

Appendix G –NYSAA Frameworks

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2007)

2007-08 NYSAA Frameworks For English Language Arts, Mathematics, Science and Social Studies

The New York State Alternate Assessment (NYSAA) is a datafolio assessment that documents student achievement in the content areas of English language arts (ELA), mathematics, science, and social studies. The datafolio is a collection of student performance data that is based on the core curriculum for grades 3-8 and high school for ELA and mathematics, grades 4, 8, and high school for science, and grades 5, 8, and high school for social studies.

The NYSAA Frameworks represent the alignment of alternate grade level indicators (AGLIs) with the core curriculum established for all students by the Board of Regents. Teachers of students, who are designated for NYSAA, can use the frameworks to help plan and implement daily content, instruction, and assessment tasks that are based on grade level core curriculum. For the student with a severe cognitive disability, the grade level expectations may be modified in depth and breadth, but must parallel the curriculum, materials, and instruction that the student's non-disabled peers are learning about as part of their classroom instruction. For example, a teacher instructing a student about Shakespeare uses a modified text version of a Shakespearean play. This ensures that students with severe cognitive disabilities are being held to grade level expectations, and therefore high expectations of academic achievement.

By using the NYSAA Frameworks, teachers can assess students on tasks that are aligned to the grade level content found in the New York State core curriculum. For each content area, the frameworks include:

- test blueprints;
- essences of grade level performance expectations;
- alternate grade level indicators (AGLIs); and
- sample assessment tasks.

NYSAA Test Blueprints

The next section of the frameworks includes a test blueprint for each content area that indicates the grade level content to be assessed. The teacher uses the blueprint to identify the components on which the student will be assessed. Each blueprint has required and choice components. The top table in each blueprint reflects the required components for the assessment. The bottom table reflects the choice components for the assessment. To assess a student at Grade 3, for example, a teacher determines that the student will be assessed on two content areas: ELA and mathematics. For ELA, the teacher identifies that the two required components are "reading" and "listening." The bottom table indicates that the teacher can select one component from either "reading for literary response and expression" or "reading for social interaction" and one component from either "listening for literary response and expression" or "listening for social interaction."

Similarly for grade 3 mathematics, the teacher identifies that the two required components are “number sense and operations” and “measurement.” The bottom table indicates that the teacher can select one component from “number systems” or “operations” and one component from “units of measurement” or “units/estimation”. Once the content areas and components for assessment have been identified, the teacher will review the essences of student performance expectations at the student’s grade level.

Grade Level Frameworks

The next section includes the individual grade levels of the frameworks. Each grade contains the specific content areas that are required to be assessed in order starting with English Language Arts (ELA), then mathematics, then science (if applicable), and finally social studies (if applicable). Each of the content frameworks for the grade levels contains the essences of the grade level student performance expectations, the alternate grade level indicators (AGLIs), and the sample assessment tasks (SATs). There is a header at the top right of each page to indicate the section of the frameworks and the grade and content area.

The Essences of Grade Level Student Performance Expectations (GLIs and Essences)

The grade level performance expectations of the core curriculum and the essences of those expectations are provided in the next section. The performance expectations show the portion of the core curriculum that was selected by the stakeholder group to be included in the Frameworks. The stakeholder workgroups, including curriculum experts, identified the essences or major understandings of the performance expectations. The page numbers indicate where these expectations are located in the core curriculum guide.

Alternate Grade Level Indicators (AGLIs)

The next section includes the AGLIs that are based on the essences of the core curriculum. Each bulleted AGLI describes student performance expectations for students with severe cognitive disabilities. The AGLIs vary in complexity from less complex to more complex to provide various entry points for the student to access the grade level core curriculum. This progression in most cases starts with the beginning skill of simply attending to something or recognizing something with very minimal to no distracters; to then identifying or selecting something from choices with multiple distracters; to then describing, sorting, etc. which requires the student to demonstrate some increased knowledge, skills, and abilities. A teacher selects one AGLI from this section for each choice component, starting from the most complex level and working backwards to the point that is most appropriate for the student.

Each AGLI has a five digit AGLI code associated with it. This is for reporting purposes. The AGLI codes are not necessarily consecutively ordered due to some of the additions and edits made to the AGLIs for each content area. Be sure to carefully transfer the AGLI code and corresponding AGLI text to the Data Summary Sheets.

Sample Assessment Tasks (SATs)

Finally, the teacher uses the Sample Assessment Tasks (SATs) in the following section to select an assessment task. The tasks are arranged from less complex to more complex and correspond to an AGLI. In some cases, the sample assessment tasks are on multiple pages. Each SAT has a code in the column before it to indicate the AGLI code that it is aligned to. For example, in Grade 3 ELA, SAT12107 “The student will choose the genre that has just been read to him/her.” is aligned to AGLI code 12107 “read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama)”. Not every AGLI has an SAT for it and some AGLIs may have more than one SAT for it. If there is more than one SAT for an AGLI, the SAT code has an ‘A, B, or C’ after the five digit number. The SATs only go with the preceding set of AGLIs.

Also provided are assessment strategies and possible ways to show evidence of the student’s achievement. These are only suggestions of some ways to show different types of evidence demonstrating the assessment tasks. Teachers may use the tasks listed on the Sample Assessment Tasks pages, modify one of the tasks listed, or develop an original task. It is important to note that the tasks listed in the document are already aligned with grade level expectations in the core curriculum. Tasks that are not listed may not be aligned and are at risk of not being scored as connected to grade level content. One way to ensure alignment, when writing an original task, is to use the verb and direct object from the chosen AGLI.

Reminders to Teachers

Teachers are reminded to:

- use tasks from the specific grade that corresponds to the grade at which the student is being assessed; and
- use materials that are age-appropriate. For example, a teenager using CDs as manipulatives in mathematics as opposed to plastic teddy bear counters.

The remainder of the Frameworks for each content area is organized in the same manner. Teachers are encouraged to review the contents and make decisions that will lead to assessing students using challenging tasks based on the core curriculum that are linked to the student’s grade level.

**NYSAA Test Blueprint - English Language Arts (ELA)
Effective with 2006-07 Administration**

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

*Note: Speaking is not assessed on the general education State assessments.

CHOICE COMPONENT								
For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below								
Choose 1 Standard for Each Key Idea from Standards Marked with an X								
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

¹Key Ideas are defined on page 2 of the Introduction of the [English Language Arts Core Curriculum \(May 2005\)](#) as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

**NYSAA Test Blueprint - Mathematics
Effective with 2006-07 Administration**

REQUIRED COMPONENT							
Two Mathematics Strands Must be Assessed at each Grade Level							
Required Strands Vary by Grade as Marked by an X in the Chart Below							
MATHEMATICS STRANDS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & Probability					X		X

CHOICE COMPONENT							
For Each Required Strand, There are Two Possible Bands From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below							
For Each Required Strand, Choose 1 of the Bands Marked with an X							
Bands	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations							
Number Systems	X	X	X	X			
Number Theory					X		
Operations	X	X	X	X	X		
Measurement							
Units of Measurement	X	X					
Units/Estimation	X	X					
Geometry							
Geometric Relationships			X			X	
Transformational Geometry						X	
Coordinate Geometry			X				
Algebra							
Variables & Expressions				X		X	X
Equations & Inequalities				X			X
Patterns, Relations & Functions						X	
Statistics & Probability							
Collection of Data							
Organization & Display of Data					X		X
Analysis of Data					X		X

See [Mathematics Core Curriculum \(March 2005\)](#) for further information.

**NYSAA Test Blueprint - Science
Effective with 2006-07 Administration**

REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below.			
Science Standards	Grade 4	Grade 8	High School
1 - Scientific Inquiry	X	X	
4 - Living Environment	X	X	X
4 - Physical Setting/ Earth Science			X

CHOICE COMPONENT				
For Each Required Standard, There are Two Possible Key Ideas From Which to Draw Key Ideas Vary by Grade as Marked by an X in the Chart Below Choose 1 Key Idea for each Standard from Key Ideas Marked with an X				
Standards	Key Idea	Grade 4	Grade 8	High School*
1 - Scientific Inquiry	1- Develop explanations of natural phenomena	X		
	2- Testing proposed explanations	X	X	
	3- Observations made while testing		X	
4 - Living Environment	1- Similarities/differences between living and nonliving things.			X
	3- Changes in organisms over time	X		
	5- Dynamic equilibrium		X	
	7- Human decisions/activities impact			X
4 - Physical Setting/ Earth Science	1- Relative motion and perspective			X
	2- Interactions among components of air, water and land	X		X
	3- Particle properties determine observable characteristics of matter and its reactivity		X	

*Note: at the high school level, choices are made within one Standard, i.e., Standard 4. One choice is drawn from the two designated within the Living Environment section of the curriculum and the other choice is drawn from the two designated within the Physical Setting/Earth Science section of the curriculum. See the Core Curricula for Science at <http://www.emsc.nysed.gov/ciai/cores.htm#science>.

**NYSAA Test Blueprint - Social Studies
Effective with 2006-07 Administration**

REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below			
Social Studies Standards	Grade 5	Grade 8	High School
1 - US and NYS History	X	X	X (US History)
2 - World History			X (Global History)
5 - Civics, Citizenship and Government	X	X	

CHOICE COMPONENT				
For Each Required Standard, There are Two Possible Units From Which to Draw Units Covered Vary by Grade as Marked by an X in the Chart Below Choose 1 Unit For Each Standard From Units Marked with an X				
Standards	Units	Grade 5	Grade 8	High School
1- US & NYS History	2 - Constitutional Foundations			X
	6 - Colonial Life and Revolutionary War in NYS	X		
	7 - Industrial Society		X	
	7 (B) - World in Uncertain Times: 1980-Present			X
	8 - Industrial Growth & Expansion in NYS	X		
	9 - Between the Wars		X	
2- World History: Global History and Geography	5 - Age of Revolution			X
	8 - Global Connections and Interactions			X
5- Civics, Citizenship & Government	4 - Government of World Communities	X		
	4 - Experiment in Government		X	
	9 - Local, State & National Government	X		
	11- WWII to the Present		X	

See the Core Curricula for Social Studies at <http://www.emsc.nysed.gov/ciai/cores.htm#ss>.

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

Grade 3

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

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

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex

The student will:

- 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)

The student will:

- 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)

The student will:

- 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 factual or some imaginative (12305)
- identify important details about events and/or people in texts (12303)

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 Alignment to AGLI	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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Student work product of a story with characters pasted under the story title
SAT12105A	<p>The student will interact with parts of a story through expression of emotions or hand movements.</p> <p>(e.g., in a scary story make movement of hands/scared face; in a story where there is a repeated phrase or emotion make movement of hands or face to show phrase or emotion; etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance of 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 a change in his/her facial expressions and/or making hand or body movements to express emotions while the story is read.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 be read aloud by others in different genres when asked to choose a specific genre.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Audio tape of the student answering the questions about the events in a story

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

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

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 4

Less Complex

More Complex

The student will:

- attend to texts read aloud by others (14101)
- take turns giving an opinion about a text (14102)
- take turns sharing information about the characters in a text (14103)

The student will:

- read or have read to him/her simple texts and respond appropriately (14201)
- listen and respond appropriately to others' thoughts and opinions about texts (14202)
- answer "who", "what", and/or "when" questions about texts with classmates (14203)

The student will:

- read modified or adapted grade level texts with classmates (14303)
- using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)

Required Component 1—Key Idea: Reading
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to texts of appropriate length read by others. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	<ul style="list-style-type: none"> Video tape of the student attending to texts (story, article, etc.)
SAT14101B	The student will attend to a four page story read aloud by the teacher by remaining in a rocking chair for the duration of the story.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student attended to the specific story
SAT14103	The student will take turns sharing information about the characters in the texts. (e.g., what they did, where they are, how they feel, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance of the ability to follow the appropriate conversation skills (turn taking) while sharing thoughts about the characters in the story Sequenced, captioned, dated photographs of the student taking turns to answer “who” questions about the characters in the story
SAT14201A	The student will read simple texts and respond appropriately to them by showing or indicating correct emotion or expression. (e.g., laugh when it’s funny, show sadness when something sad happens, etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student reading and showing correct emotion or selecting cards that indicate emotion
SAT14201B	The student will respond appropriately to questions about simple texts asked by another person.	<ul style="list-style-type: none"> Student work product of student responses to questions that were asked about two different texts that were read to the student
SAT14203	The student will answer literal questions about texts with classmates.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student and peers creating a poster that answers “wh” questions about the characters in two different texts

SAT14303	The student will read modified or adapted texts with classmates using a variety of reading strategies.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance and detailing two texts the student has read along with a list of reading strategies (e.g., asking questions; using text features, prior knowledge, graphic organizers, and context clues)
SAT14302	The student will answer literal questions about texts that were read or read aloud by others while engaging in a discussion with his/her peers.	<ul style="list-style-type: none">• Video tape or audio tape of the student working with the small group to answer the questions about the texts

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

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

Required Component 2—Key Idea: Listening

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex

More Complex

The student will:

- attend to and respond to environmental sounds in the story (32106)
- attend to poems as they are read aloud (32102)
- attend to familiar stories to identify the moral or message through class discussion (32103)
- attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) (32107)
- attend to familiar texts and recognize: “who”, “what”, “where”, “when”, and/or “how” in those texts (32105)

The student will:

- show understanding by responding appropriately and/or by selecting favorites (32207)
- show appreciation by responding appropriately and/or by selecting favorites (32208)
- answer questions of “who”, “what”, “where”, “when”, “how” and/or “why” about texts read aloud (32202)
- answer questions about author’s message (32203)
- identify important people and/or events in stories read aloud (32204)
- listen for repetition in stories and/or poems (32205)
- recognize obvious rhyme and/or rhythm in poetry (32206)

The student will:

- listen to identify story elements (e.g., character, plot, setting, etc.) (32305)
- identify rhyme and/or rhythm in poetry (32306)
- listen to unfamiliar stories and/or poems and answer comprehension questions (32307)
- listen to identify the author’s message (32308)

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will indicate environmental sounds each time they occur in the story.	<ul style="list-style-type: none"> Video tape of the student listening to a story about trains and responding or indicating every time he/she hears a train's sound in the story
SAT32106B	The student will respond to environmental sounds in a story by repeating the sounds made during the reading of the story. (e.g., sound to repeat: a car horn, a barking dog, etc.)	<ul style="list-style-type: none"> Audio tape of the student listening to a story and responding by repeating the sound every time he/she hears a specific sound
SAT32103	The student will identify the moral or message of a text when listening to class discussions by making choices on visual language displays or activating a speech generating device.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to a story, listening to a class discussion, and making choices
SAT32105	The student will identify who, what, where, when, and/or how from a familiar text by signaling. (e.g., raise hand, clap, use speech generating device, etc.)	<ul style="list-style-type: none"> Student work product of the student responding to who, what, where, when and/or how questions about a text
SAT32207	The student will choose between two literary texts to indicate his/her favorite.	<ul style="list-style-type: none"> Video tape of the student indicating his/her choice between two different texts to identify his/her favorite
SAT32202	The student will listen to texts and answer literal questions.	<ul style="list-style-type: none"> Student work product of literal questions about a text with student-pasted pictures that answer the literal questions
SAT32203	The student will answer questions about the author's message in a text.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on answering questions about the author's message in a text
SAT32205	The student will identify repetitions within a text while listening to the text being read.	<ul style="list-style-type: none"> Video tape of the student signaling when he/she identifies a repetition in a text
SAT32206	The student will recognize instances of rhyme while listening to poetry.	<ul style="list-style-type: none"> Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem

SAT32305	The student will listen to a story and identify story elements: character, plot, or setting by answer questions.	<ul style="list-style-type: none">• Student work product of story elements showing questions and the student's answers
SAT32306	The student will identify instances of rhythm while listening to poetry.	<ul style="list-style-type: none">• Video tape of the student identifying rhythm while listening to poetry
SAT32308	The student will recognize the author's message when presented with unfamiliar texts.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance while indicating the author's message within unfamiliar texts

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

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

Required Component 2— Key Idea: Listening
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Listening-Standard 4
Less Complex
More Complex

The student will:

- attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106)
- show respect, by attending to what the speaker is saying (34107)
- identify words that reveal the feelings of the author toward the identified recipient (34108)
- identify the words and/or conventions (greeting, format in a note card, closing) that a writer uses to show feelings (34109)
- identify the purposes (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105)

The student will:

- attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc addressed to someone else (34206)
- identify the writer(s) (friends, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207)
- attend to longer personal narratives (e.g., diary or journal entries, friendly letters, etc.) (34208)
- identify the audience of these longer personal narratives (34204)
- identify words that reveal tone and/or feelings of the writer toward the identified recipient (34209)

The student will:

- listen to informal communication (e.g., notes, card, longer letters, electronic mail (email), etc.) to identify the tone of voice and social relationships (34302)

Required Component 2— Key Idea: Listening
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT34106A	The student will attend to a note addressed to the student being read aloud by looking at the reader.	<ul style="list-style-type: none"> Video tape of the student looking at the reader while a note addressed to the student is read aloud
SAT34106B	The student will attend to a friendly note that is written on a card when the card is read to them by using eye gaze.	<ul style="list-style-type: none"> Video tape of the student using eye-gaze to attend to the card and speaker
SAT34107	The student will attend to a speaker by looking at the speaker.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student is listening to a note being read or to a speaker by looking at the speaker
SAT34108	The student will identify words or phrases in a friendly communication that show how the author feels toward the identified recipient.	<ul style="list-style-type: none"> Student work product of student responses to words and phrases in a letter and their appropriate interpretation
SAT34105	The student will identify the purpose of friendly communications. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying purposes of friendly communications
SAT34206	The student will attend to friendly notes and/or cards that were written to someone other than him- or herself when they are read aloud.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student attends to communications
SAT34207	The student will match pictures of the writer and recipient of an appropriate friendly letter.	<ul style="list-style-type: none"> Student work product with the pictures of the author matched to the letters
SAT34208	The student will maintain attention by maintaining eye contact with the speaker while listening to longer personal narratives. (e.g., diary, journal entries, letters, etc.)	<ul style="list-style-type: none"> Video tape of the student maintaining attention through eye contact
SAT34204	The student will identify the intended audience of a longer personal narrative.	<ul style="list-style-type: none"> Student work product with the word cards or pictures of people matched to the personal narratives
SAT34209	The student will identify words and conventions that reveal feelings by answering questions about what different terms suggest.	<ul style="list-style-type: none"> Video tape or audio tape of the student answering the questions regarding the terms <i>dear</i>, <i>love</i>, <i>happy</i>, and/or <i>pleased</i>

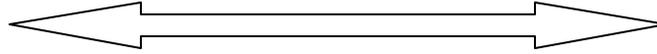
SAT34302	The student will listen to friendly notes, cards, and longer personal narratives read aloud and will answer questions to identify elements that reveal social relationships between the writer and recipient.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance when responding to questions such as: Who might receive this note?; Who may have written this note?; Which words indicate who the writer is and what the relationship is between them? (e.g., signature at end of note/letter; content references to writer: I; you are my...e.g., son, daughter, student, we; greeting: e.g., to my daughter, dearest friend; closing of letter: e.g., your friend, loving daughter,); Which words indicate to whom this was written?
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Mathematics
NYSAA Frameworks

Grade 3

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

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

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


The student will:

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

The student will:

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

The student will:

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

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

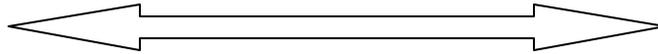
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will answer the question “How many objects are in each set?” when presented with a set(s) of objects of different quantities (1 through 9).	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when matching the quantity to the number
SAT11104	The student will indicate which set is “greater than” when given two unequal sets of apples.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the quantity that is “greater than”
SAT11105	The student will indicate the object that shows one half from a set of two or more objects.	<ul style="list-style-type: none"> Video tape of the student indicating the object that shows one half
SAT11201	The student will answer the question “How many objects in each set?” when presented with a set(s) of objects of different quantities (0 through 19).	<ul style="list-style-type: none"> Student work product showing groups of objects and the number the student circled indicating the number of objects in the group
SAT11202	The student will use the words “equal to”, “greater than” or “less than” to describe how the number of objects (0 to 19) in one set compares to the number of items in another set.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors Video tape of the student verbalizing or indicating the phrase that correctly compares the sets of objects
SAT11204	The student will recognize which object is the fraction $\frac{1}{2}$ of the whole by indicating the halved object upon request when given a whole object and one-half of an object.	<ul style="list-style-type: none"> Student work product where the student answers the question “which is $\frac{1}{2}$ of the whole?” by making marks to identify the halved objects
SAT11301	The student will answer the question “How many objects are in each set?” when presented with set(s) of object(s) of different quantities (0 through 100).	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with a set of objects from zero to one hundred and verbalizing, signing, indicating, etc. the number of objects in the set

SAT11302	The student will describe how the number of objects (0 to 100) in one set compares to the number of items in another set while using the words equal to, greater than, or less than.	<ul style="list-style-type: none"> • Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, or equal to (Description includes pasting, writing, etc. the terms in the appropriate spots in column three)
SAT11303	The student will fold, shade, cut, or tear a paper square to show, $\frac{1}{2}$ and/or $\frac{1}{4}$ of the square.	<ul style="list-style-type: none"> • Video tape of the student folding and/or tearing or cutting a paper square to form the unit fractions • Student work product showing squares that have lines in them to divide them into equal parts and/or shading to indicate one of those equal parts matched to its fraction

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

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

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- recognize the concepts of addition and/or subtraction (13101)
- add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)
- select the appropriate operation to use in solving problems involving addition and/or subtraction (13103)

The student will:

- add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)
- multiply and/or divide 1-digit whole numbers using one or more strategies (13205)
- select and use appropriate operations to solve problems (13206)

The student will:

- add and/or subtract 2-digit whole numbers from 10 to 99 (13303)
- multiply and/or divide 1-digit numbers using one or more strategies (13304)
- multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305)
- select and use the appropriate operation to solve word problems in real-life situations (13306)

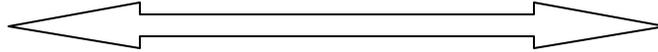
Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101	The student will recognize the concept of subtraction by removing one object from a group of objects.	<ul style="list-style-type: none"> Video tape of the student manipulating groups of objects to subtract one of the objects
SAT13104	The student will solve addition problems using 1 to 9 objects.	<ul style="list-style-type: none"> Student work product with addition problems involving any of the numbers from 1 to 9 with stickers placed by each number to solve the problem
SAT13103	The student will indicate the correct operation to solve a problem by pasting the symbol + or – between two numbers when presented with problems showing two numbers and the answer.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating if a problem was an addition or subtraction problem
SAT13204	The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found on a trip to the supermarket.	<ul style="list-style-type: none"> Student work product of a scrapbook showing pictures of products and their prices and the total cost of the set of products
SAT13306A	The student will select the appropriate operation to solve word problems that deal with real-life situations (addition, subtraction, multiplication, and/or division) and then will solve the problem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the appropriate operation and solving the problem
SAT13306B	The student will select the operation of addition when asked “how do you find the total” and then will solve the addition problem by totaling the shopping list when given a set of grocery items needed.	<ul style="list-style-type: none"> Student work product showing student-indicated addition operation and the total cost of the grocery items

GLIs and Essences
Grade 3 – Mathematics
3**Required Component 2**— Strand: Measurement**Choice Component 1**— Band: Units of Measurement

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

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units of Measurement
Less Complex

More Complex

The student will:

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

The student will:

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

The student will:

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

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
SAMPLE ASSESSMENT TASKS (SATs)

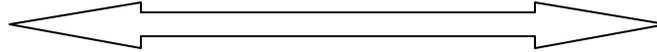
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107	The student will compare two or more lengths by indicating which object(s) from a set of two or more are longer or shorter. (e.g., a short pencil and a long pencil, a short string of small paperclips and a long string of large paperclips, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student comparing the lengths of two or more objects and indicating which is longer or shorter
SAT21102	The student will take three straws of different lengths and place them in order from shortest to longest.	<ul style="list-style-type: none"> Video tape of the student ordering the objects from shortest to longest
SAT21108A	The student will determine which is heavier, a straw or a book, by holding the objects, one in each hand.	<ul style="list-style-type: none"> Student work product listing each of the objects being compared by weight and the object that the student indicated to be the heaviest by stamping the representation of the object on a worksheet
SAT21108B	The student will compare the weights of objects by looking at the differences in weight presented and will determine which object is heavier.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the heavier object after looking at and/or holding the two objects
SAT21104	The student will place three objects in order from lightest to heaviest.	<ul style="list-style-type: none"> Video tape of the student ordering the three objects by weight
SAT21105	The student will identify which tool (a measuring cup or a ruler) is used for measuring while cooking by indicating that tool to the teacher.	<ul style="list-style-type: none"> Audio tape of the student verbalizing to the teacher that the measuring cup is used for measuring while cooking
SAT21109	The student will measure ingredients for a recipe using measuring spoons and/or measuring cups.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the standard measuring tools in order to measure ingredients for a recipe
SAT21204	The student will measure to the nearest foot the lengths of two different desktops and will indicate the lengths of the objects.	<ul style="list-style-type: none"> Video tape of the student using a yardstick to measure the lengths of the sides of objects in the classroom and indicating the length to the teacher

SAT21205	The student will weigh objects in pounds on a scale and will identify the weight by selecting the number card with the same weight as the object.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when weighing objects to the nearest pound and indicating the weight of the object
SAT21206	The student will indicate which has more liquid, a cup of milk or a quart of milk.	<ul style="list-style-type: none"> Video or audio tape of the student indicating whether the cup or quart has more liquid
SAT21301	The student will measure two different desktops to the nearest foot and determine which desktop is longer.	<ul style="list-style-type: none"> Student work product of two classroom objects measured to the nearest foot and a sticker placed on the object that is longer
SAT21302	The student will determine in pounds which of two or more objects is heavier after weighing the objects on a scale.	<ul style="list-style-type: none"> Video tape or audio tape of the student weighing the objects and indicating which object is heavier
SAT21304	The student will measure the capacity of three different amounts of liquid in cups, quarts, and gallons and indicate the amounts of each by marking on the measuring cup where the liquid comes up to, then recording the amount on a worksheet.	<ul style="list-style-type: none"> Student work product of three various liquids with the amount of each indicated in cups, quarts, and gallons based on the student's measurement

GLIs and Essences
Grade 3 – Mathematics
3**Required Component 2— Strand: Measurement****Choice Component 2— Band: Units/Estimation**

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

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation
Less Complex
More Complex


The student will:

- recognize coins (22101)
- recognize the value of coins (22102)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night (22105)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the actual time of activities. (22106)

The student will:

- recognize coin and dollar denominations (22205)
- recognize the value of coins and/or dollars (22202)
- indicate (write, say, or other) the amounts of money using \$ or ¢ (22203)
- relate time given on digital clocks to daily activities (22204)

The student will:

- determine the value of collections of coins and/or dollars (22301)
- represent the value of collections of coins and/or dollars using currency symbols (\$0.00) (22302)
- tell time to the minute using an analog clock (22303)
- relate and/or compare times to a schedule of activities (22304)

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will recognize coins (penny, nickel, dime and/or quarter) using a card to match the coins with a picture, worksheet or another set of coins.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when matching the coins to their picture or their coin name
SAT22101B	The student will recognize a quarter when given a picture of a quarter and a dollar, by touching the image of a quarter on a touch screen.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using the computer to identify the quarter from the choice of two different coins
SAT22102	The student will recognize value by matching the numeric value with the coin.	<ul style="list-style-type: none"> Student work product of different coins with lines drawn to the correct numeric values
SAT22105	The student will recognize the attributes of time by sequencing picture cards in order from morning to night.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sequencing picture cards showing morning, noon and night
SAT22106A	The student will recognize the attribute of morning and afternoon by indicating what activity occurs in the AM or PM when given the activity and the actual time.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating morning or afternoon when presented with an activity
SAT22106B	The student will list activities in order from the earliest to the latest when given a mixed-up list of activities and the times that they take place.	<ul style="list-style-type: none"> Student work product of activities and times listed from earliest to latest
SAT22205	The student will recognize coin and dollar denominations using cards, pictures, a worksheet or another set of coins and dollars.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating various coin denominations and dollar denominations
SAT22202	The student will recognize the value of coins and dollars when given a set of mixed-up coins, dollars and values, by placing coins next to or with the written monetary value.	<ul style="list-style-type: none"> Student work product of coins and dollars sorted correctly to correspond with their values

SAT22203	The student will indicate the amount of money in a group by writing, saying or selecting a card that includes the correct money symbols or language (\$, ¢)	<ul style="list-style-type: none"> • Student work product with student-indicated symbols (\$ or ¢) next to the amounts
SAT22204	The student will relate digital time to a correct activity on a daily schedule.	<ul style="list-style-type: none"> • Student work product showing a student's completed schedule with the digital time of each activity
SAT22301A	The student will indicate the value of a combination of coins and/or dollars that are required to make a purchase of one or more items.	<ul style="list-style-type: none"> • Student work product showing a group of coins and bills and the student's calculation of the total amount of money needed for the purchase
SAT22301B	The student will count a collection of coins and/or dollars that are needed to purchase an eraser from the school store.	<ul style="list-style-type: none"> • Video tape or audio tape of the student determining the value from a set of coins needed to purchase an eraser
SAT22302	The student will count a collection of coins and write the value using currency symbols (\$__ . __ __).	<ul style="list-style-type: none"> • Student work product showing a collection of coins and the student's calculation of the total value indicated, using the appropriate symbols and decimal points
SAT22304	The student will relate time to a schedule of activities given a partial schedule to complete of his/her daily schedule by adding the missing times and activities.	<ul style="list-style-type: none"> • Student work product of a daily schedule of activities and times listed in order

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

Grade 4

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 32	<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 • Relate the setting, plot, and characters in literature to own lives • Explain the difference between fact and fiction • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Read, view, and interpret literary texts from a variety of genres, with assistance • Define the characteristics of different genres, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Recognize how different authors treat similar themes, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Use graphic organizers to record significant details about characters and events in stories 	<ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to own lives • Make predictions, draw conclusions, and make inferences about different characters and events • Record basic details about characters and events in stories • Use evidence from stories to describe characters, and their actions, and their motivation (sequence of events) • Use knowledge of story structure, story elements, and key vocabulary to interpret stories

Required Component 1— Key Idea: Reading

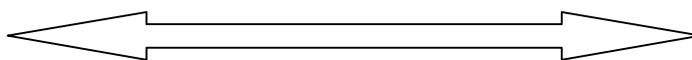
Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex



The student will:

- attend to or read literary texts (12101)
- attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105)
- identify important people and/or events in stories read or read aloud by others (12106)
- interact with parts of a story through familiar hand motions and/or expression of emotions (12104)

The student will:

- read aloud with fluency (12201)
- identify the definition of story element terms (character, setting, etc.) (12207)
- recognize plot means the sequence of events or action of a narrative (12208)
- relate text to a personal experience (12204)
- recognize explicit motives of characters (12205)
- answer comprehension questions about plot, character, and/or setting of texts (12209)

The student will:

- select and read literature with fluency for comprehension (12307)
- recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts (12308)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12309)
- recognize explicit motives of characters (12304)
- identify favorite and/or least favorite parts of a story (12305)
- make predictions about the ending of story (12306)

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 Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read literary texts during reading time.	<ul style="list-style-type: none"> Video tape of the student attending to the teacher reading a story
SAT12105	The student will attend to or read a variety of genres when given choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student attends during reading time
SAT12106A	The student will identify a picture from a variety of pictures that corresponds to people in a text that is read aloud.	<ul style="list-style-type: none"> Student work product of pictures of people matched to specific texts read aloud
SAT12106B	The student will identify an event in a text read aloud by choosing a picture of the event from multiple choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying pictures of events that occurred in texts read aloud
SAT12104	The student will respond to the repeated language of Gunnwolf (Pit - a- pat, pit-a pat, etc.) being read aloud by tapping the drum with his hand.	<ul style="list-style-type: none"> Video tape of the student responding to the repeated language in a story by drumming at appropriate parts
SAT12207	The student will identify the definitions of the terms: plot, character, and setting by selecting the definition from a set of sentence cards and matching them with the term.	<ul style="list-style-type: none"> Student work product of the terms and the definitions pasted next to them Sequenced, captioned, dated photographs of the student matching the definition with the corresponding term in a story
SAT12208	The student will recognize plot as a sequence of events or actions in a narrative by placing pictures or sentence strips in the correct order based on a literary text.	<ul style="list-style-type: none"> Student work product of ordered sentence strips or pictures showing events or actions in a literary text read or read aloud
SAT12204A	The student will compare a character in a text to him/her after being shown two or more pictures of the character in the text.	<ul style="list-style-type: none"> Student work product of the comparison of characteristics of the student and the character in the text (e.g., work product may include a semantic feature analysis chart, other graphic organizer, etc.)
SAT12204B	The student will relate a text to a personal experience by choosing a character that is most like him/her in the text and indicate a reason for the choice.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating the character that is most like him/her and indicating a reason for the choice by selecting a picture, object, or symbol that represents the similarity, and/or verbalizing or signing the reason

SAT12209A	The student will indicate why a character in a story has a problem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance that includes the story title, sentence strips provided to the student and the student's choice of sentence strip indicating why the character has a problem
SAT12209B	The student will match descriptors to specific events, people and places in a text.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for events, people, and places in text
SAT12308	The student will recognize literary terms as they apply to literary texts by answering questions about the text. (e.g., plot, character, setting)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when answering questions that use the literary terms such as plot, character, or setting
SAT12304	The student will recognize explicit motives of characters by selecting the card that gives the plausible motive or verbally stating why a character took a specific action in the story.	<ul style="list-style-type: none"> Student work sample of cards selected showing motive affixed to a worksheet Audio tape of the student describing why a character took a specific action
SAT12305	The student will identify his/her favorite and least favorite parts of a story by selecting pictures that represents those parts.	<ul style="list-style-type: none"> Student work sample of pictures showing favorite part and least favorite part of story affixed to a worksheet under correct headings (favorite/least favorite)
SAT12306	The student will indicate a prediction of how a story will end.	<ul style="list-style-type: none"> Video tape or audio tape of the student predicting the end of a story by selecting a picture from several pictures, sentence strips, etc., and/or verbalizing or signing the prediction

Required Component 1—Key Idea: Reading
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 33	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication 	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers • Respect what others say and write • Ask questions to clarify understanding of a text • Demonstrate the use of language (e.g. informal vocabulary and jargon) that is appropriate to social communication • Demonstrate understanding of stories/ expository text through oral demonstration

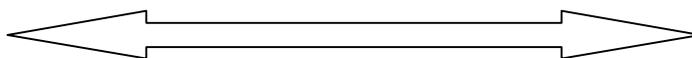
Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 4

Less Complex



More Complex

The student will:

- attend to text read aloud by others (14101)
- attend to or read texts and take turns responding (14102)
- attend to and respond appropriately to others' thoughts and/or opinions about texts (14103)
- answer "who," "what," and/or "when" questions about texts with classmates (14104)

The student will:

- read or have read to them multiple texts with classmates (14203)
- answer literal questions about text read or read aloud by others in a peer setting (14204)

The student will:

- read texts with classmates, e.g., the same text separately, in unison, similar texts; or different texts aloud to one another (14301)
- discuss texts (asking and/or answering questions) with classmates to enhance comprehension (14302)
- use appropriate language for classroom discussion (14303)
- relate events in stories in sequence with a group (14304)
- identify main characters within a group (14306)

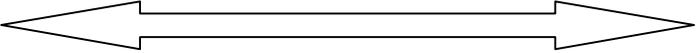
Required Component 1—Key Idea: Reading
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	The student will attend to stories read to the class.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to a story being read to the class by the teacher
SAT14101B	The student will attend to a four-page story read on tape by keeping a pair of headphones on during the story.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student listens to the story
SAT14104	The student will answer literal questions about texts with classmates.	<ul style="list-style-type: none"> Video tape of the student answering literal questions with classmates
SAT14203	The student will read multiple texts with a group while following appropriate group work procedures.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using appropriate conversation skills during a conversation with peers about multiple texts
SAT14301	The student will read texts with classmates.	<ul style="list-style-type: none"> Audio tape of the student reading texts with classmates in a small group following appropriate procedures for group work (e.g., the same text separately, in unison; similar texts; or different texts aloud to one another)
SAT14302	The student will take turns asking and answering questions with classmate(s) after reading or listening to a text.	<ul style="list-style-type: none"> Video tape of the student asking and answering questions
SAT14304	The student will correctly place in a sequence a series of three or more events in a story with a classmate(s).	<ul style="list-style-type: none"> Video tape or audio tape showing the student sequencing events, using sentence strips, pictures, etc.
SAT14306A	The student will identify the main characters with classmates by selecting pictures representing characters as text is read.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the class creating a character chart on a felt board while the story is being read
SAT14306B	The student will work with a peer to identify one fact about each character in a text by creating a character board during reading activities.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student working with a peer to create the character board where the student is identifying specific character facts from a choice of picture cards

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. 34	<ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance 	<ul style="list-style-type: none"> • Take notes to record facts • State a main idea • Compare ideas and information

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
<p>The student will:</p> <ul style="list-style-type: none"> • select words, pictures, symbols, etc., from simple text to record facts (21105) • identify main ideas in texts for note-taking (21102) • arrange events in logical and sequential order (21103) • create pictures, symbols, objects, etc. to communicate information (21104) 	<p>The student will:</p> <ul style="list-style-type: none"> • take notes from text to record facts, data, and/or ideas (21201) • describe in his/her own words main ideas in texts for note-taking (21205) • identify similar facts or ideas in one text for note-taking (21203) • demonstrate ongoing journaling of information (21204) 	<p>The student will:</p> <ul style="list-style-type: none"> • compare ideas or facts (21301) • compose a general statement about a comparison (21306) • identify a main idea based on notes (21307) • summarize informational text in his/her own words (21308) • begin to use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305)

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
SAT21105	The student will select cards of photographs, symbols or objects representing facts in an informational text and place them on a graphic organizer.	<ul style="list-style-type: none"> • Video tape of the student attending to the text and selecting the appropriate cards for note-taking • Student work product of the completed graphic organizer
SAT21102	The student will identify the main idea of a text for note-taking when given at least two choices.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance that includes the title of the text, choices, and the student's selection
SAT21103	The student will arrange three or more pictures in chronological order that represent a sequence of events from a weekly current events article.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when arranging pictures in chronological order • Video tape of the student arranging pictures in chronological order
SAT21104	The student will use pictures or images to communicate information about a text.	<ul style="list-style-type: none"> • Video tape of the student creating graphics or images using Boardmaker, Internet pictures, writing with symbols, etc. to communicate information
SAT21201A	The student will record notes, either by writing, audio recording, (or method typically used by this student) based on reading or listening to an informational text.	<ul style="list-style-type: none"> • Video tape or audio tape of the student taking or recording notes from an informational text
SAT21201B	The student will identify three main facts or ideas presented in a text and will record the facts as notes.	<ul style="list-style-type: none"> • Student work product of the student the three main facts in a text that the student recorded notes based on the informational text
SAT21205	The student will describe the main idea of a text in his/her own words for note-taking.	<ul style="list-style-type: none"> • Student work product of student-created or written notes indicating the main idea of the text in his/her own words
SAT21203A	The student will identify similar facts or ideas presented in a text, by grouping cards with words, pictures, symbols or objects in to groups.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance while grouping similar information
SAT21203B	The student will identify similarity of facts in a text by arranging cards into groups. (e.g., topic of animals—grouped by habitat and food sources, grouped by mammal and amphibian, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student grouping similar information

SAT21204	The student will record in a journal a response to a daily question.	<ul style="list-style-type: none"> • Student work product with responses to daily questions: symbols, pictures, word cards, sentence strips, etc.
SAT21301	The student will compare facts by indicating a similarity of at least two different facts in informational text(s).	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the title of the text and the similarities of two different facts
SAT21306	The student will create a general statement comparing nonfiction texts by identifying common themes in two or more nonfiction texts. (e.g., biographies, histories, personal narratives, etc.).	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the titles of nonfiction texts and common themes
SAT21307	The student will identify the main idea of an informational text based on notes pre-recorded in a graphic organizer.	<ul style="list-style-type: none"> • Video tape of the student identifying the main idea of an informational text, using the text and notes in a graphic organizer
SAT21308	The student will summarize text using images.	<ul style="list-style-type: none"> • Student work product of the student's summary of a text using symbols, pictures or word cards to summarize it
SAT21305	The student will edit text he/she has developed using the writing process.	<ul style="list-style-type: none"> • Student work product of a student-created text by showing the student work product before and after editing

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 34	<ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance 	<ul style="list-style-type: none"> • Write original literary texts having elements such as plot, setting and characters • Write clear, concise and varied sentences • Produce responses to stories read or listened to

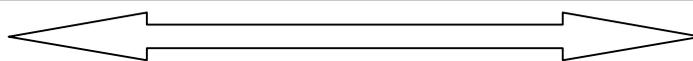
Required Component 2— Key Idea: Writing

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 2

Less Complex



More Complex

The student will:

- tell stories about personal experiences (22101)
- attend to/read stories and tell what happened by using words, pictures, signs, symbols, etc. (22102)
- compose ideas for stories (22106)
- tell a story with character(s) and/or setting (22104)
- create pictures, symbols, objects, etc. to communicate a story (22105)

The student will:

- compose stories about personal experiences (22207)
- compose stories having a plot, setting and/or characters (22208)
- retell the plot of a story read or read aloud (22209)
- compose comprehension question(s) about literary text(s) (22210)
- respond to stories by relating to personal experiences (22205)
- begin to use the initial steps of the writing process (prewriting and drafting) (22211)

The student will:

- compose stories using personal experiences enhanced with make-believe having plot, setting and/or characters (22304)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22302)
- compose complete sentences to answer comprehension questions about a literary text (22305)
- compose a complete sentence indicating a reaction to a literary text (22306)

Required Component 2— Key Idea: Writing
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will tell (write, draw, select pictures, etc.) stories about personal experiences when given a starting question.	<ul style="list-style-type: none"> Student work product of a story about the student's weekend activities
SAT22101B	The student will select pictures that illustrate a personal experience.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting pictures from a set to tell about a personal experience
SAT22102	The student will tell what happened in a story that was read aloud.	<ul style="list-style-type: none"> Video tape of the student attending to a story and then telling what happened in the story using pictures, signs, symbols, etc.
SAT22106	The student will compose some ideas for a story about animals by selecting from a group of idea word cards. (e.g., choice cards presented should include some relevant and irrelevant ideas about the topic)	<ul style="list-style-type: none"> Student work product of selected word cards with ideas indicated for the specific topic
SAT22104	The student will tell a story by indicating the elements of character and setting from a group of choice cards.	<ul style="list-style-type: none"> Student work product showing story elements (pictures, word cards, symbols, etc.)
SAT22105	The student will create a storyline that tells a common theme.	<ul style="list-style-type: none"> Student work product showing a storyline that includes an identifying theme (student can use pictures, symbols, signs, etc.)
SAT22207	The student will create text about a personal experience by selecting sentence strips that relate to the story of a favorite day.	<ul style="list-style-type: none"> Student work product of the student's story using images
SAT22208	The student will create text with a simple plot, setting, and characters for a story journal.	<ul style="list-style-type: none"> Student work product of the student's story using images
SAT22209	The student will retell plot by relating one or more events of a story.	<ul style="list-style-type: none"> Video tape or audio tape of the student relating an event(s) of a story using images or a speech generating device
SAT22205	The student will relate a person he/she knows or knows about to a character in a story.	<ul style="list-style-type: none"> Student work product showing the connections between the person and a character in the story (student can use a graphic organizer, images, speech generating device, etc.)

