number and/or shape pattern, extend the pattern (43108)

The student will:

- when given a growing number and/or shape pattern, extend the pattern (43203)
- when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)

The student will:

- when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305)
- when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)
- create a number and/or shape pattern (43307)
- identify the rule for a number pattern (43308)

SATs		
Grade 8 – Mathematics		
8		
Required Component 2— Strand: Algebra		
Choice Component 2— Band: Patterns, Relations and Functions		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT43105A	The student will recognize patterns by attending to repeating patterns made by the teacher. (e.g., very loud music, soft music; very loud music, soft music; for one minute)	<ul style="list-style-type: none"> Data Collection Sheet (time-segmented) recording student performance when attending to a repeating pattern made by the teacher Video tape of the student attending to the pattern
SAT43105B	The student will recognize repeating patterns by indicating through facial expression, vocalization, body movement, etc. patterns of sensations when touching a pattern of textures (e.g., cotton/sandpaper, leaf/rock) or listening to patterns of sounds (e.g., piano/drum). (e.g., Which pattern is a repeating pattern? a aa a aa a aa <u>or</u> a aa aaa aaaa ?; blue, green, red, blue, green, red <u>or</u> blue, red, red, blue, green, green ?)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing a textured pattern or sound pattern Data Collection Sheet (multi-step) recording student performance when recognizing varying patterns of textures, shapes, or sounds
SAT43106A	The student will duplicate simple A-B texture patterns by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original patterns. (e.g., cotton/sandpaper, leaf/rock etc.)	<ul style="list-style-type: none"> Video tape of the student presented with a pattern (A), then presented with the same pattern (B), and then a different pattern as the student answers through a yes or no response if the last pattern is the same as the A-B pattern
SAT43106B	The student will duplicate repeating patterns by performing movements in time to drummed patterns in music pieces.	<ul style="list-style-type: none"> Video tape or audio tape of the student duplicating the pattern in drummed music
SAT43106C	The student will extend repeating patterns in nature, art, music, or literature by indicating or filling in what would come next. (e.g., Given the drum pattern: beat, beat beat, beat, beat beat, what would come next?)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance of the repeating patterns that the student extended
SAT43107	The student will duplicate the pattern when given a repeating or growing number and/or shape pattern by repeating the given patterning. (e.g., repeating: 10, 20, 30, 10, 20, 30— student duplicates exactly as pattern is presented; growing: 2, 4, 6, 8—student duplicates the growing by two pattern with different numbers; Note-shape patterns to include geometric shapes)	<ul style="list-style-type: none"> Video tape of student using the Simon game Student work product showing original pattern and student's duplicated pattern

<p>SAT43108</p>	<p>The student will extend the pattern when given a repeating number and/or shape pattern by filling in the missing number or shape. (e.g., number: 1, 2, 1, 2, _?_; 3, 2, 1, 3, 2, 1, _?_; shape: , , , , , _?_; Note-shape patterns to include geometric shapes)</p>	<ul style="list-style-type: none"> • Student work product of repeating number patterns with a line filled in by the student at the end of the pattern to extend it
<p>SAT43203</p>	<p>The student will extend the pattern when given a growing number or shape pattern by filling in the number or shape to extend it. (e.g., 4, 8, 12, 16, _?_; 2, 5, 8, _?_; , , , _?_; Note-shape patterns to include geometric shapes)</p>	<ul style="list-style-type: none"> • Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend a the pattern
<p>SAT43204A</p>	<p>The student will fill in the missing element in a repeating number pattern. (e.g., 4, 1, 4, 1, __, 1; 8, 6, 7, 8, __, 7; etc.; Note: missing element to occur in/near middle)</p>	<ul style="list-style-type: none"> • Student work product of repeating number patterns with the missing element filled in by the student
<p>SAT43204B</p>	<p>The student will fill in the missing element in a growing number and/or shape pattern. (Note: missing element to occur in/near middle and shape patterns to include geometric shapes)</p>	<ul style="list-style-type: none"> • Student work product of a growing number and/or shape pattern with the missing element completed
<p>SAT43305</p>	<p>The student will extend the pattern when given a number and/or shape pattern in the form of a list or table by indicating the next number or shape as appropriate. (Note: shape patterns to include geometric shapes)</p>	<ul style="list-style-type: none"> • Student work product indicating the extended pattern in the list or table
<p>SAT43306</p>	<p>The student will fill in the missing element in the pattern when given a number and/or shape pattern in the form of a list or table. (Note: missing element to occur in/near middle and shape patterns to include geometric shapes)</p>	<ul style="list-style-type: none"> • Student work product indicating the filled in missing elements in the pattern shown in a list or table
<p>SAT43307</p>	<p>The student will create a number and/or shape pattern and then will extend the pattern two or three more times.</p>	<ul style="list-style-type: none"> • Student work product of a scrapbook of numeric patterns created by the student and then extended by the student
<p>SAT43308</p>	<p>The student will identify the rule for a number pattern by describing the rule for finding the next element in the pattern.</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student describing the rule for finding the next element of a number pattern

Science NYSAA Frameworks

Grade 8

New York State Alternate Assessment

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

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

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

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2

Less Complex

More Complex

The student will:

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

The student will:

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

The student will:

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

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12105A	The student will recognize a technique for conducting a scientific investigation by selecting from two choices. (e.g., technique--a picture of a scientist filling a graduated cylinder; non-technique--a picture of a chef measuring flour)	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs, and/or symbols representing techniques for conducting a scientific investigation
SAT12105B	Given a magnet and a group of objects, the student will recognize one technique of investigation by testing if objects are attracted to a magnetic by picking them up with the magnet.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student demonstrating the technique of using a magnet to figure out what objects are attracted to a magnet
SAT12106	The student will recognize which tool is used for scientific investigations by selecting from two choices. (e.g., While investigating temperature of water in different situations, student would be shown a picture of a measuring cup and a thermometer. Student identifies the thermometer as the tool needed to measure temperature.)	<ul style="list-style-type: none"> Student work product demonstrates correctly selecting appropriate tool to conduct investigation
SAT12103	The student will recognize a safety hazard associated with a scientific investigation by selecting the picture from a choice that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.)	<ul style="list-style-type: none"> Student work product showing the student selecting photographs representing safety hazards and safe practices by marking the appropriate pictures
SAT12107	The student will recognize the results of an investigation by correctly recognizing a representation of the results of an investigation, after watching the investigation. (e.g., the plant wilted, the water froze, the rock sunk, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student reaching for the unhealthy plant (rather than healthy plant) following an investigation of a lack of water on plants
SAT12201	The student will observe an investigation and identify two or more simple techniques used during the scientific investigation by naming the technique. (e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.)	<ul style="list-style-type: none"> Video tape showing the student naming (verbally, written, using augmented communication) simple techniques used after observing a scientific investigation
SAT12202	The student will identify two or more tools needed for a scientific investigation by indicating the appropriate tools given the investigation. (e.g., Investigation: mixing vinegar and baking soda; tools presented: beaker, graduated cylinder, balance, microscope, eye dropper, etc.)	<ul style="list-style-type: none"> Student work product showing the two or more selected (scribed, written, using augmented communication) scientific tools

