



Notable Notes from the 2007-08 NYSAA Frameworks – Appendix G

The following is key information from the 2007-08 NYSAA Frameworks that should be emphasized during training. Trainers should have teachers highlight or tab the information or make notes on the pages for quick reference.

General:

- Only use the NYSAA Frameworks that are located in Appendix G of the 2007-08 NYSAA Administration Manual (September 2007).
- The Frameworks are organized by tabs starting with the Introduction, followed by the NYSAA Test Blueprints for each content area, the Grade Level Frameworks (organized by grade), and a glossary for each content area.
- Each Grade Level Framework contains the content areas to be assessed specific to that grade starting with English language arts, and is followed by mathematics, science (if applicable), and social studies (if applicable).

Alternate Grade Level Indicators (AGLIs):

- AGLI codes may not be ordered consecutively due to the revisions and additions to the AGLIs.
- It is extremely important to transcribe the correct AGLI code and the complete AGLI text as outlined in the Frameworks to the Data Summary Sheet and verifying evidence (text only).
- If the AGLI contains an "and", the teacher **must** include all parts of the AGLI in the assessment task.
- If the AGLI contains an "or", the teacher may choose one of the elements that is most appropriate for the student being assessed.
- If the AGLI contains an "and/or", the teacher may choose to include all of the elements from the AGLI **or** one of the more appropriate parts of the AGLI for the student being assessed.
- Particularly with the mathematics AGLIs, be aware of using a calculator, number line, etc. for certain AGLIs. The usage must not change the construct of what is being assessed in that AGLI. Refer to the information on pages 28-30 of the 2007-08 NYSAA Administration Manual for further information.
- Be sure to choose one AGLI from **each** of the two required components within each content area assessed and refer **only** to the specific Grade Level Frameworks in which the student is being assessed (according to the Birth Date Chart on page 6 of the 2007-08 NYSAA Administration Manual).

Sample Assessment Tasks (SATs):

- Many sample assessment tasks were added to the Grade Level Frameworks. Be sure to note the AGLI chosen when looking for an aligned sample assessment task. Each sample assessment task is coded to reflect the AGLI to which it is aligned. Sample assessment tasks are only aligned to one AGLI.
- Not every AGLI has a sample assessment task and some AGLIs have more than one sample assessment task. An alpha letter after a SAT code indicates there is more than one sample assessment task for the AGLI (i.e., SAT####A).
- The sample assessment tasks are organized from least complex to most complex corresponding with the AGLI ordering.
- Pay close attention to the "Possible Datafolio Products and Verifying Evidence Assessment Strategies" section as it indicates verifying evidence that may be used and how to best demonstrate the specific student action that is being assessed in the sample assessment task.
- If the sample assessment task contains an "and", the teacher **must** include all parts of the task within the Verifying Evidence.
- If the sample assessment task contains an "or", the teacher may choose to show within the Verifying Evidence one of the elements that is most appropriate for the student being assessed.
- If the sample assessment task contains an "and/or", the teacher may choose to include within the Verifying Evidence all of the elements from the task **or** choose one of the more appropriate parts of the task for the student being assessed.



GLIs and Essences Grade 3 – ELA		3
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Fr. 06	<ul style="list-style-type: none"> Select literature on the basis of personal needs and interests from a variety of genres and by different authors. Engage in purposeful oral reading in small and large groups. Read print-based and electronic literary texts silently on a daily basis for enjoyment. Recognize the differences among the genres of stories, poems, and plays. Relate the setting, plot, and characters in literature to own lives, with assistance. Explain the difference between fact and fiction. Use previous reading and life experiences to understand and compare literature. Make predictions, draw conclusions, and make inferences about events and characters. Identify cultural influences in texts and performances, with assistance. Maintain a personal reading list to reflect reading accomplishment. Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events. Use knowledge of story structure, story elements, and key vocabulary to interpret stories. Use graphic organizers to record significant details about characters and events in stories. Summarize main ideas and supporting details from imaginative texts, both orally and in writing. 	<ul style="list-style-type: none"> Select and read literature to understand Recognize characteristics of different genres. Relate what the story is about with supporting details. Make predictions and draw conclusions about different characters and events. Use evidence from stories to describe characters, and their actions (sequence of events). Use knowledge of story structure, story elements and key vocabulary to understand stories.

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Be mindful of the header and title information to verify your location in the Frameworks.

Each Frameworks page has information regarding the required and choice components at which you are looking.

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

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Only AGLIs from the grade level at which the student is being assessed should be chosen. A total of two AGLIs must be assessed for each content area (one AGLI for each required component).

The AGLI code is the five digit numeric code after the AGLI text.

SATS Grade 3 – ELA		3
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATS)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12107	The student will choose the genre that has just been read to him/her.	Video tape of the student making a selection of genre using pictures, PECS, assistive technology, etc.
SAT12108	The student will recognize pictures that reflect characters in a story.	Student work product of a story with characters pasted under the story title
SAT12105	The student will interact with parts of a story through expression of emotions or hand movements. (e.g., in a scary story make movement of hands/feet; in a story where there is a repeated phrase or emotion make movement of hands or feet to show phrase or emotion, etc.)	Data Collection Sheet recording student performance as appropriate display of specific emotion during the reading of different types of stories
SAT12105B	The student will interact with parts of a scary story by exhibiting changes in facial expressions and/or making hand or body movements to express emotions while the story is read.	Video tape of the student expressing his/her emotions during the reading of a scary story
SAT12206	The student will identify one or more details from a story that was read to them by eye-gazing to his/her choice.	Video tape of the student indicating a detail of a story from a choice of two pictures
SAT12207	The student will choose appropriate texts to read or to be read aloud by others in different genres when asked to choose a specific genre.	Video tape or audio tape of the student making choices of texts with different genres.
SAT12204	The student will identify important main events in stories read aloud using pictures from the text.	Student work product with questions asking the student to identify the important events in a story.
SAT12205	The student will make predictions about events in a story by selecting pictures or statements describing what will happen during or next in the story.	Data Collection Sheet recording student performance as the student indicates the prediction when given a story title.
SAT12305	The student will identify a text as either fiction (imaginative) or nonfiction (factual).	Data Collection Sheet recording student performance as the student distinguishes different texts.
SAT12303	The student will read a text and identify important details about where and when an event in the story took place.	Audio tape of the student answering the questions about the events in a story

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The sample assessment tasks are coded to indicate the AGLIs to which they are aligned.

Sample assessment tasks may be used as written or modified for the student being assessed. For some sample assessment tasks, instructional examples have been provided.

Each sample assessment task has at least one "Possible Datafolio Products and Verifying Evidence Assessment Strategy". This should be used as a reference when thinking about the types of evidence to use **and** how that evidence is going to demonstrate what the student did to perform the particular assessment task. It is important to remember that all verifying evidence must align to the assessment task and that the task must align to the AGLI selected.