SAT22211	The student will begin to use the writing process to draft a story outline.	<ul style="list-style-type: none">• Student work product of drafted story outline
SAT22304	The student will write a story about something the student knows about that has a plot, setting, characters, and exaggerated details.	<ul style="list-style-type: none">• Video tape of the student writing the story
SAT22302	The student will edit his/her own text using the writing process.	<ul style="list-style-type: none">• Student work product of his/her own text before and after student edits

Mathematics

NYSAA Frameworks

Grade 4

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 45-46	4.N.1	Skip count by 1,000's	<ul style="list-style-type: none"> • Read and write, count, group, compare and order whole numbers to 10,000 • Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator and generate equivalent fractions (halves, fourths, thirds, fifths, sixths and tenths) • Understand decimals as part of a whole and compare and order decimals to hundredths in the context of money
	4.N.2	Read and write whole numbers to 10,000	
	4.N.3	Compare and order numbers to 10,000	
	4.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand	
	4.N.5	Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	
	4.N.6	Understand, use and explain the associative property of multiplication	
	4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers	
	4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations	
	4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)	
	4.N.10	Develop an understanding of decimals as part of a whole	
	4.N.11	Read and write decimals to hundredths, using money as a context	
	4.N.12	Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money	

Required Component 1— Strand: Number Sense and Operations

Choice Component 1— Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems
Less Complex
More Complex

The student will:

- compare two whole numbers 0 to 19 (11107)
- order three or more whole numbers 0 to 19 (11108)
- demonstrate the commutative property of addition (11103)
- demonstrate an understanding that a decimal represents a part of a whole using manipulatives (11109)
- read, write, and/or name decimals to the tenths place with or without the use of manipulatives (11110)
- identify numerals 0 to 19 (11106)

The student will:

- compare two whole numbers 0 to 100 (11207)
- order three or more whole numbers 0 to 100 (11208)
- compare two unit fractions (11209)
- order three or more unit fractions (11210)
- read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives (11211)
- identify numerals 0 to 100 (11206)

The student will:

- compare two whole numbers 0 to 1,000 (11308)
- order three or more whole numbers 0 to 1,000 (11309)
- compare two fractions with the same denominator (11310)
- order three or more fractions with the same denominator (11311)
- compare two decimals to the hundredths place in the context of money (11305)
- order three or more decimals to the hundredths place in the context of money (11306)
- identify numerals 0 to 1,000 (11307)

Required Component 1— Stand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11107	The student will communicate the comparison of peers' biographical information by ordering them in descending order. (e.g., one student compares the number of people in his/her family to the number of people in a peer's family)	<ul style="list-style-type: none"> Student work product showing a list of student names and the comparison of information by ordering the information from most to fewest
SAT11108A	The student will take large-sized, cut-out numerals of 1, 2, and 3 and give a numeral to the first, second, and third child in line (students represent a number line).	<ul style="list-style-type: none"> Video tape of the student taking the numerals 1, 2, and 3 and giving them to the appropriate student standing in line
SAT11108B	The student will put the numbers 12, 7, and 15 in correct counting order.	<ul style="list-style-type: none"> Student work product of a set of three mixed-up numbers that the student reordered in correct counting order
SAT11103	The student will show that the answer for $2 + 1$ is the same as the answer for $1 + 2$ using manipulatives.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student working with a set of manipulative to show commutative properties
SAT11109	The student will match decimals to pictures of a tenths and/or hundredths charts shaded to represent decimals less than 1.	<ul style="list-style-type: none"> Student work product showing the student matching decimals to the correct models
SAT11106	The student will indicate the numeral 1 upon request when given three large sized, cut-out numerals of 1, 3 and 5.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying numbers between 0 and 19
SAT11210	The student will place measuring cups ($\frac{1}{3}$, $\frac{1}{2}$, $\frac{3}{4}$) in nesting order along the table or workspace.	<ul style="list-style-type: none"> Video tape of the student ordering measuring cups
SAT11206	The student will indicate the numerals requested from three large, cut-out numerals (0-100).	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the requested number from a set of manipulatives

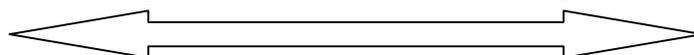
SAT11310A	The student will compare fractions with the same denominator by placing them on a number line or identifying where they go on a number line.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing fractions on the number line
SAT11310B	The student will indicate the fraction that is larger when given two fractions $\frac{3}{5}$ and $\frac{5}{5}$.	<ul style="list-style-type: none"> Student work product indicating fractions presented to the student and the fraction the student indicated as larger
SAT11311	The student will indicate the order from smallest to largest of three fractions (i.e., $\frac{2}{6}$, $\frac{5}{6}$, $\frac{3}{6}$).	<ul style="list-style-type: none"> Video tape or audio tape of the student ordering fractions from smallest to largest
SAT11305	The student will compare two decimals to the hundredths place by indicating which coin amounts, written using correct currency symbols (\$0.00), is larger.	<ul style="list-style-type: none"> Student work product indicating coin amounts given and the student's mark on the one that is larger

GLIs and Essences
Grade 4 – Mathematics
4**Required Component 1**— Strand: Number Sense and Operations**Choice Component 2**— Band: Operations

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 46-47	4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000	<ul style="list-style-type: none"> • Use a variety of strategies to add and subtract whole numbers to 10,000 • Multiply and divide one- and two-digit numbers • Add and subtract proper fractions with common denominators • Add and subtract decimals to tenths and hundredths using a hundredths chart
	4.N.15	Select appropriate computational and operational methods to solve problems	
	4.N.16	Understand various meanings of multiplication and division	
	4.N.17	Use multiplication and division as inverse operations to solve problems	
	4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)	
	4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)	
	4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	
	4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)	
	4.N.22	Interpret the meaning of remainders	
	4.N.23	Add and subtract proper fractions with common denominators	
	4.N.24	Express decimals as an equivalent form of fractions to tenths and hundredths	
	4.N.25	Add and subtract decimals to tenths and hundredths using a hundredths chart	

Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- add and/or subtract one-digit numbers (13106)
- multiply and/or divide one-digit numbers (13102)
- select the appropriate operation to solve problems (13103)
- use the appropriate operation to solve problems (13104)
- recognize a whole and/or its parts (13105)

The student will:

- add and/or subtract, one and/or two-digit whole numbers (13206)
- multiply and/or divide one and/or two-digit whole numbers (13207)
- select the appropriate operation to solve problems using two or more of the four operations (13208)
- use the appropriate operation to solve problems using two or more of the four operations (13209)
- connect written representations of unit fractions with pictorial representations (13210)

The student will:

- add and/or subtract fractions with the same denominators (13303)
- add and/or subtract decimals to tenths and hundredths using a hundredths chart (13304)

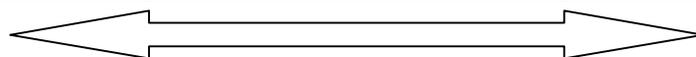
Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13106	The student will solve one-digit simple addition and subtraction problems.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when answering simple addition or subtraction problems
SAT13103	The student will select the operation (addition) needed to find the total value or cost of items contained in a list of purchases from an advertisement brochure or catalog.	<ul style="list-style-type: none"> Video tape of the student being presented with the problem and selecting the appropriate operation from a set of word cards
SAT13104	The student will subtract the costs of two items from a starting amount of money to find the amount of money, if any, that will remain.	<ul style="list-style-type: none"> Student work product showing the student using subtraction to find the amount, if any, of money that remains
SAT13105	The student will recognize a whole circle when given a whole circle and a half circle by indicating it upon request.	<ul style="list-style-type: none"> Student work product showing a set of items in whole form and half form with student marks on the whole form
SAT13206	The student will add and/or subtract two-digit whole numbers using a set of concrete objects.	<ul style="list-style-type: none"> Student work product consisting of a worksheet showing addition and subtraction of two-digit numbers and the objects the student used
SAT13208	The student will determine which operations make a true number sentence when given a set of operation symbols (e.g., +, -, x). (e.g., $5 _ _ 2 _ _ 3 = 13$; $4 _ _ 1 _ _ 1 = 2$; $7 _ _ 0 _ _ 2 = 2$; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the operations needed to complete the number sentence, then checking their work using a calculator
SAT13209	The student will solve word problems involving making purchases of three or more items using addition and multiplication.	<ul style="list-style-type: none"> Student work product showing the word problem and the multiplication and addition of the items to solve the problem
SAT13210	The student will indicate which unit fraction goes with a pictorial representation. (e.g., $\frac{1}{2}$ <input type="checkbox"/> is one half of <input type="checkbox"/> $\frac{1}{4}$ <input type="checkbox"/> is one quarter of <input type="checkbox"/>)	<ul style="list-style-type: none"> Video tape of the student working with a pictorial representation and selecting the unit fraction that is appropriate
SAT13303	The student will add two fractions with the same denominator.	<ul style="list-style-type: none"> Student work product of the addition of two fractions with the same denominator

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 49	4.M.1	Select tools and units (customary and metric) appropriate for the length being measured	<ul style="list-style-type: none"> Measure length, mass and capacity in standard and metric units
	4.M.2	Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)	
	4.M.3	Know and understand equivalent standard units of length: 12 inches = 1 foot 3 feet = 1 yard	
	4.M.4	Select tools and units appropriate to the mass of the object being measured (grams and kilograms)	
	4.M.5	Measure mass, using grams	
	4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)	
	4.M.7	Measure capacity, using milliliters and liters	

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units of Measurement
Less Complex

More Complex

The student will:

- order objects according to their lengths (21101)
- recognize the difference in length between standard units of measurement (21102)
- compare two objects according to the attributes of mass (more mass/less mass) (21107)
- order three or more objects according to the attributes of mass (more mass/less mass) (21108)
- identify tools appropriate for measurement (21105)
- use standard and/or non-standard tools for measurement (21109)

The student will:

- use a ruler to measure and identify lengths to the nearest whole standard unit (21206)
- use a scale to measure and identify the mass of objects measured in grams (21207)
- use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208)
- use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209)
- use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)

The student will:

- use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304)
- use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305)
- recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306)

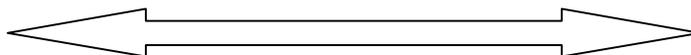
Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 order students by using a height chart to determine who in the class is the tallest and shortest.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest
SAT21102	The student will recognize the difference in length between standard units of measurement by placing them in order from smallest unit to largest.	<ul style="list-style-type: none"> Video tape of the student ordering units of measure from inch to yard
SAT21108	The student will place three items that are significantly different in mass in order by ordering them from lightest to heaviest.	<ul style="list-style-type: none"> Video tape of the student ordering items according to mass
SAT21105	The student will select the appropriate measuring tool necessary to measure a given series of items. (e.g., poster – ruler; car – scale; salt – measuring spoon, etc.)	<ul style="list-style-type: none"> Student work product of the items and appropriate measuring tools indicated or marked by the student
SAT21109A	The student will measure the desktop or workspace first using hand-spans and then using a ruler.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when measuring using non-standard and standard units of measurement
SAT21109B	The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.	<ul style="list-style-type: none"> Video tape of the student using a scale to measure weight
SAT21209	The student will select the appropriate tool for measurement of a liquid and will measure a required capacity (volume) of a liquid for a recipe.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting and using measuring cups or spoons appropriately to measure capacity (volume) of a liquid
SAT21304	The student will measure the lengths of the sides of classroom objects (e.g., desk, blackboard, shoe) using a meter stick, centimeter ruler, yardstick, and/or ruler and will compare the lengths by placing them in order.	<ul style="list-style-type: none"> Student work product of a scrapbook containing pictures of classroom objects placed in order by their length
SAT21305	The student will weigh a set of familiar objects in kilograms and order them according to their mass.	<ul style="list-style-type: none"> Student work product of a list of five or more objects and their mass in order from least to greatest

GLIs and Essences
Grade 4 – Mathematics
4**Required Component 2—** Strand: Measurement**Choice Component 2—** Band: Units/Estimation

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 49	4.M.8	Make change, using combined coins and dollar amounts	<ul style="list-style-type: none"> • Make change, using combined coins and dollar amounts • Calculate elapsed time in hours and half hours (not crossing A.M./P.M.) and in days and weeks, using a calendar
	4.M.9	Calculate elapsed time in hours and half hours, not crossing A.M./P.M.	
	4.M.10	Calculate elapsed time in days and weeks, using a calendar	

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation
Less Complex
More Complex


The student will:

- recognize coins and their value (penny, nickel, dime and/or quarter) (22105)
- recognize the value of a collection of 2 or more of the same coins (22102)
- recognize the value of a collection of 2 or more coins of different value (22103)
- recognize the days of the week (22104)

The student will:

- make change using coins (22201)
- make change using the least number of coins (22202)
- order the days of the week and relate them to an activity schedule (22204)
- tell time using an analog clock (22205)

The student will:

- make change using coins and/or dollar amounts (22301)
- use a monthly calendar to relate days to special activities or events (22302)
- relate lengths of time to activity schedules using any measure of time to include seconds, minutes, hours, days, weeks, months, and/or years (22303)

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105	The student will select a quarter from a set of coins and match the quarter to its value from a chart of coin values.	<ul style="list-style-type: none"> Video tape of the student identifying the quarter from a set of coins when asked for the quarter and then placing it next to the correct value amount on the chart
SAT22104	The student will recognize the days of the week by putting them in order from Sunday to Saturday.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when ordering the days of the week
SAT22201	The student will determine change after a purchase using values under \$1.00 when given a total amount available and a total cost.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs showing the student making change using coins
SAT22204	The student will order the days of the week and place activity cards on the days they generally occur. (e.g., library on Monday, pizza for lunch on Friday, etc)	<ul style="list-style-type: none"> Student work product of the days of the week in order and activities placed on the days they generally occur.
SAT22205	The student will tell time to the hour using an analog clock.	<ul style="list-style-type: none"> Student work product consisting of a worksheet of clocks to the hour with the time indicated underneath each clock
SAT22302	The student will use a monthly calendar and place pictures and/or symbols of special events or activities that will be occurring on the correct day. (e.g., holiday, doctor appointment, birthdays, etc.)	<ul style="list-style-type: none"> Student work product of a calendar with special events or activities indicated
SAT22303	The student will relate time to activities by using a monthly calendar to determine how many weeks, and/or days until a special event occurs.	<ul style="list-style-type: none"> Video tape of the student using a calendar to determine how much time until an event occurs

Science
NYSAA Frameworks

Grade 4

Required Component 1—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)
Choice Component 1—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 6	<p>S1.1 Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.</p> <p>S1.1a Observe and discuss objects and events and record observations</p> <p>S1.1b Articulate appropriate questions based on observations</p> <p>S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.</p> <p>S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings</p> <p>S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.</p> <p>S1.3a Clearly express a tentative explanation or description which can be tested</p>	<ul style="list-style-type: none"> • Observe objects and events and ask questions about them • Describe observations about objects or events • Identify similarities and differences in various observations

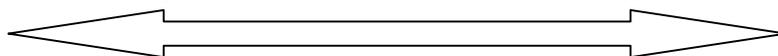
Required Component 1—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 1

Less Complex



More Complex

The student will:

- interact with objects (11104)
- make observations about events or objects (11105)
- recognize similarities between objects (11106)
- recognize differences between objects (11107)

The student will:

- identify similarities among objects or events (11203)
- identify differences among objects and/or events (11204)
- sort objects according to similarities (11205)
- sort objects according to differences (11206)

The student will:

- describe observations of objects and/or events (11303)
- ask questions about objects and/or events they observe (11302)
- sort objects according to similarities and differences (11304)
- recognize similarities and differences between objects (11305)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11104A	<p>The student will interact with a variety of objects that have different characteristics using his/her senses.</p> <p>(e.g., objects such as— leaf, flower, sandpaper, cotton, silk, soil, fur; texture characteristics such as— rough, smooth, bumpy, prickly; object characteristics such as—warm, cool, etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when the student holds, feels and/or smells different objects using his/her senses
SAT11104B	<p>The student will interact with an object by selecting an object of the same texture as a given textured object.</p>	<ul style="list-style-type: none"> • Student work product showing matching textured papers • Video tape of the student selecting matching textured items
SAT11104C	<p>The student will interact with 5 sensory items after each object is put into his/her hand by holding it, smelling it, shaking it or tasting it.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student interacting with objects
SAT11105	<p>The student will observe which objects float when placed in water.</p>	<ul style="list-style-type: none"> • Video tape of the student observing a scientific investigation of objects placed in a tank of water
SAT11106	<p>The student will select an object that has a similar characteristic to a given set of objects.</p>	<ul style="list-style-type: none"> • Video tape of the student selecting objects • Student work product – example: suitcase, cereal box and a crate are grouped together because they are all square. The student would circle which object belongs to that group: shipping box, T-shirt or a cup.
SAT11107	<p>The student will recognize the item that has a different function from the other items in a given set.</p> <p>(e.g., teacher posed question ‘What is the difference?’)</p>	<ul style="list-style-type: none"> • Student work product of sets with one item that has a different function— student places an X on the item that has a different function from the rest of the items in the set
SAT11203	<p>The student will tell what the similarity is in a given set of objects.</p>	<ul style="list-style-type: none"> • Video tape of the student explaining the similarity or grouping similar objects together
SAT11204	<p>The student will tell the difference between two items [shirt, cup – (the shirt is a piece of clothing, the cup is not)]</p>	<ul style="list-style-type: none"> • Video or audio tape of the student explaining the difference between the two items

SAT11205A	<p>The student will sort objects into groups according to a similar characteristic(s).</p> <p>(e.g., similarities when sorting by physical characteristics of two animals— a dog and a horse identifying do both have a tail, ears, eyes, fur, etc.; similarities when sorting by texture characteristics of multiple objects—a cotton ball, a tissue, a blanket are all soft or a rock, a pencil, a block are all hard, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting the objects by similarities
SAT11205B	<p>The student will sort objects by physical characteristics.</p> <p>(e.g., sorting items by color, texture, weight, size, etc.)</p>	<ul style="list-style-type: none"> Video tape of the student sorting the objects by physical characteristics
SAT11205C	<p>The student will sort objects by similarities given a group of objects that represent two or more categories.</p> <p>(e.g., items that are round, square, triangular—sort by shape.)</p>	<ul style="list-style-type: none"> Student work product with circles, squares and triangles – The student colors circles red, squares green and triangles blue
SAT11206	<p>The student will sort boughs by their difference, given a group of tree boughs (pines, maples).</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs (1. Examining boughs; 2. Separating boughs into 2 groups according to leaf shape; 3. Finished product of 2 groups)
SAT11303	<p>The student will indicate what happens to objects when they are placed in water by placing a picture of the object above or below the water line on a diagram. (it floats, it sinks)</p>	<ul style="list-style-type: none"> Student work product showing where the student marked whether the object was going to sink or float Data Collection Sheet recording student performance on buoyancy activity
SAT11302A	<p>The student will ask a question related to the weekly science experiment that he/she observed.</p> <p>(e.g., questions such as—Did it work? What happened? Why did it happen? How long did it take? etc.)</p>	<ul style="list-style-type: none"> Audio or video tape of the student asking a question about a science experiment
SAT11302B	<p>The student will ask questions about why an event shown in a picture happened. (e.g. The sidewalk is wet because it rained)</p>	<ul style="list-style-type: none"> Audio tape of the student looking at a picture and asking questions about the event in the picture
SAT11304	<p>The student will sort items found in nature by similarities and differences.</p> <p>(e.g., rocks, twigs, caterpillars, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating a poster board entitled, “Things Found in Nature” - The poster will show items sorted according to a particular category (plants, seeds, rocks, insects, etc.) Video tape of the student reporting on similarities and differences between the items

SAT11305A	<p>The student will identify similarities or differences by sorting objects into their category using a distinguishing characteristic.</p> <p>(e.g., tree limbs of Pine and oak: similarity in trees; differences in texture)</p>	<ul style="list-style-type: none"> • Audio or Video tape of the student placing objects into groups by their similarities or differences from the same category with distinguishing characteristics
SAT11305B	<p>The student will explain one similarity and one difference, when presented with three objects that incorporate similarities and differences.</p> <p>(e.g., pajamas, T-shirt, coat: they are all clothing, a coat is worn outside to keep us warm)</p>	<ul style="list-style-type: none"> • Video tape of the student explaining what all items have in common and indicating which one is slightly different

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

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

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 6	<p>S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.</p> <p>S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.)</p> <p>S2.2 Share their research plans with others and revise them based on their suggestions.</p> <p>S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate</p> <p>S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature and time.</p> <p>S2.3a Use appropriate “inquiry and process skills” to collect data</p> <p>S2.3b Record observations accurately and concisely</p>	<ul style="list-style-type: none"> • Plan and develop procedures for exploration • Identify materials needed for exploration • Implement an exploration • Report observations

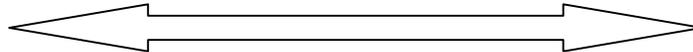
Required Component 1—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

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

Less Complex



More Complex

The student will:

- recognize scientific tools used in a simple investigation (12101)
- attend to someone conducting a single step for a simple investigation (12102)
- complete a single step of a simple investigation (12103)
- recognize the general outcome of the procedure (12104)

The student will:

- identify the purpose of common tools and/or materials needed for a simple investigation (12201)
- complete two steps of a simple investigation (12202)
- recognize the planning steps of a simple investigation (12203)
- identify specific results of the investigation (12206)
- sequence the steps of a familiar investigation (12205)
- identify tools needed in a simple investigation (12207)
- identify materials needed in a simple investigation (12208)

The student will:

- gather common tools and materials that will be needed for a simple investigation (12305)
- plan a simple investigation (12302)
- implement the steps of a simple investigation (12303)
- report specific results of a simple investigation (12306)

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

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

Sample Assessment Tasks (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101A	The student will select a scientific tool commonly used in classroom experiments. (e.g., thermometer, scale, ruler, beaker, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting scientific tools
SAT12101B	The student will recognize the scientific tool used after observing a simple investigation.	<ul style="list-style-type: none"> Student work product with a thermometer and scale where the student circles the thermometer for an investigation testing temperature
SAT12101C	Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer.	<ul style="list-style-type: none"> Video tape of the student selecting the tool to investigate water temperature
SAT12102	The student will watch as the teacher completes a single procedure for a simple investigation	<ul style="list-style-type: none"> Time segment Data Collection Sheet charting the student attending to materials, procedures, results of the simple investigation
SAT12103	The student will complete a single step of a simple investigation that involves 3 or more steps.	<ul style="list-style-type: none"> Photographs of the student placing ice and salt in a tin can to discover how dew and frost are formed (ref: weatherwizkids.com)
SAT12104	The student will recognize the outcome of an investigation once it is complete by selecting a picture that represents it.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance Student work product where the student selects the correct picture depicting the outcome of a simple investigation and glues it onto the worksheet
SAT12201A	The student will select one purpose of a tool or material used in an investigation, given two choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance at selecting the tool
SAT12201B	The student will select the correct tool to fulfill a purpose, given a purpose. (e.g., “tells which is heavier”- scale)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance Student work product where the student circles or places a thumbprint on the correct tool

SAT12202A	The student will complete two steps of a simple experiment. (e.g., sinking and floating –step one: identify the objects to use, step two: put the objects in a bucket, and step three: observe the results)	<ul style="list-style-type: none"> • Video tape of the student completing two steps of a three step experiment
SAT12202B	The student will complete two steps of an investigation that involves three or more steps. (e.g., snowfall amount measurements)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of a snowfall investigation 1. Student getting a yard stick (gathering materials) 2. Student placing the yardstick in the snow 3. Student placing a red mark on the yardstick at snow level
SAT12203A	The student will identify a step that is not included in an investigation that he/she has completed.	<ul style="list-style-type: none"> • Student work sample indicating which is not a step in an investigation that he/she has completed
SAT12203B	The student will identify the planning steps of a simple investigation given sentence strips with planning and performance steps printed on them.	<ul style="list-style-type: none"> • Sentence strips placed on a worksheet • Sequenced, captioned, dated photographs of the student selecting sentence strips for a poster
SAT12206	The student will identify the card that illustrates the result of a simple investigation when given three picture cards.	<ul style="list-style-type: none"> • Student work sample with the investigation written as a story- The last sentence will have a blank space where the results of the investigation should go. The student glues the picture card representing the results in the blank space.
SAT12205	The student will sequence steps of a simple investigation by placing photographs of him/her involved in actual investigation in the correct order.	<ul style="list-style-type: none"> • Student work sample of photographs sequenced to show steps of a simple investigation
SAT12207	The student will identify tools needed to perform a simple investigation given the investigation procedures.	<ul style="list-style-type: none"> • Student work product showing a variety of tools – The student circles the tools needed for the investigation • Video tape of the student identifying the tools needed for the investigation
SAT12208	The student will identify materials needed to perform a simple investigation.	<ul style="list-style-type: none"> • Video tape of the student identifying materials needed for the investigation • Student work product showing a variety of materials – The student circles the materials needed for the investigation
SAT12305	The student will gather tools and materials needed to conduct an investigative procedure.	<ul style="list-style-type: none"> • Video tape of the student gathering tools and materials needed to conduct the procedure • Multi-step Data Collection Sheet where the student gathered each tool and material needed for one step is recorded
SAT12302	The student will determine (plan) steps needed to test a given hypothesis.	<ul style="list-style-type: none"> • Student work product of pictures or sentence strips put in order to complete a simple investigation

SAT12303	The student will perform steps of a simple investigation to test a hypothesis.	<ul style="list-style-type: none"> • Video tape of the student performing the steps of a simple investigation • Multi-step Data Collection Sheet - Each step of the investigation would be a step on the chart.
SAT12306A	<p>The student will create a simple report showing the results of an experiment.</p> <p>(e.g., using a simple tally to illustrate results, sorting objects into piles according to results, etc).</p>	<ul style="list-style-type: none"> • Student work product that contains pictures that illustrate the results of the experiment
SAT12306B	The student will report the results of an investigation at its conclusion.	<ul style="list-style-type: none"> • Video tape of the student activating a voice output device to report the results of the investigation to the class

Required Component 2— Standard: 4-The Living Environment
Choice Component 1—Key Idea 3: Individual organisms and species change over time.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 18–19	<p>3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.</p> <p>3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • wings, legs, or fins enable some animals to seek shelter and escape predators • the mouth, including teeth, jaws and tongue, enables some animals to eat and drink • eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings • claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food • some animals have parts that are used to produce sounds and smells to help the animal meet its needs • the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change) <p>3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • roots help support the plant and take in water and nutrients • leaves help plants utilize sunlight to make food for the plant • stems, stalks, trunks, and other • similar structures provide support for the plant • some plants have flowers • flowers are reproductive structures of plants that produce fruit which contains seeds 	<ul style="list-style-type: none"> • Understand that animals and plants have different structures that are essential for growth, reproduction, and survival • Understand that animals and plants adapt to their environment

Performance Indicators (continued)		
	<ul style="list-style-type: none"> • seeds contain stored food that aids in germination and the growth of young plants 	
3.1c	<p>In order to survive in their environment, plants and animals must be adapted to that environment.</p> <ul style="list-style-type: none"> • seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals • leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture • animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration 	
	<p>3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.</p>	
3.2a	<p>Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.</p>	
3.2b	<p>All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.</p>	

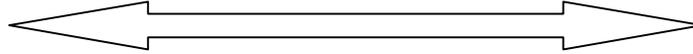
Required Component 2— Standard: 4-The Living Environment

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 3

Less Complex



More Complex

The student will:

- distinguish between plants and animals (22105)
- identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22106)
- identify different plants or animals found in different places (22107)
- recognize the environment in which an organism is typically found (22104)

The student will:

- identify the functions of basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22204)
- associate some characteristic features of plants or animals with certain environments (e.g., heavy fur for cold climates, thick stems for dry areas, etc.) (22205)
- identify the part that is missing from a specific plant or animal (22203)

The student will:

- identify that animals or plants have different structures that are essential for growth, reproduction, and/or survival (22303)
- recognize how animals or plants adapt to their environment (22304)

Required Component 2— Standard: 4-The Living Environment
Choice Component 1—Key Idea 3: Individual organisms and species change over time.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22105A	<p>The student will distinguish between a plant and an animal.</p> <p>(e.g., flower labeled plant; tree labeled plant; cat labeled animal; human labeled animal, etc.)</p>	<ul style="list-style-type: none"> Student work product of a scrapbook containing pictures of plants with labels and animals with labels
SAT22105B	<p>The student will distinguish between plants and animals by sorting a group of pictures into categories.</p>	<ul style="list-style-type: none"> Student work product in which the student glues pictures of plants on one side of the page and pictures of animals on the other side of the page Sequenced, captioned, dated photographs of the student completing the activity <ol style="list-style-type: none"> All pictures Partially complete Finished Final product
SAT22106	<p>The student will select structures of plants when named.</p>	<ul style="list-style-type: none"> Student worksheet with labels placed on basic structures Video tape of the student selecting a structure from a group when the structure is named
SAT22107	<p>The student will identify animals found in different environments.</p> <p>(e.g., fish – water, bear – woods, etc.)</p>	<ul style="list-style-type: none"> Student worksheet of the environment given. The student places the pictures on the worksheet of animals found in the environment
SAT22104A	<p>Given a set of animals or plants, the student will identify the environment in which they live.</p>	<ul style="list-style-type: none"> Sequence, captioned, dated photographs of the student completing a diorama of the environment in which the animals live
SAT22104B	<p>Given a nest and a fish bowl, the student will recognize the environment in which a bird is usually found by placing the bird in the nest.</p>	<ul style="list-style-type: none"> Video tape of the student placing animals into appropriate habitats

SAT22204	<p>The student will identify the function of a given list of structures.</p> <p>(e.g., wings – for flying, roots – for taking in water, etc.)</p>	<ul style="list-style-type: none"> • Student work product where the student glues a picture or symbol to fill in the blank (e.g., birds have wings in order to <u>fly</u>; Plants have roots in order to <u>take in water</u>) • Video or audio tape of the student providing verbal answers to questions
SAT22205	<p>The student will select only those characteristics that help an animal survive in their environment, given an environment and a list of animal characteristics.</p> <p>(e.g., thick fur, padded feet, scales – Which are needed to survive in the arctic?)</p>	<ul style="list-style-type: none"> • Student work product where a variety of characteristics are listed - Student places an X on those characteristics that do not help an animal survive in their environment.
SAT22203	<p>The student will identify the part that is missing on a diagram of a specific plant or animal.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the correct picture card to complete a diagram • Student work product with the missing part glued onto the worksheet
SAT22303	<p>The student will identify plant structures used in reproduction</p>	<ul style="list-style-type: none"> • Student work product with reproductive parts labeled • Video tape of the student naming the reproductive parts of a model or poster of a plant
SAT22304A	<p>The student will identify an adaptation that an animal has to their environment.</p> <p>(e.g., animals get thicker fur in winter, bears hibernate, birds fly south, etc.)</p>	<ul style="list-style-type: none"> • Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (winter) <ol style="list-style-type: none"> 1. Animal fur gets __ (thicker/thinner) 2. Birds ____ (fly south/ hibernate) 3. Bears ____ (hibernate /fly south)
SAT22304B	<p>The student will identify animal adaptations or survival techniques.</p> <p>(e.g., a chameleon changes color to match its environment)</p>	<ul style="list-style-type: none"> • Student work product showing a specific animal and its survival technique

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

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

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 13	<p>2.1 Describe the relationship among air, water and land on Earth.</p> <p>2.1a Weather is the condition of the outside air at the particular moment.</p> <p>2.1b Weather can be described and measured by:</p> <ul style="list-style-type: none"> • temperature • wind speed and direction • form and amount of precipitation • general sky conditions (cloudy, sunny, partly cloudy) <p>2.1c Water is recycled by natural processes on Earth.</p> <ul style="list-style-type: none"> • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, snow, sleet, hail • runoff: water flowing on Earth’s surface • groundwater: water that moves downward into the ground <p>2.1d Erosion and deposition result from the interaction among air, water, and land.</p> <ul style="list-style-type: none"> ○ interaction between air and water breaks down Earth materials ○ pieces of Earth material may be moved by air, water, wind, and gravity ○ pieces of Earth material will settle or deposit on land or in the water in different places ○ soil is composed of broken-down pieces of living and nonliving Earth material <p>2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.</p>	<ul style="list-style-type: none"> • Recognize that weather components (temperature, wind speed, etc.) can be described and measured • Understand that erosion, deposition, extreme natural events, and the water cycle impact the environment

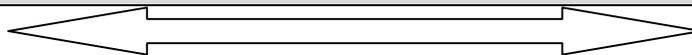
Required Component 2— Standard: 4-The Physical Setting/Earth Science

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

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

Less Complex



More Complex

The student will:

- identify at least one component of the daily weather (e.g. general wind speed or direction, general temperature, precipitation, or cloudiness) (32106)
- identify the appropriate tools for measuring weather conditions (e.g. thermometer, wind vane) (32102)
- recognize erosion (32107)
- recognize deposition (32108)
- recognize storms (extreme natural events) (32104)
- recognize liquid or solid forms of water (32109)

The student will:

- distinguish between various weather conditions (e.g. sunny or cloudy, hot or cold, windy or quiet, rainy or dry) (32201)
- recognize that a thermometer indicates how hot or cold something is (32202)
- recognize that a wind vane indicates the direction the wind is blowing (32209)
- identify evidence of erosion (32210)
- identify evidence of deposition (32211)
- recognize liquid and solid forms of water (32212)
- attend to water being evaporated (i.e. steam from heated water) (32206)
- attend to water being frozen (i.e. ice cube trays with water placed in a freezer and removed with ice) (32207)
- recognize that natural events change land (32208)

The student will:

- describe multiple elements of daily weather (e.g. sunny, cold, and windy) (32308)
- identify the temperature as indicated by a thermometer (32302)
- identify the wind direction as indicated by a wind vane (32303)
- identify that material is being “moved away” during erosion (32309)
- identify that material is being “added to” during deposition (32310)
- identify the gas form of water (32305)
- recognize that liquid, solid, and gaseous forms of water are interchangeable (32306)
- describe ways that extreme natural events affect the environment (32307)
- identify liquid and solid forms of water (32311)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will chart the weather each day for a one week period.	<ul style="list-style-type: none"> Student work product of a five day chart with a picture on each day that indicates what the weather was for that day <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32106B	Given two switches with weather choices, the student will identify the weather of the day by hitting the appropriate switch.	<ul style="list-style-type: none"> Video tape of the student making weather choices
SAT32102	The student will identify the weather tools from a group of tools.	<ul style="list-style-type: none"> Student work product with weather tools circled Sequenced, captioned, dated photographs of the student selecting a weather tool from a choice of two items
SAT32107	The student will select pictures that show erosion	<ul style="list-style-type: none"> Student work product with pictures that the student selected to show erosion
SAT32108	The student will select pictures that show deposition. (e.g., ant hill, delta, etc.)	<ul style="list-style-type: none"> Video tape or sequenced, captioned dated photographs of the student selecting pictures of an ant hill or delta from a series of pictures
SAT32104	The student will select pictures that show storms. (e.g., thunderstorm, blizzard, hurricane, etc.)	<ul style="list-style-type: none"> Student work product with pictures that the student selected Video tape of the student selecting storm pictures
SAT32109	The student will select pictures that represent “liquid” water when given pictures of liquids and solids.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting liquids Student work product of picture cards selected by the student to represent a liquid
SAT32201	The student will label pictures of various weather conditions.	<ul style="list-style-type: none"> Video tape of the student labeling pictures as sunny or cloudy

SAT32202	The student will use simulation thermometers to indicate general temperature (hot/cold) when shown pictures of extreme weather or environments. (e.g., snow storm, sunny day at beach, etc.)	<ul style="list-style-type: none"> Student work product of a thermometer picture colored in to indicate the temperature for a weather picture attached
SAT32209A	The student will select a wind vane when asked which tool indicates the direction of the wind.	<ul style="list-style-type: none"> Student worksheet with pictures of tools circled by the student that indicate the direction of the wind.
SAT32209B	The student will recognize that a wind vane indicates the direction in which the wind is blowing. (e.g., using a fan to produce wind, going outside, matching pictures of wind direction to wind vane direction, etc.)	<ul style="list-style-type: none"> Video tape of the student making a wind vane that shows which way the wind is blowing
SAT32210A	The student will identify that material is being “moved away” during erosion. (e.g., pouring water on sand to illustrate erosion)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating erosion
SAT32210B	The student will observe investigations that involve erosion and indicate the evidence of the erosion.	<ul style="list-style-type: none"> Video tape of the student observing an investigation and pointing to the gullies and deposits
SAT32211	The student will identify deposition left during the process of an erosion investigation.	<ul style="list-style-type: none"> Student work product with the deposition labeled Video tape of the student identifying (pointing to) the deposition after an erosion investigation
SAT32212	The student will categorize pictures of items made up of two forms of matter: liquid or solid.	<ul style="list-style-type: none"> Student work product with pictures glued under headings of liquids or solids
SAT32206	The student will attend to a water evaporation investigation	<ul style="list-style-type: none"> Video tape of the student watching (attending to) a water evaporation investigation
SAT32207	The student will attend to an investigation about water freezing.	<ul style="list-style-type: none"> Video tape of the student watching (attending to) an investigation about water freezing
SAT32208	The student will match pictures of land changes with pictures of natural events that could have caused them. (e.g., twisted trees- tornado, trees split – lightning, flooding caused by heavy rain, etc.)	<ul style="list-style-type: none"> Video tape of the student matching pictures Student work product with matching pictures aligned
SAT32308	The student will chart at least two weather conditions each day. (e.g., sunny/hot, rainy/wind/cold, etc.)	<ul style="list-style-type: none"> Student work product-weekly chart of daily weather conditions. <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>

SAT32302	The student will read and record the temperature indicated on a thermometer.	<ul style="list-style-type: none"> Student work product-weekly chart of daily temperature <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p> <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading, recording and charting the temperature
SAT32303	The student will use a wind vane to indicate the direction of the wind.	<ul style="list-style-type: none"> Student work product-weekly chart with the direction of the wind recorded for each day <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32309	The student will describe what happens to soil or rock during erosion.	<ul style="list-style-type: none"> Video or audio tape recording of the student explaining the erosion process
SAT32310	The student will describe what happens to soil or rock during deposition.	<ul style="list-style-type: none"> Video tape of students modeling what happens to soil at the delta of a river during deposition
SAT32305A	The student will label a diagram indicating steam as the gaseous form of water.	<ul style="list-style-type: none"> Student work product with gas labels glued onto a worksheet to indicate water in a gaseous form Video tape of the student indicating steam on a large wall diagram of the water cycle
SAT32305B	The student will indicate when water is in the gaseous form by hitting a voice output device when steam is visible.	<ul style="list-style-type: none"> Video tape of the student observing an investigation and hitting a voice output device when the steam is visible
SAT32306	The student will participate in an investigation that takes water from its solid state to its gaseous state and label each state of matter as it occurs.	<ul style="list-style-type: none"> Video tape of the student hitting a voice output device as each stage takes place “I see a solid”, “I see a liquid”, I see a gas”. Teacher places ice in pan (solid), applies heat (liquid), applies heat (gas) Data Collection Sheet with three steps indicating that student labeled each stage: 1 for a solid, 2 for a liquid, 3 for a gas
SAT32307	The student will describe how an extreme natural event changes the environment. (e.g., Winds of a hurricane topple trees. Lightning from a thunder storm starts forest fires. Fire clears land.)	<ul style="list-style-type: none"> Video tape of the student describing the natural event and the change that occurred from it.