SAT12203	The student will identify which safety procedure is being followed during an observed investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	<ul style="list-style-type: none"> Student work product indicating which safety procedure is being followed when presented with a photograph of a scientific experiment
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/melt temperatures, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance on all steps of the investigation
SAT12207	The student will identify the result of a scientific investigation by naming or selecting the appropriate result, after observing the investigation. (e.g., plant with no water = unhealthy; beach ball on top of water floats)	<ul style="list-style-type: none"> Student work product showing the correctly named or selected result from a list, photographs, or symbols that depict the results of an experiment
SAT12303	The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., what will happen if we deprive a plant of light—student indicates steps to design the investigation)	<ul style="list-style-type: none"> Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols or computer graphics)
SAT12307	The student will gather tool(s) needed for a given scientific investigation from a choice of objects. (e.g., The student gathers materials (from a set of scientific tools) such as a ruler to do an experiment to measure the growth of a plant.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the tools gathered by the student for the investigation
SAT12308	The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see which one is attracted to the magnet or placing one plant in darkness, one in light to see which remains healthy)	<ul style="list-style-type: none"> Video tape of the student implementing a technique that is appropriate to answer a specific question
SAT12302	The student will demonstrate correct safety procedures for a scientific investigation by wearing goggles, lab coat, tying back hair, following directions, etc.	<ul style="list-style-type: none"> Data Collection Sheet recording performance of the student using safety procedures for a scientific investigation Sequenced, captioned, dated photographs of the student wearing goggles while conducting an investigation
SAT12304	The student will recognize the independent variables, dependent variables, and constants in an investigation he/she has performed or designed.	<ul style="list-style-type: none"> Student work product showing the named or selected independent variable, dependent variable, and constant in an investigation as they design or perform it
SAT12309	The student will record the result(s) of an investigation he/she observes by identifying qualitative changes. (e.g., when ice is left at room temperature it melts)	<ul style="list-style-type: none"> Student work product showing data collected by the student for the investigation
SAT12305	The student will record both quantitative and qualitative results of an investigation observed by completing a graph, chart or list. (e.g., ice left at room temperature melts [qualitative] and changes from 0°C to room temperature [quantitative])	<ul style="list-style-type: none"> Student work product (graph, chart, list, drawings, photograph) showing the qualitative and quantitative results of an investigation

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

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

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

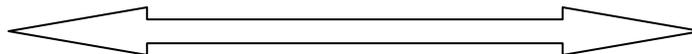
Required Component 1— Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 3

Less Complex



More Complex

The student will:

- recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101)
- recognize the cause of an event (13104)
- recognize the effect of an event (13105)
- demonstrate a cause and effect relationship (13106)
- recognize whether an event is possible based on the results of the investigation (13107)

The student will:

- record results of an investigation in a graph, diagram, table, or model (13201)
- identify simple trends in the results of investigations (13202)
- identify the cause and effect relationships of an event (13204)
- identify a conclusion based on the results of an investigation (13205)

The student will:

- compare results of investigation(s) using graphs, diagrams, tables, or models (13304)
- describe simple trends in the results of investigations (13302)
- explain a conclusion based on the results of an investigation (13303)
- predict future event(s) based on results of the investigation (13305)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101A	The student will recognize the results of investigations presented using graphs or concrete objects. (e.g., Show the student a line graph indicating the results of an investigation of the distance an object travels. Have the student point to the place on the graph where the object traveled after a specific period of time.)	<ul style="list-style-type: none"> Student work product showing marks that the student (or teacher marks for student) made indication of the results of an investigation on a graph
SAT13101B	The student will recognize the results of an investigation by determining if there are more boys or girls in class today using stack blocks that were placed in piles by students as they entered the classroom.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student determining the results of the investigation on number of boys and girls in class
SAT13104	The student will recognize the cause of an event by selecting from two choices the one which is the logical cause. (e.g., choose between a heat lamp and a ball of ice which caused candle wax to melt)	<ul style="list-style-type: none"> Data Collection Sheet recording the performance of the student's selection of the cause
SAT13105	The student will recognize the effect of an event by selecting from two choices that which is the logical effect. (e.g., choose between steam and ice when water is heated)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the effect of an event <ol style="list-style-type: none"> The student looking at the event and effect choices The student making a selection from word cards The student placing the choice onto a worksheet
SAT13106	The student will demonstrate a cause and effect relationship by operating the appropriate device. (e.g., Given a light switch and a doorbell button, ask the student which would be used to turn on a light.)	<ul style="list-style-type: none"> Video tape of the student demonstrating the cause and effect relationship
SAT13107	The student will recognize whether an event is possible when shown the results of an investigation by indicating yes or no. (e.g., Investigation: chart the rise in temperature as ice melts at room temperature; event posed—"Is it possible to save a snowball in your room?")	<ul style="list-style-type: none"> Student work product showing the student's selection of the possible results of the investigation
SAT13201	The student will record the results of an investigation in a graph or diagram. (e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desks of students with red shirts, blue shirts, and green shirts.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recording the results of the investigation in a graph or diagram

SAT13202	The student will identify simple trends in the results of investigations by answering questions regarding trends using previously recorded data. (e.g., using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he/she would expect in July; etc.)	<ul style="list-style-type: none"> • Student work product showing trends indicated by the student
SAT13204	The student will identify the cause and effect relationship of an event by selecting from choice cards. (e.g., given two series of pictures – heat lamp, ice cube, puddle and Sun, box, road and car – the student will select the series that shows a cause and effect relationship)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when the student selects by eye-gaze, pointing, augmented communication, or verbalizing the cause and effect relationship
SAT13205	The student will identify a conclusion based on the results of the investigation by selecting from two or more choices, one of which illustrates the result. (e.g., after completing an investigation looking at what plants need to grow and given photographs or actual objects of water and a rock, students will select the correct object based on the outcome of the experiment)	<ul style="list-style-type: none"> • Video tape of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the experiment
SAT13304	The student will compare the results of an investigation using a table to show the comparison. (e.g., temperature results: students will record the temperature of the classroom at 10:00 AM and 2:00 PM and compare the morning temperature to the afternoon temperature – warmer/colder)	<ul style="list-style-type: none"> • Student work product showing the student's comparison indicating warmer or colder at each time of day on the table
SAT13302	The student will describe simple trends by comparing results of an investigation repeated several times using graphs to record the results and answering questions about the trends in the results. (e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day's results, and the student will describe the trends in the results of the investigation)	<ul style="list-style-type: none"> • Video tape of the student looking at the results of the graphs and describing the trends of the investigations based on the teacher questions
SAT13303	The student will explain a conclusion based on the results of an investigation. (e.g., using the results of an investigation in which weight was a determining factor in distance traveled by a car coasting down a hill, the student will point to or eye gaze to the heaviest car as the car that traveled the farthest and create or write a sentence(s) explaining a conclusion given specific results; or answer questions about possible conclusions)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects • Student work product of explained conclusion regarding specific results of an investigation

SAT13305	<p>The student will predict future events based on the results of an investigation by graphing present events for a week and making a prediction of events to come in the future.</p> <p>(e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00 AM and 2:00 PM daily for 5 days, the group will construct individual graphs of each day's results and then the student will predict tomorrow's temperatures)</p>	<ul style="list-style-type: none">• Student work product of a graph of temperatures and the student's recording of a weather prediction for the next day
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Required Component 2— Standard: 4 - The Living Environment

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

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 17–18	<p>5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p> <p>5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.</p> <p>5.1b An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p>5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.</p> <p>5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.</p> <p>5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p> <p>5.1f Regulation of an organism’s internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.</p> <p>5.1g The survival of an organism depends on its ability to sense and respond to its external environment.</p> <p>5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</p> <p>5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.</p> <p>5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.</p> <p>5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.</p> <p>5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.</p> <p>5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.</p> <p>5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one’s dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.</p>	<ul style="list-style-type: none"> • Understand that all organisms require energy and nutrients and obtain them in a variety of ways • Understand that all organisms attempt to maintain a balanced condition from their design and response • Understand that organisms require food to maintain a healthy condition

Required Component 2— Standard: 4 - The Living Environment

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5

Less Complex

More Complex

The student will:

- recognize one or more components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23107)
- recognize an aspect of an organism's design that helps the organism get food (23102)
- recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight (23108)
- recognize the functions of the basic parts of plants (23109)
- recognize some behaviors of organisms that help it maintain a healthy condition (23110)

The student will:

- recognize that organism(s) get energy or nutrients from food (23210)
- identify two or more of the components that most organisms need to live and maintain health (e.g. food, water, air, sunlight, etc.) (23207)
- identify an aspect of an organism's design that helps the organism get food (23203)
- identify an aspect of an organism's response that helps the organism get food, water, air or sunlight (23208)
- identify the features that enable a plant or animal to survive in its environment (23209)
- identify the function of animal organ systems (23206)

The student will:

- identify the differences in the ways that plants and animals get energy or nutrients (23306)
- identify that organisms need food to live, maintain health and a balanced condition (23307)
- identify how an aspect of an organism's design helps the organism get food (23303)
- identify how the responses of organisms help them get food, water, air or sunlight (23308)
- recognize that animals need a balanced diet to maintain health (23309)

Required Component 2— Standard: 4 - The Living Environment
Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT23107A	The student will recognize a component that most organisms need to live: food, water, air, sunlight, by eye gazing to an item. (e.g., presented with the choice of the sun or an IPOD, student will select which choice most organisms need to live)	<ul style="list-style-type: none"> Data Collection Sheet recording performance of the student indicating by eye gaze what most organisms need to live Student work product including pictures representing correct and distracter choices with marks indicating those the student selected as required to live
SAT23107B	Given a cup of water and a rock and asked to identify something most organisms need to live, the student will recognize a component for organism's health by touching the cup of water.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices and selecting which one most organisms need to live
SAT23102	The student will recognize an aspect of an organism's design that helps the organism get food by matching the adaptation to the animal's food source. (e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats have front teeth that are even across for cutting and pulling up grasses, etc.)	<ul style="list-style-type: none"> Student work product in which the student matches animals with their design that helps them get food (e.g. worksheet identifying animals with claws as animals that hunt prey)
SAT23108	The student will recognize an aspect of an organism's response that helps the organism get water and sunlight by pointing to the picture that illustrates the response. (e.g., a plant has two responses to get water and sunlight: 1. roots grow towards water and nutrients – usually down; 2. stems and leaves grow towards sunlight – usually up; a plant will turn toward the window to get sun, when turned away it will turn toward the window again)	<ul style="list-style-type: none"> Video tape of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air or sunlight
SAT23109	The student will recognize the functions of different parts of plants by indicating an appropriate function when given the plant parts. (e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)	<ul style="list-style-type: none"> Student work product of matched basic plant parts to their function
SAT23110	The student will recognize safe and/or healthy behaviors which will keep the person in a healthy condition by selecting a photograph of a safe or healthy behavior. (e.g., a child is skateboarding with a helmet and another is skateboarding without a helmet; a person is wearing a seatbelt in a car while driving; a person is smoking a cigarette; eating fruits and vegetables or eating fries and soda etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording performance of student indicating through eye-gazing or pointing to photographs of safe or healthy behaviors (e.g., in a car, playing outside, lifestyle choices, nutritional choices, etc.) Student work product including pictures of safe/healthy and unsafe/unhealthy behaviors and those the student indicated as safe or healthy marked

SAT23210A	The student will recognize that an organism gets energy and/or nutrients from food by selecting choices that illustrate this basic function. (e.g., carbohydrates provide energy to humans: pasta, rice, bread, etc.; selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism
SAT23210B	The student will recognize that food is necessary for organisms to get energy by selecting food items that different organisms will use. (e.g., cows eat grass; birds eat insects, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording performance of student by indicating through eye-gazing or pointing to food eaten by a particular organism
SAT23207	The student will identify two or more of the components that most organisms need to live and maintain health: food, water, air, sunlight by selecting from an array of pictures. (e.g., given a selection of items – banana, bottled water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live)	<ul style="list-style-type: none"> Video tape of the student selecting pictures that are components that most organisms need to live Student work product of a collage of pictures that are components that most organisms need to live
SAT23203	The student will identify one aspect of an animal's design by naming, selecting, circling, etc. the specific body part that helps the animal get food. (e.g., given a bird, the student will identify the beak; given a frog, the student will identify the tongue; given a bear, the student will identify the claw or teeth as an aspect of an organism's design that helps the organism get food)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting one aspect of an organism's design that helps the organism get food Student work product showing animals and the body part marked or indicated that helps the animal get food
SAT23208	The student will identify one aspect of an organism's response that helps the organism get food, water, air, or sunlight. (e.g., the student is asked what plants do to absorb sunlight and the student points to the leaves on the plant bending toward the window; the student is asked how a plant absorbs water and the student points to the roots of the plant growing down into soil)	<ul style="list-style-type: none"> Video tape of the student identifying one aspect of an organism's response that helps the organism get food, water, air or sunlight
SAT23209A	The student will identify the features of animals in two different environments that enable them to survive in their environment by listing different animals and their features to survive. (e.g., animals that live in a desert will have different features than animals that live in the woods)	<ul style="list-style-type: none"> Student work product consisting of a chart listing different animals and their features for survival
SAT23209B	The student will identify features that enable a plant or animal to survive in its environment. (e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g. fur – bear, dog, storing water – camel, camouflage – zebra, chameleon)
SAT23206	The student will identify the function of animal organ system by indicating the function when given the organ systems. (e.g. reproductive system to offspring, skeletal system to support, digestive system to breaking down food)	<ul style="list-style-type: none"> Student work product matching organ systems to their functions

SAT23306	The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes. (e.g., animals eat plants or other animals for energy and plants absorb sunlight and water for energy)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording the performance of student selecting “absorb” (word or photo card with symbol for roots) or “eat” (word or photo card with symbol for mouth) when presented with pictures of different plants and animals • Student work product of a Venn diagram showing different processes in how plants and animals get energy or nutrients
SAT23307	The student will identify that small animals (e.g., hamsters, rabbits, cats, dogs) need food to live, maintain health and a balanced condition by selecting or writing the food items next to the appropriate animals.	<ul style="list-style-type: none"> • Student work product animals with list of food items that are appropriate to the specific animal to help it maintain health and a balanced condition
SAT23303	The student will identify how one aspect of an organism's design helps the organism get food by marking the correct answer to show what design helps the animal get food. (e.g., plant eaters have flat teeth for cutting and grinding plant material, animal eaters have pointy teeth for tearing meat, giraffes have long necks to eat from higher branches, frogs have long tongues to capture food, etc.)	<ul style="list-style-type: none"> • Student work product with “X”s showing the student's responses to how one aspect of an organism's design helps the organism get food
SAT23308	The student will identify how the responses of organisms help them get food by answering questions about how the animal's actions help it obtain food. (e.g., hiding until the prey comes close, sneaking up on prey, etc.)	<ul style="list-style-type: none"> • Audio tape of the student answering questions after watching video clips of animals obtaining food and indicating how the animal's actions helped it obtain food
SAT23309	The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart. (e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health)	<ul style="list-style-type: none"> • Student work product showing items selected to represent food needed to maintain health

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

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

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 24–25	<p>3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.</p> <p>3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.</p> <p>3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.</p> <p>3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles.</p> <p>3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.</p> <p>3.1e A liquid has a definite volume, but takes the shape of a container.</p> <p>3.1f A solid has definite shape and volume. Particles resist a change in position.</p> <p>3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.</p> <p>3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.</p> <p>3.1g Buoyancy is determined by comparative densities.</p> <p>3.2 Distinguish between chemical and physical changes.</p> <p>3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.</p> <p>3.2b Mixtures are physical combinations of materials and can be separated by physical means.</p> <p>3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.</p> <p>3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.</p> <p>3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.</p> <p>3.3 Develop mental models to explain common chemical reactions and changes in states of matter.</p> <p>3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.</p> <p>3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.</p>	<ul style="list-style-type: none"> • Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point • Recognize that matter can change either physically or chemically but matter is always conserved • Understand that matter is made up of atoms • Understand that elements combine to form all substances

Performance Indicators (continued)		
3.3c	Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.	
3.3d	Interactions among atoms and/or molecules result in chemical reactions.	
3.3e	The atoms of any one element are different from the atoms of other elements.	
3.3f	There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.	
3.3g	The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).	