SAT32311A	The student will recognize liquid and solid forms of water. (e.g., recognizing water as a liquid, then participating in putting the water in a freezer, then participating in removing the water from the freezer, then recognizing ice or “solid water”)	<ul style="list-style-type: none">Sequenced, captioned, dated photographs of the student’s recognition of forms of water
SAT32311B	The student will label pictures of water in various states of matter.	<ul style="list-style-type: none">Student work product divided into columns for liquid and solid. The student places pictures of water in different containers under correct heading. (Pictures: lake, glass of water, ice cube tray)

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

Grade 5

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. 39	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance 	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas • Develop ability to compare and contrast information • Identify main ideas in informational texts

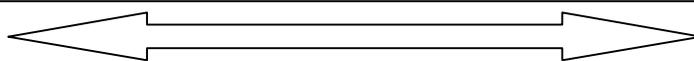
Required Component 1— Key Idea: Reading

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:

- attend to or read to identify text features (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101)
- locate the school library (11102)
- recognize that some texts contain factual information (11103)
- recognize that illustrations and/or other text features contain factual information (11104)
- attend to or read to find facts in informational texts (11105)

The student will:

- locate and/or use the school library (11201)
- locate organizational text features in informational texts, e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc. (11208)
- use text features such as captions, maps and/or charts to gather information (11203)
- recognize facts (11204)
- read to collect facts about a topic (11205)
- recognize main ideas in informational texts (11206)
- recognize the similarities or differences between two topics (11207)

The student will:

- use the school library resources to find information (11311)
- use the school library to acquire information on two or more related topics (11312)
- locate the public library (11303)
- use text organizational features to locate facts and/or ideas in informational texts (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313)
- use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314)
- collect facts and/or ideas from two or more texts about a topic (11315)
- recognize statements of opinion (11307)
- re-state or paraphrase collected facts and/or ideas (11308)
- identify main ideas in informational texts (11309)
- compare or contrast facts or ideas pertaining to a single topic (11310)

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 identify the title of a text when presented with choices of different text features from a familiar text.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the title of the book from two other choices (e.g. the table of contents and a picture from the text)
SAT11102	The student will locate the school library using a map of the building.	<ul style="list-style-type: none"> Video tape of the student locating the school library Data Collection Sheet recording student performance when following specific steps to locate the school library
SAT11103	The student will identify a text that contains factual information.	<ul style="list-style-type: none"> Video tape of the student making choices between two texts to indicate which one contains factual information
SAT11104	The student will recognize one fact when shown an illustration containing a graph or a chart.	<ul style="list-style-type: none"> Student work product including the illustration and the fact the student identified <p>(ref. sources of illustrations may be newspapers, children's Time magazine, etc.)</p>
SAT11105	The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying facts within a text being read to him/her
SAT11201	The student will select and check-out a book from a library shelf that is appropriate for personal reading or school work.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating the school library and selecting and checking-out a book
SAT11203A	The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms.	<ul style="list-style-type: none"> Student work product of a map of the school where the student marked the exits and restrooms indicated on the map
SAT11203B	The student will gather information found in text features. (e.g., maps, charts, illustrations, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified Video tape of the student looking at a map and answering questions
SAT11204	The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to statements of fact or opinion

SAT11205	The student will collect facts about a topic based on reading or listening to a text read aloud.	<ul style="list-style-type: none"> • Student work product that includes a listing facts collected from different texts relating to one topic
SAT11206	The student will recognize the main idea in a text that the student has read or has listened to when sentence strips with main idea and supporting details are provided.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea
SAT11207	The student will recognize the similarities between two different topics.	<ul style="list-style-type: none"> • Video tape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities
SAT11311	The student will use a selection of library books to identify information about one topic.	<ul style="list-style-type: none"> • Student work product of pictures, illustrations, and/or phrases that outline information gathered from books
SAT11314	The student will use the table of contents and captions in a book to gather information about steps for completing a project.	<ul style="list-style-type: none"> • Video tape of the student looking at the table of contents and illustrations from a book and sequencing the steps for completing a project

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives 	<ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to others' lives and/or to one's own life • Define characteristics of different genres • Record significant details about characters and events in stories • Identify ways in which characters actions change and develop throughout a story

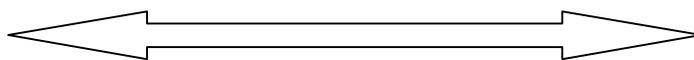
Required Component 1— Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex



More Complex

The student will:

- attend to or read familiar books (12101)
- recognize literary terms (plot, character and/or setting) in literary texts (12108)
- recognize plot means the sequence of events or action of a narrative (12103)
- relate text to a personal experience (12104)
- recognize explicit motives of characters (12105)
- identify the meanings of the terms plot, character and/or setting (12106)
- answer questions about plot, character, and/or setting of texts (12107)

The student will:

- select and read literature with fluency (12201)
- describe literary terms (plot character and/or setting) in literary texts (12208)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209)
- relate text to a personal experience (12204)
- identify explicit motives of characters (12210)
- identify favorite and/or least favorite parts of a story (12206)
- make predictions about the ending of story (12207)

The student will:

- make predictions based on clues in the story (12307)
- relate setting, events, and/or characters to personal experience or the experience of others (12302)
- identify key details about setting, plot and/or characters (12303)
- identify implicit motives of characters (12304)
- identify changes in characters in a story (12305)
- identify characteristics of texts to differentiate genres (12306)

Required Component 1— Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

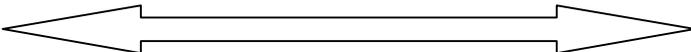
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read a familiar nonfiction and/or fiction text.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction text
SAT12108	The student will recognize literary terms in texts (plot, character and/or setting) when presented with pictures.	<ul style="list-style-type: none"> Video tape of the student selecting plot, character and/or setting and placing it with the actual term (i.e., plot, character and/or setting)
SAT12103A	The student will recognize the sequence of events in a plot by using pictures in the book to identify the beginning and ending of the story.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story
SAT12103B	The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative.	<ul style="list-style-type: none"> Student work product indicating the story and the two plot pictures the student chose that represented only the plot
SAT12104	The student will relate an event in the plot to a personal experience by drawing a picture or choosing a picture.	<ul style="list-style-type: none"> Student work product of the student drawings or student-selected pictures
SAT12105	The student will indicate explicit motive(s) of a character(s) using charts, diagrams or graphic organizers.	<ul style="list-style-type: none"> Student work product of a graphic organizer using pictures or words to show explicit motives
SAT12107	The student will identify the character that demonstrated a certain behavior by touching or pointing to the picture of that character after attending to a story.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the character based on the given demonstrated behavior
SAT12209	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.)	<ul style="list-style-type: none"> Video tape of the student telling the story by drawing pictures, selecting pictures or role playing Data Collection Sheet recording student performance when responding to questions about the plot sequence
SAT12206	The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part.	<ul style="list-style-type: none"> Student work product of drawing or pictures identifying his/her favorite part of a story

SAT12207	The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction.	<ul style="list-style-type: none"> • Video tape of the student discussing events that have happened and what is a logical action that will happen next • Student work product of word/picture cards selected and pasted on a worksheet about the story
SAT12303	The student will identify key details of how characters resolve problems or conflicts in the story.	<ul style="list-style-type: none"> • Audio tape of the student providing the details of how the character resolves the problem or conflict • Student work product of a graphic organizer using pictures or words to show characters from different stories who resolved the same problem or conflict
SAT12305	<p>The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes.</p> <p>(Note: choices should include sentence strips that outline changes and some that do not apply)</p>	<ul style="list-style-type: none"> • Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story

Required Component 2— Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience 	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion

AGLIs		
Grade 5 – ELA		
5		
Required Component 2— Key Idea: Listening		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Listening-Standard 1		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • follow verbal directions having one step (31101) • respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102) • identify factual statements that can be proven true or false (31103) • identify main idea(s) in informational text (31104) • take notes (main ideas) during a listening activity(s) (31106) 	<p>The student will:</p> <ul style="list-style-type: none"> • follow two-step verbal directions (31201) • distinguish between statements of fact and opinion (31207) • distinguish between main ideas and supporting details in informational text (31208) • distinguish relevant details from irrelevant details (31204) • take notes of main ideas and supporting details during a listening activity(s) (31209) • recognize how details are related to main ideas and/or each other (31206) 	<p>The student will:</p> <ul style="list-style-type: none"> • follow multi-step verbal directions to perform a task or assignment (31301) • distinguish between implicit fact and opinion (31305) • identify essential details when note-taking (31303) • identify how details are related to main ideas and each other (31306)

Required Component 2— Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101	<p>The student will follow verbal directions related to a task or assignment that have one step.</p> <p>(e.g., open book to information about ____; show me the picture of the ____ in the book; look at the map of New York, etc.)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to verbal directions
SAT31102A	<p>The student will respond to simple yes or no questions related to a text posed by a speaker.</p>	<ul style="list-style-type: none"> Video tape of the student responding to the speaker's questions
SAT31102B	<p>The student will make choices in response to questions posed by a speaker about an article read during the morning routine.</p>	<ul style="list-style-type: none"> Audio tape of the student making choices in response to the speaker's questions
SAT31104	<p>The student will identify the main idea in an article using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational article.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the article, being presented with choices, and then making a selection that represents the main idea of the article
SAT31106A	<p>The student will take notes about the main idea of a text while listening to a book on tape about animals.</p>	<ul style="list-style-type: none"> Video tape of the student listening to the story and selecting from a bank of choice cards the main idea that is being talked about in the tape
SAT31106B	<p>The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards.</p>	<ul style="list-style-type: none"> Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher
SAT31201	<p>The student will follow a two-step verbal direction related to a task or assignment.</p> <p>(e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10—Note: direction must be given as a whole not broken into steps when given)</p>	<ul style="list-style-type: none"> Video tape of the student following directions given by instructor

SAT31207	The student will listen to a text or article and distinguish between simple facts and opinions by sorting each one from the article into categories.	<ul style="list-style-type: none"> • Video tape of the student listening to the text or article and creating two piles: one for facts and one for opinions
SAT31208	The student will distinguish between the main idea and supporting details collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction.	<ul style="list-style-type: none"> • Student work product of a graphic organizer that includes separate areas for the main idea and the supporting details that go with the main idea
SAT31204	The student will listen to a text about animals and distinguish relevant details from irrelevant details by sorting cards, symbols or pictures into two different piles representing relevant and irrelevant details.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details
SAT31206	The student will complete or create a graphic organizer to recognize details that support the main idea while listening to weekly current event articles.	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the supporting details being related to each other in order to support the same main idea
SAT31301	The student will listen and follow multi-step verbal directions to perform a task or assignment related to a text or inquiry. (Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> • Sequenced captioned, dated photographs of the student using a meter stick to measure the classroom
SAT31305	The student will listen to an informational text to distinguish between implicit facts and opinions related to the main idea on a graphic organizer.	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text
SAT31306	The student will identify how the supporting details are related to the main idea(s) and the other supporting details in an informational text read by the teacher.	<ul style="list-style-type: none"> • Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character’s motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance 	<ul style="list-style-type: none"> • Respond to text from different genres and authors • Listen to small group and classroom discussions to comprehend literary text • Recognize the use of literary devices such as simile, personification, rhythm, and rhyme, in the presentation of literary texts

Required Component 2— Key Idea: Listening

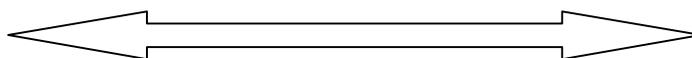
Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex

More Complex



The student will :

- attend to literary texts read in small groups (32101)
- identify story elements (e.g., character, plot, setting, etc.) (32108)
- recognize rhyme or rhythm in poetry (32109)
- recognize different genres shared in small group discussions (32110)
- recognize similes or personification (32111)
- respond appropriately to unfamiliar stories and/or poems to show comprehension (32112)
- recognize the author's message (32113)

The student will:

- respond to different genres read aloud (32201)
- discuss different genres read aloud to enhance comprehension and/or appreciation (32202)
- identify the author's message (32206)
- identify use of rhyme and/or rhythm in poetry (32207)
- identify similes and personification (32208)

The student will:

- respond to different genres and authors' works read aloud (32305)
- take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306)
- recognize that the author's message may be implied or explicit (32307)
- recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

Required Component 2— Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will attend to an oral reading of literary texts in a small group.	<ul style="list-style-type: none"> Video tape of the student attending to an oral reading in a small group
SAT32101B	The student will quietly attend to a story during library class.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance of the amount of time student attended to the story
SAT32108	The student will identify plot, setting, and characters from literary texts that have been read aloud.	<ul style="list-style-type: none"> Video tape or audio tape of the student using oral language, pictures or speech output devices to indicate plot, setting and characters from a literary text
SAT32109	The student will listen to recognize rhythm in poetry and clap his/her hands in time (using a switch, making a sound, etc.) to indicate when he/she hears rhythm in the poem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating rhythm
SAT32110	The student will sort written materials to distinguish genres read and discussed within a small group.	<ul style="list-style-type: none"> Student work product of a graphic organizer showing categories of different genres
SAT32112	The student will respond appropriately to show comprehension of unfamiliar stories or poems by indicating the picture that represents the emotion or feelings of the unfamiliar story or poem to show comprehension.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to the selection of the emotion or feelings picture for each unfamiliar story or poem that was read to them
SAT32113	The student will recognize the author's message from oral reading of literary text by indicating the author's message that goes with three different stories read.	<ul style="list-style-type: none"> Student work product with lines drawn from each book title or picture representing the book title of each of the three stories to the author's message for the particular story
SAT32201	The student will respond to different genres read aloud. (e.g., drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.)	<ul style="list-style-type: none"> Video tape of the student responding appropriately to various genres: drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.
SAT32206	The student will identify the author's message from the oral reading of literary text when given a set of choices.	<ul style="list-style-type: none"> Student work product the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud

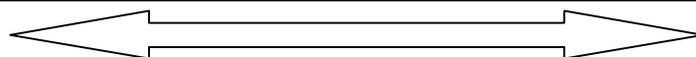
SAT32207	The student will listen to identify the use of rhyme in unfamiliar poetry by pointing to the book to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard and marking with a stamper the specific spot in the poem
SAT32208	The student will identify similes and personification in literary text.	<ul style="list-style-type: none"> Video tape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the simile and the personification
SAT32306A	The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student using natural speech, speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story
SAT32306B	The student will identify details related to the author's message in small group setting by answering questions such as "how did the author get you to understand his message?" and sharing it with the group.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using natural speech, speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group
SAT32308	The student will listen to recognize the use of literary devices and explain the two things that are being compared in the poem.	<ul style="list-style-type: none"> Student work product of the student's selected pictures or word cards indicating the two things compared in a poem read to him/her

Mathematics
NYSAA Frameworks

Grade 5

GLIs and Essences
Grade 5 – Mathematics
5**Required Component 1**— Strand: Number Sense and Operations**Choice Component 1**— Band: Number Systems

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 55	5.N.1	Read and write whole numbers to millions	<ul style="list-style-type: none"> • Read and write, group, compare, and order whole numbers to millions • Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions • Understand the concept of ratio and express ratios in different forms • Understand that percent means part of 100, and write percents as fractions and decimals
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 millions	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i>	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using $<$, $>$, or $=$	
	5.N.10	Compare decimals using $<$, $>$, or $=$	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

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

More Complex

The student will:

- recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109)
- recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110)
- compare two unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11111)
- order three or more unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11112)
- compare two decimals to the nearest tenth (11113)
- compare three or more decimals to the nearest tenth (11114)
- group objects into equal sets (11107)
- order whole numerals (11108)
- identify whole numbers (11115)

The student will:

- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207)
- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers (11208)
- compare two fractions that have the same denominator (11203)
- order three or more fractions that have the same denominator (11204)
- compare two decimals to the nearest hundredth (11209)
- order three or more decimals to the nearest hundredth (11210)

The student will:

- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306)
- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307)
- demonstrate the concept of ratio (11303)
- demonstrate an understanding that percent means part of 100 (11304)
- order percents (11308)

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

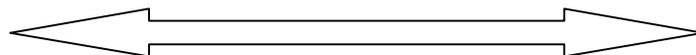
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11109	The student will identify the first digit of a number and compare the numbers (i.e., 1,000,000 and 3,000,000) by finding or indicating the largest number.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest number
SAT11111	The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ when presented with a circle or square that has been cut into two and four equal pieces and fractions given on the pieces of the circle, by indicating which one takes up the most or the greater amount of the whole.	<ul style="list-style-type: none"> Student work product where the student indicated that $\frac{1}{2}$ is greater than $\frac{1}{4}$ of a whole object
SAT11112	The student will order three unit fractions using Cuisenaire rods.	<ul style="list-style-type: none"> Video tape of the student ordering the unit fractions
SAT11113	The student will compare the decimals by indicating which item costs more. (e.g., a cupcake marked \$0.30 or a bag of chips marked \$0.50)	<ul style="list-style-type: none"> Student work product showing the item cost to the tenths decimal and a mark on the item that costs more
SAT11114	The student will place three items in order from least to greatest cost. (e.g., a ball marked \$0.50, jacks marked \$0.40, a toy car marked \$0.90)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering three items from least to greatest cost
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when grouping objects into two equal sets
SAT11107B	The student will divide a set of six objects into three equal groups of two or two equal groups of three.	<ul style="list-style-type: none"> Video tape of the student grouping the object into two equal sets

SAT11108	The student will place number cards of one through five in the correct counting order.	<ul style="list-style-type: none"> Student work product of sets of number cards placed in correct counting order
SAT11207	The student will identify and compare to find the largest number of 1,100,000, 1,200,000 and 1,300,000 by indicating the largest of the three numbers.	<ul style="list-style-type: none"> Student work product where the student circled the first two digits in a rounded number and highlighted the largest of the three numbers
SAT11204	The student will take a pizza divided into eight pieces and order $\frac{1}{8}$, $\frac{3}{8}$, and $\frac{4}{8}$ in increasing order.	<ul style="list-style-type: none"> Video tape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order
SAT11210	The student will list prices (given to the nearest cent and written using \$0.00 format) of items from an ad(s) in order from least to greatest cost.	<ul style="list-style-type: none"> Student work product of a scrapbook of pictures of items and their prices put in order from the least to greatest cost
SAT11306	The student will indicate the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number
SAT11303	The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball.	<ul style="list-style-type: none"> Student work product of the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets"
SAT11304	The student will find samples of advertisements using percents and will shade hundredths charts to represent the value of the percent.	<ul style="list-style-type: none"> Student work product showing matches between the percents that the student found in advertisements and a representative hundredths chart correctly shaded
SAT11308A	The student will order percents by cutting out three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest.	<ul style="list-style-type: none"> Student work product showing the percents of coupons that the student cut out and placed in order from least to greatest percent
SAT11308B	The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from greatest to lowest.	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with his/her last three percentages on a test or worksheet and indicating the order from greatest percentage to lowest percentage

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 56	5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology</i>	<ul style="list-style-type: none"> • Use a variety of strategies to multiply, and divide one-, two- and three-digit numbers • Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply and divide decimals to thousandths
	5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology</i>	
	5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis	
	5.N.19	Simplify fractions to lowest terms	
	5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	
	5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	
	5.N.22	Add and subtract mixed numbers with like denominators	
	5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- add, subtract, and/or multiply whole numbers using one or more strategies (13104)
- add decimals to tenths using one or more strategies (13105)
- recognize a whole and/or its parts (13106)

The student will:

- add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)
- add and/or subtract decimals to tenths using two or more strategies (13205)
- connect written and/or pictorial representations of fractions with denominators up to two (13203)
- identify a whole and its parts (13206)

The student will:

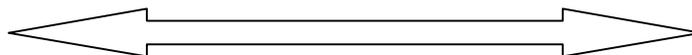
- add and/or subtract fractions using one or more strategies (13303)
- add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will solve addition, subtraction, and/or multiplication problems using concrete objects as a strategy.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding, subtracting and/or multiplying using stickers to help figure out the answer
SAT13105	The student will show addition of decimals to tenths on a number line.	<ul style="list-style-type: none"> Student work product showing a number line used to add decimals as a strategy to figure out the answer
SAT13106	The student will match two parts of broken objects together to make a whole. (e.g., two halves of a circle to make a whole circle)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object
SAT13204A	The student will add and subtract whole numbers using a number line and a calculator.	<ul style="list-style-type: none"> Video tape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer
SAT13204B	The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer.	<ul style="list-style-type: none"> Student work product of the student solving addition and subtraction problems using two different strategies to check the answer
SAT13205	The student will show addition and/or subtraction of decimals to tenths using two different strategies. (e.g., hundredths chart, Cuisenaire rods, calculator, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies
SAT13303A	The student will use a ruler showing halves and fourths of an inch to add fractions involving halves and fourths.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student drawing line segments, such as $2\frac{1}{2}$ inches long and adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long
SAT13303B	The student will measure two different lengths of ribbon ($1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will show how long the ribbon is when added together, using yardstick.	<ul style="list-style-type: none"> Student work product showing the student measuring the pieces of ribbon and adding them together to form a longer segment using a yardstick

Required Component 2— Strand: Geometry			
Choice Component 1— Band: Geometric Relationships			
Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 57-58	5.G.2	Identify pairs of similar triangles	<ul style="list-style-type: none"> Identify pairs of similar triangles and the ratio of their corresponding sides Classify triangles and quadrilaterals by properties of their angles and sides Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees Identify pairs of congruent triangles and their corresponding parts
	5.G.3	Identify the ratio of corresponding sides of similar triangles	
	5.G.4	Classify quadrilaterals by properties of their angles and sides	
	5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	
	5.G.6	Classify triangles by properties of their angles and sides	
	5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	
	5.G.8	Find a missing angle when given two angles of a triangle	
	5.G.9	Identify pairs of congruent triangles	
	5.G.10	Identify corresponding parts of congruent triangles	

Required Component 2— 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:

- sort triangles from quadrilaterals (31101)
- count the number of sides and/or angles of triangles and/or quadrilaterals (31102)
- identify geometric shapes (31103)

The student will:

- classify quadrilaterals by properties of their angles and/or sides (31201)
- recognize, name, draw, compare and/or sort congruent (same shape and size) figures (31204)
- recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)

The student will:

- classify triangles by properties of their angles and/or sides (31301)
- sort quadrilaterals by properties of their angles and/or sides (31306)
- recognize, name, draw, compare and/or sort similar triangles and identify their corresponding parts (31307)
- recognize that the sum of the angles of a triangle is 180 degrees (31308)
- recognize, name, draw, compare and/or sort congruent (same shape and size) quadrilaterals and identify their corresponding parts (31309)

Required Component 2— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

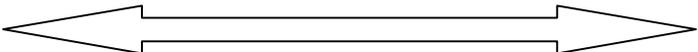
SAMPLE ASSESSMENT TASKS (SATs)

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
SAT31101	The student will sort quadrilaterals from triangles when given a variety of shapes.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile
SAT31102	The student will count the number of sides of a variety of quadrilaterals.	<ul style="list-style-type: none"> Video tape or audio tape of the student counting the number of sides on a variety of quadrilaterals
SAT31103	The student will indicate a circle upon request when given a circle and another shape.	<ul style="list-style-type: none"> Student work product of a circle and another shape with only the circle marked by the student to identify the circle
SAT31201	The student will classify quadrilaterals as squares and not squares by sorting them into two groups when given a set of quadrilaterals.	<ul style="list-style-type: none"> Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading
SAT31204	The student will select a shape from a set of three or more shapes that is congruent (same size and shape) to a given shape.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher
SAT31301A	The student will classify triangles found within the school and/or community according to similar properties of side length or angles. (e.g., equilateral triangle, isosceles triangle, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to similarities of side length or angles
SAT31301B	The student will sort a variety of triangles into right triangles and acute triangles.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile

GLIs and Essences
Grade 5 – Mathematics
5
Required Component 2— Strand: Geometry
Choice Component 2— Band: Coordinate Geometry

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 58	5.G.12	Identify and plot points in the first quadrant	<ul style="list-style-type: none"> • Identify and plot points in the first quadrant • Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes)
	5.G.13	Plot points to form basic geometric shapes (identify and classify)	
	5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	

AGLIs		5
Grade 5 – Mathematics		
Required Component 2— Strand: Geometry		
Choice Component 2— Band: Coordinate Geometry		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry		
Less Complex		More Complex
The student will: <ul style="list-style-type: none"> • use single-digit whole numbers to locate a position on a number line (33101) 	The student will: <ul style="list-style-type: none"> • use a letter and a number to locate areas on a map (33202) 	The student will: <ul style="list-style-type: none"> • identify and plot points in the first quadrant of a coordinate plane (33303) • locate and plot points on a coordinate plane to form rectangles (33304)

Required Component 2— Strand: Geometry
Choice Component 2— Band: Coordinate 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
SAT33101A	The student will identify the numbers that name the positions of objects placed on a number line.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the correct number that represents the position on a number line of objects placed on it
SAT33101B	The student will take a large-sized, cut-out numeral one and give it to the first student standing in a straight line (a student number line).	<ul style="list-style-type: none"> Video tape of the student taking the number one to the first student in the student number line
SAT33202A	The student will locate the cafeteria and the gymnasium on a map of the school building with letters across the top and numbers down the side by indicating the letter and number combination for both locations.	<ul style="list-style-type: none"> Student work product of a grid with coordinates and locations of school rooms with student-indicated locations
SAT33202B	The student will place a marker on the coordinates of a position on a Battleship game board to identify a given position.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates
SAT33202C	The student will place an object on a grid and will identify the coordinates of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., A 5 by 5 grid with a house at [B, 1]; a bear at [A,5]; a star at [D,2].)	<ul style="list-style-type: none"> Student work product with questions about locations of objects answered with the letter and number for each object
SAT33303	The student will place a marker in the first quadrant on a checkerboard grid to identify a given position.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating a position in the first quadrant when given specific coordinates
SAT33304	The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle.	<ul style="list-style-type: none"> Video tape or audio tape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle

Social Studies
NYSAA Frameworks

Grade 5

GLIs and Essences
Grade 5 – Social Studies

5

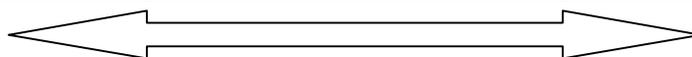
Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 28	<p>Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> - Dutch, English, and French influences in New York State - Lifestyles in the colonies– comparisons during different time periods - Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious - Ways that colonists depended on and modified their physical environments - Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State - Colonial governments - Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them? - Ways of making a living in our local region and State - Causes for revolution: social, political, economic - Important accomplishments of individuals and groups living in our community and region <p>The Revolutionary War in New York State</p> <ul style="list-style-type: none"> - Location of New York State - The significance of New York State’s location and its relationship to the locations of other people and places - Geographic features that influenced the War - Native American Indians in New York State influenced the War - The war strategy: Saratoga and other local battles - Loyalists and patriots in New York State - Leaders of the Revolution - Effects of the Revolutionary War 	<ul style="list-style-type: none"> • Discuss cultural similarities and differences (including folklore, ideas and other cultural contributions) that helped shape our community, local region, and State • Compare and contrast different types of daily activities including ways of making a living that took place during the colonial and revolutionary periods • Understand the location and geographical features of New York State and its relation to other places • Recognize leaders of the revolution • Discuss causes of the Revolutionary War • Describe the role of Native Americans in New York State during the Revolutionary War • Understand the effects of Revolutionary War

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

Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 6
Less Complex

More Complex

The student will:

- identify their personal location in the classroom, school, home, community, county, or state (12106)
- identify on a map or model their classroom, school, home, community, county or state (12107)
- identify New York as his/her state of residence (12101)
- locate on a New York map where he/she lives (12102)
- recognize pictures or objects that show colonial life in New York (12108)
- identify at least one difference between colonial life and ways of life today (12104)
- explore the lifestyles, cultural environment and/or needs/wants of people during the colonial and/or Revolutionary period (12105)

The student will:

- locate his/her community of residence on a New York map (12201)
- identify reasons why Europeans came to New York long ago (12206)
- identify where the Dutch or English settled in New York State (12207)
- compare one aspect of colonial life to life today, e.g., school, transportation, shelter (12208)
- identify at least one important event that occurred in New York during the American Revolution (12209)

The student will:

- name and locate his/her community of residence on a New York map (12301)
- describe reasons why Europeans came to New York long ago (12307)
- describe cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12308)
- compare colonial cultural features to those of today (12309)
- recognize that New York State's location and/or New York leaders played an important role in the American Revolution (12305)
- explore the significance of at least one American Revolutionary War leader and/or battle (12310)

SATs
Grade 5 – Social Studies

5

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

Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

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
SAT12106	The student will locate his/her desk and/or work area in the classroom.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student entering the classroom, moving to the desk and/or work area and positioning him/herself in the location(s)
SAT12107	The student will indicate on a school map the location of his/her classroom.	<ul style="list-style-type: none"> Video tape of the student circling, marking, pointing to, etc., the location of his/her classroom on a school map
SAT12101A	The student will select a map of New York State from a set of two states when asked, “In which of these states do you live?” or “Which is your state of residence?”	<ul style="list-style-type: none"> Video tape of the student identifying the New York map as his/her state of residence
SAT12101B	The student will respond ‘New York’ when asked what state does he/she live in, using a communication device.	<ul style="list-style-type: none"> Video or audio tape of the student indicating New York using his/her communication device
SAT12102	The student will locate on a map the town/city where he/she lives. (e.g., Central, Long Island, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating where he/she lives on a map of New York State
SAT12108	The student will select the pictures, photographs, or objects that represent colonial life in New York State.	<ul style="list-style-type: none"> Student work sample of appropriately grouped, circled, etc., pictures or objects showing or representing colonial life in New York State
SAT12104A	The student will identify a person dressed in colonial clothing when given a set of pictures that depict both colonial clothing and clothing worn today. (e.g., George Washington and George Bush)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying clothing differences from a set of pictures

SAT12104B	The student will describe the difference between life in colonial times and life now after looking at pictures depicting life in colonial time and life now. (e.g., heat with fireplace vs. furnace, various clothing, smoke house vs. refrigerator)	<ul style="list-style-type: none"> • Student work sample of pictures selected by the student and affixed to a worksheet that illustrates the differences in life now and in colonial times
SAT12105	The student will name one fact about colonial life in New York State after reading or listening to a story about colonial life.	<ul style="list-style-type: none"> • Audio tape of the student naming one fact about colonial life in New York State
SAT12201	The student will locate where he/she lives on a New York State map and name in which New York State region it is located. (e.g., Central, Long Island, etc.)	<ul style="list-style-type: none"> • Student work sample of a sticker or circle appropriately placed on a map locating his/her place of residence and a label with the New York State region placed appropriately
SAT12206	The student will listen to and answer questions about an account that describes why Europeans came to New York long ago.	<ul style="list-style-type: none"> • Student work product illustrating the student's selection of the appropriate sentence strip answers to questions
SAT12207	The student will locate on a New York State map where the Dutch first settled in the 1600s. (i.e., present-day lower Manhattan and parts of Brooklyn)	<ul style="list-style-type: none"> • Student work sample of a sticker or circle appropriately placed on a map locating the first Dutch settlements
SAT12208	The student will select two pictures from an array of pictures that appropriately compare life in colonial times to present-day life. (e.g., a log cabin and an apartment building or people walking on a dirt road and driving cars, etc.)	<ul style="list-style-type: none"> • Student work sample of two appropriately grouped or circled, pictures that compare life in colonial times to present-day life
SAT12209	The student will select from a group of pictures those that depict important events that happened in New York during the Revolutionary War (e.g., Brooklyn, Saratoga, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting pictures of important events • Student work sample showing pictures selected that depict important events in NY during the Revolution
SAT12301	The student will name the town he/she lives in using his/her talker and locate it on the New York State wall map during morning group.	<ul style="list-style-type: none"> • Video tape of the student naming his/her town and then placing his/her own picture of the town of residence on the classroom map
SAT12307	The student will create a list that describes why Europeans came to New York in the 1600s and 1700s.	<ul style="list-style-type: none"> • Student work product of a list describing the reasons Europeans came to New York in the 1600s and 1700s
SAT12308	The student will listen to a story or watch a video about European colonists in New York State and answer questions about their life, either orally or in writing.	<ul style="list-style-type: none"> • Audio tape of the student's answers to questions about the video or story about European colonists

SAT12309	<p>The student will identify differences between colonial and modern day American life by differentiating between pictures or photographs of life during the two time periods.</p> <p>(e.g., Venn diagram with transportation in middle—colonial times on one side with pictures pasted under it and modern times on other side with pictures pasted under it; list with two columns of jobs one for pictures of colonial jobs and one for pictures of modern day jobs and a third column for the student to indicate a difference)</p>	<ul style="list-style-type: none"> • Student work product differentiating the pictures or photographs that depict colonial American life and those that depict present-day American life
SAT12305	<p>The student will write a paragraph or create a visual display about the role a New York leader played in the Revolutionary War.</p>	<ul style="list-style-type: none"> • Student work product, either a written paragraph or created collage, documenting a New Yorker's role in the Revolutionary War
SAT12310	<p>The student will answer questions in writing or orally about texts or stories they have read or listened to pertaining to a significant Revolutionary War American patriot or battle.</p> <p>(e.g., Paul Revere's ride, the Battle of Saratoga, etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions about a significant Revolutionary War patriot or battle

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Industrial growth and expansion</p> <ul style="list-style-type: none"> - Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer) - Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State) - The important contributions of immigrants to New York State - Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors <p>Urbanization: economic, political, and social impacts</p> <ul style="list-style-type: none"> - Rural to urban to suburban migration - Economic interdependence (e.g., resource use: from farm to market) - Ways of learning and public education in our community and State - The labor movement and child labor 	<ul style="list-style-type: none"> • Understand that improved transportation, new inventions and technology, better/faster communication, and available natural resources were critical elements needed for industrial growth and expansion • Explain how patterns of immigration and migration of people helped America to grow and expand • Discuss reasons why America’s population shifted from mostly rural to urban and suburban places • Recognize how the labor system in America underwent major changes • Recognize why the economic system evolved from an agriculturally based system to an industrial society • Understand the reasons that public education was extended to all children and made mandatory to age 16

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

Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 8
Less Complex
More Complex

The student will:

- identify modern means of transportation and/or communication, e.g., cars, airplanes, bus, wheelchair, telephones, television, computers (15107)
- identify means of transportation or communication in 18th or 19th century New York State, e.g., horses, carriages, walking, telegraph, telephone, letters, radio, e-mail, newspapers (15108)
- compare modern and former means of transportation and/or communication (15109)
- locate the route of the Erie Canal on a map (15104)
- locate cities in New York on a map in relation to the Erie Canal (15105)
- recognize immigrant groups that came to New York State in the 19th century (15106)

The student will:

- explore daily life in 19th century New York State with special attention to jobs, means of transportation, or communication (15208)
- identify reasons why immigrants came to New York State in the 19th century (15209)
- describe the contributions immigrants made to New York State (15203)
- explore how New York State's location, natural features, or transportation systems contributed to the growth of its cities (15210)
- describe the importance of the Erie Canal (15205)
- describe what life was like for immigrant groups that came to live in New York State (15206)
- describe the importance of Ellis Island to immigration (15211)

The student will:

- investigate how advances in transportation or communication and the effects of industrialization led to the growth of New York State's cities in the 19th century (15306)
- examine the significance of the Erie Canal to New York State's 19th century economy (15302)
- describe a group that immigrated to New York State and the group's contribution(s) to the state (15307)
- examine factory working conditions in New York State (15308)
- examine the role of child labor in the 19th century (15309)
- identify reasons New York State enacted compulsory education laws in the 19th century (15305)

SATs
Grade 5 – Social Studies

5

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

Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

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.

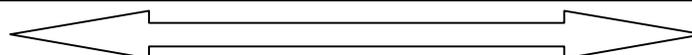
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT15107A	The student will identify pictures of modern means of transportation and will assemble them to make a collage. (e.g., cars cut out from newspaper ad, train pictures from the internet, airplane pictures from magazines, etc.)	<ul style="list-style-type: none"> Student work product of a collage with identified modern means of transportation pasted to it
SAT15107B	The student will identify a modern form of transportation used to travel to school by using eye gaze to select the model from models of a horse with a cart and a bus.	<ul style="list-style-type: none"> Video tape of the student indicating the school bus as modern transportation
SAT15108	The student will identify means of communication in 18 th and 19 th century New York State by selecting the picture of it from multiple choices. (e.g., telegraph, telephone, letters, newspapers, books, pamphlets, engravings, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying 18th and 19th century means of communication in New York State
SAT15109	The student will create a list that compares pictures of a horse and an automobile as means of transportation. (e.g., list includes animal written under horse column and machine written under automobile column)	<ul style="list-style-type: none"> Student work product of a list that compares a horse and a car as a means of transportation
SAT15104	The student will trace the route of the Erie Canal in the 1840s on a New York State map.	<ul style="list-style-type: none"> Video tape of the student tracing or pointing to the route of the Erie Canal in the 1840s on a New York State map
SAT15105	The student will locate his/her place of residence and determine its proximity to the route of the Erie Canal in the 1840s. (e.g., right next to, very far from, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating his/her place of residence and determining its proximity to the Erie Canal

SAT15106	The student will listen to a story or text about a 19 th century group who immigrated to New York State and indicate one fact about the group.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to a story or text about an immigrant group and selecting a sentence strip fact about the immigrant group
SAT15208	The student will tell two facts contained in a story or text after listening to a story or text about life in New York State during the 19 th century.	<ul style="list-style-type: none"> Video tape or audio tape of the student using a switch to identify two facts about daily life in New York State during the 19th century
SAT15209	The student will identify three reasons immigrants came to New York State in the 19 th century by selecting sentence strips.	<ul style="list-style-type: none"> Student work product of sentence strips that the student chose to appropriately identify three reasons for immigration to New York State in the 19th century
SAT15203	The student will create a list, graphic organizer, or collage that describes or shows contributions immigrants made to New York State in the 19 th century.	<ul style="list-style-type: none"> Student work product of a list, graphic organizer, or collage that describes or shows immigrant contributions to New York State in the 19th century
SAT15210	The student will write a short paragraph about why cities grew in New York State during the 19 th century.	<ul style="list-style-type: none"> Student work product that contains a paragraph that presents reasons why cities grew in New York State during the 19th century
SAT15205	The student will describe the importance of the Erie Canal by stating two ways it brought about change in New York State.	<ul style="list-style-type: none"> Audio tape of the student stating two ways the Erie Canal brought about change in New York State during the 19th century
SAT15206	The student will answer questions about a story or a video about immigrant life in New York State during the 19 th century after listening to the story or watching a video.	<ul style="list-style-type: none"> Student work product of questions about immigrant life in New York State
SAT15211	<p>The student will research through pictures, photographs and texts of the importance of Ellis Island to immigration in the 19th century and write a paragraph or create a graphic organizer about it.</p> <p>(e.g., How immigrants might have felt when passing through Ellis Island; listing of different groups and some of the numbers of people that passed through)</p>	<ul style="list-style-type: none"> Student work product that contains a paragraph describing how immigrants might have felt when passing through Ellis Island in the 19th century

SAT15306	<p>The student will investigate what caused cities to grow in New York State during the 19th century by selecting pictures that relate to industrialization and transportation that led to faster or better production and movement of goods to create a picture document.</p> <p>(e.g., people working in automobile factories, railroads, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student selecting pictures of people working in a factory and the type of transportation that was used to move those goods
SAT15302	<p>The student will state or list ways the construction and use of the Erie Canal affected New York State's economy in the 19th century.</p> <p>(e.g., rapid growth of New York City, lowered prices of wheat in New York City, manufactured goods going west, shipping became cheaper, farmers were able to ship farm products for profit, New York State became an agricultural state, people traveled west to find more farm land, etc.)</p>	<ul style="list-style-type: none"> • Audio tape of the student stating ways the construction and use of the Erie Canal affected New York State's economy in the 19th century
SAT15307	<p>The student will identify an immigrant group to research and present to the class a cultural contribution the selected immigrant group made.</p> <p>(e.g., Groups from Poland and perogies, Groups from Ireland and Celtic music, Groups brought over holiday traditions to USA: Dutch-Christmas Stocking, Germans-Advent Wreath, English-Sending Christmas Cards, etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student presenting to the class the immigrant group they chose and the cultural contribution the group made by hitting their talkers at the appropriate times during their presentation
SAT15308	<p>The student will investigate factory working conditions in New York State for immigrants during the late 19th century.</p> <p>(e.g., low pay, unsafe working conditions, long hours, etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting working conditions that applied to most factory workers in the late 19th century
SAT15309	<p>The student will investigate child labor in the 19th century by selecting sentence strips that describe why children often worked, the conditions they worked in and how it impacted the labor force.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting sentence strips that describe child labor during the 19th century
SAT15305	<p>The student will identify why New York State enacted compulsory education laws in the 19th century by creating a list or writing a paragraph after reading or listening to information about compulsory education laws.</p>	<ul style="list-style-type: none"> • Student work product of a list of or paragraph describing reasons why New York State enacted compulsory education laws in the 19th century

GLIs and Essences
Grade 5 – Social Studies
5
Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Government of World Communities

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 27	<p>Symbols of citizenship in world communities</p> <ul style="list-style-type: none"> - People in world communities celebrate various holidays and festivals - People in world communities use monuments and memorials to represent symbols of their nations <p>Governments around the world</p> <ul style="list-style-type: none"> - Governments in world communities organize to provide functions people cannot provide as individuals - Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them - Governments in world communities develop rules and laws - Governments in world communities plan, organize, and make decisions 	<ul style="list-style-type: none"> • Understand that people in world communities celebrate various holidays and festivals • Understand how people in world communities use monuments and memorials to represent symbols of their nation • Understand that world communities develop rules and laws • Discuss reasons why world communities organize to provide functions people cannot provide as individuals

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Government of World Communities
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4
Less Complex

More Complex

The student will:

- identify one major U.S. holiday, e.g., Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, etc. (31106)
- identify one major holiday celebrated in communities around the world (31107)
- recognize a reason why a national holiday is celebrated (31108)
- recognize an activity that might take place on the national holiday (31109)
- recognize one important symbol of a community around the world, e.g., Great Wall of China, Eiffel Tower, national flags, etc. (31110)
- recognize that all communities (school, local, national, and world) need rules and laws (31111)

The student will:

- identify at least two national holidays celebrated in communities around the world (31208)
- identify reasons why national holidays are celebrated in communities around the world (31209)
- identify activities that take place on national holidays (31203)
- identify national holidays or symbols associated with a foreign country (31210)
- list and describe the importance of school and classroom rules (31211)
- identify the similar purposes of school rules and government laws (31212)
- recognize at least one difference between school rules and government laws (31213)
- recognize the importance of obeying laws (31214)

The student will:

- identify national holidays and symbols in communities around the world (31309)
- describe the origins/reasons national holidays or symbols were established (31310)
- explain what or how a national symbol represents a community around the world (31311)
- compare holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31312)
- compare school rules and governmental laws (31305)
- recognize that all nations have organized governments (31306)
- explain why governments pass laws (31307)
- describe services citizens receive from their government, e.g., schools, public libraries, police and fire protection, public transportation, road construction, national defense, etc. (31313)

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

Choice Component 1— Unit 4-Government of World Communities

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
SAT31106	The student will identify the picture of (or an item that represents) a United States national holiday from multiple choices. (e.g., Thanksgiving, Independence Day, etc.)	<ul style="list-style-type: none"> • Video tape of the student identifying one United States holiday from multiple choices of pictures (or other items) presented to the student on a velcro board
SAT31107	The student will identify one national holiday in a foreign country. (e.g., Chinese New Year, Bastille Day, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying one national holiday in the foreign country
SAT31108	The student will match a United States national holiday to the reason why it is celebrated. (e.g., Memorial Day to honor soldiers killed in wars, etc.)	<ul style="list-style-type: none"> • Student work product of a national holiday matched to one reason why the holiday is celebrated
SAT31109	The student will recognize a national holiday by matching a photograph or picture of an activity to the holiday on which it takes place. (e.g., fireworks on July Fourth, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when matching a United States holiday to its appropriate activity
SAT31110A	The student will recognize a foreign nation by selecting a symbol, or structure of the foreign nation. (e.g., Eiffel Tower and France, Great Wall and China, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student touching, pointing to, or using eye gaze to recognize a symbol, or structure to the foreign nation where it is located
SAT31110B	The student will recognize one important symbol representing the United States when given several objects that represent symbols from around the world by ringing the model of the Liberty Bell.	<ul style="list-style-type: none"> • Video tape of the student viewing choices and recognizing the symbol that represents the United States
SAT31111	The student will identify locations where and/or situations when it is important to obey rules. (e.g., in school, when driving a car, etc.)	<ul style="list-style-type: none"> • Student work product that contains a list of locations where and/or situations when it is important to obey rules • Student work product of pictures that depict rules and where they are important

SAT31208	<p>The student will select a foreign country and identify a familiar or national symbol depicted in a photograph.</p> <p>(e.g., France and Bastille Day, picture of Mexico and its flag, Big Ben and London, etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the foreign country and its national symbol
SAT31209	<p>The student will name two reasons why countries celebrate holidays.</p> <p>(e.g., independence, religion, honor war dead, honor past leaders, etc.)</p>	<ul style="list-style-type: none"> Audio tape of the student stating two reasons why countries celebrate holidays
SAT31203	<p>The student will identify activities that are commonly associated with Thanksgiving by creating a collage of pictures or listing the activities from various choices.</p>	<ul style="list-style-type: none"> Video tape of the student selecting from a list of four various activities, the two that are commonly associated with Thanksgiving
SAT31210	<p>The student will identify a picture of symbols or structures of the nation they represent from a field of two choices.</p> <p>(e.g., Arc de Triomphe and France, Mt. Fuji and Japan, etc.)</p>	<ul style="list-style-type: none"> Student work sample of appropriately identified pictures of symbols or structures to the nation they represent
SAT31211	<p>The student will mark on a list of rules those that are part of classroom rules and then paste the card indicating the importance of following each rule next to the marked classroom rules.</p>	<ul style="list-style-type: none"> Video tape of the student marking or indicating to the teacher the rules that are part of his/her classroom rules and then selecting and pasting cards that indicate the importance of the rule being followed Student work product of rule cards with reasons for rules pasted on them
SAT31212	<p>The student will identify similarities by matching school rules and government laws to pictures or photographs that depict reasons for rules/laws.</p> <p>(e.g., keeping people safe to include rules like “hands to yourself” and obeying all traffic signals, etc.)</p>	<ul style="list-style-type: none"> Student work product of pictures of rules with reasons for rules (similarities)
SAT31213	<p>The student will recognize the difference between school and government laws by listing who must follow the rules and what the consequences are if they are not followed.</p> <p>(e.g., school rules followed by students could result in detention or loss of privilege, government laws followed by all citizens could result in jail time, etc.)</p>	<ul style="list-style-type: none"> Video tape of the student stating who needs to follow rules and what consequences could be for not obeying them Student work product with pictures representing groups that must follow rules and consequences for not following them
SAT 31214	<p>The student will identify the importance of obeying laws by listing positive and negative outcomes for following or not following rules.</p>	<ul style="list-style-type: none"> Student work product of a graphic organizer with outcomes for obeying or not obeying laws

SAT31309	The student will identify a symbol and holiday of a specific country.	<ul style="list-style-type: none"> • Student work product with three sections filled in with the country, a symbol that represents that country (i.e., national flag) and a holiday that is celebrated in that country
SAT31311	The student will tell why a specific symbol or monument is associated with a particular country. (e.g., the Lincoln Memorial, the Taj Mahal, etc.)	<ul style="list-style-type: none"> • Audio tape of the student stating a reason(s) why a specific symbol or monument is associated with a country, when the symbol or monument is stated by the teacher
SAT31312	The student will compare how Independence Day is celebrated in the United States to a similar holiday in a foreign country.	<ul style="list-style-type: none"> • Student work product of a list or chart that compares Independence Day to a similar holiday in a foreign country
SAT31305	The student will create a Venn diagram that depicts what and to whom school rules and government laws apply.	<ul style="list-style-type: none"> • Student work product of a Venn diagram that shows the student-indicated what and to whom school rules and government laws apply
SAT31306A	The student will create a chart or list of governments around the world and the countries they are associated with. (e.g., Democracy-US, France, Communism-China, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating list of governments and countries that are associated with them • Student work sample showing governments and countries associated with them
SAT31306B	The student will create a chart that includes one similarity and one difference regarding how the governments of two countries are organized. (e.g., United States and China – Representative Democracy versus Communist System, Australia and United States both have elected House of Representatives and Senate but Australia is run by a Queen and United States is run by a President, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting pictures of two countries and then selecting sentence strips that indicate a similarity and a difference for each of the identified national governments
SAT31307	The student will write a paragraph or create a list that explains why governments pass laws.	<ul style="list-style-type: none"> • Student work product that contains a list or paragraph that explains why governments pass laws
SAT31313	The student will describe government services by indicating a service and selecting the appropriate way it applies to them. (e.g., police—protection; school—learning/education; public transportation—access to different locations; etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student indicating a specific service and then how they use that service or what that service provides

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 2— Unit 9-Government: Local, State, and National		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Government</p> <ul style="list-style-type: none"> - Basic democratic values (Taken from: National Standards for Civics and Government) - The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism - The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories <p>Local and State governments</p> <ul style="list-style-type: none"> - An introduction to the probable consequences of the absence of government - The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches - The meaning of key terms and concepts related to government, including democracy, power, and citizenship - The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties - Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office - People elect and/or appoint leaders who make, enforce, and interpret laws -Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community -Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use -Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community -Citizens can participate in political decision making and problem solving at the local, State, and national levels 	<ul style="list-style-type: none"> • Discuss the basic values of American democracy • Explain fundamental values and principles of American democracy as expressed in key historic documents, songs, speeches, and stories • Explore the roles of citizens: what are the roles and responsibilities of citizens? • Demonstrate how leaders are chosen to serve in a community (classroom, local, state, and national) • Understand that governments (classroom, local, state, national) have specific roles to play

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

Choice Component 2— Unit 9-Government: Local, State, and National

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 9
Less Complex
More Complex

The student will:

- recognize examples of inappropriate behaviors, e.g., fighting, stealing, lying, etc. (33105)
- recognize examples of appropriate behaviors, e.g., honesty, cooperation, respect for others, etc. (33106)
- recognize that voting or volunteering are duties of a citizen (33107)
- recognize The Pledge of Allegiance or *The Star Spangled Banner* (33108)

The student will:

- identify the importance of obeying classroom or school rules and/or governmental laws (33206)
- match leaders/roles to each level of state and/or national government (33202)
- recognize one purpose written constitutions have in New York State and/or United States governmental organization (33207)
- identify the Pledge of Allegiance or *The Star Spangled Banner* as patriotic United States symbols (33208)
- identify why the right to elect political leaders is essential in a democracy (33209)
- recognize the three branches of government (33205)
- recognize the roles/powers of the three branches of government (33210)

The student will:

- explain the importance of obeying classroom/school rules and/or governmental laws (33307)
- identify similarities and/or differences between school rules and laws enacted by governments (33301)
- describe the rights and responsibilities of citizens living in a democratic society (33308)
- identify the significance of The Declaration of Independence and the United States Constitution (33309)
- explain that the Pledge of Allegiance and/or *The Star Spangled Banner* are examples of American democratic ideals and principles (33310)
- identify how individuals can participate in government (33305)
- identify and/or use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33311)

SATs
Grade 5 – Social Studies

5**Required Component 2**—Standard: 5-Civics, Citizenship, and Government**Choice Component 2**— Unit 9-Government: Local, State, and National**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
SAT33105	The student will recognize the photographs or pictures that depict inappropriate behaviors from a group of them.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the correct pictures
SAT33106A	The student will recognize the photographs or pictures that depict appropriate behaviors from a group of them by marking them with a stamper.	<ul style="list-style-type: none"> Student work product that contains marked pictures depicting appropriate behaviors
SAT33106B	The student will select behaviors that illustrate self-control and respect when given images of people demonstrating appropriate and inappropriate behaviors.	<ul style="list-style-type: none"> Video tape of the student looking at choices and indicating the ones that show appropriate behaviors
SAT33107	The student will recognize that voting and/or volunteering in the community are important civic duties from a list of four activities.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the list and indicating the activities that show voting and/or volunteering as important civic duties
SAT33108	The student will recognize the Pledge of Allegiance or <i>The Star Spangled Banner</i> by responding correctly.	<ul style="list-style-type: none"> Video tape of the student when listening to or reciting The Pledge of Allegiance or listening to or singing <i>The Star Spangled Banner</i>
SAT33206	The student will identify the benefits that come from following classroom rules and the consequences that occur from not following them. (e.g., benefits: rewarded for following rules, able to follow directions; consequences: getting in trouble, hard to hear the teacher, miss directions; etc.)	<ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that indicates how following classroom rules is beneficial to all while not following classroom rules makes it difficult to learn and can result in punishment
SAT33202	The student will match a leader to his/her role at the local, state, or national level. (e.g., governor leads a state; judge leads a courtroom; president leads a country, etc.)	<ul style="list-style-type: none"> Student work product of a leader at the local, state, or national level and the role they are in
SAT33207	The student will recognize one purpose written constitutions have in a New York State government organization from a choice of two. (e.g., separating branches of government, listing the powers of the governor/legislature, etc.)	<ul style="list-style-type: none"> Video tape of the student selecting one purpose of New York State's constitution from a choice of two choice cards or objects (e.g., to run businesses or to describe the powers of the governor)

SAT33208	The student will identify the significance of The Pledge of Allegiance and <i>The Star Spangled Banner</i> to United States citizens by indicating one reason they are recited or sung.	<ul style="list-style-type: none"> Audio tape of the student identifying one reason Americans recite The Pledge of Allegiance and one reason they sing <i>The Star Spangled Banner</i>
SAT33209	The student will explain why the importance of voting for a political leader is essential to a democracy. (e.g., people as sovereign, individual input over leaders, future politicians, etc.)	<ul style="list-style-type: none"> Student work product that contains a list or paragraph explaining the importance of voting in a democracy
SAT33205	The student will recognize the three branches of government by selecting the pictures or objects that represent them from a set of choices.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the pictures or objects representing each of the three branches of government
SAT33210	The student will match the job of each branch of government to the branch that is responsible for carrying it out. (e.g., make laws/legislative, make sure laws are followed/judicial, etc)	<ul style="list-style-type: none"> Student work product of student's chart that shows the branch of government and the jobs that each branch has
SAT33307	The student will explain by listing three reasons why it is important to obey school or classroom rules and/or government laws.	<ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that describes three reasons why obeying rules within and/or outside school are important
SAT33301	The student will indicate two differences and two similarities between classroom or school rules and government laws by pointing to or using eye gaze to identify the difference and pointing to or using eye gaze to identify the similarity upon request.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two ways school or classroom rules and government laws are alike and different
SAT33308	The student will describe the rights and responsibilities of citizens living in a democratic society by answering questions posed by the teacher. (e.g., voting, volunteering, serving on juries, not littering, etc.)	<ul style="list-style-type: none"> Video tape of the student answering questions about how people living in a democracy can fulfill their civic responsibilities and their individual rights
SAT33309	The student will identify by highlighting in blue two reasons the Declaration of Independence and in red two reasons the United States Constitution are important documents from a choice of four reasons.	<ul style="list-style-type: none"> Student work product that contains highlighted sentence strips of two reasons from a list of four why the Declaration of Independence and the United States Constitution are important documents
SAT33310A	The student will highlight the phrases of <i>The Star Spangled Banner</i> that indicate examples of American principles and ideals. (e.g., O'er the land of the free)	<ul style="list-style-type: none"> Student work product of the student highlighted phrases in <i>The Star Spangled Banner</i> words

SAT33310B	The student will identify the democratic ideals that are illustrated in The Pledge of Allegiance and <i>The Star Spangled Banner</i> .	<ul style="list-style-type: none"> • Audio tape of the student listing ideals of The Pledge of Allegiance and <i>The Star Spangled Banner</i>
SAT33305	The student will identify voting as how individuals can in the most basic way participate in a democratic government by participating in voting activities at school.	<ul style="list-style-type: none"> • Video tape of the student voting in a class election, e.g., student council, when to have a class party, etc.
SAT33311	The student will identify and define a list of terms related to government using a glossary.	<ul style="list-style-type: none"> • Student work product that contains a list of three appropriate definitions of terms related to government

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

Grade 6

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. 45	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance 	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Read to collect facts and ideas from multiple sources • Demonstrate ability to compare and contrast information • Identify main ideas and supporting details in informational texts

Required Component 1— Key Idea: Reading

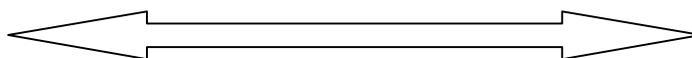
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex



The student will:

- locate a book in a school library (11101)
- select an informational text on a specific topic (11102)
- use text features such as titles, subtitles, captions and/or charts to gather information (11107)
- attend to or read to collect facts about a topic (11104)
- attend to or read to recognize main ideas in informational texts (11105)
- attend to or read to recognize the similarities or differences between two topics (11106)

The student will:

- use the school library resources to find information (11211)
- use the school library to acquire information on two or more related topics (11212)
- locate the public library (11203)
- use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapters headings, table of contents, indexes (11204)
- use text features such as captions, charts, tables, and/or maps to gather information (11205)
- read to collect facts and/or ideas about a topic (11206)
- recognizes statements of opinion (11207)
- re-state or paraphrase collected facts and/or ideas (11208)
- identify main ideas in informational texts (11209)
- compare or contrast facts or ideas pertaining to a single topic (11210)

The student will:

- locate and use the school library or public library to acquire information (11309)
- read to collect facts and/or ideas from two or more texts about a chosen topic (11310)
- identify the main idea and/or supporting details in informational texts (11303)
- relate facts and/or ideas to chosen topic (11304)
- distinguishes facts from opinions (11305)
- compare and/or contrast two comparable subjects (11311)
- use facts to support a main idea (11307)
- draw conclusions based on explicit information about a topic (11308)

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 find a nonfiction or fiction book in the appropriate areas in a school library.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting from the appropriate area in the school library
SAT11102	The student will select the informational text on a specific topic when presented with two or more books on different topics and types of text.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and types of texts (e.g., novel, poem, etc.)
SAT11107	The student will use text features (e.g., captions, charts, titles, etc.) to gather information about a given topic.	<ul style="list-style-type: none"> Video tape of the student gathering information using text features about a given topic
SAT11104	The student will attend to or read an informational text and will collect facts by indicating objects that relate to a particular topic.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic
SAT11105	The student will recognize the main idea(s) in an article when presented with two or more choices after attending to or reading an informational article. (e.g., choices: phrases, key words, etc.)	<ul style="list-style-type: none"> Student work product of the student's choice of main idea cards pasted next to the article
SAT11106	The student will attend to information read by the teacher about plants and animals and recognize the differences between the two by matching pictures of facts taken from text to correct areas of a Venn Diagram.	<ul style="list-style-type: none"> Video tape of the student attending to the text and completing the Venn diagram Student work product of the Venn Diagram
SAT11204	The student will use organizational features to locate facts and/or ideas on a specific topic in informational text.	<ul style="list-style-type: none"> Video tape or audio tape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts
SAT11208	The student will restate or paraphrase a fact and/or idea about a topic after attending to or reading a text or article about the topic.	<ul style="list-style-type: none"> Student work product with the ideas that the student came up with to restate or paraphrase a fact and/or idea about the topic from the text or article

SAT11210	<p>The student will use multiple sources of information about a topic and compare and contrast the facts found in these source.</p> <p>(e.g., compare and contrast weather charts from paper, internet, TV; compare and contrast store circulars for sales, product availability; etc.)</p>	<ul style="list-style-type: none"> • Student work product of a chart that compared and contrasts ideas from different sources (chart might have three columns - higher, same, lower)
SAT11310A	<p>The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.</p>	<ul style="list-style-type: none"> • Student work product with facts collected from the texts to answer questions about the topic
SAT11310B	<p>The student will answer factual questions from a text after reading a text to collect factual information on a given topic.</p> <p>(e.g., about animals; weather; transportation, etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering the questions about the topic
SAT11311	<p>The student will compare and/or contrast two comparable subjects using a graphic organizer.</p> <p>(e.g., Venn diagram, chart, etc.)</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 46	<ul style="list-style-type: none"> • Read, view, and interpret texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres (e.g., plays and poems) <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance • Recognize how the author’s use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance 	<ul style="list-style-type: none"> • Select and read literature for understanding • Identify ways in which characters’ actions and/or emotions change and develop throughout a story • Recognize poetic elements (such as rhyme patterns, rhythm, and repetition) • Make predictions and draw conclusions about literary texts • Identify the author’s intended message and support it with relevant details from the text • Summarize the plot and support it and/or elaborate on it with details of what happens in the story

Required Component 1— Key Idea: Reading

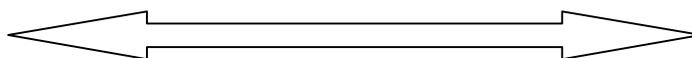
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex



The student will:

- select and attend to or read literature (12101)
- recognize literary terms (e.g., plot, character, setting, etc.) in literary texts (12108)
- recognize plot means the sequence of events or action of a narrative leading to a logical ending (12103)
- relate text to a personal experience (12104)
- recognize explicit motives of characters (12105)
- recognize that characters change in a story (12106)
- identify favorite and/or least favorite stories (12109)

The student will:

- make predictions based on clues in a story (12208)
- identify favorite and/or least favorite parts of a story (12202)
- relate setting, events, and/or characters to personal experience or the experience of others (12203)
- identify key details about plot, characters and/or setting (12209)
- identify implicit motives of characters (12205)
- identify changes in characters in a story (12206)
- identify characteristics of texts to differentiate genres (12207)

The student will:

- explain what happens in a story in sequence (plot) (12301)
- provide details about events (plot): “who”, “what”, “where”, “when”, and/or “how” (12311)
- identify changes in characters and/or their personalities reflected in their actions and/or words (12303)
- make predictions or draw conclusions about characters or plot based on specific details in stories (12304)
- recognize the same story can be told in different genres (12305)
- identify the author’s message (12306)
- explain author’s message using details from the story (12307)
- distinguish prose from poetry (12308)
- recognize poetic elements (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12312)
- identify details in a story or poem that appeal to the senses (12310)

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will select and attend to or read literature during the literacy block.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student read or attended to each book on the student's reading list
SAT12108	The student will recognize literary terms (plot, character and/or setting) in literary texts, when presented with pictures.	<ul style="list-style-type: none"> Video tape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture
SAT12103	The student will recognize plot, meaning a sequence of events leading to a logical ending, using pictures to identify the beginning, middle, and ending of a narrative.	<ul style="list-style-type: none"> Student work product of student-sequenced pictures of the beginning, middle, and end based on a narrative text
SAT12104	The student will relate an event in a text to one of their own personal experiences.	<ul style="list-style-type: none"> Video tape or audio tape of the student verbalizing, signing, etc how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)
SAT12106	The student will recognize that characters change in a story by sequencing pictures to show a character at the beginning and end of the story.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, then the student sequencing the character at the beginning and then the end of text
SAT12109	The student will identify his/her favorite story from pictures representing three stories by using eye gaze to select one picture representing the story.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating his/her favorite story by selecting the appropriate picture
SAT12206	The student role plays to show a change that occurs to a character in a story.	<ul style="list-style-type: none"> Video tape of the student performing the role of a character that changes within a story
SAT12207	The student will identify characteristics of texts to differentiate genres by indicating a genre and the characteristic that represents that genre.	<ul style="list-style-type: none"> Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's designation of each
SAT12311	The student will provide details about events in a story by answering questions related to the events. (e.g., who, what, where, when, how, etc.)	<ul style="list-style-type: none"> Student work product of the student's responses to questions related to events in story

SAT12303	The student will identify changes in characters and their personalities reflected in the characters' actions and/or words.	<ul style="list-style-type: none">• Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end
SAT12304	The student will use details from a story to make predictions about character actions.	<ul style="list-style-type: none">• Audio tape of the student discussing details of the story and making a predication about character actions

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. 48	<ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance 	<ul style="list-style-type: none"> • Take notes to record data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information

Required Component 2— Key Idea: Writing

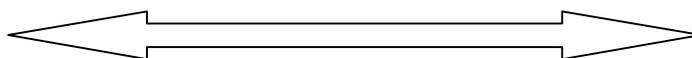
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex



The student will:

- identify main ideas in informational text for note-taking (21101)
- separate main ideas from details (21102)
- summarize informational text in his/her own words (21106)
- arrange events in logical sequence using time-ordered words (e.g., first, next, last, etc.) (21107)
- create pictures, symbols, objects, etc. to communicate information (21105)

The student will:

- identify main ideas in texts with multiple paragraphs (21201)
- identify details and/or examples in text (21202)
- recognize a relationship between the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc) (21208)
- identify relevant and/or irrelevant ideas or facts related to the main idea (21209)
- compose a general statement about comparison or contrast (21210)
- organize details in appropriate order based on their relationship to the main idea (e.g. chronological, order of importance, etc.) (21211)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21207)

The student will:

- take notes, using a note-taking process, to record data, facts, and/or ideas (21301)
- recognize relationships between data, facts, and/or ideas to organize notes (21308)
- distinguish relevant from irrelevant ideas or facts (21303)
- organize the main idea and supporting details or examples in an appropriate organizational format (21309)
- compose the answers to literal questions about explicit text (“who”, “what”, “where”, “when”, and/or “how”) in an appropriate organizational format (21310)
- compare and/or contrast facts and/or ideas (21306)
- compose a conclusory sentence about a comparison or contrast (21311)

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 select main ideas for note-taking using pictures and placing them on a graphic organizer.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the main idea for note-taking
SAT21102	The student will separate main ideas from details by sorting pictures, phrases, or symbols into two categories: main ideas and details.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting main idea cards into one pile and detail cards into another pile
SAT21106	The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.	<ul style="list-style-type: none"> Student work product of the student-summarized information using pictures, symbols, phrases, etc.
SAT21107	The student will arrange events in a logical sequence by placing time-ordered words next to pictures from a story.	<ul style="list-style-type: none"> Video tape of the student placing first, next, and last word cards next to the appropriate pictures from a story
SAT21105	The student will create a picture related to an informational text by placing stickers related to details about the topic on a paper.	<ul style="list-style-type: none"> Student work product of the topic from an informational text with stickers relating to details from the topic appropriately placed next to the topic
SAT21201	The student will identify the main idea from two or more paragraphs of an informational text that the student has read or listened to.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the main ideas of specific parts of texts
SAT21202	Student will identify details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and making choices relating to the details or examples from the text
SAT21208	The student will recognize the basic relationship between facts and 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
SAT21210A	The student will create a general statement comparing two things.	<ul style="list-style-type: none"> Student work product of the comparison between two different animals using his/her voice generating device, signing, using pictures or symbols, etc.
SAT21210B	The student will create a general statement contrasting two things.	<ul style="list-style-type: none"> Video tape or audio tape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.

SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least.	<ul style="list-style-type: none"> Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text
SAT21207	The student will use one or more steps of the writing process to create a simple informational text.	<ul style="list-style-type: none"> Student work product showing all stages of the student's work throughout the writing process
SAT21301	The student will use a 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
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by sorting them into common topics.	<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
SAT21309	The student will organize the main idea and supporting details into an appropriate organizational format by indicating from a choice of two which format will work best given the main ideas and supporting details present.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details presented to the student
SAT21310	The student will answer literal questions in written form based on a text read.	<ul style="list-style-type: none"> Student work sample of the student's answers to literal questions based on a text: "How long has Albany been the capital of New York State?" "It has been the capital for 209 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY."
SAT21306	The student will prepare a graphic organizer that shows a comparison of factual information. (e.g., Venn diagram of weather information; sizes of cities in New York based on population: T-Chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)	<ul style="list-style-type: none"> Student work product of student's comparison using graphic organizer
SAT21311	The student will create a summary sentence(s) about a comparison and contrast of two people.	<ul style="list-style-type: none"> Student work product of the summary sentence(s) indicating the comparison of similar characteristics of the two people and the contrast of different characteristics of the same two people

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 48	<ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect • Write interpretive essays to <ul style="list-style-type: none"> - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Maintain a writing portfolio that includes literary, interpretive, and responsive writing • Express opinions and support them through specific references to the text, with assistance • Demonstrate understanding of plot and theme, with assistance • Identify and describe characters and their motivations, with assistance • Analyze the impact of the setting, with assistance • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance • Draw conclusions and provide reasons for the conclusions, with assistance • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance 	<ul style="list-style-type: none"> • Write original literary texts that develop characters, create a setting, and establish a plot • Write clear, concise, and varied sentences, beginning to develop a personal writing style and voice • Produce clear responses to stories read or listened to, supporting the understanding of characters and events with details from the story

Required Component 2—Key Idea: Writing

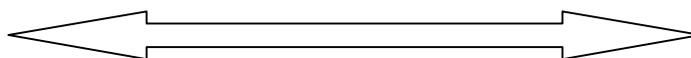
Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 2

Less Complex

More Complex



The student will:

- compose stories using personal experiences (22106)
- begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)
- compose responses to literary questions about plot, character and/or setting (22108)
- identify characteristics of writing style in favorite stories (22104)
- create pictures, symbols, objects, etc. to communicate a story (22105)

The student will:

- compose stories with original plots and/or characters with some development (22207)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202)
- identify details in stories that develop plot (problem/conflict) and/or the characters (relationships, motivation) (22203)
- recognize details of setting in stories (22204)
- compose responses to explicit questions about stories using related vocabulary (22208)
- recognize writing styles of various authors (22206)

The student will:

- compose original stories with well developed or defined plot, characters and/or setting (22306)
- write responses to stories using the writing process (22302)
- demonstrate an understanding of plot and/or character by using story element vocabulary(22307)
- use the writing process to develop clear, concise, and/or varied sentences (22304)
- begin to develop a personal writing style (22305)

Required Component 2—Key Idea: Writing		
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs) Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22106	The student will create a story relating to personal experiences.	<ul style="list-style-type: none"> Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experiences
SAT22107	The student will begin to use the prewriting and drafting steps of the writing process to create a simple story.	<ul style="list-style-type: none"> Student work product showing the process, using words, symbols or other modes, for prewriting and drafting steps of creating a story
SAT22108	The student will compose responses to literary questions about a character(s) for a story using written language or picture symbols.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when composing responses to questions about the character(s) in a story
SAT22104	The student will identify characteristics of writing style in favorite stories by sorting texts of favorite stories by point of view. (e.g., first or third person)	<ul style="list-style-type: none"> Video tape of the student sorting texts by the characteristic of writing styles with different points of view
SAT22105	The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life. (e.g., bottle (infant), favorite toy (toddler), favorite book (school age))	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline
SAT22207	The student will create an original text in which he/she identifies details that develop the plot (problem/conflict) and the characters (relationships, motivation, etc.) of the text.	<ul style="list-style-type: none"> Student work product of a student's original text with words or phrase cards selected for the plot and characters
SAT22203	The student will identify details in a story that develop the plot and characters of the story.	<ul style="list-style-type: none"> Student work product of a graphic organizer of the plot details and/or character traits with details from the story
SAT22204	The student will recognize the details of the setting by categorizing the details from a given list that is pertinent to the setting of a story.	<ul style="list-style-type: none"> Video tape of the student looking at pictures or word cards of setting details and placing them into the appropriate setting category for a particular story

SAT22208	The student will create responses to explicit questions by selecting the correct or most appropriate responses from a given set of words.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting related word cards and creating responses to the explicit questions about a specific story
SAT22206	The student will recognize the writing styles of various authors by indicating which style is most associated with which author.	<ul style="list-style-type: none"> • Student work product with lines drawn from a particular writing style to the author most associated with the style • Video tape of the student indicating through no response if an author is associated with a writing style when presented with individual picture cards
SAT22306	The student will use story elements to create an original, well-developed story.	<ul style="list-style-type: none"> • Student work product of a created story with all elements clearly defined and developed
SAT22302	The student will use the writing process to write responses to weekly questions posed by the teacher regarding stories read that week.	<ul style="list-style-type: none"> • Video tape of the student using the writing process to develop responses to questions posed by the teacher
SAT22307	The student will demonstrate an understanding of the elements of plot and character by using the vocabulary to identify the story elements that relate to each in a given text.	<ul style="list-style-type: none"> • Student work product with story elements (plot and character) defined on the worksheet and examples of each from a given text provided next to the definitions
SAT22304	The student will use one or more steps of the writing process to develop clear, concise and varied sentences.	<ul style="list-style-type: none"> • Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise and varied sentences
SAT22305	The student will use one or more steps of the writing process to develop a personal writing style.	<ul style="list-style-type: none"> • Student work product showing the steps of the writing process (sentences, composition) he/she used and the beginning development or usage of a particular personal writing style

Mathematics
NYSAA Frameworks

Grade 6

GLIs and Essences
Grade 6 – Mathematics
6**Required Component 1— Strand: Number Sense and Operations****Choice Component 1— Band: Number Systems**

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 64-65	6.N.1	Read and write whole numbers to trillions	<ul style="list-style-type: none"> • Define and identify properties of addition and multiplication • Understand and use the concepts of rate, ratio and proportion • Read, write and identify percents of a whole and solve percent problems • Define absolute value and determine the absolute value of rational numbers (including positive and negative) • Locate (on a number line) and order rational numbers (including positive and negative)
	6.N.2	Define and identify the commutative and associative properties of addition and multiplication	
	6.N.3	Define and identify the distributive property of multiplication over addition	
	6.N.4	Define and identify the identity and inverse properties of addition and multiplication	
	6.N.5	Define and identify the zero property of multiplication	
	6.N.6	Understand the concept of rate	
	6.N.7	Express equivalent ratios as a proportion	
	6.N.8	Distinguish the difference between rate and ratio	
	6.N.9	Solve proportions using equivalent fractions	
	6.N.10	Verify the proportionality using the product of the means equals the product of the extremes	
	6.N.11	Read, write, and identify percents of a whole (0% to 100%)	
	6.N.12	Solve percent problems involving percent, rate, and base	
	6.N.13	Define absolute value and determine the absolute value of rational numbers (including positive and negative)	
	6.N.14	Locate rational numbers on a number line (including positive and negative)	
	6.N.15	Order rational numbers (including positive and negative)	

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

The student will:

- identify the first digit of a number already rounded to the nearest billion and compare two of these numbers (11105)
- identify the first digit of a number already rounded to the nearest billion and order three or more of these numbers (11106)
- recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole (11107)
- compare and/or order integers from -10 to 10 and/or unit fractions using a number line (11108)

The student will:

- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and compare two or more of these numbers (11205)
- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and order three or more of these numbers (11206)
- identify commonly used percents and their fractional equivalents (e.g., $10\% = \frac{1}{10}$, $25\% = \frac{1}{4}$, $50\% = \frac{1}{2}$, $100\% = \frac{5}{5}$, etc.) (11207)
- compare and/or order integers from -20 to 20 and/or unit fractions (11208)

The student will:

- identify the first three digits of a ten-digit number already rounded to the nearest ten million and compare two or more of these numbers (11305)
- identify the first three digits of a ten-digit number already rounded to the nearest million and order three or more of these numbers (11306)
- solve real world problems involving commonly used percents (Examples: 0%, 10%, 25%, 50%, 100%) (11307)
- compare and/or order integers, fractions and/or percents (11308)

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11105	The student will identify the first digit of a number and compare the numbers (i.e., 4,000,000,000 and 7,000,000,000) by finding or indicating the larger number.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the larger number
SAT11107A	The student will recognize $\frac{1}{2}$ is equal to 50 percent of an object by sorting items that have $\frac{1}{2}$ written on them into the same pile as objects with 50 percent written on them from a varied set of objects.	<ul style="list-style-type: none"> Video tape of the student selecting the items that indicate $\frac{1}{2}$ and indicate 50 percent and placing them in one pile together separated from the other sets of objects
SAT11107B	The student will look at a half circle and a whole circle and will indicate a one-half circle when asked, “Where is one half?” and will indicate the half circle when asked, “Where is 50 percent?”	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the same items when asked two different questions about $\frac{1}{2}$ and 50 percent
SAT11108A	The student will use a set of stairs to compare the position of the integers when using positive and negative numbers. (e.g., +2 and -3; 0 and -5, +4 and -4, etc.)	<ul style="list-style-type: none"> Student work product of the placement of different positive and negative integers on the number line of “stairs” to compare positions
SAT11108B	The student will order integers from 1 to 5 in the correct sequence on a blank number line.	<ul style="list-style-type: none"> Student work product showing the ordering of integers on a blank number line
SAT11205	The student will identify and compare to find the largest number of 4,100,000,000, 4,200,000,000 and 4,300,000,000 by indicating the largest of the three numbers.	<ul style="list-style-type: none"> Student work product indicating the student-circled first two digits in a rounded number and highlighting the largest of the three
SAT11208A	The student will place symbols or words for integers -20 to +20 on a thermometer that already contains some of these integers.	<ul style="list-style-type: none"> Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to +20

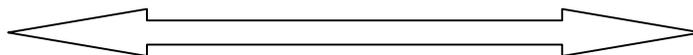
SAT11208B	The student will place symbols for integers (+ and -) on a thermometer with the zero mark clearly indicated.	<ul style="list-style-type: none"> • Student work product of thermometer with integers placed in correct position
SAT11305	The student will indicate the first three numbers in a rounded number and indicate the largest number. (e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating, signing, etc. what the first three digits are in the number and circling the largest of the three numbers
SAT11307A	The student will determine prices in advertisements that indicate a percentage off or savings.	<ul style="list-style-type: none"> • Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item with the percent off
SAT11307B	The student will identify a percentage of “happy” friends versus “tired” friends when given the feelings of ten friends or classmates.	<ul style="list-style-type: none"> • Student work product of a percentage figured out and based on a student comparison

GLIs and Essences
Grade 6 – Mathematics
6**Required Component 1**— Strand: Number Sense and Operations**Choice Component 2**— Band: Operations

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 65-66	6.N.16	Add and subtract fractions with unlike denominators	<ul style="list-style-type: none"> • Add, subtract, multiply and divide fractions and mixed numbers with unlike denominators • Find multiple representations of rational numbers (fractions, decimals and percents 0 to 100) • Evaluate numerical expressions using order of operations (may include exponents of two and three) • Represent repeated multiplication in exponential form and evaluate expressions having exponents of one, two or three
	6.N.17	Multiply and divide fractions with unlike denominators	
	6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators	
	6.N.19	Identify the multiplicative inverse (reciprocal) of a number	
	6.N.20	Represent fractions as terminating or repeating decimals	
	6.N.21	Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)	
	6.N.22	Evaluate numerical expressions using order of operations (may include exponents of two and three)	
	6.N.23	Represent repeated multiplication in exponential form	
	6.N.24	Represent exponential form as repeated multiplication	
	6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three	

Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- add and/or subtract simple unit fractions ($\frac{1}{2}, \frac{1}{4}$) using one or more strategies (13104)
- compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105)
- add, subtract, multiply and/or divide integers using one or more strategies (13106)
- identify a whole and its parts (13107)

The student will:

- add, subtract, multiply and/or divide fractions with a common denominator using one or more strategies (13203)
- relate fractions (as tenths) and their decimal or percent equivalents using one or more strategies (13204)

The student will:

- add, subtract and/or multiply fractions using one or more strategies (13303)
- evaluate or solve numerical expressions using order of operations with whole numbers only (13304)

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

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

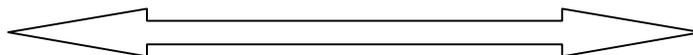
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will add simple fractions using a pictorial display. (e.g., picture of $\frac{1}{2}$ pizza + picture of $\frac{1}{4}$ pizza = picture of $\frac{4}{4}$ pizza or picture of $\frac{3}{4}$ pizza)	<ul style="list-style-type: none"> Student work product of simple addition of fractions using pictorial displays
SAT13105	The student will order percents and their fractional equivalents. (e.g., $10\% - \frac{1}{10}$; $25\% - \frac{1}{4}$; $50\% - \frac{1}{2}$; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it
SAT13106	The student will use a beginning strategy of addition by adding one more to a given set of numbers.	<ul style="list-style-type: none"> Video tape of the student adding one more item to a set of objects to show addition
SAT13107	The student will recognize a whole and its parts by placing a whole object and its parts together.	<ul style="list-style-type: none"> Student work product with one column indicating whole and another column indicating parts
SAT13204	The student will relate fractions to decimal money amounts. (e.g., $\frac{10}{100} = \frac{1}{10} = \0.10 ; $\frac{25}{100} = \frac{1}{4} = \0.25 ; $\frac{50}{100} = \frac{1}{2} = \0.50 ; etc.)	<ul style="list-style-type: none"> Video tape of the student relating a given fraction to its monetary equal by counting; such as, four quarters to show one quarter is one-fourth of a dollar or 25% of a dollar and/or similar activities for the other percents
SAT13304A	The student will evaluate numerical expressions.	<ul style="list-style-type: none"> Student work product showing a set of simple numeric expressions (using whole numbers less than 10 and/or up to 2 operations) and the student's answer when simplifying these expressions
SAT13304B	The student will indicate which operation to apply first in a numerical expression $3 + 4 + 2$ by circling the first operation. (e.g., $3 + 4 + 2 =$ $\textcircled{3 + 4} + 2 =$ $7 + 2 = 9$)	<ul style="list-style-type: none"> Video tape of the student indicating the correct order of operations given simple whole number expressions

GLIs and Essences
Grade 6 – Mathematics
6**Required Component 2—** Strand: Algebra**Choice Component 1—** Band: Variables and Expressions

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 66	6.A.1	Translate two-step verbal expressions into algebraic expressions	<ul style="list-style-type: none"> Translate verbal expressions into algebraic expressions and evaluate algebraic expressions
	6.A.2	Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)	

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:

- use whole numbers and the symbols + and/or – to translate verbal/written expressions into numerical expressions (41104)
- find the value of numerical expressions involving whole numbers (41105)
- compare using the terms equal to, greater than and/or less than (41106)

The student will:

- use numerals and the symbols +, –, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)
- evaluate numerical expressions (41202)

The student will:

- use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)
- evaluate and/or simplify algebraic expressions (41302)

Required Component 2— Strand: Algebra

Choice Component 1— Band: Variables and Expressions

SAMPLE ASSESSMENT TASKS (SATs)

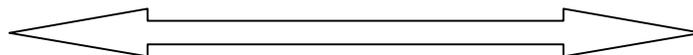
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41104	<p>The student will indicate the correct numerical expression by translating the verbal expression: “I had five pencils and gave a friend three of them.”</p> <p>(e.g., choices: $5 + 3$ $5 - 3$ $5 - 2$)</p>	<ul style="list-style-type: none"> Video tape of the student listening to the verbal expression and choosing the correct numerical expression that goes with the verbal expression
SAT41105	<p>The student will answer numerical expressions using blocks as manipulatives.</p> <p>(e.g., $\begin{array}{r} 2 \\ ?? \end{array} + \begin{array}{r} 3 \\ ??? \end{array} = \frac{?}{????} \quad \begin{array}{r} ? \\ ??? \end{array} = \frac{????}{????})$</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student solving numerical expressions using sets of blocks
SAT41106A	<p>The student will compare sets of concrete objects using terms equal to, greater than or less than.</p> <p>(e.g., Shown a picture of two pencils, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils to indicate an equal set, etc.)</p>	<ul style="list-style-type: none"> Student work product showing the student indicating equal sets of objects or sets of objects that are greater than or less than another set
SAT41106B	<p>The student will pick the = sign mounted on a Velcro board to go between two sets with the same number of items.</p>	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the symbols correctly when presented with equal sets of objects or sets of objects that are greater than or less than another set
SAT41203A	<p>The student will use whole numbers and +, −, × and/or ÷ to translate written expressions into numerical expressions.</p> <p>(e.g., the student reads “I bought 2 fiction books, each costing \$4.00 and one map book costing \$2.00, etc.” and writes $(2 \times 4.00) + 2.00 =$)</p>	<ul style="list-style-type: none"> Student work product that shows the related numeric expression for a mathematical situation

SAT41203B	<p>The student will indicate the correct numerical expression by translating the verbal expression: “I bought 2 fiction books, each costing \$4.00, and one map costing \$2.00.”</p> <p>(e.g., choices: $(2 \times 4) + 2$; $4 + 2 + 2$; $4 + 4 + 4 + 2$)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the verbal expression and choosing the correct numerical expression from the set of three numerical expressions
SAT 41203C	<p>The student will translate a verbal expression into a numeric statement.</p> <p>(e.g., the teacher states four plus three and the student writes or selects the expression $4 + 3$, etc.)</p>	<ul style="list-style-type: none"> Student work product showing numeric statements, corrected and scored by the teacher
SAT41202	<p>The student will simplify numerical expressions.</p> <p>(e.g., $4 + 2 + 3$; $1+5-2$; $10-2-3$; etc.)</p>	<ul style="list-style-type: none"> Student work product showing the numerical expression and the steps the student follows to simplify it
SAT 41303	<p>The student will translate verbal expressions given by the teacher into algebraic expressions.</p> <p>(e.g., the teacher says six plus how many, student writes or selects the statement that says $6 + ?$, etc.)</p>	<ul style="list-style-type: none"> Student work product showing statements written or selected by the student, corrected and scored by the teacher
SAT41302A	<p>The student will indicate numbers to make the algebraic equation true.</p> <p>(e.g., $\square + \triangle = 10$)</p>	<ul style="list-style-type: none"> Student work product of student-indicated number that goes in the square and the number that goes in the triangle
SAT41302B	<p>The student will indicate numbers to make the algebraic equations true given two or more numbers.</p> <p>(e.g., $? + 10 = 12$; $4 + ? = 10$)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the expression and choosing from the set of number cards the one that makes it true
SAT41302C	<p>The student will indicate a number to make the expression true by filling in the missing number.</p> <p>(e.g., $3 \times 2 + ? = 10$)</p>	<ul style="list-style-type: none"> Completed student worksheet of numerical expressions with the number filled in by the student to make it true