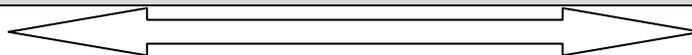
Required Component 2— Standard: 4 - The Physical Setting/Earth Science

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 3

Less Complex



More Complex

The student will:

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

The student will:

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

The student will:

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

SATs
Grade 8 – Science
8
Required Component 2— Standard: 4 - The Physical Setting/Earth Science
Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33105A	The student will recognize the concept of matter by indicating an answer from a choice of two or more answers to complete the sentence “Everything is made up of ...” (with the answer being “matter”) or “How do you know it’s matter?” (with the answer “it has mass and takes up space”).	<ul style="list-style-type: none"> Student work product showing the student choosing (scribed, written, using augmented communication) word/statement “matter” or “it has mass and takes up space” to complete the sentence or answer the question.
SAT33105B	The student will recognize that everything is made up of matter by looking at and interacting with different examples of matter. (e.g., balloon with air in it, water in it, beads in it).	<ul style="list-style-type: none"> Data Collection Sheet (time segmented) recording student performance of interactions with different examples of matter Sequenced, captioned, dated photographs of students looking at and interacting/handling each of the balloons.
SAT33106A	The student will identify one characteristic of matter by labeling objects with one characteristic related to density or hardness. (e.g., a dry sponge is not very dense but a clay brick of the same size is; rock is hard; Note: naming the object does not indicate it’s characteristics)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the density, or hardness of familiar objects
SAT33106B	The student will identify one characteristic of matter by selecting the appropriate characteristic for a given object from a choice of characteristics and non-characteristics. (e.g., object-grass, choices: is a green or brown color, cows eat it, lawnmower cuts it; object-vinegar, choices: used for cleaning, has a strong odor, comes in a container)	<ul style="list-style-type: none"> Student work product showing or naming the object and the characteristic the student identified
SAT33107	The student will recognize a solid and a liquid by indicating yes or no in response to a question or labeling items as a solid or a liquid.	<ul style="list-style-type: none"> Student work product showing the student labeling objects as solids or liquids Video tape of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question “Is this a _____?”
SAT33103	The student will recognize an object as hot (warm) or cold (cool) by indicating through eye gazing or pointing to selected objects with such characteristics. (e.g., student has experienced hot or cold objects, such as temperature of water, a baked potato, ice cream. When asked, student can indicate the hot object.)	<ul style="list-style-type: none"> Student work product showing student answer (written, scribed, using augmented communication) to whether an item was hot or cold

SAT33108	The student will recognize the concept of atoms by indicating that a single part is made up of the same material as the larger part of that same material. (e.g., water, H ₂ O, is made up of hydrogen atoms and oxygen atoms)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when student is presented with H₂O the student will select hydrogen and oxygen from a list of five different elements
SAT33109	The student will recognize a physical change by attending to an example of a physical change. (e.g., colored ice cube melting in water changes its state of matter but not its color, only the glass of water changes color (the color does not go away as the state is changed)—some physical characteristics change but not others)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student observing the color of ice melting in water Data Collection Sheet (time-segmented) recording student performance attending to physical change investigation
SAT33110	The student will recognize a chemical change by attending to an example of a chemical change. (e.g. putting Alka-seltzer in water; frying an egg; burning a piece of paper)	<ul style="list-style-type: none"> Video tape of the student attending to (observing) the sign of a chemical change (a new substance forming such as a gas produced from the Alka- seltzer) Data Collection Sheet (time-segmented) recording student performance attending to chemical change investigation
SAT33206	The student will identify at least two characteristics of an object's matter through verbal description or picture representation. (e.g., given a piece of pink granite the student selects the word cards for hard, pink, and odorless.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given Student work product with the piece of matter indicated or shown and the recorded student responses or circled words from a list that describe the characteristics of the matter
SAT33202A	The student will identify whether a substance is a solid, a liquid or a gas by labeling the item with the appropriate state of matter. (e.g., ice-solid, milk-liquid, rock-solid, air-gas, etc.)	<ul style="list-style-type: none"> Student work product of a table listing things as a solid, a liquid, or a gas
SAT33202B	The student will identify matter as a solid or a liquid by selecting the item when requested by the teacher "identify the __solid/liquid__".	<ul style="list-style-type: none"> Video tape of the student pointing, eye gazing to, or handing the solid or liquid item as requested Student work product of a T-chart with pictures representing items placed under the correct title "Solid" or "Liquid"
SAT33207	The student will identify if changes occur when observing two materials being mixed together by responding "yes" or "no" or marking "change" or "no change". (e.g., vinegar and baking soda - change; salt and pepper mixed together – no change, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording performance of the student responding to the question "Did a change occur?" for different materials Student work product with the mixtures indicated and "change" or "no change" next to each mixture with the student marked response on "change" or "no change"
SAT33208	The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change. (e.g., freezing of water to form ice, water condensing on a pitcher, adding water to dirt, grinding a sugar cube, etc.)	<ul style="list-style-type: none"> Student work product from observing physical change shows sequence from original state to final state (e.g., water at room temperature [liquid] becomes ice [solid] when frozen)

SAT33209	The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it. (e.g. rust on iron, baking soda and vinegar)	<ul style="list-style-type: none"> • Audio tape of the student indicating the chemical change that took place (e.g., new substances formed, bubbles [production of a gas])
SAT33210	The student will recognize objects according to characteristics of size or length by indicating the appropriate picture of an object, given a characteristic.	<ul style="list-style-type: none"> • Student work product showing a mark on the picture of the longer item, the larger item, the smallest item, etc.
SAT33211	Given a variety of objects, the student will sort objects according to mass by putting lighter objects (with less weight) inside a box and heavier objects (with more weight) inside another box.	<ul style="list-style-type: none"> • Video tape of the student sorting objects into their respective boxes • Sequenced, captioned, dated photographs showing student sorting the objects into two boxes
SAT33310	The student will describe physical characteristics of objects by using descriptive words. (e.g., color is green, scratches glass, mass is 96 grams)	<ul style="list-style-type: none"> • Audio tape of student using descriptive words for the objects presented
SAT33302	The student will describe the properties of a solid, liquid, or gas by determining if objects are solid, liquid or gas and indicating his/her reasoning. (e.g., rock is solid because it remains one shape and size no matter what container it is in)	<ul style="list-style-type: none"> • Student work product will correctly identify objects as solid, liquid or gas and list reasons for their answers
SAT33303	The student will compare the mass of two objects that are the same size and indicate which is denser. (e.g. given two objects that are the same size, the student will compare the mass by holding the objects and identifying which object is denser)	<ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when comparing objects over multiple object combinations
SAT33311	The student will recognize that electricity causes a light bulb to produce light and heat by indicating “electricity” from a variety of possible choices, when asked “what makes the light and heat from this light bulb?”	<ul style="list-style-type: none"> • Student work product showing “electricity” written or pasted next to various pictures of lit light bulbs
SAT33312	The student will demonstrate that matter is conserved by investigating matter through phase changes. (e.g., Put ice cube in water. Mass the ice cube and water. Observe that as ice cube melts, the total mass remains the same and that matter does not disappear.)	<ul style="list-style-type: none"> • Student work product from an investigation showing that matter is conserved
SAT33313	The student will define matter by using a scientific textbook or resource to create or write a definition and give examples of different types of matter.	<ul style="list-style-type: none"> • Student work product of definition and examples of matter
SAT33314	The student will describe how matter is made of small parts (atoms) by creating or writing a paragraph regarding atoms.	<ul style="list-style-type: none"> • Student work product of description of how a particular piece of matter is made up of atoms
SAT33315A	The student will perform an investigation involving a physical change. (e.g. dissolving Kool-Aid in water)	<ul style="list-style-type: none"> • Video tape of student performing the investigation

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

Social Studies NYSAA Frameworks

Grade 8

New York State Alternate Assessment

Required Component 1—Standard: 1-US and NY History		
Choice Component 1— Unit 7-An Industrial Society		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 69-71	<p>II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE</p> <p>Content Outline:</p> <p>A. The immigration experience</p> <ol style="list-style-type: none"> Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time Differences were based on national origins, cultural patterns, and religion Similarities included motivations for coming and patterns of community settlement Initial clashes ended in varying degrees of acculturation Occupational and political experiences varied <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions Immigrants as rural settlers in the Midwest The Chinese experience in the Far West Mexicans in the Southwest New York City’s ethnic neighborhoods French-Canadian settlement in northern New York State Immigration patterns and experiences throughout New York State Irish immigration: Mass starvation in Ireland, 1845-1850 Immigrants in the local community <p>C. Legal basis for citizenship in the United States</p> <ol style="list-style-type: none"> Citizenship by the “law of the soil” Citizenship by birth to an American parent Citizenship through naturalization <p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> Civic: A citizen should be: <ol style="list-style-type: none"> Knowledgeable about the process of government Informed about major issues A participant in the political process Legal: A citizen should: <ol style="list-style-type: none"> Be knowledgeable about the law Obey the laws Respect the rights of others Understand the importance of law in a democratic society The changing role of the citizen <p>E. America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> Motivated by new economic opportunities Changing patterns of movement, e.g., blacks begin to move North Westward settlement The disappearance of the frontier—physical limits of geography <p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> Improved standard of living increased consumption Greater variety of goods available Continually rising expectations <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> Greater variety of leisure activities became available as less time was spent on work Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts 	<ul style="list-style-type: none"> Understand the role of immigration in the settlement and development of the United States and New York State Explain historic events through those who experienced the events Understand the development of the United States including the impact of mobility, the role of leisure activities, its development as a consumer society, and the rights/responsibilities of citizens

Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 7-An Industrial Society

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for US and NY History-Unit 7

Less Complex

More Complex

The student will:

- locate on a world map or globe the continent or country of his/her family's country of ancestry (13106)
- identify that American culture developed from many different traditions (13107)
- identify the route taken by an immigrant group that came to the United States (13108)
- recognize what immigrant life was like in the United States between 1820 and 1920 (13109)
- recognize what factory work was like for immigrants (13110)

The student will:

- recognize that millions of immigrants came to the United States from Europe between 1820 and 1920 (13202)
- examine the immigrant experience as shown through their art, writings, music, and/or artifacts (13208)
- explore Ellis Island's role in the immigrant experience (13209)
- identify factory jobs held by many immigrants (13210)
- examine what factory work was like for immigrants (13211)
- describe what urban life was like for immigrants (13206)
- identify how an immigrant became a U.S. citizens (13212)

The student will:

- demonstrate that different groups of people came to the United States at different times (13307)
- locate countries/regions immigrants came from (13308)
- list and/or explain reasons why immigrants came to the United States (13309)
- identify the roles immigrants had and the contributions they made to industrialization (13310)
- explore the types of work immigrants found in New York State (13311)
- investigate challenges immigrants faced with urban life or discrimination (13312)

Required Component 1—Standard: 1-US and NY History
Choice Component 1— Unit 7-An Industrial Society
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106A	The student will locate his/her family's country or continent of ancestral origin by pointing to it on a map or a globe.	<ul style="list-style-type: none"> Video tape of the student locating the appropriate country or continent on a map or globe
SAT13106B	The student will locate where his/her ancestors might have come from on a world map by putting his/her left hand on the United States (to indicate where the student is) and right hand on another country where his/her ancestors may have come from.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the United States and the country of his/her family's ancestry
SAT13106C	The student will locate his/her family's continent of ancestral origin by coloring that continent on a map.	<ul style="list-style-type: none"> Student work product that shows the colored in continent of his/her family's ancestral origin
SAT13107A	The student will identify different cultural groups and match them to the tradition that they contributed to American culture.	<ul style="list-style-type: none"> Student work product that contains pasted pictures of cultural groups with the tradition next to the appropriate cultural group
SAT13107B	The student will identify two different cultural traditions that immigrants brought to the United States after listening to a story, music, or a video about them. (e.g., Germans: pretzels, Christmas trees, etc.; English: tea, soccer, etc.)	<ul style="list-style-type: none"> Student work product of a collage or drawing that represents the two traditions immigrants brought to the United States
SAT13108	The student will locate on a map or globe at least one route taken by any immigrant group to the United States. (e.g., Europeans crossed the Atlantic to New York City; Asians crossed the Pacific to San Francisco; etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a route taken by an immigrant group to the United States
SAT13109	The student will recognize the pictures or photographs that depict immigrant life in the United States between 1820 and 1920 from an array of pictures or photographs showing life in the present, past, and future.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing appropriate pictures or photographs
SAT13110	The student will recognize one aspect of what factory work was like for immigrants after listening to a video or story about immigrants working in factories.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student pointing to or otherwise recognizing pictures depicting aspects of what factory life was like for immigrants
SAT13202	The student will recognize that millions of immigrants came to the United States from Europe by creating a graph or chart.	<ul style="list-style-type: none"> Student work product that contains a student-created tactile or color-coded graph that shows the number of immigrants who arrived in the United States between 1820 and 1920
SAT13208	The student will examine the immigrant experience by listening to or reading a short excerpt or story written by someone who grew up in an immigrant family, then answering questions or completing a graphic organizer with information about the immigrant experience.	<ul style="list-style-type: none"> Student work product that contains a written description, graphic organizer, or pictures that describes the immigrant's story
SAT13209	The student will explore by role playing the Ellis Island immigrant arrival and registration experience of the 1880s through the early 20 th century.	<ul style="list-style-type: none"> Video tape of the student role playing the Ellis Island immigrant experience

SAT13210	The student will identify factory jobs that many immigrants held by selecting pictures of those jobs. (e.g., pictures from the era might include production, maintenance, and sewing; could also include management jobs as positions that immigrants generally didn't have)	<ul style="list-style-type: none"> • Student work product of student grouping or circling the immigrant jobs
SAT13211	The student will examine one or two aspects of what factory work was like for most immigrants by answering specific questions.	<ul style="list-style-type: none"> • Student work product of questions about one or two aspects of what factory work was like for immigrants
SAT13206	The student will describe what urban life was like for immigrants by selecting photographs or pictures (from the period) that depict life in the city from an array of photographs.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting the appropriate photographs or pictures of urban life
SAT13212	The student will identify how an immigrant became a U.S. citizen by selecting sentence cards describing the process from a variety of choices.	<ul style="list-style-type: none"> • Student work product showing the sentence strips that the student selected which describe the process an immigrant went through to become a U.S. citizen
SAT13307	The student will demonstrate when different groups of immigrants arrived in the United States between 1820 and 1920 by creating a timeline.	<ul style="list-style-type: none"> • Student work product that contains a color-coded or tactile timeline of immigrant groups and their arrival dates in the United States between 1820 and 1920
SAT13308	The student will label a map of Europe to indicate at least two countries from which immigrants to the United States came.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student labeling a map identifying immigrant countries of origin
SAT13309	The student will list reasons why immigrants came to the United States by listing them in a graphic organizer.	<ul style="list-style-type: none"> • Student work product of a graphic organizer identifying two or three reasons immigrants came to the United States
SAT13310	The student will identify the roles of immigrants and ways that immigrants contributed to the industrialization of the United States by selecting them from multiple choice cards. (e.g., direct labor, as a business leader [Andrew Carnegie], immigrants supplied cheap labor in factories, helped build canals, railroads, highways, etc.)	<ul style="list-style-type: none"> • Video tape of the student selecting the choice cards related to the roles and the ways immigrants contributed to the industrialization of the United States • Student work product of a graphic organizer showing choice cards the student selected related to roles and ways immigrants contributed to industrialization
SAT13311	The student will explore three different types of work immigrants found in New York State by making a list of jobs performed by immigrants.	<ul style="list-style-type: none"> • Student work product that contains a list of jobs that immigrants found in New York State
SAT13312	The student will investigate by naming some types of discrimination immigrant groups faced after listening to a video and a story about discrimination toward immigrant groups during 1820 to 1920.	<ul style="list-style-type: none"> • Audio tape of the student identifying the types of discrimination from the video and story

Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 9-Between the Wars		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 77-79	<p>I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD</p> <p>Content Outline:</p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects <p>B. The Republican decade</p> <ol style="list-style-type: none"> 1. Political developments <ol style="list-style-type: none"> a. Back to “normalcy”; the election of 1920 b. Scandals c. Coolidge: austerity and integrity d. Government and business: laissez-faire and protection e. Election of 1928 <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> 1. General policy of noninvolvement in European affairs; the League of Nations controversy 2. Limited participation in international activities <ol style="list-style-type: none"> a. World Court b. Naval disarmament 1924 c. Efforts for peace; Kellogg-Briand Pact, 1928 d. Postwar reparation talks e. Relief efforts in Europe 3. Expansion of international trade and tariffs 4. Restrictions on immigration, e.g., Quota Act, 1924 <p>D. A rising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs 3. Spread of middle-class values 4. Increased use of credit <p>E. Changes in the workplace</p> <ol style="list-style-type: none"> 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 	<ul style="list-style-type: none"> • Understand economic and political developments in the United States between World War I and World War II (Content Outline: A-F and I) • Understand how people in the United States were consumers and producers of goods and services during the 1920s (Content Outline: D and I) • Appreciate that culture is expressed in different ways such as (1) the importance of the Harlem Renaissance in American culture and society, and (2) how leisure activities reflect a particular time period (Content Outline: G and H)

	Content Understandings (continued)	
	<ul style="list-style-type: none"> 4. Increase in white-collar employees 5. Women continued to increase their presence in the workforce F. Problems developed in the midst of unprecedented prosperity <ul style="list-style-type: none"> 1. Not all groups benefited equally <ul style="list-style-type: none"> a. Low farm prices b. High black unemployment c. Millions of poor 2. New trends conflicted with tradition 3. Environmental balance was jeopardized G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions <ul style="list-style-type: none"> 1. Restrictions on immigration 2. Black migration to Northern cities 3. Growth of organizations to fight discrimination; e.g., NAACP 4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance 5. Generational conflicts 6. Widespread emergence of retired workers 7. Right-wing hate groups H. New ideas about the use of leisure time emerged <ul style="list-style-type: none"> 1. Impact of the automobile: Henry Ford 2. Organized sports: Babe Ruth 3. Search for heroes and heroines: Lindbergh, Amelia Earhart 4. Motion pictures 5. Popular literature 6. Fads and fashion 7. Changes in social behavior I. The stock market crash marked the beginning of the worst economic time the country has ever known <ul style="list-style-type: none"> 1. National prosperity had been structured on the investments of the wealthy 2. There were problems with the economic structure 3. People lost faith in the system 4. The government was unwilling or unable to correct the downturn 5. The economic depression that followed was the worst in our history 	

Required Component 1—Standard: 1-US and NY History

Choice Component 2— Unit 9-Between the Wars

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for US and NY History-Unit 9

Less Complex

More Complex

The student will:

- recognize technological advances of the 1920s, e.g., radio, movies, airplanes, automobiles, etc. (16105)
- explore how technological advances changed ways of life for Americans in the 1920s (16106)
- recognize the contributions of a famous American associated with the 1920s, e.g., Charles Lindbergh, Babe Ruth, Amelia Earhart, Henry Ford, etc. (16107)
- recognize a cultural development associated with the 1920s, e.g., The Harlem Renaissance, Prohibition, art, jazz, dance, literature, motion pictures, fads, fashions, etc. (16108)
- recognize aspects of African American history around the 1920s., e.g., northern migration, etc. (16109)

The student will:

- examine how ways of life changed for many Americans during the 1920s: due to technological advances, increased leisure time, prosperity for some but not all, the continued growth of industry, etc. (16204)
- identify why the United States had limited involvement in world affairs during the 1920s (16205)
- identify the effects of prohibition on the United States (16206)
- identify the effects that millions of African Americans moving from the south to north had on cities and/or American society (16207)

The student will:

- explore why some Americans prospered during the 1920s; while others (farmers) did not (16306)
- describe ways that American culture changed during the 1920s, e.g., economic problems, stock market crash, etc. (16307)
- explore racial and/or ethnic discrimination that occurred during the 1920s (16303)
- identify aspects of the Harlem Renaissance or changes in women's roles during the 1920s (16308)
- explain why most farmers did not prosper during the 1920s (16305)

Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 9-Between the Wars		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT16105	The student will recognize technological advances or inventions of the 1920s by indicating them from pictures or objects. (e.g., pictures should show advancement from the 1920s (not present day objects) and prior devices used to do same jobs – wash board and wringer washer)	<ul style="list-style-type: none"> Student work product showing the correct pictures circled on a page of multiple pictures
SAT16106A	The student will explore how technological advances changed ways of life for Americans by selecting photographs or pictures that depict things people did once the advancement was made compared to what they did prior.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting photographs in two columns to categorize them as examples of things that people did prior to advancement compared to after
SAT16106B	The student will explain how and why things changed in peoples lives given an advancement of the 1920s. (e.g., automobile: people could travel longer distances, didn't take as long to get places, etc.)	<ul style="list-style-type: none"> Student work product with advancement paired with change and paired with reason
SAT16107A	The student will recognize two contributions of an American associated with the 1920s after listening to a short story or watching a video about the person and selecting sentence strips applicable to the person's contributions.	<ul style="list-style-type: none"> Student work product that contains sentence strips that represent the person's contributions
SAT16107B	The student will recognize the contributions of a New Yorker associated with the 1920s. (e.g., George Eastman)	<ul style="list-style-type: none"> Student work product that matches the name of a famous New Yorker to his/her contributions associated with the 1920s
SAT16108A	The student will recognize a cultural development related to the Harlem Renaissance after reading literature or listening to music associated with the period and answering a question about it.	<ul style="list-style-type: none"> Video tape or audio tape of the student being exposed to literature or music from the Harlem Renaissance and answering a question about it
SAT16108B	The student will recognize a cultural development associated with the 1920s by attending to art or music from the period.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when listening to music from the 1920s
SAT16108C	The student will recognize a cultural development associated with the 1920s by performing a dance or song from that era or participating in a fashion show highlighting clothing worn in the 1920s.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student dancing the Charleston, singing "Yes, We Have No Bananas," etc.
SAT16109	The student will recognize aspects of African American history by tracing a route(s) that was traveled during the Great Migration North.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when tracing the route(s) on the classroom wall map

SAT16204	<p>The student will examine how ways of life changed by creating a simple graphic organizer of pictures outlining how ways of life changed or the change and the way of life that was adjusted/affected in the United States during the 1920s.</p> <p>(e.g., new appliances increased leisure time, radio broadcast news and entertainment shows around the country, cars became more common and traveled farther than before, movies became popular, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains a description of how ways of life in the United States changed during the 1920s
SAT16205	<p>The student will identify why the United States had limited involvement in world affairs during the 1920s by verbalizing or signing one reason that the United States refused to join the League of Nations.</p>	<ul style="list-style-type: none"> Video or audio tape of the student giving a reason why the United States refused to join the League of Nations
SAT16206	<p>The student will identify pictures that depict the effects on life during Prohibition in the United States.</p>	<ul style="list-style-type: none"> Student work product that contains circled or pasted pictures that depict the effects on life during Prohibition in the United States
SAT16207	<p>The student will identify the effects that the northern migration of African Americans had on cities by selecting phrases or sentences that describe these effects.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the choice of phrases or sentences and indicating them in order to describe possible effects of northern migration Student work product showing phrases or sentences the student selected to describe effects
SAT16306	<p>The student will explore why some people tended to prosper during the 1920s and why others did not by reading or listening to a story about the era and answering questions.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using a felt board upon which pictures/descriptions of the reasons some people prospered are placed on one side and reasons others did not are placed on the other
SAT16307	<p>The student will describe ways American culture changed by writing a paragraph about changes in the United States during the 1920s.</p> <p>(e.g., topics such as: entertainment, prohibition, widening gap between rich and poor, Red Scare, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains a paragraph that describes how American culture changed during the 1920s
SAT16303	<p>The student will explore ethnic or racial discrimination during the 1920s in the United States by listing or selecting three groups and one reason discrimination occurred for each group.</p>	<ul style="list-style-type: none"> Student work product that contains a list of ethnic or racial discrimination and a reason the discrimination occurred for three groups of Americans during the 1920s
SAT16308	<p>The student will identify changes in the role of women during the 1920s as compared to before the 1920s after listening to or reading a book about women in the 1920s.</p>	<ul style="list-style-type: none"> Student work product that contains selected pictures, photographs, a diagram, or a graphic organizer that identifies changes in the role of women during the 1920s
SAT16305	<p>The student will explain why most farmers did not prosper during the 1920s after reading or listening to a variety of sources on the topic.</p> <p>(e.g., overproduction led to falling prices, bankruptcies, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating a list or selecting pictures that depict the reasons why most farmers did not prosper during the 1920s using various picture cards and sentence strips

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 1— Unit 4-Experiment in Government		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 54-55	<p>III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION</p> <p>Content Outline:</p> <p>A. Annapolis Convention, 1786</p> <ol style="list-style-type: none"> 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. Decision to write a constitution <p>B. Constitutional Convention: setting and composition</p> <p>C. Major issues</p> <ol style="list-style-type: none"> 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals <p>D. The need for compromise</p> <ol style="list-style-type: none"> 1. The issue of a “federal” or a “national” government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises <p>E. The underlying legal and political principles of the Constitution</p> <ol style="list-style-type: none"> 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights <p>F. The Constitution and the functioning of the federal government</p> <ol style="list-style-type: none"> 1. The Preamble states the purpose of the document 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the federal union (Article IV) 4. Assuming the responsibility for a federal system (Article VI) <p>G. The Constitution as a living document</p> <ol style="list-style-type: none"> 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969) <p>H. The evolution of an “unwritten constitution”</p> <ol style="list-style-type: none"> 1. Political parties 2. The President’s cabinet 3. President’s relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term <p>I. The ratification process</p> <ol style="list-style-type: none"> 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention <ol style="list-style-type: none"> a. Federalists—Hamilton b. Anti-Federalists—Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like Washington, Franklin, Hamilton, Madison 	<ul style="list-style-type: none"> • Understand the importance of events that took place during the writing and adoption of the United States Constitution (Content Outline: A-E and I) • Understand that the Constitution provides a framework for government (Content Outline: F-H) • Demonstrate what citizenship means in a democratic society (Content Outline: F and G) • Know the rights, roles, and responsibilities of a good citizen under the Constitution (Content Outline: F and G)