GLIs and Essences
Grade 6 – Mathematics
6**Required Component 2—** Strand: Algebra**Choice Component 2—** Band: Equations and Inequalities

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 66-67	6.A.3	Translate two-step verbal sentences into algebraic equations	<ul style="list-style-type: none"> • Translate verbal sentences into algebraic equations, solve equations (two-step) and evaluate formulas • Solve simple proportions within context
	6.A.4	Solve and explain two-step equations involving whole numbers using inverse operations	
	6.A.5	Solve simple proportions within context	
	6.A.6	Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)	

Required Component 2— Strand: Algebra
Choice Component 2— Band: Equations and Inequalities
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities
Less Complex

More Complex

The student will:

- use whole numbers and the symbols (+ or –) and equal sign (=) to translate verbal or written sentences into algebraic equations (42104)
- identify correct numeric sentences (42102)
- solve simple whole number equations involving addition and/or subtraction (42105)

The student will:

- use numerals, variables, and the symbols (+, –, ×, or ÷) and equal sign (=) to translate verbal or written sentences into algebraic equations (42203)
- solve one-step equations using any of the four operations (42202)

The student will:

- translate verbal or written sentences indicating a two-step process into algebraic equations (42303)
- solve two-step algebraic equations (42304)

Required Component 2— Strand: Algebra		
Choice Component 2— Band: Equations and Inequalities		
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
SAT42104A	The student will use whole numbers, operation symbols and the equal sign to create a numerical expression when given a written sentence. (e.g., four plus six equals; two pens plus two pens equals, etc.)	<ul style="list-style-type: none"> Student work product of the written sentence and the students' translation under the sentence
SAT42104B	The student will place number and symbol cards in order to form an equation when the teacher says, "two plus three equals five."	<ul style="list-style-type: none"> Video tape of the student listening to a verbal sentence, then ordering the set of number and operations cards correctly
SAT42102	The student will indicate the sentence that is correct. (e.g., $1 + 3 = 4$ or $2 + 3 = 6$; $? + ? ? ? = ? ? ? ?$; or $? ? + ? ? ? = ? ? ? ? ? ?$; etc.)	<ul style="list-style-type: none"> Student work product of correct sentences highlighted by the student
SAT42105	The student will solve simple equations involving addition.	<ul style="list-style-type: none"> Student work product with various types of addition problems and the student's answers to these problems
SAT42202	The student will fill in missing numbers in a number sentence. (e.g., $5 - \square = 2$, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the missing numbers in simple algebraic equations
SAT42303	The student will translate the verbal expression involving two steps. (e.g., the teacher says "I have three cupcakes, I make three more. I eat 2. How many are left?" and the student writes or selects $3 + 3 - 2 = ?$, etc.)	<ul style="list-style-type: none"> Video tape of the student listening to the verbal expression and indicating the correct numerical equation
SAT42304	The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers.	<ul style="list-style-type: none"> Student work product indicating that the student solved two-step algebraic equations by indicating the answer

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

Grade 7

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

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

Required Component 1—Key Idea: Reading

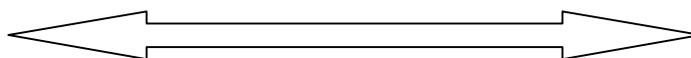
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex



The student will:

- locate and/or use the school library resources to find information (11101)
- use the school library to acquire information on two or more related topics (11111)
- locate the public library (11103)
- locate organizational text features in original formats (e.g., titles, page numbers, chapters headings, table of contents, indexes, etc.) (11104)
- use text features such as captions, charts, tables, and/or maps to gather information (11105)
- attend to or read to collect facts and/or ideas about a topic (11106)
- recognizes statements of opinion (11107)
- re-state or paraphrase collected facts and/or ideas (11108)
- identify main ideas in informational texts (11109)
- compare or contrast facts or ideas pertaining to a single topic (11110)

The student will:

- locate and use the school library or public library to acquire information (11209)
- attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)
- identify the main idea and/or supporting details in informational texts (11203)
- relate facts and/or ideas to chosen topic (11204)
- distinguishes facts from opinions (11205)
- compare and/or contrast two comparable subjects (11211)
- use facts to support a main idea (11207)
- draw conclusions based on explicit information about a topic (11208)

The student will:

- use the school library and/or public library resources to acquire information (11301)
- attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307)
- distinguishes facts from opinions (11303)
- distinguish the relevant from the irrelevant facts and/or ideas (11304)
- distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305)
- recognize information that is implied (11306)

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 area of the library where books about a given topic are located.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student going through the process of locating the area where the books about the given topic are located
SAT11104	The student will locate organizational text features (e.g., title, table of contents, glossary, etc.) in multiple resources.	<ul style="list-style-type: none"> Video tape of the student locating text features in multiple resources (e.g., text book, magazine, library book, etc.)
SAT11105A	The student will use tables and charts in a text to gather information about the topic being studied.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating information in a table or chart and recording it in his/her notes
SAT11105B	The student will find the chapter and/or page number in a book's Table of Contents to answer questions.	<ul style="list-style-type: none"> Student work product showing the chapter and/or page numbers the student used to gather information about a specific topic
SAT11106	The student will attend to or read to collect facts about a topic. (e.g., bus schedule facts, animal survival facts, weather facts, etc.)	<ul style="list-style-type: none"> Student work product of a T-Chart with facts pasted by student about a bus schedule Student work product of a weather journal with clippings from a newspaper about weather
SAT11109	The student will read or listen to informational text and record the main idea of the reading on a note page.	<ul style="list-style-type: none"> Student work product of the note page that the student produced with the main idea clearly indicated
SAT11209	The student will go to the school library, locate the daily paper and check the weather for the following day.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating the library, finding the paper, finding the weather section and pointing to the weather for tomorrow

SAT11210	The student will read or attend to two different informational texts about a similar topic to collect ideas about the topic.	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering the questions of the ideas (e.g. better approaches, other opinions, pros and cons, etc) • Student work product with questions about ideas collected from the topic (e.g., in yes or no question format, a collage of pictures illustrating ideas, or a bingo marker stamped on pictures that relate to the idea collected for the specific topic, etc.)
SAT11203	The student will identify the main idea and supporting details in a text by stopping when reading or stopping the reader when an important detail is mentioned and highlighting it in the text.	<ul style="list-style-type: none"> • Student work product of the highlighted text completed by the student
SAT11307	The student will read multiple informational texts to collect facts about a single topic. (e.g., multiple means three or more texts)	<ul style="list-style-type: none"> • Student work product that includes the title 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.)
SAT11303	The student will distinguish facts from opinions in the daily paper. (e.g., letters to the editor-opinion, news story-facts, obituary-some facts some opinion, etc.)	<ul style="list-style-type: none"> • Student work product of articles selected and clearly marked which is fact and which is opinion (either by article or by paragraph in the article)
SAT11305	The student will distinguish similar and dissimilar information from two sources on the same topic and list these on a graphic organizer.	<ul style="list-style-type: none"> • Student work product of a graphic organizer that shows similar and dissimilar information about the topic

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

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

Required Component 1—Key Idea: Reading

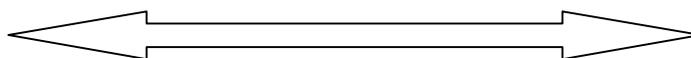
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex



The student will:

- make predictions based on clues in a story (12109)
- identify favorite and/or least favorite parts of a story (12110)
- relate setting, events, and/or characters to personal experience or the experience of others (12111)
- recognize key details about setting, events and/or characters in a literary story (12112)
- recognize characters in multiple literary stories (12113)
- identify changes in characters in a story (12114)
- recognize the author's message (12115)
- attend to or read different genres of literary stories (12116)

The student will:

- tell what happens in a story in sequence (plot) (12201)
- provide details about events (plot): “who”, “what”, “where”, “when”, and/or “how” (12211)
- identify changes in characters and/or their personalities reflected in their actions and/or words (12203)
- identify implicit motives of characters (12204)
- make predictions or draw conclusions about characters or plot based on specific details in stories (12205)
- recognize the same story can be told in different genres (12206)
- explain author's message using details from the story (12207)
- distinguish prose from poetry (12208)
- recognize poetic elements (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12212)
- identify details in a story or poem that appeal to the senses (12210)

The student will:

- identify causes of events in stories (12301)
- identify character's motivations (12302)
- explain how setting affects the events or characters in a story (12303)
- show how one character is similar to or different from another character in the story in actions or words (12304)
- compare two versions of the same story: in written text and/or in some other form (e.g., film, cartoon, song, play, etc.) (12309)
- read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306)
- recognize similes (comparisons using *like* or *as*) in stories and/or poetry (12307)
- recognize metaphors (comparisons, without using *like* or *as*, of two things that are basically different but have one similarity) in stories and/or poetry (12308)

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

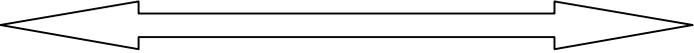
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12109	The student will make predictions and give the clues from the story that lead him/her to make that predication.	<ul style="list-style-type: none"> • Audio tape of the student stating clues from story and predictions based on these clues
SAT12110	The student will attend to a story represented by pictures on a worksheet and select the picture of his/her favorite part of the story.	<ul style="list-style-type: none"> • Student work product of stamped part(s) of the story that are his/her favorite
SAT12112	The student will complete a graphic organizer using key details about the setting and events in a literary story.	<ul style="list-style-type: none"> • Student work product of the completed graphic organizer
SAT12114	The student will identify changes in characters in a story by pasting pictures, words or phrases on a time line to illustrate changes.	<ul style="list-style-type: none"> • Student work product of timeline illustrating changes the characters went through in the story
SAT12116	The student will attend to stories presented from two genres.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance of the amount of time the student attended to a fictional story and a poem about the same topic
SAT12201	The student will tell what happens in a story by sequencing pictures that illustrate events.	<ul style="list-style-type: none"> • Student work product of pictures sequenced to tell events in story and affixed to a timeline
SAT12206	The student will recognize that the same story can be told in different genres by telling how a story written in two different genres is alike.	<ul style="list-style-type: none"> • Video tape or audio tape of the student indicating which two out of three genres are the same story
SAT12210	The student will identify the details in a story that appeal to the senses by selecting those words that (in text or picture format) relate to color, texture, taste, smell or emotion.	<ul style="list-style-type: none"> • Video tape of the student selecting words that provide detail about sensory experiences • Student work product of the words that illustrate sensory experience affixed to a worksheet
SAT12301	The student will identify the causes of events in a story by matching pictures of the events with those things that precipitated them.	<ul style="list-style-type: none"> • Student work product of a graphic organizer including the events in the story and the things that lead to or caused the events to take place

SAT12304	The student will show how characters in a story are similar and different by completing a Venn Diagram.	<ul style="list-style-type: none"> • Student work product of a Venn Diagram that shows character similarities and differences
SAT12309A	The student will compare two stories by indicating how two familiar stories from different genres are alike using a graphic organizer.	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer comparing the two genres of the same story
SAT12309B	The student will compare by indicating how two familiar stories from different genres are alike after listening and/or reading two versions of the same story in different formats.	<ul style="list-style-type: none"> • Video tape or audio tape of the student identifying the pair and explaining the similarities between the play version and the textual version of the same story
SAT12309C	The student will compare two versions of the same story by telling how a book version and a film version of the story differ.	<ul style="list-style-type: none"> • Audio tape of the student giving details that are different in the movie as compared to the book

Required Component 2—Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

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

AGLIs		
Grade 7 – ELA		
7		
Required Component 2—Key Idea: Listening		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Listening-Standard 1		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • listen to and follow one-step directions to perform a task or assignment (31101) • respond to speaker (e.g. yes or no questions, choice decisions, etc.) (31102) • distinguish between fact and opinion (31106) • identify how details are related to main ideas and/or each other (31104) • take notes (main ideas) during a listening activity(s) (31107) 	<p>The student will:</p> <ul style="list-style-type: none"> • listen to and follow two-step directions that provide information about a task or assignment (31201) • draw conclusions on the basis of explicit information and/or relationships within information (31202) • take notes of main ideas and supporting details during a listening activity(s) (31204) 	<p>The student will:</p> <ul style="list-style-type: none"> • listen to and follow multi-step directions that provide information about a task or assignment (31305) • listen to a presentation and identify essential information via note-taking (31306) • draw conclusions on the basis of explicit information and relationships within the information presented during a listening activity(s) (31307) • identify essential details when note-taking (31304)

Required Component 2—Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101	The student will place story pictures that will be used in a sequencing activity on a table in the classroom.	<ul style="list-style-type: none"> Video tape of the student listening to the directions and placing the story pictures on the table
SAT31102	The student will answer yes or no or true or false to questions about factual information presented by a guest lecturer.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to different questions about factual information presented to the student
SAT31106	The student will listen to an editorial from a newspaper and an informational piece from the internet read aloud to identify which one is fact-based and which one is opinion-based.	<ul style="list-style-type: none"> Audio tape of the student listening to the two different pieces and indicating with is fact-based and which is opinion-base
SAT31107	The student will take notes during a listening activity by selecting those pictures that illustrate key points in the presentation. (Note: pictures presented should include minor details and unrelated details)	<ul style="list-style-type: none"> Student work product of a T-chart that contains the pictures that the student selected to illustrate the details of the presentation
SAT31201	The student will listen to and follow two-step verbal directions that provide information about a task or assignment. (e.g., get your communication board and come to the table for reading group—Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> Video tape of the student following the two-step directions and completing the task
SAT31202A	The student will draw conclusions after listening to explicit information presented by a guest lecturer by indicating a response from three options or words that describe a possible conclusion of the lecture.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when drawing conclusions of factual information given a set of responses to choose from
SAT31202B	The student will draw conclusions based on their daily schedule using PEC symbols to respond to questions, such as "If you just finished "reading", what will you do next?"	<ul style="list-style-type: none"> Video tape of the student using PEC symbols to draw conclusion based on a question

SAT31306	The student will identify essential information from a presentation by taking notes about information from the speaker's presentation and will pose one appropriate question based on those notes.	<ul style="list-style-type: none"> • Video tape of the student taking notes during the presentation and then posing a question to the presenter
SAT31307	The student will draw a conclusion based on explicit information and a relationship within the information about various career paths after listening to guest lecturers.	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the conclusion the student drew and the relationship of information presented about different career paths

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

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

Required Component 2—Key Idea: Listening

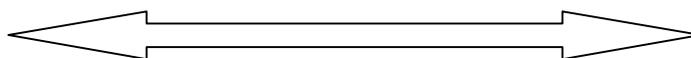
Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex

More Complex



The student will:

- respond to different genres that are read aloud (32106)
- recognize rhyme and/or rhythm in poetry (32102)
- identify story elements (e.g., character, plot, setting, etc.) (32107)
- take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108)
- recognize the use of literary devices (e.g., rhyme, rhythm, personification and/or simile, etc.) to enhance appreciation of literature (32109)

The student will:

- recognize the author's purpose (32205)
- identify details that imply information about a character (32206)
- recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203)
- recognize that the author's message may be explicit (stated) or implicit (not stated) (32207)

The student will:

- recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305)
- begin to interpret texts using inferences about characters (32302)
- identify literary devices in texts to support interpretations of stories and/or poems (32303)
- recognize how the author's use of literary devices affects a listener's understanding of literary text (32306)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 recognize beginning rhythm by clapping his/her hands or nodding his/her head to the cadence of a poem as it is being read.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing beginning rhythm and demonstrating the cadence in a poem
SAT32107	The student will respond to story element questions in different genres read aloud.	<ul style="list-style-type: none"> Video tape of the student using symbols or speech output devices to answer questions about story elements
SAT32108	The student will take part in a small group discussion by indicating a question or responding to a question about the author's message.	<ul style="list-style-type: none"> Video tape or audio tape of the student taking part in the discussion and answering or posing a follow-up question related to the author's message
SAT32203	The student will recognize that the author's use of literary devices affects appreciation by indicating a preference for one of two literary texts based on style. (e.g., use of rhythm, use of colorful language, use of humor, etc.)	<ul style="list-style-type: none"> Student work product of pictures representing different texts with different styles - The student indicates his/her preferred text by placing a sticker on the text and selecting the reason for the choice from his/her PEC symbols
SAT32305A	The student will listen to class lectures to recognize how the author's style affects comprehension and/or interpretation by selecting the author's style utilized in the story and answering questions related to it.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating a particular style and through verbalizing, signing, or using symbols answering questions related to comprehension and/or interpretation within the author's specific style
SAT32305B	The student will indicate a particular style and express appreciation of one text over another having the same theme. (e.g., style: precise language vs. extensive description, etc.)	<ul style="list-style-type: none"> Audio tape of the student indicating his/her opinion regarding a text based on the preferred style, including his/her reasoning

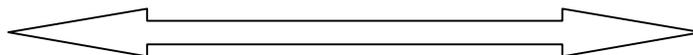
Mathematics

NYSAA Frameworks

Grade 7

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

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

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Theory
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Theory
Less Complex

More Complex

The student will:

- show multiplication of whole numbers less than 10 using concrete objects (12104)
- multiply and/or divide whole numbers less than 10 (12105)
- show addition of two or more whole numbers using concrete objects (12106)
- add and/or subtract one or two-digit whole numbers (12107)

The student will:

- identify two whole numbers that when multiplied result in a given number using one or more strategies (12201)
- identify a missing factor when given one factor and the resulting product using one or more strategies (12204)
- on a number line of whole numbers from 1 to 10, identify which numbers are prime numbers (12203)

The student will:

- identify whole number factors of one or more whole numbers from 1 to 20 using one or more strategies (12303)
- identify a pair of factors of one or more whole numbers from 1 to 20 (12302)

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Theory
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12104A	The student will show multiplication of 1 by another number under 10 using objects. (e.g., $1 \times 1=1$; $1 \times 5=5$; $1 \times 8=8$, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student manipulating objects, pictures and/or a number line to find the answer to questions
SAT12104B	The student will place two objects in each of the three egg carton cups to show multiplication when given the whole number equation 2×3 . (e.g., using a partial egg carton cup to show)	<ul style="list-style-type: none"> Video tape of the student multiplying two numbers using the egg carton cup
SAT12105	The student will divide even whole numbers less than 10 by 2 by separating a group of objects into two equal groups.	<ul style="list-style-type: none"> Video tape of the student dividing a group of objects into two equal groups
SAT12106	The student will show addition of two or more whole numbers by placing the correct number of objects under each addend and then grouping them together to show the addition. (e.g., $2 + 3 = 5$?? + ??? ? ? ? ? ? ? ? ? ? ?)	<ul style="list-style-type: none"> Video tape of the student placing objects under each addend and then combining them to show addition
SAT12107	The student will add one and/or two digit whole numbers. (e.g., $1+3=$; $12+1=$; $4+10=$; $11+11=$; etc.)	<ul style="list-style-type: none"> Student work product showing addition of various sets of numbers
SAT12201	The student will identify a pair of numbers that when multiplied, result in a given number. (e.g., $?x?=6$; $?x?=12$; etc.)	<ul style="list-style-type: none"> Student work product showing the blank numbers and the answer with the student-indicated numbers to go in the blanks
SAT12204	The student will identify the missing factor when given one factor and the solution using manipulatives. (e.g., $4x?=20$; $1x?=2$; $3x?=9$; etc.)	<ul style="list-style-type: none"> Video tape of the student finding the missing factor using a set of manipulatives

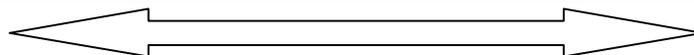
SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by highlighting the prime numbers.	<ul style="list-style-type: none">• Student work product of highlighted numbers on the number line
SAT12303	The student will find all of the whole number factors for one or more whole numbers from 1 to 20 using a calculator or a number line. (e.g., factors of 6 = 1, 2, 3, and 6; factors of 12 = 1, 2, 3, 4, 6, 12; factors of 20 = 1, 2, 4, 5, 10, 20)	<ul style="list-style-type: none">• Student work product showing all of the factors of, for example, three numbers from 1 to 20

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

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

Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- add integers from -10 to +10 using one or more strategies (13103)
- simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)
- identify a whole and its parts (13104)

The student will:

- add and/or subtract integers from -20 to +20 (13203)
- using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)

The student will:

- add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives (13303)
- simplify expressions using order of operations (13302)

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13103A	The student will add and/or subtract integers between 1 and 5 using a number line or counter chips.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student adding and/or subtracting integers from 1 to 5 using a number line or counters
SAT13103B	The student will add positive integers by adding one more object to a group of objects, using a number line to add the sets of objects.	<ul style="list-style-type: none"> Video tape of the student using a number line with one object placed at the number 1, then, placing another object on the number line at the number two (to add one) and indicating the total by touching the number
SAT13102	The student will simplify a numerical expression involving addition of three numbers. (e.g., $3+1+4=$ simplified to $4+4=$; $1+1+1=$ simplified to $2+1=$; etc.)	<ul style="list-style-type: none"> Student work product of simplified equations with final solutions
SAT13104	The student will recognize a whole and its parts by placing a whole object and its parts together.	<ul style="list-style-type: none"> Student work product with one column indicating whole and another column indicating parts
SAT13203A	The student will add integers between -20 to +20 to find the sum. (e.g., $15+5=$; $1 + -2=$; $4+10=$; $-5 + -3=$; etc.)	<ul style="list-style-type: none"> Student work product showing addition problems and the sum
SAT13203B	The student will add and/or subtract integers of any integers between -20 to +20 related to questions about temperature. (e.g., low temp of day + ?=high temp; high temp of day –low temp of day=degree of difference; 10 degrees +2 degrees=?; etc.)	<ul style="list-style-type: none"> Student work product of answers to questions related to temperature involving addition and/or subtraction
SAT13202	The student will shop and select two or more of one item and 1 or more of another, then find the total cost. (e.g., School store: 2 pencils @ 5¢ each and 1 pen @ 50¢ - $.05+.05+.50=?$, .or $10 + .50=?$; music on-line: 5 songs @ \$1 each and 2 albums @ \$10 each, $1+1+1+1+1+10+10=?$ or $5 + 20=?$, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook showing shopping activities where student simplified a numerical expression by finding the total cost of the items selected

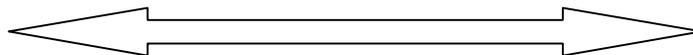
SAT13303	The student will add, subtract and/or multiply integers with and/or without the use of a number line.	<ul style="list-style-type: none"> • Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate amounts such as total number of yards gained and/or lost; starting and finishing yard line
SAT13302	<p>The student will simplify an expression using order of operations.</p> <p>(e.g., 4 books @ \$2 each plus 2 pens @ 50¢, $(4 \times 2) + (2 \times .50) = ?$ simplified to $8 + 1 =$)</p>	<ul style="list-style-type: none"> • Video tape of the student being given an expression and going through the order of operations to simplify the expression

GLIs and Essences
Grade 7 – Mathematics
7**Required Component 2—** Strand: Statistics and Probability**Choice Component 1—** Band: Collection, Organization, and Display of Data

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

Required Component 2— Strand: Statistics and Probability

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Statistics and Probability-Collection, Organization, and Display of Data
Less Complex

More Complex

The student will:

- gather data and record it on a list or in a chart (51103)
- organize data and represent it using a simple graph (51104)
- recognize a question that could be answered by gathering data (51105)

The student will:

- pose a question, gather data appropriate to the question and record the data in an organized way (51203)
- organize data and represent it using a table, pictograph or a bar graph (51204)

The student will:

- pose a question, gather data appropriate to the question and record the data using a table or frequency chart (51303)
- organize data and represent it using two or more different methods (51304)

Required Component 2— Strand: Statistics and Probability

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

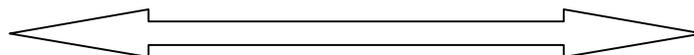
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT51103	The student will gather and record data on a list or chart in response to a question posed by the teacher or another student.	<ul style="list-style-type: none"> Student work product of a picture board listing pictures of peers who are in school on a certain day Student work product of a chart that shows how many boys and/or many girls are in a class
SAT51104	The student will organize data regarding how many times he/she leaves the room in a day and display it on a simple graph with bingo markers stamped to represent each time per each day.	<ul style="list-style-type: none"> Student work product of a graph on which the student places data which he/she organized on the number of times he/she leaves the room in one day
SAT51105	The student will recognize a question that could be answered by collecting data by selecting the appropriate question when presented with different sentence questions.	<ul style="list-style-type: none"> Video tape of the student selecting the question he/she wants to present as a question to collect data when presented with sentence questions
SAT51203	<p>The student will create a question that could be answered by collecting data on a given topic, will ask the question, gather the data and will represent the data using a pictograph.</p> <p>(e.g., Question asked: “How many pockets do you have?” or “What did you eat for breakfast?”)</p>	<ul style="list-style-type: none"> Student work product that shows the question asked, the data collected and a pictograph representing that data
SAT51204	The student will organize a set of related and unrelated data cards by sorting the appropriate data and representing that data by pasting the data cards onto a table.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the data and placing it in the table
SAT51303	The student will select a topic of interest, create a question to ask, collect responses and organize the responses on a table or frequency chart.	<ul style="list-style-type: none"> Student work product of a diary of the student’s project in which the student posed a question, collected information and recorded the information on a table or frequency chart
SAT51304	The student will organize a set of data previously collected and will display it on a frequency chart and on a bar graph.	<ul style="list-style-type: none"> Student work product of the frequency chart and of the bar graph

GLIs and Essences
Grade 7 – Mathematics
7**Required Component 2—** Strand: Statistics and Probability**Choice Component 2—** Band: Analysis of Data

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

AGLIs
Grade 7 – Mathematics
7
Required Component 2— Strand: Statistics and Probability
Choice Component 2— Band: Analysis of Data
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data
Less Complex

More Complex

The student will:

- recognize data displayed on a simple graph (53102)

The student will:

- read and/or interpret data displayed on pictographs and/or bar graphs (53201)

The student will:

- read and/or interpret data displayed on pictographs, bar graphs and/or frequency charts (53301)

Required Component 2— Strand: Statistics and Probability
Choice Component 2— Band: Analysis of Data
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	The student will recognize data in a simple graph that shows how many students are engaged in a certain activity or are present or absent on a given day.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to a graph and then selecting the graph that shows the data requested
SAT53102B	The student will recognize a graph that shows a bar graph when presented with two different sets of graphs.	<ul style="list-style-type: none"> Student work product of different charts and the one the student indicated as the bar graph
SAT53201A	<p>The student will answer simple questions related to data displayed in a pictograph.</p> <p>(e.g., Questions: “Which category has the most?”; “How many more in one category when compared to another category?”; “How many objects are there all together in two categories?”, etc.)</p>	<ul style="list-style-type: none"> Student work product showing the pictograph, questions and/or answers to questions related to the data
SAT53201B	The student will interpret a stacking block graph of his/her attendance in a month by indicating which day of the week he/she was present most.	<ul style="list-style-type: none"> Video tape of the student looking at a wall-sized bar graph chart of his/her daily attendance over two months and placing a sticker by the month that he/she was present most of the time
SAT53301	<p>The student will state a conclusion or answer questions based on data displayed on a pictograph, bar graph and/or frequency chart.</p> <p>(e.g., Bar graph of a person’s earnings from a job over a week, and the student’s calculations of the total weekly earnings.)</p>	<ul style="list-style-type: none"> Student work product of a pictograph, bar graph or frequency chart and the student’s conclusions or responses to questions related to the data

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

Grade 8

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 to acquire information (11101)
- attend to or read multiple informational texts to collect facts and/or ideas (11107)
- attend to or read to collect facts and/or ideas about a chosen topic (11102)
- identify the main idea and/or supporting details in informational texts (11103)
- relate facts and/or ideas to chosen topic (11104)
- compare and/or contrast two comparable subjects using charts and/or graphic organizers (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 conclusions 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 given topic (11305)
- draw conclusions based on explicit and/or implicit information (11306)
- interpret information (11307)
- use multiple informational texts (print and non-print) 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
SAT11102	The student will attend to or read texts to collect facts about a chosen topic.	<ul style="list-style-type: none"> • Video tape of the student attending to or reading texts to collect facts
SAT11104A	The student will relate facts and ideas to the chosen topic by indicating objects, symbols, drawings, or pictures that are related to the topic.	<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 all objects, symbols, drawings, or pictures (yes answers) that relate to the topic
SAT11104B	The student will relate facts and ideas 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 two comparable subjects by placing pictures in correct sections of a Venn Diagram to show similarities and differences.	<ul style="list-style-type: none"> • Student work product of Venn Diagram
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 on a topic from textbooks, the internet and library sources.	<ul style="list-style-type: none"> • Student work product of facts collected about a topic and their source on a worksheet
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.	<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 information 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
SAT11310	<p>The student will select the best library resource to use to collect facts on a topic given a choice of three.</p> <p>(Note: choices should be one with strong connection to a topic, one with some connection and one no connected at all)</p>	<ul style="list-style-type: none"> • Video tape of the student identifying a topic, telling what each resource is about and selecting the resource that has the best information about the topic
SAT11305	The student will identify the facts or data that are relevant to the main idea when presented with a main idea and various facts and/or data.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting the appropriate facts and/or data that are relevant to the given main idea

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

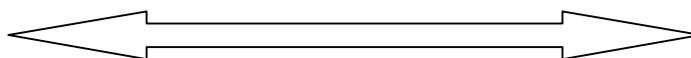
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

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 differences in perspectives (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 texts (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 works (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 works (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
SAT13102	<p>The student will attend to or read to identify similar information in two sources and indicate “yes” or “no” to questions about the texts.</p> <p>(e.g., answering questions such as: Are the numbers the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.)</p>	<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
SAT13104	<p>The student will attend to literature to identify the author’s purpose by selecting the card (word or picture) that reflects the author’s purpose.</p>	<ul style="list-style-type: none"> • Video tape of the student attending and selecting the card that represents the author’s purpose
SAT13110	<p>The student will attend to texts about a historical event, identify the perspective of each text and indicate how they are different.</p>	<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	<p>The student will recognize his/her personal criteria of “like/dislike” about a story by selecting a stamp and stamping it on a worksheet of symbols for “happy, sad, scary and bored.”</p>	<ul style="list-style-type: none"> • Student work product of personal criteria of “like/dislike” related to the reason stamped on a picture representing the story
SAT13210	<p>The student will compare the validity of supporting details by matching it to similar information in other parts of the text.</p>	<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	<p>The student will compare the author’s facts about a topic with their own personal experiences.</p>	<ul style="list-style-type: none"> • Student work product of a graphic organizer created or completed by the student showing similarities of facts on a topic to the student’s own experience

SAT13207	<p>The student will use personal criteria to evaluate the quality of literary works by giving reasons why he/she found the work enjoyable.</p> <p>(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.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student describing the criteria used to evaluate the literary work
SAT13304	<p>The student will recognize a strategy to determine the validity of information by answering questions about the author's purpose and perspective to determine validity.</p>	<ul style="list-style-type: none"> • Audio tape of the student answering questions related to the author's purpose and perspective and answering whether that validates the information presented by the author
SAT13305	<p>The student will indicate a personal opinion about a literary work from a set of personal criteria.</p> <p>(e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)</p>	<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

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

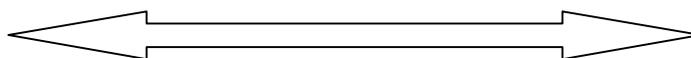
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex



The student will:

- connect details to main idea examples 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 , facts, and/or ideas (21104)
- organize notes logically about a topic (21105)
- summarize informational text in own words (21109)
- create pictures, symbols, objects, 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 identify the main idea and two or more supporting details by using a graphic organizer.	<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
SAT21108	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
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, facts, and/or ideas 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 notes cards and indicating those that relate to the text
SAT21105	The student will organize the notes about the life cycle of a butterfly and other animals in logical sequence from the first stage to the last stage.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when organizing the stages of a life cycle of an animal in logical, sequential order
SAT21109	The student will summarize key points from an informational text using: his/her own words, verbalization, 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
SAT21107	The student will select 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
SAT21206	The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text.	<ul style="list-style-type: none"> Student work product of notes on a graphic organizer and relevant facts, data or ideas listed in one column and irrelevant facts, data or idea listed in another column

SAT21205	<p>The student will compare data about a specific topic in a chart or other graphic organizer.</p> <p>(e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.)</p>	<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
SAT21306	<p>The student will create a clear sentence to respond to literal questions using information from various resources for support.</p> <p>(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 of the cost of gas?”)</p>	<ul style="list-style-type: none"> • Student work product of student-created clear sentences for each literal question asked based on an informational text
SAT21303	<p>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.</p>	<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	<p>The student will select 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.</p>	<ul style="list-style-type: none"> • Student work product of the appropriate graphic organizer to present the specific relevant details from an informational text
SAT21307	<p>The student will compare and contrast information on a graphic organizer to indicate similarities and differences found in an informational text that is related to an idea.</p>	<ul style="list-style-type: none"> • Student work product of the idea 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 written presentation on the basis of audience, purpose, and content

Required Component 2—Key Idea: Writing

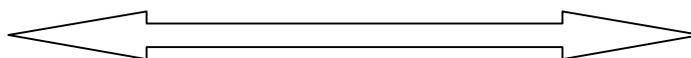
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 3

Less Complex

More Complex



The student will:

- recognize appropriate predictions based on text about possible outcomes (23101)
- recognize concepts 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 predictions about possible outcomes 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 techniques in editorials 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 or select 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	<p>The student will recognize that opinion-based writing requires facts to support the opinion by selecting a statement of fact to support a selected opinion about a given illustration depicting a situation.</p> <p>(e.g., FACT: “The man is in snowstorm with no coat.” supports an OPINION: ”The man is cold.”)</p>	<ul style="list-style-type: none"> Video tape of the student selecting a sentence strip that states opinion (“The man is cold” rather than the man is hungry or the man is too warm) -Then selecting the basis for that opinion from provided 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.	<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
SAT23105	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
SAT23107	The student will indicate an opinion by tapping his/her finger on the picture of 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
SAT23208	The student will predict an outcome of a story and the reasoning for 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 sequential pictures and selecting pictures from two or more to support reasoning

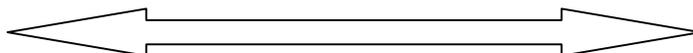
SAT23209	<p>The student will select a topic and create text that includes several persuasive statements appropriate for a particular audience about the topic.</p> <p>(e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.)</p>	<ul style="list-style-type: none"> • Student work product of a letter the student wrote to the principal about school lunch
SAT23203	<p>The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement.</p>	<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	<p>The student will share details that provide enough description about an object or event that another person can identify the items or event being described.</p>	<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
SAT23213	<p>The student will use an additional resource to validate a fact(s) found about a topic.</p> <p>(e.g., encyclopedia, internet, reference book to validate fact(s) in newspaper or textbook, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student looking up information in a resource to validate a fact(s) • Student work product of a worksheet the student completes providing a fact(s), the resource(s) used to validate fact(s) and a statement of validation from the resource(s)
SAT23307	<p>The student will create a text (minimum of one paragraph) in which he/she states an opinion and provides supporting evidence.</p>	<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	<p>The student will select a topic, collect facts and make posters to be used in a presentation to the class.</p>	<ul style="list-style-type: none"> • Student work product of posters showing facts and details the student will share in presentation
SAT23309	<p>The student will identify one or more persuasive techniques when given an advertisement.</p> <p>(e.g., comparison, exaggeration, etc.)</p>	<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
SAT23312	<p>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.</p>	<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

GLIs and Essences
Grade 8 – Mathematics
8**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:

- sort models or pictures of shapes to determine which are congruent (same size and shape) and which are not congruent (31104)
- sort models or pictures of pairs of lines to determine which are parallel and which are not parallel (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.