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 1— Unit 4-Experiment in Government

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4

Less Complex

More Complex

The student will:

- recognize him/herself as a member of a group, i.e., class, family, community (32107)
- recognize that individual(s) are citizens of a community (32108)
- recognize he/she is a citizen of New York State (32102)
- recognize a right that he/she has as a citizen (32103)
- identify an example of good citizenship in school (32104)
- identify an example of good citizenship outside of school (32105)
- demonstrate what it means to be a good citizen in the classroom, at home, and/or in the larger community (32106)

The student will:

- recognize that he/she is a citizen of both New York State and the United States (32209)
- recognize what governments do (32210)
- identify the purpose of a constitution (32211)
- explore examples of citizens fulfilling civic responsibilities (32212)
- identify examples of rights or securities that citizens have in the United States (32213)
- identify a reason for writing the United States Constitution (32206)
- identify why the Bill of Rights was added to the Constitution (32214)
- identify two basic rights guaranteed by the Bill of Rights (32215)

The student will:

- explain the purpose of a constitution (32301)
- identify the three branches of government of either New York State or the United States (executive, legislative, judicial) (32309)
- identify one purpose of each branch of the United States government (32303)
- explain how citizens fulfill civic responsibilities (32310)
- recognize examples of powers held only by state government (32311)
- identify examples of powers held by both the federal and state governments (32312)
- explain the importance of the Bill of Rights (32307)
- recognize the purposes of political parties (32313)

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Experiment in Government
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32107A	The student will recognize him/herself as a group member given a choice of three groups when asked questions like “which group are you a member?” (note: choices should include two nonmember choices)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing him/herself as a group member
SAT32107B	The student will recognize him/herself as a group member by selecting the picture of him/herself from a set of three or more when asked “Who is a member of ___ (group name) ?”	<ul style="list-style-type: none"> Student work product with group name and selected picture affixed
SAT32108	The student will recognize that he/she is a citizen of a community by locating the town/city of which he/she is a citizen.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing a sticker on, pointing at, or circling the town or city of his/her citizenship
SAT32102	The student will recognize that he/she is a citizen of the state he/she lives in by locating New York State on a map of the United States when asked “Of which state are you a citizen?”	<ul style="list-style-type: none"> Student work product that contains a map of eastern United States with a sticker or stamp placed on New York
SAT32103A	The student will recognize a right he/she has as a citizen from a variety of choices (some rights, some not). (e.g., right to privacy, right to equal protection of the law, right to vote, right to peaceful protest, etc.)	<ul style="list-style-type: none"> Student work product that shows the rights that were recognized by the student
SAT32103B	The student will recognize one action he/she has the right to take from a list of actions (some rights, some not). (e.g., speak freely, go to a place of worship, criticize the government, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying a right that he/she possesses
SAT32104	The student will identify an example of good citizenship in school by creating a daily chart of classroom rules that he/she followed during the day.	<ul style="list-style-type: none"> Student work product that shows a classroom rule followed during the day
SAT32105	The student will identify an example of good citizenship outside school by making a poster showing people displaying good citizenship behaviors. (e.g., volunteer work, community clean-up project, helping elderly, etc.)	<ul style="list-style-type: none"> Student work product that contains a list or pictures of good citizenship behaviors outside of school
SAT32106A	The student will demonstrate what it means to be a good citizen in the classroom by remaining quiet when he/she hears the Pledge of Allegiance being stated in the morning program.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance of being a good citizen in the classroom by exhibiting appropriate behaviors

SAT32106B	The student will demonstrate what it means to be a good citizen in a larger community by participating in a community service activity. (e.g., fund raising drive for a school project or local charity, food drive, school beautification project, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance of good citizenship through participation in a volunteer effort
SAT32106C	The student will demonstrate what it means to be a good citizen at home by identifying one chore they are responsible for at home.	<ul style="list-style-type: none"> Student work product that describes or illustrates the chore he/she is responsible for at home, (e.g., a picture, paragraph, audio recorded description, etc.)
SAT32209	The student will recognize that he/she is a citizen of the state and country in which he/she lives by locating New York State on a United States map and the United States on a world map when told "Show me the state and country of which you are a citizen."	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating New York State and the United States as his/her state and country of citizenship
SAT32210	The student will recognize what a local government does to help people in the community by listing some different ways they help. (e.g., establish laws; provide services [police, fire, schools, trash collection, parks]; etc.)	<ul style="list-style-type: none"> Student work product of pasted pictures, circled pictures, or a list of ways a local government helps people in the community
SAT32211	The student will identify the purpose of a constitution by creating or indicating a rule, promise, or right to contribute to a class constitution.	<ul style="list-style-type: none"> Audio tape of the student citing the rule, promise, or right to be used for a classroom constitutional document
SAT32212	The student will explore examples of people who demonstrate civic responsibility in the community by writing or creating a thank you note to civic volunteers with whom they visited or spoke to about their responsibilities.	<ul style="list-style-type: none"> Video tape of the student listening to class speakers or visiting civic volunteers and then creating or writing the thank you note for the speakers
SAT32213	The student will identify two citizen rights that he/she has in the United States by pointing to word cards that depict citizen rights. (e.g., right to education, freedom of speech, freedom of religion, right to a fair and speedy trial, right to vote, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two rights that United States citizens have
SAT32206	The student will identify a reason why the Constitution was written by locating one in the Preamble to the United States Constitution.	<ul style="list-style-type: none"> Student work product with a reason circled, highlighted, rewritten, or spoken in a sentence
SAT32214	The student will identify a reason why the Bill of Rights was added to the Constitution in a written statement.	<ul style="list-style-type: none"> Student work product that contains a reason why the Bill of Rights was added to the Constitution
SAT32215	The student will identify two basic rights he/she has that are guaranteed by the Bill of Rights, by selecting sentence strips or pictures that describe or illustrate the rights.	<ul style="list-style-type: none"> Student work product of sentence strips or pictures pasted to a worksheet on the Bill of Rights
SAT32301	The student will explain the purpose of a constitution by writing a paragraph or creating a list that explains reasons why a group would write a constitution.	<ul style="list-style-type: none"> Student work product that contains a paragraph or list that explains reasons why a group would write a constitution
SAT32309A	The student will identify the three branches of government by naming/signing, writing, or indicating each branch of state or federal government.	<ul style="list-style-type: none"> Student work product showing the indicated three branches of government Video or audio tape of the student naming or signing the three branches of government when asked "What are the three branches of government?"