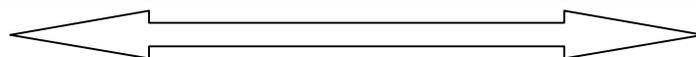
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31104	The student will sort a variety of shapes by identifying pairs of congruent (same size and shape) shapes.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting, from a set of three or more shapes, the shape that is congruent to the given shape
SAT31105	The student will sort parallel segments and/or lines into one pile and non parallel segments and/or lines into another pile.	<ul style="list-style-type: none"> Video tape of the student grouping parallel lines together in one pile and non parallel lines in another pile
SAT31103A	The student will identify shapes that contain angles. (31103)	<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)
SAT31103B	The student will identify a shape with angles by eye-gazing to a square.	<ul style="list-style-type: none"> 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 determine which angles are congruent (same shape and size) by placing them on top of each other to see which match.	<ul style="list-style-type: none"> Video tape of the student matching angles and indicating which are congruent Student work product of congruent angles matched on a worksheet
SAT31204	The student will identify pairs of vertical angles and will indicate if the angles are congruent.	<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
SAT31301A	The student will identify pairs of supplementary angles (sum of angles is 180 degrees).	<ul style="list-style-type: none"> Student work product of pictures selected by the student of supplementary angles Student work product of straight lines and rays drawn by the student and the identification of pairs of supplementary angles
SAT31301B	<p>The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles.</p> <p>(e.g., Student correctly identifies the piece with the angle that fits with a given angle.)</p>	<ul style="list-style-type: none"> Video tape of the student putting a puzzle together with pieces that contain supplementary angles

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
SAT32102A	The student will show or identify a translation (slide) using a model or manipulative.	<ul style="list-style-type: none"> Video tape of the student completing puzzles that require the student to find the correct orientation of the piece (e.g., non-interlocking, interlocking, form boards)
SAT32102B	The student will select the shape that completes a square, rectangle, and/or other simple geometric figure(s). (e.g., an “L” made of four squares)	<ul style="list-style-type: none"> Student work product of a journal showing the initial position of a shape and the results of the student sliding the shape (e.g., an “L” made of four squares) to the right, left, up, and/or down a certain number of units (e.g., slide the shape two units down on a small grid.)
SAT32103A	The student will recognize a figure when the figure is dilated (enlarged or shrunk) 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 identify images that have been reflected (flipped) by matching them to their corresponding shapes (not flipped).	<ul style="list-style-type: none"> Student work product showing shapes the student matched (pasted on a worksheet or lines drawn to match shapes)
SAT32202	The student will show or identify translations (slides) and/or reflections (flips) using models, manipulatives and/or pictures.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when naming the transformation when the teacher slides and/or flips a shape on a board or grid Sequenced, captioned, dated photographs of the student sliding a shape in a certain direction for a given number of units and/or flip the shape over a given line

SAT32302	The student will identify and interpret translations (slides), reflections (flips), rotations (turns) and/or dilations using models, manipulatives and/or pictures.	<ul style="list-style-type: none">• Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using flips and/or turns of geometric shapes• Data Collection Sheet recording student performance when naming the transformation when the teacher slides, flips, turns and/or dilates a shape on a board
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GLIs and Essences
Grade 8 – Mathematics
8**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	

AGLIs		8
Grade 8 – Mathematics		
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
<p>The student will:</p> <ul style="list-style-type: none"> 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) 	<p>The student will:</p> <ul style="list-style-type: none"> 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) 	<p>The student will:</p> <ul style="list-style-type: none"> 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 relating to the symbols ($>$, $<$, $=$) when given two sets of CDs and will identify which set is greater than ($>$), less than ($<$) or equal to ($=$) by placing the correct symbol between the sets.	<ul style="list-style-type: none"> Video tape of the student placing the symbols cards between the sets when different sets are compared
SAT41103B	The student will indicate the correct set to complete the expression when presented with a given set and the symbol less than ($<$). (e.g., 2 books $<$ 7 books; 4 apples $<$ 9 apples, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the appropriate set
SAT41104	The student will indicate the appropriate card to represent a comparison of greater than or less than between two numbers when given two sets of numbers and various symbol cards ($<$, $>$). (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 listen to a simple verbal sentence and will translate it to represent the sentence using numerals and symbols. (e.g., “two equals two”, “four does not equal three”, “one apple plus two apples”, etc.)	<ul style="list-style-type: none"> Student work product of a student journal of verbal or written sentences given by the teacher and the student’s translation using numerals and symbols
SAT41204	The student will identify the correct number sentence stated by the teacher by stamping the correct one on a paper out of a choice of three. (e.g., $3+5=8$; $5-3=8$; $3-8=5$)	<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.)	<ul style="list-style-type: none"> Video tape of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression

SAT41305	The student will use mathematical symbols to complete number sentences.	<ul style="list-style-type: none">• Sequenced, captioned, dated photographs of the student selecting the correct symbol, =, > or <, that shows the relationship between objects
SAT41306	The student will create a verbal expression when given or read a mathematical expression.	<ul style="list-style-type: none">• Audio tape of the student giving verbal expressions for given mathematical expressions

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)

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
SAT43105	The student will recognize (through facial expression, vocalization, body movement, etc.) a pattern of sensations when touching a pattern of textures (e.g., cotton/sandpaper, leaf/rock) or listening to a pattern of sounds (e.g., piano/drum).	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing a textured pattern or sound pattern Data Collection Sheet recording student performance when recognizing varying patterns of textures, shapes or sounds
SAT43106A	The student will duplicate a simple A-B texture pattern by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original pattern. (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 perform movements in time to drummed patterns in music.	<ul style="list-style-type: none"> Video tape or audio tape of the student duplicating the pattern in drummed music
SAT43108	The student will extend a pattern when given a repeating number pattern. (e.g., 1, 2, 1, 2, ___; 3, 2, 1, 3, 2, 1, ___; etc.)	<ul style="list-style-type: none"> Student work product of repeating number patterns with a line filled-in at the end of the pattern to extend it
SAT43203	The student will extend a pattern when given a growing number or shape pattern. (e.g., 2, 3, 4, 5, ___?___; 2, 5, 8, ___?___;  ___?___; etc.)	<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 growing pattern
SAT43204	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.)	<ul style="list-style-type: none"> Student work product of repeating number patterns with a missing element filled-in
SAT43307	The student will create a number and/or shape pattern and then will extend the pattern two or three more times.	<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
SAT43308	The student will describe the rule for finding the next element of a number pattern.	<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

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

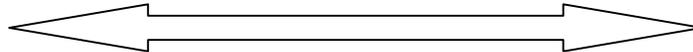
Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

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 tools used for scientific investigations (12106)
- recognize a safety hazard associated with a scientific investigation (12103)
- recognize results 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 results of an investigation (12207)

The student will:

- design a simple scientific investigation (12303)
- assemble tools 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 results 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	<p>The student will recognize which choice is a technique for conducting a scientific investigation by selecting from two choices.</p> <p>(e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.)</p>	<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	<p>Given a magnet and a group of metal and nonmetal objects, the student will identify objects that are magnetic by picking them up with the magnet.</p>	<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 magnetic
SAT12106	<p>The student will recognize which tool is used for scientific investigations by selecting from two choices.</p> <p>(e.g., pictures of a measuring cup and a thermometer for an investigation of water temperature using water at room temperature and in the refrigerator)</p>	<ul style="list-style-type: none"> Video tape of the student selecting common scientific tools identified for an investigation
SAT12103	<p>The student will recognize which choice is a safety hazard associated with a scientific investigation by selecting the picture of the object from a choice of two that shows an unsafe practice.</p> <p>(e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.)</p>	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs, and/or symbols representing a safety hazard associated with a scientific investigation
SAT12107	<p>The student will recognize the results of an investigation by selecting the object or picture that represents the results.</p> <p>(e.g., the plant wilted, the water froze, the rock sunk, etc.)</p>	<ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs and/or symbols representing the results of an experiment

SAT12201	The student will identify a simple technique used during a scientific investigation by naming it. (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) a simple technique used during a scientific investigation
SAT12202	The student will identify two or more tools needed for a scientific investigation by naming them. (e.g., beaker, graduated cylinder, balance, microscope, eye dropper, etc.)	<ul style="list-style-type: none"> ○ Student work product showing the student naming (verbally, written, using augmented communication) two or more tools needed for a scientific investigation
SAT12203	The student will identify a safety procedure by naming one procedure conducted during a scientific investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student naming (verbally, written, using augmented communication) a safety procedure for a scientific investigation
SAT12204	The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/thaw temperatures, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance on all steps of the investigation
SAT12207	The student will identify the result of the experiment by selecting from two or more choices.	<ul style="list-style-type: none"> • Student work product showing the student correctly selecting 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 assemble tools needed for a scientific investigation. (e.g., The student gathers materials 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 assembled 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 magnetic)	<ul style="list-style-type: none"> • Video tape of the student implementing a technique that is appropriate to answer a specific question

SAT12302	<p>The student will use correct safety procedures for a scientific investigation.</p> <p>(e.g., wearing goggles, apron, tying back hair, following directions, etc.)</p>	<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	<p>The student will recognize the independent variables, dependent variables, and constants in a simple investigation by selecting from a choice of two possibilities.</p>	<ul style="list-style-type: none"> • Student work product showing the student correctly selecting from a list, photographs, or symbols representing the independent variables, dependent variables, and constants in a simple investigation
SAT12309	<p>The student will record the results of an investigation.</p> <p>(e.g., record the results of what happens when a ball slides down ramps of various heights)</p>	<ul style="list-style-type: none"> • Student work product showing data collected by the student for the investigation
SAT12305	<p>The student will record the quantitative results of an investigation.</p>	<ul style="list-style-type: none"> • Student work product (graph, chart, list, drawings, photograph) showing the 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

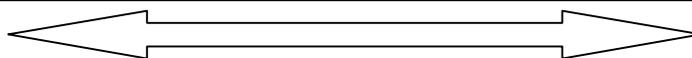
Required Component 1— Standard: 1: Analysis, Inquiry, and Design (Scientific Inquiry)

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 events 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	<p>The student will recognize the results of investigations presented using graphs and concrete objects.</p> <p>(e.g., Show the student a line graph indicating 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.)</p>	<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	<p>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.</p>	<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	<p>The student will recognize the cause of an event by selecting from two choices the one which is the logical cause.</p> <p>(e.g., choice between the sun and a ball which caused ice to melt)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording the performance of the student's selection of the cause
SAT13105	<p>The student will recognize the effect of an event by selecting from two choices that which is the logical effect.</p> <p>(e.g., choice between puddle and block of ice when water is heated)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the effect of an event 1. The student looking at the event and effect choices 2. The student making a selection 3. The student placing the choice onto a worksheet
SAT13106	<p>The student will demonstrate a cause and effect relationship.</p> <p>(e.g., Given a switch-operated audio tape player and the switch and a non related object, ask the student to operate the audio tape player)</p>	<ul style="list-style-type: none"> Video tape of the student demonstrating the cause and effect relationship

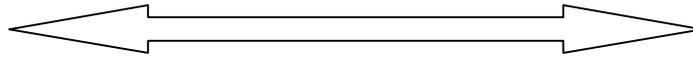
SAT13107	<p>The student will recognize when shown the results of an investigation whether an event is possible by indicating yes or no.</p> <p>(e.g., Investigate the growth of a small flower - when presented with a seed or a larger flower as the outcome, the student would select which is the possible result from the small flower)</p>	<ul style="list-style-type: none"> • Student work product showing the student's selection of the possible results of the investigation
SAT13201	<p>The student will record the results of an investigation in a graph (diagram).</p> <p>(e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desk of students with red shirts, blue shirts, and green shirts.)</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student recording the results of an investigation in a graph (diagram)
SAT13202	<p>The student will identify simple trends in the results of investigations.</p> <p>(e.g., using previously recorded data regarding distance a bird traveled, ask the student to identify the trend by pointing to the place on the graph where he/she would expect the bird to travel at a later time in the experiment; 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.)</p>	<ul style="list-style-type: none"> • Student work product showing trends indicated by the student
SAT13204	<p>The student will identify the cause and effect relationship of an event by selecting from choice cards.</p> <p>(e.g., given two series of pictures – Sun, ice cube, puddle and Sun, hamburger, car – the student will select the series that shows a cause and effect relationship)</p>	<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	<p>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.</p> <p>(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)</p>	<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	<p>The student will compare the results of an investigation using a table.</p> <p>(e.g., 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)</p>	<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	<p>The student will identify 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.</p> <p>(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)</p>	<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	<p>The student will explain a conclusion based on the results of an investigation.</p> <p>(e.g., explain which object will travel farther based on the weight of the objects using the results of an investigation in which weight was a determining factor in distance traveled by a car on a hill)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects
SAT13305	<p>The student will predict future events based on the results of an investigation.</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

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>	<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

Performance Indicators (continued)	
	<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>
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.
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.
5.2c	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
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.
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.
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.

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 organisms 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	<p>The student will recognize a component that most organisms need to live: food, water, air, sunlight by eye-gazing to an item.</p> <p>(e.g., presented with the choice of the sun or an IPOD, student will select which choice most organisms need to live)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording performance of the student indicating by eye-gaze what most organisms need to live
SAT23107B	<p>Given a cup of water and crackers and asked to identify something a plant needs to live, the student will indicate by touching the cup of water that plants need water to live.</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices and selecting which one a plant needs to live
SAT23102	<p>The student will recognize an aspect of an organism's design that helps the organism get food.</p> <p>(e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats do not need claws as they eat plants and do not seek prey, etc.)</p>	<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)
SAT23108	<p>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.</p> <p>(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)</p>	<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	<p>The student will match basic plant parts to their function.</p> <p>(e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)</p>	<ul style="list-style-type: none"> Student work product of matched basic plant parts to their function

SAT23210	<p>The student will recognize how an organism gets energy and/or nutrients from food by selecting from two choices which choice illustrates this basic function.</p> <p>(e.g., given two pictures -one of a boy eating a hamburger and one of a boy playing football- the student will select the picture that illustrates how an organism gets energy and/or nutrients from food; or selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism)</p>	<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
SAT23207	<p>The student will identify two or more of the components that most organisms need to live: food, water, air, sunlight by selecting from array of pictures.</p> <p>(e.g., given a selection of items – banana, bottle water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live)</p>	<ul style="list-style-type: none"> Video tape of the student creating a collage of pictures that are components that most organisms need to live
SAT23203	<p>The student will identify an aspect of an animal’s design that helps the animal get food.</p> <p>(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)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the aspect of an organism’s design that helps the organism get food
SAT23208	<p>The student will identify an aspect of an organism’s response that helps the organism get food.</p> <p>(e.g., the student is asked where plants absorb sunlight and the student points to the leaves on the plant; the student is asked where a plant absorbs water and the student points to the roots of the plant; etc.)</p>	<ul style="list-style-type: none"> Video tape of the student identifying the aspects of an organism’s response that helps the organism get food, water, air or sunlight
SAT23209A	<p>The student will specify the features of an animal that enable it to survive in its environment.</p> <p>(e.g., animals that live in a desert will have different features than animals that live in the woods)</p>	<ul style="list-style-type: none"> Student work product consisting of a chart listing different animals and their features for survival

SAT23209B	<p>The student will identify features that enable a plant or animal to survive in its environment.</p> <p>(e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.)</p>	<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	<p>The student will match organ systems to their functions.</p> <p>(e.g. reproductive system to offspring, skeletal system to support, digestive system to breaking down food)</p>	<ul style="list-style-type: none"> Student work product matching organ systems to their functions
SAT23306	<p>The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes.</p> <p>(e.g., animals eat plants or other animals for energy)</p>	<ul style="list-style-type: none"> Data Collection Sheet 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
SAT23303	<p>The student will identify how an aspect of an organism’s design helps the organism get food.</p> <p>(e.g., plant eaters have flat teeth for 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 far away, etc.)</p>	<ul style="list-style-type: none"> Student work product with Xs showing the student’s responses to how an aspect of an organism’s design helps the organism get food
SAT23308	<p>The student will identify how the responses of organisms help them get food.</p> <p>(e.g., hiding until the prey comes close, sneaking up on prey, etc.)</p>	<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	<p>The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart.</p> <p>(e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health)</p>	<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>	<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)	
3.1h	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.
3.1g	Buoyancy is determined by comparative densities.
3.2 Distinguish between chemical and physical changes.	
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.
3.2b	Mixtures are physical combinations of materials and can be separated by physical means.
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.
3.2d	Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.
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.
3.3 Develop mental models to explain common chemical reactions and changes in states of matter.	
3.3a	All matter is made up of atoms. Atoms are far too small to see with a light microscope.

Performance Indicators (continued)	
3.3b	Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.
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).

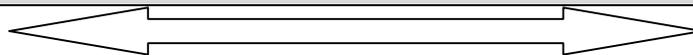
Required Component 2— Standard: 4: The Physical Setting/Earth Science

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)

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
SAT33106	The student will recognize the color, odor, heaviness, or hardness of matter. (e.g., a feather is light; a rock is hard, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the color, odor, heaviness, or hardness of familiar objects
SAT33107A	The student will recognize a solid and a liquid by indicating yes or no in response to a question.	<ul style="list-style-type: none"> Student work product showing the student identifying 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 _____?”
SAT33107B	The student will recognize a solid and a liquid by placing solid and liquid word cards in front of appropriate items.	<ul style="list-style-type: none"> Video tape of the student placing cards in front of items that are liquids and solids
SAT33103	The student will recognize an object as hot (warm) or cold (cool). (e.g., given a hot object, the student will place it on a symbol indicating hot and when given a cold object , the student will place it on a symbol indicating cold)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing objects on the symbols
SAT33206	The student will identify at least two characteristics of an object’s matter through verbal description or picture representation.	<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 worksheet with a picture of matter and recorded student responses from word cards that describe the characteristics of the matter (e.g., given a picture of a rock on the worksheet, the student selects the word cards for hard, heavy, and no smell.)
SAT33202	The student will identify whether a substance is a solid, a liquid or a gas. (e.g., ice, milk, rock, steam, etc.)	<ul style="list-style-type: none"> Student work product of a table listing things as a solid, a liquid, or a gas

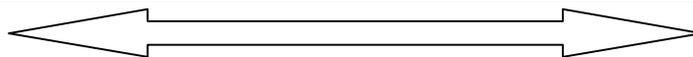
SAT33207	<p>The student will identify if changes occur when observing two materials being mixed together by responding “yes” or “no”.</p> <p>(e.g., vinegar and baking soda or water and baking soda, food color in water, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student responding to the question “Did a change occur?”
SAT33208	<p>The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change.</p> <p>(e.g., freezing of water to form ice, adding dirt to water, etc.)</p>	<ul style="list-style-type: none"> • Student work product showing physical changes that took place (e.g., size, shape, etc.)
SAT33209	<p>The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it.</p> <p>(e.g. oxygen and iron, baking soda and vinegar)</p>	<ul style="list-style-type: none"> • Audio tape of the student indicating the chemical change that took place (color, bubbles, new substance)
SAT33211	<p>Given a variety of objects, the student will sort objects according to mass by putting lighter objects inside a box and heavier objects inside another box.</p>	<ul style="list-style-type: none"> • Video tape of the student sorting objects into their respective boxes
SAT33303	<p>The student will compare the mass of two objects that are the same size (density).</p> <p>(e.g. given two objects that are the same size, the student will compare the mass by holding the object and identifying which object is heavier)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when comparing objects over multiple trials
SAT33312	<p>The student will demonstrate that matter is conserved.</p> <p>(e.g., when an ice cube melts, the water will be the same mass as the ice cube was when frozen)</p>	<ul style="list-style-type: none"> • Student work product from an investigation showing that matter is conserved
SAT33315	<p>The student will perform an investigation involving a physical change.</p> <p>(e.g. dissolving salt in water)</p>	<ul style="list-style-type: none"> • Video tape of student performing the investigation

Social Studies
NYSAA Frameworks

Grade 8

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 	<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

	Content Understandings (continued)	
	<p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> 1. Civic: A citizen should be: <ol style="list-style-type: none"> a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process 2. Legal: A citizen should: <ol style="list-style-type: none"> a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society 3. The changing role of the citizen <p>E. America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> 1. Motivated by new economic opportunities 2. Changing patterns of movement, e.g., blacks begin to move North 3. Westward settlement 4. The disappearance of the frontier—physical limits of geography <p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> 1. Improved standard of living increased consumption 2. Greater variety of goods available 3. Continually rising expectations <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> 1. Greater variety of leisure activities became available as less time was spent on work 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts 	

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 routes taken by any 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 from which these immigrants came (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)

SATs
Grade 8 – Social Studies

8

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

Choice Component 1— Unit 7-An Industrial Society

SAMPLE ASSESSMENT TASKS (SATs)

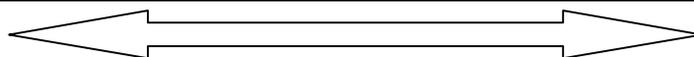
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

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 students might have come from on a world map by putting his/her left hand on the United States and right hand on another country where students 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
SAT13107	The student will identify different cultural groups and match them to the food and/or clothing they contributed to American culture.	<ul style="list-style-type: none"> Student work product that contains pasted pictures of cultural groups with the food and/or clothing next to the appropriate cultural group
SAT13108	The student will identify 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 identifying a route taken by an immigrant group to the United States
SAT13109	The student will select 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 today and in the past.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting appropriate pictures or photographs
SAT13110	The student will indicate 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 pictures depicting aspects of what factory life was like for immigrants
SAT13202	The student will create a graph that shows the number of immigrants who arrived in the United States between 1820 and 1920 using any three decades.	<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

SAT13209	The student will role play the registration process an immigrant would have experienced when entering the United States through Ellis Island, New York in the late 1800s to 1920.	<ul style="list-style-type: none"> • Video tape of the student role playing the immigrant experience
SAT13210	The student will identify factory jobs that many immigrants held by selecting pictures of those jobs. (e.g., pictures might include production, maintenance, sewing, can 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 indicate 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 asking about one or two aspects of what factory work was like for immigrants
SAT13206	The student will select the photographs or prints that depict what daily life was like for immigrants from an array of photographs or pictures depicting groups that are established in America and immigrant groups.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting the appropriate photographs or pictures
SAT13307	The student will make a timeline that shows when different groups of immigrants arrived in the United States between 1820 and 1920.	<ul style="list-style-type: none"> • Student work product that contains a color-coded or tactile timeline of immigrant groups and their arrival years in the United States
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 identify the reason(s) immigrants came to the United States by listing them in a graphic organizer.	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer identifying the reason(s) immigrants came to the United States
SAT13310	The student will indicate 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 ways immigrants contributed to the industrialization of the United States
SAT13311	The student will identify three different types of work immigrants found in New York State.	<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 name 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)

SATs
Grade 8 – Social Studies

8

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.	<ul style="list-style-type: none"> Student work product showing the correct pictures circled on a page of multiple pictures
SAT16106	The student will explore how technological advances changed the way of life for Americans by selecting photographs or pictures that depict how people traveled before motorized vehicles and after motorized vehicles.	<ul style="list-style-type: none"> Video tape of the student sorting photographs in two columns to categorize them as examples of travel before motorized vehicles and after motorized vehicles.
SAT16107A	The student will listen to a short story or watch a video about an American associated with the 1920s and indicate one or two contributions they made.	<ul style="list-style-type: none"> Student work product that contains cut and pasted pictures or phrases that represent the person's contribution
SAT16107B	The student will recognize the contributions of Amelia Earhart by selecting those relevant to her contributions.	<ul style="list-style-type: none"> Student work product of the pictures the student chose as the contributions of Amelia Earhart
SAT16108	The student will read or listen to the writing or music of a person associated with the Harlem Renaissance and respond to a reaction question about it. (e.g., people - Langston Hughes, Richard Wright, Duke Ellington, etc.; questions - "What happens in the poem?" or "Was the music like other music at that time?")	<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
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	The student will create a simple graphic organizer of pictures outlining how ways of life changed during the 1920s. (e.g., new appliances-increased leisure time, radio-heard news from around the country, cars-traveled farther than before, movies, etc.)	<ul style="list-style-type: none"> Student work product that contains a graphic organizer or pasted pictures on a chart outlining how ways of life changed in the 1920s

SAT16205	The student will identify one reason the United States refused to join the League of Nations.	<ul style="list-style-type: none"> • Audio tape of the student giving a reason why the United States refused to join the League of Nations
SAT16206	The student will identify pictures that depict life during Prohibition in the United States.	<ul style="list-style-type: none"> • Student work product that contains circled or pasted pictures that depict life during Prohibition in the United States
SAT16207	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.	<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
SAT16306	The student will explore why people tended to prosper during the 1920s.	<ul style="list-style-type: none"> • Video tape of the student using a felt board upon which pictures/descriptions of the reasons people prospered are being placed
SAT16307	The student will write a paragraph that describes how American culture changed during the 1920s. (e.g., topics such as: entertainment, prohibition, widening gap between rich and poor, Red Scare, etc.)	<ul style="list-style-type: none"> • Student work product that contains a paragraph that describes how American culture changes during the 1920s
SAT16303	The student will create a list of ethnic or racial groups who experienced discrimination during the 1920s and indicate one reason why the discrimination occurred.	<ul style="list-style-type: none"> • Student work product that contains a list of ethnic or racial discrimination and a reason why the discrimination occurred
SAT16308	The student will identify changes in the role of women during the 1920s after listening to or reading a book about women in the 1920s.	<ul style="list-style-type: none"> • Student work product that contains selected pictures or photographs, a diagram, or a graphic organizer that identifies changes in the role of women during the 1920s
SAT16305	The student will identify why most farmers did not prosper during the 1920s using a variety of sources. (e.g., overproduction led to falling prices, bankruptcies, etc.)	<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

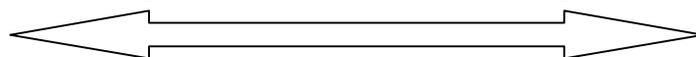
Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Experiment in Government

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) 	<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)

	Content Understandings (continued)	
	<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 	

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 individuals 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)

SATs
Grade 8 – Social Studies

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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
SAT32107	The student will identify him/herself from a choice of three when asked questions like “who is a member of the class/your family?” (note: choices should have two nonmember choices)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying him/herself
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"> Video tape 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 “what state are you a citizen of?”	<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
SAT32103	The student will recognize one action he/she has the right to take from a list of actions (some rights, some not) people might take. (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 create a daily chart of class rules that he/she followed that day.	<ul style="list-style-type: none"> Student work product that contains a list of class rules the student followed
SAT32105	The student will identify an example of good citizenship outside school. (e.g., volunteer, community clean-up project, helping elderly, etc.)	<ul style="list-style-type: none"> Student work product that contains a list or pictures of appropriate 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"> Video tape of the student demonstrating being a good citizen in the classroom by exhibiting appropriate behaviors
SAT32106B	The student will participate 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"> Video tape of the student demonstrating good citizenship through participation in a volunteer effort

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 asked “show me the state and country you are a citizen of?”	<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 list ways that a local government helps people in the community. (e.g., establish laws; provide services [police, fire, schools, trash collection, parks]; etc.)	<ul style="list-style-type: none"> Student work product of a felt board with 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 indicating 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 and write or create a thank you note to a civic volunteer with whom they visited or spoke about their responsibilities.	<ul style="list-style-type: none"> Video tape of the student listening to a class speaker or visiting a civic volunteer and then creating or writing the thank you note for the speaker
SAT32213	The student will identify two citizen rights guaranteed by the Bill of Rights. (e.g., freedom of speech, freedom of religion, right to a fair and speedy trial, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two rights guaranteed by the Bill of Rights
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.	<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 that describe the rights.	<ul style="list-style-type: none"> Student work sample of sentence strips pasted to a worksheet on the Bill of Rights
SAT32301	The student will write a paragraph or create 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
SAT32309	The student will select a picture that typically depicts each branch of the state or federal government. (e.g., a courthouse, the White House, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the picture that depicts each branch of government

SAT32303	The student will identify one purpose of each of the three branches of government. (e.g., pass laws, 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 answer questions about how citizens fulfill civic responsibilities 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 pictures or phrases that depict or describe examples of powers held only by a state government.	<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 select pictures that depict or describe examples of powers held by the state and the federal 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 name the two major national political parties and give 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 rights that are afforded to all (34101)
- recognize ways 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 presidents and/or civil rights leaders (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)

SATs
Grade 8 – Social Studies

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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 rights that are afforded to him/her by selecting one from a choice of two and handing it to the teacher. (e.g., freedom of speech, freedom of religion, right to criticize the government, attending school, 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 indicate one strategy used to resolve a conflict after listening or reading a story about a conflict in school between students.	<ul style="list-style-type: none"> Student work product indicating a strategy that the story talked about in order to resolve the conflict
SAT34106B	The student will recognize that one way to resolve a classroom conflict is by actual demonstration of voting activities on one of two solutions through a show of hands and deciding on the solution by majority rule.	<ul style="list-style-type: none"> Video tape of the student recognizing that voting activities can resolve conflict when demonstrating that majority rules
SAT34107	The student will recognize elements of the 1950s by performing or listening to song lyrics or watching or performing dance steps from the 1950s.	<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
SAT34104	The student will read or listen to a speech by a post-World War II president or civil rights leader and then identify the president or civil rights leader.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the individual based on his/her achievement
SAT34108	The student will recognize one way African Americans sought to gain their civil rights after World War II. (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 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"> Audio tape of the student naming factors that caused suburbs to grow after World War II

SAT34207	<p>The student will select an important post-World War II civil rights leader and create a poster or graphic organizer that depicts how the individual contributed to the civil rights movement.</p> <p>(e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)</p>	<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	<p>The student will explain the goals of the civil rights movement by creating a chart that shows the major achievements of the civil rights movement.</p> <p>(e.g., school integration, voting rights, etc.)</p>	<ul style="list-style-type: none"> • Student work product of a chart or timeline that depicts the major achievements of the post-World War II civil rights movement
SAT34208	<p>The student will watch a video or read a selection about the Vietnam War and answer questions about why the United States became involved.</p>	<ul style="list-style-type: none"> • Student work product of questions about the Vietnam War and why the United States got involved
SAT34209	<p>The student will select pictures, news accounts, or other sources that depict or describe the effect on the nation of President John F. Kennedy's assassination.</p>	<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	<p>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> after listening or reading a story about a conflict in school between students.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the appropriate changes
SAT34301	<p>The student will create a timeline that depicts the development or progression of computer technology after World War II and its effect on the economy.</p>	<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	<p>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.</p>	<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	<p>The student will watch a video or read a story about a significant post-World War II civil rights leader and answer questions about the individual's impact on the civil rights movement.</p> <p>(e.g., Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., etc.)</p>	<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

SAT34304	The student will listen to a Vietnam War protest song and explain 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 explain how a Supreme Court decision in <i>Brown v. Board of Education of Topeka</i> affected American society.	<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

**English Language Arts
(ELA)**

NYSAA Frameworks

High School

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. 66	<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - define a purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries and directories • Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - demonstrate task awareness by employing flexible strategies • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words and phrases to generate research questions • Recognize the defining features and structures of informational texts • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites • Identify and evaluate the validity of informational sources, with assistance • Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> - employ a range of post-reading practices 	<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research • 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 and begin to analyze this information • Identify main ideas and supporting details in informational texts

Required Component 1—Key Idea: Reading

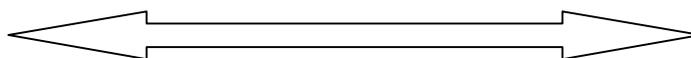
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex



The student will:

- use the school library and/or public library resources to identify a resource with information on a topic (11101)
- attend to or read to collect facts and/or ideas about a single topic (11107)
- attend to or read text to distinguish facts from opinions (11103)
- attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104)
- attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108)
- use text features (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109)

The student will:

- use the school library or public library resources to acquire information (11201)
- identify the best library resource to use to collect facts and/or ideas about a given topic (11209)
- compare and/or contrast information from multiple sources (11203)
- identify statements of fact and/or opinion (11204)
- identify relevant facts and/or data to support given topic (11210)
- draw conclusions based on explicit and/or implicit information (11206)
- interpret information using strategies (11207)
- recognize information that is implied (11208)

The student will:

- use multiple resources in the school and/or public library resources to acquire information and/or research (11306)
- interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302)
- review research data, explicit and/or implicit, and draw conclusions (11307)
- develop opinions based on information (11304)
- support opinions with relevant information (11305)

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
SAT11101A	The student will use the school library computer to locate the call number of a book about a topic. (e.g., animals, space, NASCAR, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the school library computer, detailing steps student took in finding call number including call number and title of book
SAT11101B	The student will use the periodical section of the school or public library to identify a local newspaper as a resource with information on a specific topic in the community. (e.g., jobs, cultural events, recreation, etc.)	<ul style="list-style-type: none"> Video tape of the student using the periodical section of the library to gather information about the topic
SAT11101C	The student will use the electronic communication, search engines, etc. in the classroom or school library to acquire information on a specific topic.	<ul style="list-style-type: none"> Student work product of the information that the student located using the electronic communication, search engines, etc. based on his/her topic
SAT11103	The student will attend to a newspaper editorial and distinguish the facts from the opinions in the article.	<ul style="list-style-type: none"> Student work product of the article with facts highlighted in yellow and opinions highlighted in green
SAT11104	The student will attend to a text about jobs in the community during a reading response activity to distinguish relevant from irrelevant ideas and/or facts.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when distinguishing relevant from irrelevant ideas and/or facts, detailing the student's selection of a topic and separation of relevant and irrelevant facts and/or ideas
SAT11107A	Student will attend to or read to collect facts and/or ideas about a topic from various texts.	<ul style="list-style-type: none"> Student work product showing pictures of facts or ideas that were reviewed in the text that the student read or attended to and those that the student chose to make a "facts page" about the topic
SAT11107B	The student will read or attend to local newspapers, bulletin boards, brochures and the Internet to collect facts or ideas about topics of interest in the community. (e.g., jobs, clothing or food sales, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating a topic of interest and then attending to the text, article, etc. and stamping the facts or ideas presented in the text, article, etc.

SAT11107C	The student will read a biography to collect facts and ideas about the individual's life.	<ul style="list-style-type: none"> • Student work product of a graphic organizer with the biography's title indicated and separate columns; one listing or otherwise indicating facts from the biography and one listing or otherwise indicating ideas from the biography
SAT11109A	The student will use text features to find the section and page number in the newspaper where entertainment information can be found and using section or page numbers to locate that information.	<ul style="list-style-type: none"> • Video tape of the student reviewing the newspaper's table of contents, locating the section and page number for the entertainment section and finding that section in the paper
SAT11109B	The student will use different text features to find information by distinguishing between the text features and using them to locate information. (e.g., locates title of newspaper and tells where paper is printed, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student identifying the text features and using the features to provide simple information (i.e. locate table of content to determine what page a given chapter starts on)
SAT11201A	The student will use the reference section in the school or public library to acquire information about jobs, cultural events, recreation, etc. in the community.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when using the school or public library reference section to acquire the information
SAT11201B	The student will use various electronic communication devices, search engines, etc. in the school or public library to acquire information about a specific topic.	<ul style="list-style-type: none"> • Student work product of the information that the student acquired about the topic with references, citations and/or notes indicating where the information came from
SAT11203	The student will compare and/or contrast information from local newspapers and the internet about a specific story about the community, using a Venn Diagram or other graphic organizer.	<ul style="list-style-type: none"> • Student work product of a graphic organizer that indicates a comparison stories, based on information acquired from both sources; and/or a contrast of differences of the two stories based on information acquired from both sources
SAT11204	The student will identify statements of fact about jobs in the community during a reading response activity by using a checklist or other strategy.	<ul style="list-style-type: none"> • Student work product of a checklist with statements of fact clearly marked about jobs in the community
SAT11210A	The student will identify relevant facts about jobs in the community during a reading response activity.	<ul style="list-style-type: none"> • Student work product of a checklist with relevant facts clearly marked
SAT11210B	The student will identify relevant data from text features (e.g., spreadsheet, graphs, charts, etc.) about jobs in the community during a reading response activity.	<ul style="list-style-type: none"> • Student work product of the text features with relevant data clearly marked
SAT11210C	The student will identify relevant facts and/or data from a text that relates to a given topic when given a set of related and unrelated facts and/or data.	<ul style="list-style-type: none"> • Video tape of the student utilizing the word bank, item bank, data bank, etc. of related and unrelated facts and/or data and choosing the fact(s) and/or data that relate to the relevant facts or data in the topic

SAT11206	The student will draw conclusions based on explicit and/or implicit facts or data gathered on a checklist about a topic. (e.g., jobs in the community, global citizenship, higher education, recreation, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when drawing conclusions, including data/facts, resource titles, and the conclusions that the student has drawn
SAT11207	The student will interpret information by drawing logical or reasonable conclusions from various facts within multiple sources.	<ul style="list-style-type: none"> Video tape of the student looking at, reading, reviewing, etc. various facts and interpreting it by drawing a conclusion(s)
SAT11306A	The student will use the reference section in the school library and the internet to acquire information on careers in the field of Arts and Humanities or any field of interest to the student.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the reference section and internet detailing the student's library search and information
SAT11306B	The student will use various texts in the reference section in the public library to research information on a topic chosen by the student.	<ul style="list-style-type: none"> Student work product of the information the student obtained from the library while researching a topic the student chose
SAT11307	The student will connect explicit and implicit research data about a topic to draw conclusions to make the best decisions. (e.g., what is a healthy diet, how much exercise should you do a day, how to reduce risk of heart attack/cancer, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reviewing research data and indicating a conclusion about the topic
SAT11304	The student will develop opinions based on information about various topics (e.g., jobs in the community, recreation, culture, etc.) found in the reference section (e.g., Internet, newspapers, etc.) of the school library.	<ul style="list-style-type: none"> Student work product showing the student's opinions and supporting information from sources (e.g., local newspapers, Internet, etc.)

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. 67	<ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts <ul style="list-style-type: none"> - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction • Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences 	<ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Form opinions and make judgments about literary works

Required Component 1—Key Idea: Reading

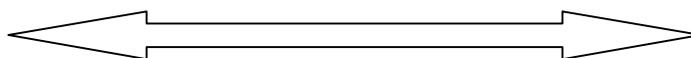
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

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 main ideas and/or supporting ideas (13106)
- attend to or read to determine whether supporting details justify a positive evaluation of the main idea (13107)
- attend to or read to compare related information to help determine validity (13103)
- recognize personal criteria or opinion about a literary work (13108)
- use personal criteria to evaluate the quality of literary works (13105)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, comparison/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13205)
- use research resources to check reliability of sources of informational texts (13202)
- use established criteria to evaluate literary works (13203)
- indicate a personal opinion about a literary work based on personal criteria (13206)

The student will:

- use strategies to determine validity and/or accuracy of information (e.g., adequate support, comparison/ contrast similar texts, data or personal experience, author's purpose, different perspectives, reliability of sources, etc.) (13304)
- use personal and/or established criteria to evaluate quality of literary works (13302)
- indicate opinions about literary works based on established 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
SAT13106A	The student will attend to identify main ideas about specific topics. (e.g., jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.)	<ul style="list-style-type: none"> Video tape of the student separating statements and/or pictures that represent a main idea from a text attended to or read that do not relate to the main idea
SAT13106B	The student will attend to identify main idea and/or supporting ideas about specific topics. (e.g., jobs in the community, recreation, cultural events, educational opportunities, transportation, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when attending to the reading of a text and identifying the main idea and/or supporting ideas from three different sentence strips of answers that include one correct answer and two unrelated answers or only partially correct
SAT13107A	The student will indicate whether the details of an informational text support the main idea after attending to or reading the text.	<ul style="list-style-type: none"> Video tape of the student attending to an informational text and indicating whether the details make a positive, negative or neutral argument for the main idea
SAT13107B	The student will attend to the movie or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews, etc.) justifies a positive evaluation of a particular movie.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to the sections of the newspaper and indicating whether the movie is considered a good one based on the reviews
SAT13107C	The student will read the movie or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews, etc.) is convincing enough to select a particular movie to see.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when reading a text and indicating what information provided by the reviewer has convinced them to select or not to select the movie
SAT13103	The student will determine the validity of statements related to sports by responding true or false after attending to a text and a movie about winter sports.	<ul style="list-style-type: none"> Video tape or audio tape of the student determining the validity of sports information from two sources by indicating true or false to a given statement
SAT13108	The student will recognize an opinion about a literary work by indicating his/her own opinion after reading or listening to a literary text. (e.g., reasons for liking or disliking work, text gave enough information on topic or not, etc.)	<ul style="list-style-type: none"> Student work product where the student indicates why he/she has an opinion about a literary work that the student has read or listened to

SAT13105	The student will use personal criteria through yes or no responses to evaluate the quality of literary works.	<ul style="list-style-type: none"> • Audio tape of the student answering each of the questions (such as: Did you like the illustrations? Was the book too long? Was the book easy to read? Did you like the characters? Did you like the topic? etc.) related to their personal criteria
SAT13205	The student will recognize a strategy to determine validity and/or accuracy by indicating which strategy is being used when presented with different examples of strategies.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student indicating that examples of multiple sets of resources match with adequate support; graphic organizer matches with the information; a personal experience matches with a comparison of information, etc.
SAT13203	The student will use a given list of established criteria to evaluate literary works.	<ul style="list-style-type: none"> • Student work product consisting of a list of criteria and the student's opinion about a piece of work based on responses to the how the literary work meets the criteria
SAT13206A	The student will name or select books that he/she has read or heard and will explain why he/she likes them.	<ul style="list-style-type: none"> • Video tape or audio tape of the student selecting two books and explaining or indicating that he/she liked them, for example, because they are both about animals
SAT13206B	The student will indicate an opinion using a set of personal criteria after reading or listening to a text.	<ul style="list-style-type: none"> • Student work product of the student's opinion about a text and completed checklist of student's personal criteria evaluating the literary text
SAT13304A	The student will use the strategy of comparing multiple texts by reading or listening to two texts written by different authors on the same topic and comparing the two works to determine validity and/or accuracy of the information.	<ul style="list-style-type: none"> • Student work product of a graphic organizer listing facts from the text and similar or conflicting information found in other texts and indicating whether information is valid and/or accurate
SAT13304B	The student will compare information found on educational and/or government-sponsored resources or websites to determine the validity of the information.	<ul style="list-style-type: none"> • Student work product of a graphic organizer or a check list showing a comparison of resources and indicating validity
SAT13305	The student will maintain a journal of titles, authors, comments and opinions about texts using established criteria.	<ul style="list-style-type: none"> • Student work product of a reading journal including a criteria checklist in which student records the title, author and his/her opinions about each book read and indicates the level of recommendation to others for reading the book

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. 68	<ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing, with assistance • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet • Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing 	<ul style="list-style-type: none"> • Take notes using a note-taking process • 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 that demonstrate a personal writing style and voice

Required Component 2—Key Idea: Writing

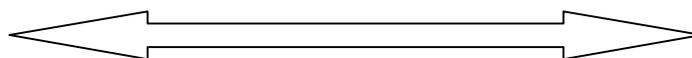
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex



The student will:

- identify relevant and/or irrelevant ideas, facts, and/or data (21101)
- distinguish between relevant and irrelevant ideas, facts, and/or data (21108)
- connect supporting details to main idea (21109)
- convey answers to literal questions about explicit text (e.g., “who”, “what”, “where”, “when”, and/or “how”) (21110)
- create an organizer to compare facts and/or ideas (21104)
- take notes to record ideas, facts, and/or data (21105)
- create pictures, symbols, objects, etc. to communicate information (21106)
- summarize informational text in his/her own words (21111)

The student will:

- use the note-taking process to show the relationships among relevant ideas, facts, and/or data (21206)
- compose clear sentences to answer literal questions (e.g., “who”, “what”, “where”, “when”, “how”, and/or “why”) or to present information about explicit informational text (21207)
- use information to support answers to literal questions (21203)
- identify the most appropriate organizational format to share information (21208)
- share information about a comparison and/or contrast (21209)

The student will:

- take accurate notes using a note-taking process (21301)
- compose clear, concise, and complete sentences to answer literal questions (21304)
- compose clear, concise, and complete sentence to present information about informational text (21305)
- use appropriate formats for sharing information (e.g., outlines, graphic organizers, semantic webs, etc.) (21306)

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 identify relevant information by selecting cards with symbols, words, pictures, etc. representing data, facts, and/or ideas in a text and arrange them in a graphic organizer used for note-taking.	<ul style="list-style-type: none"> Student work product of a graphic organizer on which the student placed, glued, attached, etc. data, facts, and/or ideas relevant to the specific text
SAT21108	The student will distinguish relevant facts related to his/her life when given information about himself/herself and other people by sorting relevant (self) and irrelevant (other people) facts.	<ul style="list-style-type: none"> Video tape of the student identifying relevant cards and irrelevant cards and sorting them in two piles
SAT21109	The student will connect supporting details to a main idea found in an informational text about a given topic or topic of the student's choice using a semantic web to show the connection.	<ul style="list-style-type: none"> Student work product of a semantic web that shows the connection of the supporting details to the appropriate main idea
SAT21110	The student will answer who, what, where, when and how questions about explicit texts using cards, symbols, or pictures, etc.	<ul style="list-style-type: none"> Video tape of the student answering questions using cards, symbols or pictures to respond
SAT21104	The student will create a graphic organizer to compare facts and ideas by selecting the most appropriate graphic organizer from a set of choices.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the data that needs to go into a graphic organizer and then selecting the one that is most appropriate to compare the data from a set of different organizers
SAT21105	The student will take notes to record data about a given topic by using a series of manipulatives or at least three visual images. (e.g., symbols, photos, etc. can be used to indicate the data as notes)	<ul style="list-style-type: none"> Video tape of the student taking notes about data in a specific text(s) using symbols, photos, etc. as a response
SAT21106	The student will create a pictorial list of his/her favorite books to recommend by selecting pictures, symbols, objects, etc., representing each book from a set of possible choices.	<ul style="list-style-type: none"> Student work product of a list of "Favorite Books to Recommend" consisting of pictures or symbols pasted to the list of recommendations
SAT21111A	The student will summarize information from an informational text in his/her own words when given a set of sentence strips about a topic by selecting those strips he/she feels are appropriate.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the sentence strips that appropriately summarize the informational text

SAT21111B	The student will summarize an informational text.	<ul style="list-style-type: none"> • Student work product indicating the choices that the student selected using a speech generating device that summarize the informational text in his/her own words
SAT21206A	The student will use the note-taking process to record data, facts, and/or ideas and will show the connection among them.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when using the note-taking process to record data, facts, and/or ideas and showing the connection among them
SAT21206B	The student will record notes from an informational text in a semantic web to show a connection.	<ul style="list-style-type: none"> • Student work product of semantic web created by the student with facts and connection included
SAT21203	The student will use facts and data to support answers to literal questions about a topic. (e.g., jobs in the community, outer space, the rainforest, etc.)	<ul style="list-style-type: none"> • Student work product of answers to literal questions based on facts or statistics obtained from a resource that are placed next to, written next to, matched to, etc. the appropriate literal questions they support
SAT21209A	The student will share information about a comparison of information on a single topic.	<ul style="list-style-type: none"> • Video tape or audio tape of the student indicating their comparison by describing the specific similarities of information about a single topic
SAT21209B	The student will share information about a comparison or contrast of ideas in a text.	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer with three details indicating a comparison of the ideas or information indicating a contrast or differences between ideas
SAT21301	The student will take accurate notes while following the note-taking process by providing the main ideas in a text or lecture, along with supporting information.	<ul style="list-style-type: none"> • Student work product of the student's notes on a written informational text or class lecture
SAT21304	The student will create clear, concise and complete sentences that answer questions about informational text.	<ul style="list-style-type: none"> • Audio tape of the student using his/her voice to create clear, concise, and complete sentences to answer questions about a text
SAT21306	The student will use an appropriate note-taking format for sharing information about a topic of interest to the student. (e.g., outline, graphic organizer, semantic web, etc.)	<ul style="list-style-type: none"> • Video tape of the student using an appropriate note-taking format to share information about a topic