SAT32309B	The student will identify the three branches of government by selecting picture(s) that typically depict each of the three branches of the state or federal government. (e.g., a courthouse, the White House, etc., not people)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the picture that depicts each branch of government • Student work product showing the picture(s) the student selected for each of the three branches of government
SAT32303	The student will identify one purpose of each of the three branches of government by matching word cards of each branch of government with word cards of each purpose. (e.g., legislative-pass laws, executive-enforce laws, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the branch of government and matching its purpose to it
SAT32310	The student will explain how citizens fulfill civic responsibilities by answering questions after listening to a speaker or reading about civic responsibilities.	<ul style="list-style-type: none"> • Student work product with questions about how citizens fulfill civic responsibilities
SAT32311	The student will recognize examples of powers held only by state government by selecting pictures or phrases that depict or describe these examples of powers.	<ul style="list-style-type: none"> • Student work product that contains appropriately grouped pictures or phrases that depict or describe examples of state government powers
SAT32312	The student will identify examples of powers held by both the federal and state governments by selecting pictures that depict or describe examples of powers held by levels of government.	<ul style="list-style-type: none"> • Student work product of a Venn diagram with powers held by both federal and state governments listed or pictures pasted in the middle
SAT32307	The student will explain the importance of the Bill of Rights by giving examples of how the Bill of Rights protects individual citizen's rights.	<ul style="list-style-type: none"> • Audio tape of the student indicating examples of how the Bill of Rights protects individual citizen's rights
SAT32313	The student will recognize the purposes of political parties by naming the two major national political parties and indicating examples of their purposes.	<ul style="list-style-type: none"> • Student work product that contains a paragraph, graphic organizer, or list that names the two major political parties and examples of their purposes

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 2— Unit 11-WWII to the Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 86-87	<p>I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM</p> <p>Content Outline:</p> <p>A. Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> 1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment 2. Number of service jobs, women in the workforce increased 3. Poverty continued to exist in the midst of plenty <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> 1. Postwar baby boom had major effects on social and economic decisions made by families 2. Growth of suburbs paralleled by movement from major cities 3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> 1. Important executive and judicial decisions supported equal rights 2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation 3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African Americans 4. Women, Native American Indians, and others also sought greater equality 5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> 1. Assassinations of major leaders: Kennedy, King 2. Nation split over involvement in Vietnam War 3. Groups in society turn to violence to reach their goals 4. Resignation of President Nixon 5. Oil crisis and skyrocketing inflation 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of citizens in a rapidly changing world (Content Outline: C) • Compare key events in United States and New York State history (Content Outline: A, B, and D) • Examine the role of individuals in expanding civil rights (Content Outline: C) • Identify key changes in American life since World War II (Content Outline: A-D)

Required Component 2—Standard: 5-Civics, Citizenship, and Government

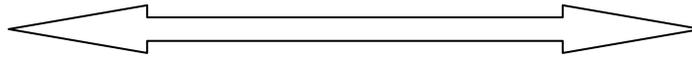
Choice Component 2— Unit 11-WWII to the Present

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 11

Less Complex

More Complex



The student will:

- recognize that there are civil right(s) that are afforded to all (34101)
- recognize way(s) to resolve conflict in school, at home, and/or in larger community (34106)
- recognize elements of American culture that changed during post-World War II, e.g. growth of suburbs, television, music, baby boom, interstate highway construction, family life, etc. (34107)
- recognize post-World War II presidents and/or civil rights leaders (34104)
- recognize ways African Americans sought to gain their civil rights after World War II (34108)

The student will:

- identify reasons suburbs grew rapidly after World War II (34206)
- identify contributions of the post-World War II president(s) and/or civil rights leader(s) (34207)
- explain the goals of the Civil Rights movement (34203)
- identify reasons the United States became involved in the Vietnam War (34208)
- identify the effects of President Kennedy's and/or Martin Luther King's assassinations on the United States (34209)
- identify the changes brought about in schools by the *Brown v. Board of Education* Supreme Court decision (1954) (34210)

The student will:

- explain how the growth of technology changed the American economy after World War II (34301)
- describe how the construction of interstate highways changed housing patterns after World War II (34302)
- examine the historical impact of significant leaders of the Civil Rights movement on America (34306)
- examine the effects of United States involvement in the Vietnam War on the nation's politics and/or culture (34304)
- discuss the significance of the *Brown v. Board of Education* Supreme Court decision (1954) on American society (34305)

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 2— Unit 11-WWII to the Present
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT34101	The student will recognize civil rights that are afforded to all by selecting two rights from a group of choices. (e.g., right to privacy, right to peaceful protest, right to vote, right to criticize the government, right to education, freedom of speech, freedom of religion, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices, making a selection, and handing the card to the teacher
SAT34106A	The student will recognize ways to solve conflict in school by indicating two strategies used to resolve a conflict after reading or listening to a story.	<ul style="list-style-type: none"> Student work product indicating two strategies that the story talked about in order to resolve the conflict
SAT34106B	The student will recognize one way to resolve a classroom conflict is by participating in voting activities of two identified conflict solutions and abiding by the solution chosen by majority rule.	<ul style="list-style-type: none"> Video tape of the student participating in voting activities to resolve conflict and accepting majority rules
SAT34106C	The student will recognize ways to resolve conflict in school by taking turns when selecting music, videos, or other activities that are a part of classroom instruction.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance while taking turns when selecting a class activity, video, etc.
SAT34107	The student will recognize elements of American culture that changed in the 1950s by performing or listening to song lyrics or watching or performing dance steps from the 1950s and an earlier time period.	<ul style="list-style-type: none"> Video tape of the student performing a song or dance or listening to or watching a song or dance from the 1950s and an earlier time period, e.g., 1920s
SAT34104	The student will recognize post-WW II presidents or civil rights leaders after reading about them or listening to their speeches by pointing to their pictures upon request.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying post-WW II presidents or civil rights leaders Student work product with pictures student pointed to affixed to a worksheet on post-WW II leaders
SAT34108	The student will recognize at least two ways that African Americans sought to gain their civil rights after World War II by selecting pictures associated with the Civil Rights movement. (e.g., marches, protests, legal challenges, etc.)	<ul style="list-style-type: none"> Student work product that contains pasted photographs associated with the Civil Rights movement (e.g., March on Washington, photographs of civil rights leaders, marches, sit-ins, etc.)
SAT34206	The student will identify reasons suburbs grew by listing at least two factors that caused suburbs to grow after World War II. (e.g., highway construction, jobs, overall economic prosperity, etc.)	<ul style="list-style-type: none"> Student work product of indicated factors that caused suburbs to grow after World War II
SAT34207	After selecting an important post-World War II civil rights leader, the student will identify his/her contributions by creating a poster or graphic organizer that depicts how the individual contributed to the Civil Rights movement. (e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)	<ul style="list-style-type: none"> Student work product of a poster or graphic organizer depicting the contributions of a post-World War II civil rights leader

SAT34203	The student will explain the goals of the Civil Rights movement by identifying the goals in speeches given by Civil Rights leaders. (e.g., school integration, voting rights, etc.)	<ul style="list-style-type: none"> • Student work product of speeches given with goals of the post-World War II Civil Rights movement highlighted
SAT34208	The student will identify reasons why the United States became involved in the Vietnam War after watching a video or reading a selection about the Vietnam War and answering questions.	<ul style="list-style-type: none"> • Student work product of questions about the Vietnam War and why the United States got involved
SAT34209	The student will identify the effects of President John F. Kennedy's assassination on the United States by selecting pictures, news accounts, or other sources that depict or describe the effects of the event.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student grouping pictures that depict the effect on the nation of the assassination of President John F. Kennedy
SAT34210	The student will identify changes brought about by the Supreme Court decision in the case of <i>Brown v. Board of Education of Topeka</i> by making a list of the changes after listening or reading a story about the impact of this case on schools.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the appropriate changes • Student work product showing sentence strips the student selected regarding the changes that occurred as a result of the case
SAT34301	The student will explain how the growth of technology changed the American economy by creating a timeline that depicts the development or progression of computer technology after World War II and its effect on the economy.	<ul style="list-style-type: none"> • Student work product that contains a timeline or pictures that match to a timeline that depicts the development or progression of computer technology and the economic growth after World War II
SAT34302	The student will write a paragraph or create a graphic organizer that describes how highway construction helped lead to the growth of suburbs after World War II.	<ul style="list-style-type: none"> • Student work product that contains a paragraph or graphic organizer describing how highway construction helped lead to the growth of suburbs after World War II
SAT34306	The student will examine the importance of post-WW II civil rights leaders in United States history by watching a video or listening to or reading a story about the leaders and answering questions about them. (e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions about a civil rights leader's impact based on a video or story account of the individual • Student work product with questions asked and answers provided by the student
SAT34304	The student will examine the United States involvement in the Vietnam War by listening to a protest song about it and explaining its meaning.	<ul style="list-style-type: none"> • Student work product that contains a paragraph or picture explaining the protest song's meaning
SAT34305	The student will discuss how the Supreme Court decision in <i>Brown v. Board of Education of Topeka</i> affected American society by explaining two major outcomes.	<ul style="list-style-type: none"> • Audio tape of the student explaining how the Supreme Court decision in <i>Brown v. Topeka Board of Education</i> affected American society