**GLIs and Essences
High School – ELA**
HS
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. 69	<ul style="list-style-type: none"> • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences • Use strategies designed to influence or persuade in advertisements • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence • Use strategies designed to influence or persuade in advertisements

Required Component 2—Key Idea: Writing

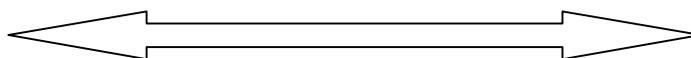
Choice Component 2— Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 3

Less Complex

More Complex



The student will:

- make predictions about possible outcomes and explain reasoning using evidence (23107)
- compose a persuasive, expository, or descriptive piece, about one topic for a particular audience (23108)
- recognize the use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103)
- share details to develop a description (23109)
- share details to develop exposition (23110)
- share facts to support an opinion (23111)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23206)
- indicate an opinion and provide supporting evidence for that opinion (23207)
- develop content for a presentation for a particular audience and/or purpose (23208)
- identify a persuasive technique used in editorials or advertising (23203)
- use another resource to check the validity of one fact or example in persuasive writing (23209)
- compose a persuasive, expository, or descriptive paragraph about a single topic for multiple audiences (23210)

The student will:

- compose a composition indicating an opinion, arguments for and against, and supporting evidence (23305)
- compose a composition predicting various possible outcomes and providing supporting evidence (23306)
- identify a hypothesis and it's supporting evidence (23307)
- describe persuasive techniques used in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23308)

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
SAT23107A	The student will predict possible outcomes by selecting one reason for each prediction based on a topic presented weekly during the morning routine.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when predicting possible outcomes by indicating one reason for the selections of words, pictures or symbols that represent the outcomes
SAT23107B	The student will make predictions about the possible outcomes that could result from tossing a nickel for several trials and indicating a reason for these outcomes.	<ul style="list-style-type: none"> Video tape or audio tape of the student making predictions based on the question or investigation posed and indicating a reason for the outcome by verbalizing, signing, etc.
SAT23107C	The student will predict the possible ending or outcomes using eye gaze to indicate the picture that best represents a possible outcome and a reason for the outcome after listening to a story until almost the end.	<ul style="list-style-type: none"> Video tape of the student selecting a prediction of a possible outcome and a relevant reason for the prediction provided in a picture or word card for a story
SAT23108A	The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating a descriptive text piece using the choices presented
SAT23108B	The student will compose a paragraph designed to persuade classmates to select the game he/she wants to play during recreation time.	<ul style="list-style-type: none"> Student work sample of a persuasive piece composed by the student
SAT23103	The student will recognize the use of persuasion by creating a picture display of persuasion used in our everyday lives.	<ul style="list-style-type: none"> Video tape of the student creating a picture display or selecting a collage of pictures as examples of persuasion
SAT23109	The student will share details that describe a person or thing such that another student can determine who or what he/she is talking about.	<ul style="list-style-type: none"> Video tape of the student sharing symbols or pictures to describe a person or thing to another student and indicating to the other student when he/she has identified the correct person or object
SAT23111	The student will share facts to support an opinion by collecting information from newspapers and/or magazines that represent and support the opinion.	<ul style="list-style-type: none"> Student work product showing the initial opinion and the facts the student located from various sources to support the opinion

SAT23206	The student will make a prediction about the outcome of a story and provide evidence from the story to support that outcome.	<ul style="list-style-type: none"> • Student work product showing symbols, pictures, etc. to indicate the student's prediction and symbols, pictures, etc. representing actual evidence from the story to support the outcome
SAT23203A	The student will view an advertisement from a magazine or newspaper and identify three details that make the ad persuasive. (e.g., details: color, photographs or illustrations, specific words (SALE), etc.)	<ul style="list-style-type: none"> • Video tape of the student identifying details within an advertisement by marking, circling, indicating, etc. three specific things in the ad that make it persuasive
SAT23203B	The student will identify a persuasive technique used in editorials by newspapers to persuade the public. (e.g., symbolism, exaggeration, analogy, irony, labeling, etc.)	<ul style="list-style-type: none"> • Student work product of the editorial(s) with the specific words highlighted within the editorial that are used to persuade the public
SAT23209	The student will use another resource to check the validity of facts or examples in persuasive writing by interviewing a teacher or another adult about the information.	<ul style="list-style-type: none"> • Video tape of the student interviewing a teacher or other adult about facts presented in a persuasive writing using the means most appropriate for the student (e.g., voice, speech generating device, signing, etc.)
SAT23305	The student will create a composition that contains an opinion and arguments for and against the opinion and provide support for that opinion.	<ul style="list-style-type: none"> • Student work product of a student-created composition with all elements outlined using written, speech generated, etc. to make the specific points about the topic
SAT23307	The student will identify a hypothesis and the supporting evidence that goes with it by selecting each from a set of choice cards after reading or listening to information.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting which cards indicate a hypothesis and then indicating which cards have information that provide supporting evidence for the selected hypothesis
SAT23308	The student will describe different persuasive techniques or other attempts to persuade in an editorial. (e.g., techniques: false cause, hasty generalization, plain folks, testimonials, etc.)	<ul style="list-style-type: none"> • Student work product of a student-created paragraph that describes two different persuasive techniques and how they are generally used to persuade the public

Mathematics
NYSAA Frameworks

High School

**GLIs and Essences
High School – Mathematics**
HS
Required Component 1— Strand: Algebra
Choice Component 1— Band: Variables and Expressions

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 94	A.A.1	Translate a quantitative verbal phrase into an algebraic expression	<ul style="list-style-type: none"> • Translate words into an algebraic expression • Translate an algebraic expression into words
	A.A.2	Write a verbal expression that matches a given algebraic expression	

AGLIs		HS
High School – Mathematics		
Required Component 1— 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
<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions, using numbers and the symbols + and/or – (41103) model numerical expressions involving whole numbers using concrete objects (41104) compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than or less than) (41105) compare numerals using the symbols (=, >, < or ≠) related to the terms (equal to, greater than, less than or not equal) (41106) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions using numbers and the symbols +, –, × and/or ÷ (41203) translate algebraic expressions that use numbers and the symbols +, –, × and/or ÷ into a model or representation of the expression (41204) identify correct number sentences that use any of the symbols +, –, ×, ÷, =, ≠, > and/or < (41205) evaluate numerical expressions (41206) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal or written phrases into algebraic expressions using numbers, variables, and the symbols +, –, × and/or ÷ (41303) translate algebraic expressions that use numbers and the symbols +, –, × and/or ÷ into words (41304) evaluate and/or simplify algebraic expressions (41305) complete and/or identify correct number sentences that use any of the symbols +, –, ×, ÷, =, ≠, >, <, ≥ and/or ≤ (41306)

Required Component 1— 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
SAT41103	<p>The student will translate an algebraic expression given a verbal or written situation by selecting the correct translated expression from a set of choices.</p> <p>(e.g., Janet is two years older than her sister. Her sister's age is S years old. Janet's age is <u> </u>?<u> </u>; S + 2; Janet's age is J years old. Her sister's age is <u> </u>?<u> </u>; J – 2; etc.)</p>	<ul style="list-style-type: none"> Student work product that shows what a student indicates as a correct algebraic expression based on a given situation
SAT41104	<p>The student will model numerical expressions using concrete objects.</p> <p>(e.g., 4 + 1—will set four objects and one object next to each other; 1 + 1 + 2—will set one object, plus one object, plus two objects next to each other; etc.)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being presented with a numeric expression and selecting concrete objects to represent the expression
SAT41105A	<p>The student will compare quantities of objects relating to a set being greater than, less than or equal to the other set by pasting the symbol or the word to represent the relationship.</p>	<ul style="list-style-type: none"> Video tape of the student looking at two sets of objects and indicating by selecting the symbol which tells if the set is greater than, equal to or less than the other set
SAT41105B	<p>The student will compare quantities of objects using the symbols <, > and/or = by indicating comparisons that are correct.</p>	<ul style="list-style-type: none"> Student work product with the correct comparison highlighted, marked or indicated on the worksheet
SAT41105C	<p>The student will use objects to represent equal objects by giving the teacher the same number of objects that the teacher showed the student.</p>	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating equal objects
SAT41106	<p>The student will indicate the appropriate symbol card to represent the comparison of greater than or less than between two numbers.</p> <p>(e.g., 10 ? 4; 2 ? 6; 3 ? 1 etc.)</p>	<ul style="list-style-type: none"> Student work product of sets of numbers and the symbol card pasted between the numbers

SAT41203A	The student will translate algebraic expressions into their related verbal phrases. (e.g., Sam has four forks. He takes three more forks from the drawer, student says $4 + 3$)	<ul style="list-style-type: none"> • Audio tape of the student giving verbal phrases for written algebraic expression
SAT41203B	The student will identify accurate algebraic expressions for their related verbal phrases when given a set of expressions.	<ul style="list-style-type: none"> • Video tape of the student listening to the verbal phrase and identifying the expression that goes with it
SAT41205	The student will identify the correct number sentence that uses a variety of symbols by indicating the true ones with a check mark. (e.g., true: $4 = 4$, $3 < 7$, $10 \geq 2$; not true: $1 > 5$, $1 = 7$, etc.)	<ul style="list-style-type: none"> • Student work product indicating true number sentences with a check mark
SAT41206	The student will evaluate numerical expressions by filling-in or selecting the missing number or symbol. (e.g., $10 _ 1 = 11$ given $<$, $+$, and $=$; $9 - \square = 3$ given 9, 6, 2; etc.)	<ul style="list-style-type: none"> • Video tape of the student looking at the given expression and choice cards available to him/her and selecting the card that completes it correctly
SAT41303	The student will translate a written or verbal real-life mathematical situation into an algebraic expression.	<ul style="list-style-type: none"> • Student work product of descriptions of real-life situations and the student's written algebraic expression related to that situation
SAT41304	The student will verbally state the algebraic expression that applies to a real-life situation. (e.g., banking)	<ul style="list-style-type: none"> • Video tape of the student verbalizing an algebraic expression that fits a real-life mathematical situation

**GLIs and Essences
High School – Mathematics**
HS
Required Component 1— Strand: Algebra
Choice Component 2— Band: Equations and Inequalities

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 94-95	A.A.3	Distinguish the difference between an algebraic expression and an algebraic equation	<ul style="list-style-type: none"> • Translate verbal sentences and situations into mathematical equations and inequalities • Analyze and solve verbal problems involving a variety of solution strategies. • Solve systems of equations
	A.A.4	Translate verbal sentences into mathematical equations or inequalities	
	A.A.5	Write algebraic equations or inequalities that represent a situation	
	A.A.6	Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable	
	A.A.7	Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables	
	A.A.8	Analyze and solve verbal problems that involve quadratic equations	
	A.A.9	Analyze and solve verbal problems that involve exponential growth and decay	
	A.A.10	Solve systems of two linear equations in two variables algebraically	
	A.A.11	Solve a system of one linear and one quadratic equation in two variables, where only factoring is required. <i>Note: The quadratic equation should represent a parabola and the solution(s) should be integers</i>	

AGLIs		HS
High School – Mathematics		
Required Component 1— Strand: Algebra		
Choice Component 2— Band: Equations and Inequalities		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> when given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern (42104) solve simple algebraic equations involving addition and/or subtraction (42102) identify correct number sentences (42105) compare using the terms equal to, greater than and/or less than (42106) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, -, ×, ÷, > and/or <) and equal (=) or not equal (≠) sign (42203) solve one-step verbal/written problems using one or more strategies (42204) when given a repeating or growing number pattern, describe or state the rule for the pattern (42205) 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, -, ×, ÷, >, <, ≥ and/or ≤) and equal (=) or not equal (≠) sign (42304) solve two or more step verbal/written problems using one or more strategies (42305) solve one-step and/or two-step equations (42303)

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

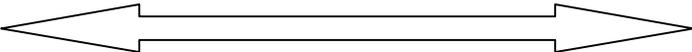
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104A	The student will fill-in the missing element in a repeating shape pattern using concrete objects.	<ul style="list-style-type: none"> Video tape of the student using concrete objects to fill in the missing element in a repeating shape pattern
SAT42104B	The student will identify the missing element in a repeating numerical pattern when given two possible choices. (e.g., 2, 4, 6, 2, 4, 6, __, 4, 6 with the choices of 2 or 6)	<ul style="list-style-type: none"> Student work product of a repeating numerical pattern with the missing element filled-in by the student
SAT42102	The student will identify the correct number to fill in an algebraic equation. (e.g., $1 + 2 = \square$; $\square + 2 = 3$ --which number goes in the box?)	<ul style="list-style-type: none"> Student work product showing what a student indicates is a correct number to solve a simple algebraic equation
SAT42105A	The student will distinguish between a true or correct number sentence and a false or incorrect one. (e.g., $5 + 8 = 13$ vs. $5 + 10 = 13$)	<ul style="list-style-type: none"> Video tape of the student indicating which number sentences are true and which are false
SAT42105B	The student will identify the correct number sentence to solve a problem when given a problem by the teacher (selects a sentence from a group of two).	<ul style="list-style-type: none"> Video tape of the student identifying the correct number sentence for a given problem (teacher says “I have two and I get one more.” The student picks $2+1$. The teacher says “$4+5=9$” and the student picks the correct number sentence)
SAT42106	The student will show a comparison between quantities of concrete objects using equal to, greater than or less than. (e.g., show less than - given $<$, the student places 5 stickers and ___ 7 stickers on either side of symbol)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student arranging concrete objects (e.g., counters, to show a correct comparison between quantities)

SAT42203	<p>The student will translate verbal or written sentences by recognizing an equation or inequality that models a given situation.</p> <p>(e.g., “Mary saved \$12. How much more money does she need to purchase a book that costs \$16?” $16-12=X$, $X=\\$4$ or $12 + 16= x$, $x=\\$28$)</p>	<ul style="list-style-type: none"> • Video tape of the student listening or looking at the situation and the choices and indicating the correct one for the situation
SAT42204	<p>The student will solve a simple real life problem involving a one-step equation using a calculator.</p>	<ul style="list-style-type: none"> • Student work product of the student’s solutions to one-step, real life problems
SAT42205	<p>The student will describe a rule for finding the next number in a number pattern.</p> <p>(e.g., for the pattern 2, 5, 8, 11, ?, the rule to find the next number is “add 3 to the preceding number.”)</p>	<ul style="list-style-type: none"> • Video tape of the student giving the rule or describing how to find the next number of a number pattern
SAT42303A	<p>The student will solve a real life problem involving a one or two-step equation.</p> <p>(e.g., Dan bought three more than twice as many CDs as Jack bought. Dan bought 13 CDs. How many CDs did Jack buy? $2x + 3 = 13$; $2x = 10$; $x = 5$)</p>	<ul style="list-style-type: none"> • Student work product of a mathematics journal of real life verbal problems and the student’s solution to these problems • Data Collection Sheet recording student performance when solving one- and/or two-step verbal problems
SAT42303B	<p>The student will solve a real life, one- or two-step problem.</p> <p>(e.g., “We have 5 dollars and we spend 3 dollars. How many do we have left?”)</p>	<ul style="list-style-type: none"> • Student work product showing the real life problems and the work the student did to solve them

**GLIs and Essences
High School – Mathematics**
HS
Required Component 2— Strand: Statistics and Probability
Choice Component 1— Band: Organization and Display of Data

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 98-99	A.S.1	Categorize data as qualitative or quantitative	<ul style="list-style-type: none"> • Categorize data as qualitative or quantitative • Categorize data as biased or non-biased • Display data in graphs
	A.S.2	Determine whether the data to be analyzed is univariate or bivariate	
	A.S.3	Determine when collected data or display of data may be biased	
	A.S.4	Compare and contrast the appropriateness of different measures of central tendency for a given data set	
	A.S.5	Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data	
	A.S.6	Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot	
	A.S.7	Create a scatter plot of bivariate data	
	A.S.8	Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line	

AGLIs		HS
High School – Mathematics		
Required Component 2— Strand: Statistics and Probability		
Choice Component 1— Band: Organization and Display of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Statistics and Probability-Organization and Display of Data		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> display given data in a simple graph, list or chart (52103) gather data and record it on a list or in a chart (52102) 	<p>The student will:</p> <ul style="list-style-type: none"> display data in a scatter plot (52201) gather data and display it in a graph (52203) 	<p>The student will:</p> <ul style="list-style-type: none"> identify data as qualitative or quantitative (52301) identify data as biased or unbiased (52302) gather data and display it in a bar graph or scatter plot (whichever is more appropriate) (52304)

SATs
High School – Mathematics **HS**

Required Component 2— Strand: Statistics and Probability

Choice Component 1— Band: Organization and Display of Data

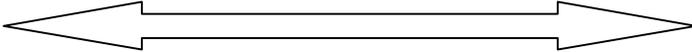
SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT52103A	The student will organize data that has already been collected and display it in a graph.	<ul style="list-style-type: none"> Student work product that shows a graph made by the student from data already collected
SAT52103B	The student will recognize a graph or chart that correctly displays a set of data that has been collected.	<ul style="list-style-type: none"> Video tape of the student identifying the graph that matches a given set of data
SAT52102A	The student will gather data and record it by stamping a chart every time he/she had a good lesson.	<ul style="list-style-type: none"> Student work product of the chart with bingo marks to indicate a good lesson
SAT52102B	The student will collect data and record it on a daily list. (e.g., collecting tokens or markers to indicate who is present and/or absent on a given day)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student collecting or organizing data and recording it on a list
SAT52201	The student will organize data that has already been collected and display it in a scatter plot.	<ul style="list-style-type: none"> Video tape of the student creating a scatter plot from data that has already been collected Student work product of a scatter plot made using data already collected
SAT52301	The student will identify graphs and/or data sets as qualitative or quantitative. (e.g., graphs or data taken from USA Today)	<ul style="list-style-type: none"> Student work product showing a set of graphs or data sets sorted into two categories, qualitative or quantitative
SAT52304	The student will select a question, gather data and display the data in a scatter plot.	<ul style="list-style-type: none"> Student work product showing the question that was asked, the data that was collected, and the scatter plot that represented these data Video tape of the student selecting a question, gathering data and representing the data in a scatter plot

**GLIs and Essences
High School – Mathematics**
HS
Required Component 2— Strand: Statistics and Probability
Choice Component 2— Band: Analysis of Data

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg.99	A.S.9	Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot	<ul style="list-style-type: none"> • Analyze data represented graphically • Interpret data represented graphically
	A.S.10	Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions	
	A.S.11	Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles	
	A.S.12	Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)	
	A.S.13	Understand the difference between correlation and causation	
	A.S.14	Identify variables that might have a correlation but not a causal relationship	

AGLIs		HS
High School – Mathematics		
Required Component 2— Strand: Statistics and Probability		
Choice Component 2— Band: Analysis of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> recognize data displayed on a simple graph (53102) 	<p>The student will:</p> <ul style="list-style-type: none"> interpret data displayed on a simple graph (53201) 	<p>The student will:</p> <ul style="list-style-type: none"> identify related data displayed on two or more simple graphs (53303) interpret different but related data sets displayed on one or more simple graphs (53304)

Required Component 2— Strand: Statistics and Probability**Choice Component 2— Band: Analysis of Data****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	<p>The student will answer questions about information displayed on a simple graph.</p> <p>(e.g., Questions: “Was Janet here today?” “How many students are buying hot lunch today?”; Simple graphs: graph with large textured dots in columns on it)</p>	<ul style="list-style-type: none"> • Student work product that shows the graph and the student’s answers to the questions posed about data displayed on a graph
SAT53102B	<p>The student will recognize data displayed on a simple graph regarding the number of times an activity is going to occur that day and will select the activity that is going to occur most often.</p>	<ul style="list-style-type: none"> • Video tape of the student looking at the daily activity schedule and selecting or recognizing the activity that is going to occur most on a given day
SAT53102C	<p>The student will indicate the day the least number of students were in class from a pictograph of the class attendance for the week.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the correct answer of a question posed about information displayed on a graph
SAT53201	<p>The student will interpret data represented on a graph.</p> <p>(e.g., Answer comparison questions based on the graph; Pose a question about the data; etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student interpreting data displayed on a graph by answering question • Student work product of questions posed by the student about information displayed on a graph
SAT53303	<p>The student will identify related data displayed on two simple graphs.</p> <p>(e.g., Bar graph and a frequency chart that show the number of each color of Skittles from two different bags.)</p>	<ul style="list-style-type: none"> • Student work product of a journal of sets of data displayed on two different types of graphs and student statements about the data
SAT53304	<p>The student will interpret two different sets of data, each displayed on the same frequency chart or scatter plot and will answer questions related to the data.</p> <p>(e.g., “Whose bag of marbles had the greatest number of tiger’s eye marbles?”)</p>	<ul style="list-style-type: none"> • Student work product showing the same type of graph for two different sets of data and questions related to interpretation of the data

Science
NYSAA Frameworks

High School

Required Component 1— Standard: 4: The Living Environment
Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 9–11	<p>1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.</p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or hydrotropic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p>1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).</p>	<ul style="list-style-type: none"> • Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability • Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis. • Understand that one-celled organisms contain structures to maintain homeostasis

Performance Indicators (continued)	
1.2a	Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.
1.2b	Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.
1.2c	The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.
1.2d	If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.
1.2e	The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.
1.2f	Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.
1.2g	Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.
1.2h	Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as

Performance Indicators (continued)	
	<p>proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p> <p>1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p> <p>1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p> <p>1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.</p> <p>1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.</p>

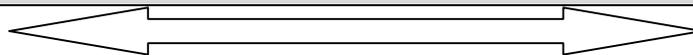
Required Component 1— Standard: 4: The Living Environment

Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 1

Less Complex



More Complex

The student will:

- identify a living thing (21104)
- identify a non-living thing (21105)
- recognize relationships between living and non-living things (21106)
- recognize that humans have organs that are connected (21107)
- recognize the five senses (21103)
- identify a single celled organism (21108)

The student will:

- identify relationships within an ecosystem in which living things depend on living and/or non-living things (21201)
- identify the groups of organs that work together (21205)
- identify the five senses (21206)
- recognize a one-celled organism or a model of a one-celled organism (21204)
- recognize that organisms are made up of cells (21203)

The student will:

- recognize disruptions in the relationships between living and non-living things within an ecosystem (21301)
- describe how humans have systems of organs that fulfill certain needs (e.g. circulation, respiration, digestion, waste removal) (21302)
- describe the purpose and/or use of the senses (21306)
- recognize that one-celled organisms have structures that fulfill certain needs (21305)
- identify different cells that the human body is made up of (21307)
- recognize that cells have structures that fulfill certain needs (21308)

Required Component 1— Standard: 4: The Living Environment
Choice Component 1—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
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
SAT21104A	The student will identify a living thing by eye gazing to the living thing when presented with choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying living things
SAT21104B	<p>The student will identify living things from a selection of living and non-living objects or examples.</p> <p>(e.g., a fish, rock, shoe, plant, CD-Rom, or a pencil, etc.—which is living?)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student choosing living things from a pile of items
SAT21104C	Given a rock, a book and a dog, the student will identify which object is a living thing by nodding his/her head when asked the question “Is this a living thing?”	<ul style="list-style-type: none"> Video tape of the student responding to a question to identify a living thing
SAT21105	The student will identify a non-living thing by placing the non-living word cards in front of the appropriate items.	<ul style="list-style-type: none"> Video tape of the student placing non-living word cards in front of non-living objects at a science workstation
SAT21106A	<p>The student will recognize which non-living thing is related to a living organism.</p> <p>(e.g., fish and water, human and house, etc.)</p>	<ul style="list-style-type: none"> Student work product with lines drawn from the non-living thing to the living thing it relates to
SAT21106B	Given a picture of multiple items that are non-living, the student will recognize what non-living thing a living thing needs to survive.	<ul style="list-style-type: none"> Video tape of the student looking at multiple items and selecting the non-living thing that the living thing needs to survive
SAT21107A	<p>The student will recognize that humans have structures (organs) that are connected to fulfill certain needs by making a model of the digestive system (stomach to intestines).</p> <p>(e.g., circulation, respiration, digestion, waste removal)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a model of the digestive system Student work product of a completed model of the digestive system
SAT21107B	<p>The student will recognize that humans have structures (organs) that are connected to fulfill certain needs by selecting a “need card” and placing it with the organ it goes with.</p> <p>(e.g., breathing and respiration goes with mouth and lungs; circulation goes with heart and veins; movement goes with muscles and limbs; etc.)</p>	<ul style="list-style-type: none"> Student work product of glued “need cards” indicating the related organ with the need it helps to fulfill

SAT21103	The student will recognize the five senses by answering yes or no questions about each of the senses.	<ul style="list-style-type: none"> • Audio tape of the student responding to the yes or no questions
SAT21201	The student will identify relationships within an ecosystem in which living things depend on living and/or non-living things. (e.g., a pond ecosystem in which fish depend on plants and insects; a pond ecosystem in which fish depend on water and sand, etc.)	<ul style="list-style-type: none"> • Student work product of a collage of pictures showing the pond ecosystem and the living things that the fish rely on
SAT21205	The student will identify the groups of organs that work together. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.)	<ul style="list-style-type: none"> • Student work product with diagrams of body systems with labels showing some major organs and the need they fulfill
SAT21206	The student will identify the sense associated with a particular body part.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the sense associated with the body part
SAT21204	The student will recognize a one-celled organism from a group of pictures or objects.	<ul style="list-style-type: none"> • Video tape of the student selecting the model of a one-celled organism from a group of pictures or objects
SAT21301	The student will recognize disruptions in the relationships between living and non-living things. (e.g., fire disrupting an ecosystem, severe storms disrupting an ecosystem, etc.)	<ul style="list-style-type: none"> • Video tape of the student explaining a poster about disruptions in the relationship between living and non-living things
SAT21302	The student will demonstrate that humans have systems of organs that fulfill certain needs by creating a presentation on the computer about a system. (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating a presentation on the computer and presenting it to the class about the respiration system
SAT21306	The student will describe the purpose of a sense by selecting the appropriate purpose when given the sense.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student labeling a poster of the body with one of the five senses and where the sense is most used by the body

Required Component 1— Standard: 4: The Living Environment
Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 19–20	<p>7.1 Describe the range of interrelationships of humans with the living and nonliving environment.</p> <p>7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.</p> <p>7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients.</p> <p>7.1c Human beings are part of the Earth’s ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.</p> <p>7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.</p> <p>7.2a Human activities that degrade ecosystems result in the loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.</p>	<ul style="list-style-type: none"> • Understand that living and non-living things share a strong interdependence in maintaining Earth’s ecosystem. Earth provides various resources to support human populations. Therefore, human activity plays a huge part in renewing or depleting these resources. • Recognize that technological advances and population growth affect both living and non-living environments • Understand that the choices we make now affect future generations

Performance Indicators (continued)	
7.2b	When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.
7.2c	Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.
7.3 Explain how individual choices and societal actions can contribute to improving the environment.	
7.3a	Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.
7.3b	The decisions of one generation both provide and limit the range of possibilities open to the next generation.

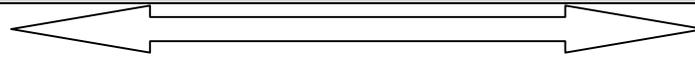
Required Component 1— Standard: 4: The Living Environment

Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 7

Less Complex



More Complex

The student will:

- recognize that living things (including humans) need non-living things (24101)
- recognize ways that humans use non-living things (24102)
- recognize ways that human actions affect the environment (24106)
- recognize impacts that humans have on the Earth's resources (24107)
- recognize ways to minimize human impacts on the environment (24108)

The student will:

- identify at least one way that people need non-living things (24201)
- identify at least one way that humans can use non-living things wisely (24203)
- identify ways that humans can influence the environment (24205)
- identify at least one way that humans need Earth's resources (24202)
- identify at least one way that humans impact the environment (24204)

The student will:

- describe examples of how living and non-living things are interdependent (24301)
- demonstrate how humans can minimize their impact by using resources wisely (24307)
- describe that humans can deplete or ruin resources and they will no longer be available for other people to use (24306)
- describe multiple ways humans need the Earth's resources (24308)
- describe multiple ways that humans impact the Earth's resources (24309)
- describe at least one impact on the environment from technology and human populations (24305)

Required Component 1— Standard: 4: The Living Environment
Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.
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
SAT24101	The student will recognize that living things need non-living things. (e.g., plants and trees need sun, water, etc.)	<ul style="list-style-type: none"> Student work product of a list of non-living things that plants need
SAT24102A	The student will recognize ways that humans use non-living things by indicating uses of water when presented with choice cards.	<ul style="list-style-type: none"> Video tape of the student hitting a switch when teacher presents a use for water card and not hitting the switch when presented with an incorrect choice
SAT24102B	The student will recognize which non-living thing is used by humans during a daily activity. (e.g., switch turns a light on; pencil for writing)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting non-living things used by humans from a group of choices and handing them to the teacher
SAT24106A	The student will recognize people's activities that have an affect on the environment.	<ul style="list-style-type: none"> Student work product with Xs marked next to the activities that affect the environment
SAT24106B	The student will demonstrate a way humans affect their environment by participating in a town beautification project.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when participating in clean-up and planting projects in the community
SAT24108	The student will recognize ways to minimize human impact on the environment. (e.g., walking or riding a bike instead of driving, recycling, planting trees, etc.)	<ul style="list-style-type: none"> Student work product of a collage of pictures related to ways to minimize impact
SAT24201	The student will identify at least one way that people need non-living things. (e.g., staying in the house when the weather is bad outside, people need clothes to stay warm, etc.)	<ul style="list-style-type: none"> Student work product of the way a person needs a non-living thing with a sentence dictated by the student of why people use the non-living thing
SAT24203	The student will identify ways that non-living resources can be conserved by demonstrating turning lights and the computer off at the end of an activity.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when completing conservation activities throughout the day
SAT24202	The student will identify ways that humans need the Earth's resource of wood.	<ul style="list-style-type: none"> Video tape of the student naming different uses that humans have for wood

SAT24204	<p>The student will identify at least one way humans impact the environment.</p> <p>(e.g., positive and/or negative impacts such as global warming, deforestation, planting a garden in the city, recycling, etc.)</p>	<ul style="list-style-type: none"> • Student work product consisting of a collection of pictures showing ways people have impacted (changed) the environment
SAT24307A	<p>The student will demonstrate one way to minimize human impact on the environment by giving a person a PEC symbol for recycling when recyclable items are present.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying the PEC symbol for recycling when presented with the recyclable item
SAT24307B	<p>The student will demonstrate a practice that may minimize human impact on the Earth's resources by participating in a daily recycling program.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student going to different classes to pick up recyclable paper and bringing it to a paper bin
SAT24306	<p>The student will describe that humans can deplete or ruin resources that will no longer be available for other people to use.</p> <p>(e.g., answering questions about what will happen when something is taken away that can be used up and/or when depletion of trees or forests takes away shelters for some animals, shade for some plants, and/or when pollution of water affects drinking water, plant growth, fish life, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student demonstrating that resources can be depleted

Required Component 2— Standard: 4: Physical Setting/Earth Science
Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 8–10	<p>1.1 Explain complex phenomena, such as tides, variations in day length, solar isolation, apparent motion of the planets and annual traverse of the constellations.</p> <p>1.1a Most objects in the solar system are in regular and predictable motion.</p> <ul style="list-style-type: none"> • These motions explain such phenomena as the day, the year, the seasons, phases of the moon, eclipses and tides. • Gravity influences the motions of celestial objects. The force of gravity between two objects in the universe depends on their masses and the distance between them. <p>1.1b Eight planets move around the sun in nearly circular orbits.</p> <ul style="list-style-type: none"> • The orbit of each planet is an ellipse with the Sun located at one end of the foci. • Earth is orbited by one moon and many artificial satellites. <p>1.1c Earth’s coordinate system of latitude and longitude, with the equator and prime meridian as reference lines, is based upon Earth’s rotation and our observation of the Sun and stars.</p> <p>1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.</p> <p>1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth’s rotation.</p>	<ul style="list-style-type: none"> • Understand that most objects in the solar system are in regular and predictable motion. As the Earth revolves around the sun, it rotates (spins) on its axis. Earth’s changing position with regard to the Sun and the Moon has noticeable effects. Seasonal changes provide evidence of Earth’s revolution around the Sun. • Understand that evidence shows that the universe is vast and very old. Stars, planets, asteroids, comets and meteors are all part of the universe. • Understand that water on Earth moves through the water cycle • Recognize that geologic history can be determined from rocks and fossils

Performance Indicators (continued)	
1.1f	<p>Earth's changing position with regard to the Sun and the moon has noticeable effects.</p> <ul style="list-style-type: none"> • Earth revolves around the Sun with its rotational axis tilted at 23.5 degrees to a line perpendicular to the plane of its orbit, with the North Pole aligned with Polaris. • During Earth's one-year period of revolution, the tilt of the axis results in changes in the angle of incidence of the Sun's rays at a given latitude; these changes cause variation in the heating of the surface. This produces seasonal variation in weather.
1.1g	Seasonal changes in the apparent positions of constellations provide evidence of the Earth's revolution.
1.1h	The Sun's apparent path through the sky varies with latitude and season.
1.1i	Approximately 70 percent of Earth's surface is covered by a relatively thin layer of water, which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.
1.2 Describe current theories about the origin of the universe and solar system.	
1.2a	<p>The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes:</p> <ul style="list-style-type: none"> • cosmic background radiation • a red-shift (the Doppler Effect) in the light from very distant galaxies.
1.2b	Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.

Performance Indicators (continued)	
	<ul style="list-style-type: none"> • The stars differ from each other in size, temperature, and age. • Our Sun is a medium-sized star within a spiral galaxy of stars known as the Milky Way. Our galaxy contains billions of stars, and the universe contains billions of such galaxies.
1.2c	<p>Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials.</p> <ul style="list-style-type: none"> • The characteristics of the planets of the solar system are affected by each planet's location in relationship to the Sun. • The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.
1.2d	<p>Asteroids, comets, and meteors are components of our solar system.</p> <ul style="list-style-type: none"> • Impact events have been correlated with mass extinction and global climactic change. • Impact craters can be identified in Earth's crust.
1.2e	<p>Earth's early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior.</p>
1.2f	<p>Earth's oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years.</p>
1.2g	<p>Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth's surface is described by the hydrologic (water) cycle.</p>

Performance Indicators (continued)	
	<ul style="list-style-type: none"> • Water is returned from the atmosphere to the Earth's surface by precipitation. Water returns to the atmosphere by evaporation or transpiration from plants. A portion of the precipitation becomes runoff over the land or infiltrates into the ground to become stored in the soil or groundwater below the water table. Soil capillarity influences these processes. • The amount of precipitation that seeps into the ground or runs off is influenced by climate, slope of the land, rock type, vegetation, land use, and degree of saturation. • Porosity, permeability, and water retention affect runoff and infiltration.
1.2h	The evolution of life caused dramatic changes in the composition of Earth's atmosphere. Free oxygen did not form in the atmosphere until oxygen-producing organisms evolved.
1.2i	<p>The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record.</p> <ul style="list-style-type: none"> • Fossil evidence indicates that a wide variety of life-forms has existed in the past and that most of these forms have become extinct. • Human existence has been very brief compared to the expanse of geologic time.
1.2j	<p>Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations.</p> <ul style="list-style-type: none"> • The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place. • Fossils preserved in rocks provide information about past environmental conditions.

	Performance Indicators (continued)	
	<ul style="list-style-type: none">• Geologists have divided Earth's history into time units based upon the fossil record.• Age relationships among bodies of rocks can be determined using principles of original horizontality, superposition, inclusions, cross-cutting relationships, contact metamorphism, and unconformities. The presence of volcanic ash layers, index fossils, and meteoric debris can provide additional information.• The regular rate of nuclear decay (half-life time period) of radioactive isotopes allows geologists to determine the absolute age of materials found in some rocks.	

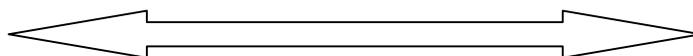
Required Component 2— Standard: 4: Physical Setting/Earth Science

Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 1

Less Complex



More Complex

The student will:

- recognize stars, planets, asteroids, comets, and/or meteors (31109)
- recognize the Earth, sun, and/or moon (31110)
- identify night and/or day (31102)
- recognize that seasons change over the course of a year (31104)
- recognize that the moon appears to change shape over the course of a month (31111)
- recognize patterns of daily and/or monthly changes in their environment (31112)
- label a diagram of the water cycle (31106)
- identify fossils as remains of living things (31107)
- recognize rocks can provide evidence of past conditions (31113)

The student will:

- identify stars, planets, asteroids, comets, and/or meteors (31204)
- recognize the movements of the Earth, moon and sun relative to each other (31202)
- recognize the Earth spins on its axis (31209)
- recognize the Earth tilts on its axis relative to the seasons (31210)
- identify that the moon appears to change shape over the course of a month (31211)
- identify parts of the water cycle (31205)
- identify ways that fossils form (31206)
- identify how fossils can provide evidence of past conditions (31212)
- identify how rocks can provide evidence of past conditions (31213)

The student will:

- describe stars, planets, asteroids, comets, and/or meteors (31305)
- describe the movements of the Earth, moon and sun relative to each other (31302)
- explain the effects of the Earth spinning on its axis (31301)
- describe changes in the seasons over the course of a year (31304)
- describe changes in the moon's shape over the course of a month (31303)
- describe parts of the water cycle (31307)
- describe how fossils can provide evidence of past conditions (31310)
- describe how rocks can provide evidence of past conditions (31311)
- recognize that the universe is vast and very old (31312)

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

Choice Component 1—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

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
SAT31109A	The student will recognize a model of the planet Earth.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting a model of the Earth from a choice of other objects
SAT31109B	Given objects that represent a meteor, a planet, and a star, the student will identify the star by grasping and holding on to the star when asked “where is the star?”	<ul style="list-style-type: none"> Video tape of the student recognizing the star from a choice of objects
SAT31110	The student will recognize the Earth and the sun through pictures.	<ul style="list-style-type: none"> Student work product of pictures of the sun and the Earth and Xs marked in blue for the sun and red for the Earth
SAT31102A	The student will identify “day” by responding yes or no when asked to identify if a picture shows an activity that occurs usually during the day.	<ul style="list-style-type: none"> Audio tape of the student pressing a switch to say ‘yes’ when presented with pictures of day activities
SAT31102B	The student will identify “day” when presented with sun pictures and “night” when presented with moon pictures by touching the switch with the word day or switch with the word night.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at picture cards and touching the appropriate button on the switch to indicate day or night
SAT31104	The student will recognize that seasons will change over the course of a year.	<ul style="list-style-type: none"> Student work product of the student identifying pictures of the four seasons (i.e., Winter, Spring, Summer, and Fall) to recognize that seasons change over the course of a year
SAT31111	The student will recognize that the moon appears to change shape over the course of a month by organizing pictures of the visible part of the moon.	<ul style="list-style-type: none"> Video tape of the student organizing pictures of the moon in sequential order from new moon to full moon to recognize that the moon appears to change shape over the course of a month
SAT31112A	The student will recognize patterns of daily changes in the environment by ordering morning, noon, and night on a chart.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student arranging pictures of morning, noon, and night in sequential order to recognize patterns of daily changes in the environment

SAT31112B	The student will recognize patterns of seasonal changes in the environment by selecting the season associated with a given month or typical weather pattern.	<ul style="list-style-type: none"> Student work product with given months and weather patterns with the season glued next to them
SAT31106	The student will fill in the missing section on a diagram of the water cycle.	<ul style="list-style-type: none"> Video tape of the student placing a label in the missing section on a picture of the water cycle
SAT31107A	The student will identify fossils as remains of living things. (e.g., piece of amber with an embedded mosquito, rock with a fish/leaf fossil embedded in it, petrified wood, etc.)	<ul style="list-style-type: none"> Student work product indicating which rocks or objects contain fossils in a collection
SAT31107B	The student will identify fossils of living things.	<ul style="list-style-type: none"> Student work product of matched fossils to pictures of the animals (insects, fish and plants) that made them
SAT31204A	The student will identify planets and stars from a group of pictures by sorting the pictures into the two categories.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting pictures of stars and planets from a group of pictures on the workspace
SAT31204B	The student will identify planets in the solar system.	<ul style="list-style-type: none"> Student work product of labeled planets on a diagram of the solar system
SAT31202	The student will recognize the movements of the Earth and moon relative to each other and to the sun. (e.g., sun is central, Earth moves around the sun, moon moves around the Earth)	<ul style="list-style-type: none"> Video tape of the student participating in a model demonstration
SAT31211	The student will identify that the moon appears to change shape over the course of a month.	<ul style="list-style-type: none"> Student work product of the labeled phases of the moon to identify that the moon appears to change shape over the course of a month
SAT31205	The student will identify parts of the water cycle.	<ul style="list-style-type: none"> Student work product with a diagram of the parts of the water cycle (i.e., evaporation, condensation, precipitation, infiltration, run-off)
SAT31206	The student will identify how a fossil is formed by making a list of at least two possible ways this happens.	<ul style="list-style-type: none"> Audio tape of the student indicating two ways that a fish fossil could be formed
SAT31305	The student will sort characteristics of stars, planets, asteroids, comets, and/or meteors. (e.g., sorting characteristics of a star, meteor, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting pictures of space objects into categories by characteristics

SAT31302	The student will depict the movement of the sun, Earth and moon by creating a visual. (e.g., model, diagram, manipulatives, etc.)	<ul style="list-style-type: none"> • Video tape of the student creating a diagram of the sun, Earth, and moon and their movements relative to each other
SAT31310	The student will match a fossil to its original environment. (e.g. fish fossil to water environment using objects or pictures)	<ul style="list-style-type: none"> • Student work product of fossil pictures glued to pictures of their original environment
SAT31311	After listening to or reading a book about rock formations, the student will describe how rocks can provide evidence of past conditions.	<ul style="list-style-type: none"> • Audio tape of the student describing what some of the lines or patterns in rocks could indicate about the condition of the environment at the time that the rock was formed

Required Component 2— Standard: 4: Physical Setting/Earth Science
Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Science Core Curriculum	Performance Indicators	Essence of Indicators
Pg. 11–14	<p>2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth’s plates.</p> <p>2.1a Earth’s systems have internal and external sources of energy, both of which create heat.</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion.</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover.</p> <p>2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.</p> <p>2.1e Weather variables are interrelated. For example:</p> <ul style="list-style-type: none"> • temperature and humidity affect air pressure and probability of precipitation • air pressure gradient controls wind velocity <p>2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.</p>	<ul style="list-style-type: none"> • Recognize that the Earth’s external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth’s internal heat determines the motion within layers of Earth. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses

Performance Indicators (continued)	
2.1g	Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.
2.1h	Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.
2.1i	Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.
2.1j	<p>Properties of Earth's internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction).</p> <ul style="list-style-type: none"> • Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth's interior is composed of layers that differ in composition and states of matter.
2.1k	The outward transfer of Earth's internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth's surface.
2.1l	The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.

Performance Indicators (continued)		
	<ul style="list-style-type: none"> • These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges. • Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges. • Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness. 	
2.1m	Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.	
2.1n	Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.	
2.1o	Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.	
2.1p	Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.	
2.1q	Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.	
2.1r	Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.	

Performance Indicators (continued)		
2.1s	Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.	
2.1t	Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.	
2.1u	<p>The natural agents of erosion include:</p> <ul style="list-style-type: none"> • <i>Streams (running water)</i>: Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries. • <i>Glaciers (moving ice)</i>: Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains. • <i>Wave Action</i>: Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves. • <i>Wind</i>: Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock. • <i>Mass Movement</i>: Earth materials move down slope under the influence of gravity. 	

Performance Indicators (continued)	
2.1v	Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.
2.1w	Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater.
2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.	
2.2a	Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in: <ul style="list-style-type: none"> • the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season • characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat. • duration, which varies with seasons and latitude.
2.2b	The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction. <ul style="list-style-type: none"> • Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
2.2c	A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.
2.2d	Temperature and precipitation patterns are altered by: <ul style="list-style-type: none"> • natural events such as El Nino and volcanic eruptions • human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.

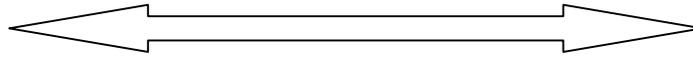
Required Component 2— Standard: 4: Physical Setting/Earth Science

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

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

Less Complex



More Complex

The student will:

- recognize that it feels warmer when in the sunshine than when in the shade (32101)
- recognize appropriate tools for measuring various weather conditions (32106)
- identify weather conditions (32104)
- recognize that land is removed by erosion (32103)
- recognize mountains and valleys (32107)

The student will:

- identify the sun as an external source of heat (32201)
- associate the visible presence or absence of the sun with certain weather (32202)
- associate changes in the amount of heat in the atmosphere with changes in seasons (32203)
- identify appropriate tools for measuring various weather conditions (32208)
- associate weather changes with differences in heating (32209)
- identify weather as short-term changes (32210)
- identify that weathering and/or erosion break down the land (32205)
- identify that forces within Earth cause land to be folded into mountains and/or valleys (32204)

The student will:

- describe the sun as an external source of heat (32301)
- describe the relationship between the position of the sun to the Earth with certain weather (32309)
- describe how the amount of heat in the atmosphere changes with seasons (32303)
- use tools to measure various weather conditions (32310)
- describe the relationship between differences in heating and weather and/or climate (32311)
- describe the relationship between differences in heating and climate (32312)
- describe why weathering and erosion break down the land (32313)
- describe that forces within Earth cause land to be folded into mountains and/or valleys (32306)
- recognize that the Earth has internal heat (32304)
- recognize that the Earth's internal heat drives the motion of material inside the Earth (convection currents) (32305)

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

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will recognize that heat comes from the sun by feeling warmer versus cooler parts of the classroom that have been warmed by the sunlight.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student feeling warm parts of the room touched by sunlight and cooler parts of the room not touched by sunlight and going back to the part of the room that is warmest
SAT32101B	The student will recognize that it feels warmer when in the sunshine than when in the shade.	<ul style="list-style-type: none"> Student work product where the student stamped a picture of sunshine to indicate that it feels warmer when in the sunshine than when in the shade
SAT32106	The student will recognize tools for measuring different weather conditions.	<ul style="list-style-type: none"> Video tape of the student answering yes or no when asked “Is this to be used to measure warmth?”
SAT32104A	The student will identify weather conditions. (e.g., use simple calendar or chart and attach or glue weather pictures for each day over a week or month time period)	<ul style="list-style-type: none"> Student work product of the daily weather record compiled by the student <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32104B	The student will identify weather conditions. (e.g., rain, snow, sleet, fog, drizzle, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student labeling pictures on a diagram of various weather conditions
SAT32103	The student will recognize that land is removed by erosion through demonstration. (e.g., fan blowing sand off a surface, water being poured onto a pile of sand, etc.)	<ul style="list-style-type: none"> Student work product of a labeled diagram showing the effects of erosion or where it occurred Video tape of the student performing various erosion techniques in the classroom
SAT32107	Given a box of sand, the student will recognize a mountain formation by making one using the sand as a model of a mountain.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a mountain out of sand

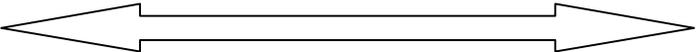
SAT32201	<p>The student will identify the sun as an external source of heat.</p> <p>(e.g., use a simple chart of the temperature recorded in the shade and in the sun on the same day showing that the temperature is lower when the sunshine is blocked-when asked what makes it different, student selects sun)</p>	<ul style="list-style-type: none"> • Student work product of a chart with differing temperatures and a picture of the sun stamped on warmer temperatures
SAT32202	<p>The student will identify possible weather based on the position of sun in relation to the Earth.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student being given pictures of the sun's position in relation to the Earth and identifying possible types of weather in different locations around the Earth
SAT32208	<p>The student will identify tools for measuring weather conditions by identifying the function of a given weather tool.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when matching tools with their function
SAT32210	<p>The student will identify weather as short-term changes by charting weather over time.</p>	<ul style="list-style-type: none"> • Student work product of a student created calendar showing daily (monthly, seasonal) weather over the course of a week (month, season, etc.) <p>Note: Two calendars must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance.</p>
SAT32310	<p>The student will use various tools to measure weather conditions.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording the performance of the student using various tools to measure different weather conditions
SAT32311	<p>The student will describe the relationship between differences in heating and weather.</p> <p>(e.g., Given a picture of a sunny day with a thermometer showing a warm temperature , ask the student what the weather will feel like; given a picture of or a thermometer showing freezing temperatures, ask the student what may happen)</p>	<ul style="list-style-type: none"> • Student work product of a flow chart labeled by the student indicating the relationship between amount of heat received in an area and the weather in the area

Social Studies
NYSAA Frameworks

High School

Required Component 1—Standard: 1-US and NY History
Choice Component 1— Unit 2-Constitutional Foundations

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 127	<p>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</p> <p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility 	<ul style="list-style-type: none"> • Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

AGLIs		HS
High School – Social Studies		
Required Component 1—Standard: 1-US and NY History		
Choice Component 1— Unit 2-Constitutional Foundations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for US and NY History-Unit 2		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • recognize at least two classroom rules (11106) • recognize examples of governmental laws (11102) • identify the importance of obeying classroom rules and/or governmental laws (11107) • recognize one purpose of government (11108) • recognize at least one right guaranteed to citizens (11109) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify reason(s) people create governments (11207) • identify who is eligible to vote (11208) • identify at least two rights of citizens guaranteed by the Bill of Rights (11209) • identify the development of the United States Constitution using simple time lines (11210) • identify the three branches of government (11211) • identify the individual purposes of judicial, legislative, and/or executive branches (11212) • explore their rights as citizens (11213) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain why people create governments (11301) • explain why voting is an essential part of a democracy (11302) • compare the responsibilities of New York State government and the responsibilities of the United States government (11303) • compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304) • explain the importance of the Bill of Rights in protecting individual rights (11305) • explain how to protect and secure their rights as citizens (11307)

SATs
High School – Social Studies

HS**Required Component 1**—Standard: 1-US and NY History**Choice Component 1**— Unit 2-Constitutional Foundations**SAMPLE ASSESSMENT TASKS (SATs)**

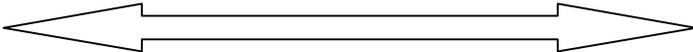
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11106	The student will recognize classroom rules by selecting two symbols or icons representing rules from a group of three or more symbols or icons.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting (via pointing, eye-gazing, etc.) two classroom rules
SAT11102	The student will recognize governmental laws by selecting symbols that represent the laws from a group of three or more	<ul style="list-style-type: none"> Student work sample of law symbols that the student selected attached to a worksheet about governmental laws
SAT11107	The student will identify the importance of classroom rules by matching a picture or photograph of an appropriate behavior to its purpose.	<ul style="list-style-type: none"> Student work product that contains a set of matched rules and icons of appropriate behaviors with its purpose
SAT11108	The student will recognize one purpose of government. (e.g., education, military, safety, etc.)	<ul style="list-style-type: none"> Student work product containing information that shows one purpose of government
SAT11109	The student will recognize the right to vote by participating in a voting activity in a classroom election. (e.g., field trip, party, lunch period activity, etc.)	<ul style="list-style-type: none"> Video tape of the student demonstrating a citizen's right to vote by participating in a classroom voting activity
SAT11207	The student will identify two reasons why people create governments using a graphic organizer (list, etc.) or story webs.	<ul style="list-style-type: none"> Student work product that contains a list of reasons why people create governments
SAT11208	The student will answer "Wh-" questions to identify who is eligible to vote during a reading response activity.	<ul style="list-style-type: none"> Video tape or audio tape of the student answering "Wh-" questions regarding voter eligibility
SAT11209	The student will identify freedom of speech and freedom of religion as two rights guaranteed by the Bill of Rights.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying teacher described actions that are or are not guaranteed by the right to free speech and the right to freedom of religion
SAT11210	The student will identify the development of the United States Constitution by using a simple timeline.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student working with a color coded or matching timeline of Constitution pictures on a classroom wall chart
SAT11211	The student will identify the executive, legislative, and judicial branches of government	<ul style="list-style-type: none"> Student work product of a graphic organizer with cut and pasted text and symbols representing the three branches of government

SAT11212	The student will identify the purposes of the judicial branch by creating a list that describes three purposes of courts of law. (e.g., to settle disputes, to determine guilt or innocence of the accused, etc.)	<ul style="list-style-type: none"> • Student work product of a graphic organizer displaying three purposes of courts of law
SAT11213	The student will explore his/her rights as citizens by creating a list of citizen rights and presenting them to the class.	<ul style="list-style-type: none"> • Audio tape of the student listing citizen rights to the class
SAT11301	The student will explain why people created governments by answering specific questions after reading or listening to a chapter about the reasons why the Founding Fathers created a new government.	<ul style="list-style-type: none"> • Student work product about reasons why the Founding Fathers created a new government
SAT11302	The student will write or create a paragraph using a graphic organizer to explain why voting is an essential part of a democracy.	<ul style="list-style-type: none"> • Student work product that contains a paragraph that explains the importance of voting to a democracy
SAT11303	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government using different resources (e.g., civics book, the Internet, an encyclopedia, etc.). (e.g., Protection: state responsibilities-police protection and fire fighting to federal responsibilities-FBI agency and national guard)	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer that compares the New York State and federal government responsibilities
SAT11304	The student will compare the responsibilities of the executive, legislative, and judicial branches of government by creating a chart with the checks and balances.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student creating a checks and balances chart that compares the responsibilities of the three branches of government
SAT11305	The student will explain the importance of the Bill of Rights by developing a list that describes how the Bill of Rights protects individual citizen rights using various resources (e.g., civics book, the Internet, an encyclopedia, etc.).	<ul style="list-style-type: none"> • Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees individual citizen rights
SAT11307	The student will explain how to secure his/her rights as a citizen by role playing different situations that show how citizens can secure their rights.	<ul style="list-style-type: none"> • Video tape of the student demonstrating the different role playing situations about how citizens can secure their rights

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 7(B)-World in Uncertain Times: 1980-Present

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 154-155	<p>VI. APPROACHING THE NEXT CENTURY 1986 – 1999</p> <p>B. The Clinton Presidency</p> <ol style="list-style-type: none"> 1. Domestic issues <ol style="list-style-type: none"> a. Social concerns <ol style="list-style-type: none"> (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns <ol style="list-style-type: none"> (1) Role of technologies (2) Impact of the baby boom generation (3) Balanced budget amendment (debate) (4) Market trends: The bull market of the 1990s c. Political concerns <ol style="list-style-type: none"> (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2. Foreign policy issues <ol style="list-style-type: none"> a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy <ol style="list-style-type: none"> (1) NAFTA (2) GATT (3) Economic aid to Russia (4) United States trade with China, Japan, and Latin America c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia d. United States—Russian relations; 1990 to the present e. United States—European relations: European Union (EU), NATO 	<ul style="list-style-type: none"> • Understand the role of the United States president as the nation’s highest elected leader • Recognize examples of social, political, economic, and international issues with which presidents can become involved • Recognize different circumstances under which presidents become involved with these social, political, economic and international issues • Identify important issues associated with recent presidents • Understand the role of presidential administration’s involvement with key issues/challenges <p>Please note: the content understandings that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.</p>

AGLIs		HS
High School – Social Studies		
Required Component 1 —Standard: 1-US and NY History		
Choice Component 2 — Unit 7(B)-World in Uncertain Times: 1980-Present		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for US and NY History-Unit 7(B)		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • identify the leader of a class or school (14101) • recognize the United States, Canada, and/or Mexico on a map or globe (14102) • recognize a current event (14105) • utilize media to become aware of current events related to domestic issues (14104) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain how a person becomes president of the United States (14201) • identify the president of the United States (14202) • identify at least two duties of the president of the United States (14206) • construct a simple timeline of United States presidents (14207) • recognize a foreign issue for the United States (14205) 	<p>The student will:</p> <ul style="list-style-type: none"> • explain the duties of the United States president (14306) • identify an example of a domestic and a foreign issue with which a president might become involved (14307) • explain domestic and/or foreign issues (14308) • investigate how presidential administrations have addressed domestic and/or foreign issues (14309) • identify the outcome of a significant domestic and/or foreign issues in which presidential administrations have become involved (14310)

Please note: The content understandings that are covered and assessed in this section of the core curriculum are on all recent and current presidencies (1986-present), not just the Clinton Presidency.

SATs		
High School – Social Studies		
HS		
Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 7(B)-World in Uncertain Times: 1980-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
SAT14101A	The student will identify the leader of the classroom by selecting the teacher’s photo from several other pictures when asked “who is the leader of the class?”	<ul style="list-style-type: none"> Student work product that contains leader pictures that the student circled leader of the class picture
SAT14101B	The student will identify the leader of the classroom by selecting the teacher’s picture from several other pictures.	<ul style="list-style-type: none"> Video tape of the student identifying the leader of the classroom from a set of pictures
SAT14102	The student will recognize the United States on a map or globe during social studies time.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing the United States using a map or globe by placing a marker on the United States
SAT14105	The student will recognize the photograph of a current event when given two photographs. (e.g., snowstorm, sports event, etc., in a newspaper, magazine, or other media)	<ul style="list-style-type: none"> Video tape of the student selecting or indicating the one that depicts a current event
SAT14104	The student will use newspapers, the Internet, magazines, etc., to become aware of current events related to social issues and answer simple “wh-“ questions about the even chosen. (e.g., disability rights, hurricane relief, health care, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a current event and answering questions about it
SAT14201	The student will explain how a person becomes president by creating a list of steps necessary to become an elected president of the United States.	<ul style="list-style-type: none"> Student work product that contains a sequenced list of the steps necessary to become president of the United States
SAT14202	The student will identify the president of the United States by selecting the appropriate photo from an array of photographs.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the president of the United States by circling, pointing, or verbally identifying the appropriate photograph

SAT14206	The student will identify two duties that are only the responsibility of the president of the United States given a checklist with five duties of government officials.	<ul style="list-style-type: none"> • Student work product of the checklist with selected or marked appropriate presidential duties
SAT14207	The student will develop a timeline of recent United States presidents: 1986 – present.	<ul style="list-style-type: none"> • Video tape of the student creating or placing pictures on a timeline showing the years of office for recent United States presidents from 1986- present on the classroom wall chart
SAT14205	The student will recognize a foreign issue of the United States focusing around environmental issues when given a set of choices. (e.g., global warming, ocean pollution, air pollution, etc.)	<ul style="list-style-type: none"> • Student work product that contains student-identified appropriate environmental issues that affect the United States
SAT14306	The student will explain the duties of the president of the United States.	<ul style="list-style-type: none"> • Student work product of a created checklist or a T chart that explains the duties of the president of the United States
SAT14307	The student will identify a domestic issue and a foreign issue with which a United States president from 1986 – present has become involved by matching the two issues with the appropriate president.	<ul style="list-style-type: none"> • Video tape of the student matching the domestic and foreign issues with the appropriate president
SAT14308	The student will explain a United States domestic issue and how it affects them using a cluster web. (e.g., domestic issues: health care reform, education, unemployment, energy, etc.)	<ul style="list-style-type: none"> • Student work product that contains a cluster web explaining a United States domestic issue
SAT14309	The student will read an article about a United States domestic and/or foreign issue that describes presidential involvement and answer questions about it.	<ul style="list-style-type: none"> • Audio tape of the student answering comprehension questions about how presidential administrations have addressed domestic and/or foreign issues
SAT14310	The student will identify the outcome of a domestic and/or foreign issue in which a United States presidential administration became involved from 1986-present.	<ul style="list-style-type: none"> • Student work product that contains a description of the outcome of a domestic and/or foreign issue in which a United States presidential administration became involved from 1986-present

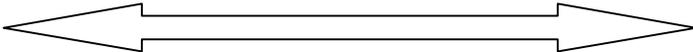
GLIs and Essences
High School – Social Studies

HS

Required Component 2—Standard: 2-World History

Choice Component 1— Unit 5-Age of Revolution

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 108-109	<p>G. Economic and social revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution <ol style="list-style-type: none"> a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization <ol style="list-style-type: none"> 1) Utopian reform — Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich Engel and command economies 5) Sadler Report and reform legislation 6) Parliamentary reforms— expansion of suffrage 7) Writers (Dickens and Zola) 8) Global migrations (19th century) 9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>) 3. Mass starvation in Ireland (1845-1850) <ol style="list-style-type: none"> a. Growth of Irish nationalism b. Global migration 	<ul style="list-style-type: none"> • Explain why the vast majority of people were directly involved with agriculture until the 1700s • Explore how advances in science, technology, and industry made farming easier and more productive • Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly • Summarize how society benefited as a result of the Industrial Revolution • Illustrate how society changed positively and negatively as a result of the Industrial Revolution

AGLIs		HS
High School – Social Studies		
Required Component 2—Standard: 2-World History		
Choice Component 1— Unit 5-Age of Revolution		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for World History-Unit 5		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • recognize Great Britain on a map or globe (21107) • recognize work done on farms (21108) • recognize work done in cities and/or factories (21109) • distinguish between products that are produced on farms and in factories (21104) • identify one reason the growth of factories led to the growth of cities (21110) • explore the life of people during the Industrial Revolution (21111) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify the natural resources found in Great Britain that helped cause the Industrial Revolution (21205) • identify differences between work done on farms and work done in cities (21206) • explain why the Industrial Revolution led to the rapid growth of cities (21207) • explore what life was like for men, women, and children living in cities during the Industrial Revolution (21208) • identify reason(s) that governments began to pass laws to protect and help workers (21209) 	<p>The student will:</p> <ul style="list-style-type: none"> • discuss why the ready supply of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution (21305) • explore why the Industrial Revolution caused cities to grow and how their growth benefited and/or hurt society (21306) • explore what life was like for factory workers and their families living in cities during the Industrial Revolution (21307) • discuss the reform movements that began as a result of the Industrial Revolution (21304)

SATs
High School – Social Studies

HS**Required Component 2**—Standard: 2-World History**Choice Component 1**— Unit 5-Age of Revolution**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
SAT21107	The student will use a map or globe to locate Great Britain.	<ul style="list-style-type: none"> Video tape of the student locating Great Britain by pointing or by using eye gaze to locate it on a map or globe
SAT21108A	<p>The student will recognize work done on farms by drawing a picture or selecting pictures or objects that show work on farms.</p> <p>(e.g., harvesting crops, driving a tractor, herding animals, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains drawn or selected pictures of people working on farms
SAT21108B	The student will recognize the work done on a farm by touching the picture that illustrates work on the farm from pictures of a farmer working on a farm and a teacher working in the classroom.	<ul style="list-style-type: none"> Video tape of the student indicating the farmer from the choices
SAT21109	The student will recognize people working in cities or factories by selecting two related photographs from a set of five photographs.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting two photographs of people working in cities or factories from a set of photographs
SAT21104	The student will sort pictures of products produced on farms and in factories into the appropriate category.	<ul style="list-style-type: none"> Student work product that contains sorted farm and factory product pictures or photographs into appropriate categories
SAT21110	<p>The student will identify a picture that relates to how the growth of factories led to the growth of cities.</p> <p>(e.g., factory workers' tenements, railroads, highways, etc.)</p>	<ul style="list-style-type: none"> Video tape of the student selecting the picture that shows how the growth of factories led to the growth of cities
SAT21111	<p>The student will explore the life of people during the Industrial Revolution by creating a collage of pictures showing life during those times.</p> <p>(e.g., living in tenements, working in factories, styles of dress, means of transportation, etc.)</p>	<ul style="list-style-type: none"> Student work product that contains a collage of pictures all related to life during the Industrial Revolution
SAT21205	The student will identify coal, iron ore, and water (rivers and harbors) as the natural resources found in Great Britain that helped cause the Industrial Revolution.	<ul style="list-style-type: none"> Student work product with labels on a map of Great Britain showing the locations of the natural resources that helped cause the Industrial Revolution

SAT21206	The student will identify differences between work done on farms and work done in cities by listing differences on a T-Chart.	<ul style="list-style-type: none"> • Student work product of a produced T-Chart listing differences between work done on farms and work done in cities
SAT21207	The student will explain why the Industrial Revolution led to the rapid growth of cities by indicating three “whys” from a set of choices. (e.g., factory jobs, mechanization of agriculture, need for workers to live near their jobs, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student identifying why the Industrial Revolution spurred the growth of cities
SAT21208	The student will select the pictures that depict what life was like for men, women, and children during the Industrial Revolution when given an array of pictures about life in cities (past and present).	<ul style="list-style-type: none"> • Video tape of the student looking at the various pictures and selecting those that relate to life during the Industrial Revolution for men, women, and children
SAT21209	The student will identify reasons that governments began to pass laws about factory work by indicating three reasons why workers faced unsafe conditions when employed in factories during the Industrial Revolution. (e.g., poor ventilation, long hours, dangerous machinery, poor wages, etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying three examples that represented unsafe factory working conditions during the Industrial Revolution
SAT21305	The student will give one reason that land, labor and capital helped make Great Britain the birthplace of the Industrial Revolution.	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating, indicating or signing one reason that each factor helped make Great Britain the birthplace of the Industrial Revolution
SAT21306	The student will explore an example of a technological advance from the late 18 th or 19 th century and will explain how it caused cities to grow and the benefit the advancement provided to society. (e.g., internal combustion engine, railroads, electricity, etc.)	<ul style="list-style-type: none"> • Student work product that contains a description of a technological advance that indicates how it caused cities to grow and its benefit to society
SAT21307	The student will explore what life was like using a graphic organizer to organize information about lifestyle and living condition of factory workers and their families during the Industrial Revolution.	<ul style="list-style-type: none"> • Student work product that contains a graphic organizer with information about what life was like for factory workers and their families living in cities during the Industrial Revolution
SAT21304	The student will read and discuss information pertaining to reform movements that began as a result of the Industrial Revolution. (e.g., child labor laws, length of work day, factory safety laws, improved sanitation in cities, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions posed by the teacher about reform movements that began as a result of the Industrial Revolution

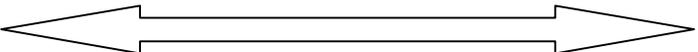
GLIs and Essences
High School – Social Studies

HS

Required Component 2—Standard: 2-World History

Choice Component 2— Unit 8-Global Connections and Interactions

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 118-119	<p>A. Social and political patterns and change</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) <ol style="list-style-type: none"> a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration <ol style="list-style-type: none"> a. Urbanization b. Global migration <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> 4. Modernization/tradition—finding a balance <ol style="list-style-type: none"> a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances <ol style="list-style-type: none"> a. Treatment of infectious diseases b. Improved standard of living 6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America) 7. Status of women and children <ol style="list-style-type: none"> a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process 8. Ethnic and religious tensions: an analysis of multiple perspectives <ol style="list-style-type: none"> a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor 	<ul style="list-style-type: none"> • Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc) • Identify industrialized and developing nations • Discuss how ways of life differ among industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

AGLIs		HS
High School – Social Studies		
Required Component 2—Standard: 2-World History		
Choice Component 2— Unit 8-Global Connections and Interactions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for World History-Unit 8		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate one country other than the United States on a map (22106) recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (22107) recognize that some countries are overpopulated (22103) identify one issue related to migration (22108) explore the lifestyles of people living in foreign countries, e.g., Mexico, Russia, China (22109) 	<p>The student will:</p> <ul style="list-style-type: none"> locate two continents or countries other than North America and the United States on a map or globe (22207) differentiate between continents and/or countries (22208) identify the locations of cities outside the United States on a map or globe (22209) determine the populations of two or more major cities in and/or outside of the United States (22210) identify problems created by migrations (22205) examine how ways of life differ in rural and urban areas in a country other than the United States. (22211) 	<p>The student will:</p> <ul style="list-style-type: none"> explain the differences between a developing and a developed country (22305) identify a developed country and/or a developing country (22302) explore how migration may create economic, social, and political problems between countries (22306) investigate how developing countries are using advances in science and technology to address problems created by overpopulation (22307)

SATs
High School – Social Studies

HS**Required Component 2**—Standard: 2-World History**Choice Component 2**— Unit 8-Global Connections and Interactions**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
SAT22106	The student will touch the United States and locate another country on a map or a globe.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating the United States and a country other than the United States on a worksheet
SAT22107	The student will recognize three pictures that depict rural life outside the United States.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the photographs or pictures that depict rural life outside the United States
SAT22103	The student will recognize that some countries are overpopulated by attending to a story or pictures or photographs about life in that country. (e.g., India, Bangladesh, etc.)	<ul style="list-style-type: none"> Video tape of the student attending to a story, pictures or photographs about life in an overpopulated country
SAT22108	The student will identify one issue related to migration by indicating the sentence that answers the question. (e.g., why the migration occurred, where the migration occurred, challenges faced by the people who migrated, etc.).	<ul style="list-style-type: none"> Student work product that contains selected sentences that answer a specific question posed about migration related issues
SAT22109	The student will explore lifestyles in a foreign country by tasting foods, looking at different clothing styles (photographs or actual examples) and indicating their favorite of each.	<ul style="list-style-type: none"> Student work product indicating favorite foreign foods and foreign clothing styles during cultures month
SAT22207	The student will show where North America is located on a map or a globe and will locate two other continents.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating North America and two continents other than North America
SAT22208	The student will differentiate between continents and countries on a map or globe by labeling them according.	<ul style="list-style-type: none"> Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker

SAT22209	The student will identify the United States on a map or a globe and will locate three major world cities outside the United States.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing a miniature model or picture of the Eiffel Tower on the picture of Paris, a miniature model or picture of Big Ben clock on the picture of London, and a picture of the Olympic rings on the picture of Beijing
SAT22210	The student will determine the populations of three major cities, two of which are located outside the United States using an atlas, encyclopedia, the Internet, or other resource.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using a resource to determine the populations of three major world cities
SAT22205	The student will identify problems created by migration to a specific country. (e.g., urban poverty, religious/ethnic conflict, other forms of discrimination, etc.)	<ul style="list-style-type: none"> Student work product of pasted sentence strips that identify problems created by migration to a specific country
SAT22211	The student will examine differences in lifestyles related to a given topic in foreign rural and urban areas. (e.g., topics: types of jobs, housing, clothing, schools, etc.)	<ul style="list-style-type: none"> Student work product of lists, graphic organizers or collages, that indicate lifestyle differences in types of jobs rural and urban areas of China
SAT22305	The student will sort the differences into a T-Chart graphic organizer when given descriptors about developing and developed countries.	<ul style="list-style-type: none"> Student work product the shows countries sorted into the appropriate categories based on the description of the country (developing or developed)
SAT22302	The student will identify a developing and a developed country and locate it on world map or globe.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating a developing and developed country and locating each on a world map or globe
SAT22306	The student will research social, economic, and political problems between countries created by migration and write or create a paragraph about the problems. (e.g., Mexicans to the United States, Arabs to France, etc.)	<ul style="list-style-type: none"> Student work product that contains a paragraph about economic, social, and political problems between countries created by migration
SAT22307	The student will create a report indicating how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., Green Revolution in Asia and Africa, water desalination projects, plant genetic engineering, etc.)	<ul style="list-style-type: none"> Student work product of a created report about how developing nations are using advances in science and technology to address problems created by overpopulation

English Language Arts (ELA) Glossary

A Toolkit, including curriculum guidance materials and resources applicable to use in grades prekindergarten to grade 12, is located on the SED website. Please see:

ELA Toolkit:

<http://www.emsc.nysed.gov/3-8/ELAToolkit.html>

TERM	DEFINITION
Appropriate group behaviors	<p>These would include speaking and listening skills. Speaking includes communicating through such means as vocalization, signing or using communication aids, such as voice synthesizers. These behaviors would include:</p> <ol style="list-style-type: none"> a. speaking in turn b. looking at the people when speaking and listening, if possible c. using an appropriate volume and rate d. answering or asking questions that relate to the topic being discussed e. thinking before speaking f. attending/listening to others and reacting appropriately to them g. sitting or standing still, as much as is possible h. gesturing appropriately i. being courteous in general
Author's message	<p>This refers to the intent; what he is trying to say, what is the point; possibly related to the moral of the story, if it has one; message is related to author's purpose.</p>
Author's purpose	<p>An author may have more than one purpose for writing a piece of literature, such as to entertain, to instruct, persuade or describe. It refers to why he says what he says.</p>
Author's style	<p>This refers to the general characteristics of a work that distinguish it from another author's work; often includes the author's use of language and how the use of the language affects the author's intent.</p>
Basic story elements	<p>Basic story elements include:</p> <ol style="list-style-type: none"> a. plot – the sequence of events or actions in a novel, play, short story or narrative poem b. character – a person or sometimes animal that takes part in the plot c. setting – time and place in which a short story, novel or narrative poem take place d. theme – the central meaning of a literary work e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions and ideas

TERM	DEFINITION
Bias	An inclination of temperament or outlook; a personal and sometimes unreasoned judgment; prejudice-an instance of such prejudice; deviation of the expected value of a statistical estimate from the quantity it estimates; systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others.
Compare	To actively point out similarities.
To compose, create, write	All words that can refer to the act of writing and include the creation of original material, possibly by voice; by organizing or shaping information or ideas; and/or by using a scribe, visual language (selecting pictures, symbols, etc. to convey information), signing, stamping, and any communication aids such as a voice synthesizer or speech generating device that has audible speech output, from single switch through computer based options to communicate ideas, choices or information.
Contrast	Refers to indicating differences.
Data	Information that is often numeric and usually used for analysis.
Facts	Information that can be verified as true.
Fact vs. opinion	Statements of fact can be proven conclusively to be true or false. Statements of opinion cannot be proven to be true or false.
Fallacies	Statements, arguments, or conclusions based on faulty reasoning.
Fiction	Texts that are not true stories, but may have some basis in truth. For example, historical fiction, literary work whose content is produced by the imagination, etc.
Genre	A category used to classify literary works, usually by form, technique, or content. Examples of genres: poems, plays, fiction, nonfiction, etc.
Graphic organizer	One example of a strategy to show the relationship of ideas or information to other ideas or information: webs, maps, charts, Venn diagrams, etc.
Implicit text vs. explicit text	Implicit text refers to text that must be interpreted; the meaning is “between the lines.” Explicit text reveals the meaning by direct statements. For example, at the end of a fable, the moral is often stated.
To infer, make an inference	A deduction or conclusion made from facts that are suggested or implied (implicit) rather than overtly stated (explicit).
To justify	To show good reason for a decision or conclusion by providing facts or data.
Literal questions	The answers are directly stated in the story and require no inference. These questions often address who, what, where, when, and why.
Literary devices	The techniques authors use to achieve a particular effect; For example, symbolism, metaphor, simile, alliteration, personification, flashback, foreshadowing, etc.
Literary elements	Literary elements include: setting, plot, character, rhythm, and rhyme.

TERM	DEFINITION
Main idea vs. supporting detail	Main idea is a generalization that can be used to refer to the central idea of informational text, sometimes to pieces (paragraph or section) of informational text. Details refer to statements about specific facts, ideas, or data that support main ideas.
Main idea vs. theme	The term “main idea” refers to informational text whereas the terms “theme” or “message” refer to literary text.
Nonfiction	Texts that are based on fact, include informational text, content area text, practical “how-to” text, biography, autobiography, etc.; literary works that are not fiction.
Perspective: literary, political, personal and evaluative criteria	A point of view or way of judging a piece of literature; a literary perspective might look at a piece of literature and analyze it based on its literary merits; a political perspective might look at the same piece of literature and analyze it, based on the political climate in which it was written or the political standpoint of the author; a personal perspective would present a reader’s view based on personal criteria. Personal criteria are the basis for an evaluation.
Relevant vs. irrelevant	Relevant is related to a topic in some way which makes a difference to the purpose that is being presented. Irrelevant is not related to a topic in some way which makes a difference to the purpose that is being presented.
Texts (written phrases, sentences, paragraphs, pictures, symbols, illustrations; can be digitally available)	Generally, the words of something that are written or printed; here words can be conveyed in pictures, symbols, signing, etc. The definition of texts from the National Council for Teachers of English (NCTE) publication: “printed communication in their varied forms; oral communications, including conversations, speeches, etc. and visual communications such as film, video, and computer displays”.
Text features	Text features include: boldface print, italics, font type and size, underscoring, layout, color, headings, illustrations, graphs, charts, etc.
Types of reading (e.g., choral, popcorn, round-robin, etc.)	Choral reading is people reading in unison; popcorn reading or round-robin reading is people taking turns reading by a random selection (For example, tossing a soft object to the person sitting next to you to designate the next reader, etc.)
Validity	An argument is valid if its basis can be supported by reason.
Visual language	Visual language includes: print, symbols, photos, pictures, etc. in place of words or text.
To write	See to compose.

Resources:

- NAEP Reading Framework for 2009 (pre-publication edition, 2007) available at <http://www.nagb.org/frameworks/fw.html>
- *Standards for the English Language Arts Book*, created by NCTE and IRA, published by NCTE
- *Webster’s II New Collegiate Dictionary* (Houghton Mifflin Co., 2001)

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

Mathematics Glossary

A Mathematics Toolkit, including curriculum guidance materials and resources is located on the SED website. Please see:

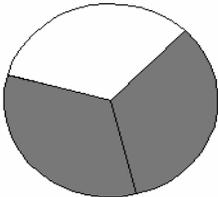
Mathematics Toolkit for Grades Prekindergarten-8:

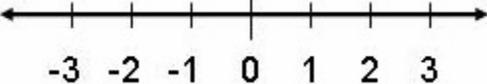
<http://www.emsc.nysed.gov/3-8/guidancecpk8.htm>

Mathematics Toolkit Grades 9-12:

<http://www.emsc.nysed.gov/3-8/guidance912.htm>

NUMBER SENSE AND OPERATIONS

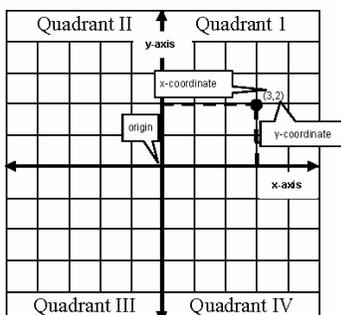
TERM	DEFINITION
Compare numbers	Given two numbers, determine which number is greater than, less than, or equal to the other number.
Commutative principle (addition or multiplication)	In addition and multiplication, numbers may be added or multiplied in any order. (also called commutative property, law, or rule)
Commutative property of addition	The sum stays the same when the order of the addends is changed. <i>Example:</i> $6+4=4+6$
Fraction	<p>A number in the form $\frac{a}{b}$ or a/b where a is called the <i>numerator</i> and b is called the <i>denominator</i>. A fraction names a part of a whole or a part of a collection.</p> <p><i>Example:</i> The shaded portion represents $\frac{2}{3}$ of the circle.</p>  <p>2 is the <i>numerator</i> and 3 is the <i>denominator</i>.</p>
Hundreds chart	<p>A hundreds chart is a 10 x 10 grid filled in with the numbers from 1 to 100.</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20... 91 92 93 94 95 96 97 98 99 100</p>
Improper fraction	A fraction where the numerator is greater than the denominator. For example, $\frac{3}{2}$ is an improper fraction.
Integer	The set of numbers containing zero, all natural numbers, and the negatives of all natural numbers. For example: ..., -4, -3, -2, -1, 0, 1, 2, 3, 4, ... are integers.
Irrational Number	Written as decimals, irrational numbers neither repeat nor terminate. <i>Examples:</i> π , $\sqrt{3}$, 0.1511511151111511115...

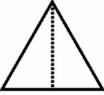
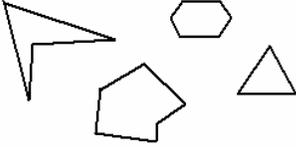
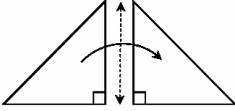
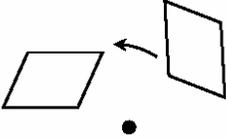
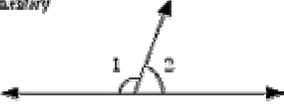
TERM	DEFINITION
Mixed number	A whole number together with a proper fraction. For example, $3\frac{1}{2}$ is a mixed number.
Multiplicand	A number which is to be multiplied. For example: In $5 \times 2 = 10$, 5 is the multiplicand.
Multiplier	The number of times a multiplicand is added to itself in a multiplication problem. <i>Example:</i> $6 \times 8 = 48$; 8 is the multiplier.
Number line	A line representing the set of all real numbers. The number line is typically marked showing integer values. 
Numeral	A symbol for a number. For example, 3 is the numeral for three.
Operation	Addition, subtraction, multiplication, division.
Order numbers	Given a list of three or more numbers, put the numbers in order from least to greatest or from greatest to least.
Ordinal numbers	Numbers that show place or position (first, second, third...to tenth) (e.g., such as the first person in line).
Percent	An amount that represents part of 100. <i>For example,</i> 25% means $\frac{25}{100}$.
Prime Factorization	To write a number as the product of its prime factors. <i>Example:</i> $24 = 2 \times 2 \times 2 \times 3$
Proper fraction	A fraction with a smaller numerator than denominator. For example, $\frac{3}{4}$ is a proper fraction.
Proportion	An equation that states that two ratios are equal. <i>Example:</i> $6/8 = 9/12$
Ratio	A comparison of two amounts. Ratios can be written many ways, including, 3:4, 3 to 4, or $\frac{3}{4}$.
Unit fraction	A fraction with a 1 as the numerator. For example, $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ are unit fractions.
Skip count	Count by 2s, 3s, 5s, etc., skipping the numbers in between.
Strategies (computational strategies related to addition, subtraction, multiplication, and/or division)	Any method used to carry out a computation, whether a formal, traditional pencil-and-paper algorithm (method), an informal written or mental strategy, use of objects, or some combination of these methods; including such activities as number puzzles, number related games, multiple solution strategies, etc.
Whole number	The numbers 0, 1, 2, 3, 4,

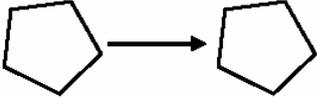
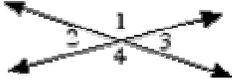
ALGEBRA

TERM	DEFINITION
Algebraic inequalities	Algebraic sentences that use the symbols, $>$, $<$, \geq , \leq . For example, $x - 3 \geq 4$ is an example of an algebraic inequality.
Common factors	Numbers that are factors of two or more numbers. For example, the factors of 12 are 1, 2, 3, 4, 6, and 12. The factors of 10 are 1, 2, 5, and 10. The common factors of 12 and 10 are 1 and 2.
Equation	A mathematical sentence where the left side of the equal sign has the same value as the right side. (For example, $6 + 4 = 10$)
Evaluate	To evaluate an expression means to find a numerical value for it, to 'work it out'.
Expression	A numeric expression is a mathematical combination made from mathematical symbols. For example, one side of an equation is also an expression, $6 + 4$ or $3 \times 4 = 12$. A verbal expression is given in words, for example, the sum of ten and a number. An algebraic expression is the translation of a verbal expression into numbers and/or letters, for example, $x + 10$ is the algebraic expression of the verbal expression given above.
Extend a pattern	To continue and lengthen a pattern.
Factor	One of two or more numbers that are multiplied together to get another number. For example, 3 and 4 are factors of 12 because $3 \times 4 = 12$.
Order of operations	The standard order of operations is as follows: <ol style="list-style-type: none"> 1. Carry out all exponents and roots, from left to right 2. Carry out all multiplication and division, from left to right 3. Carry out all addition and subtraction, from left to right Parentheses are used to indicate that operations are to be done in a different order than the one given above. When parentheses appear, carry out the operation(s) within each pair of parentheses (from the inside out, if multiple levels of parentheses are used) and then follow the order of operations given above. <i>Examples:</i> $4 + 6 \div 2 - 1 + 7 \times 2 \rightarrow 4 + 3 - 1 + 14 \rightarrow 40$ $(4 + 6) \div 2 - [(1 + 7) \times 2] \rightarrow 10 \div 2 - [8 \times 2] \rightarrow 5 - 16 \rightarrow -11$
Pattern (Repeating)	A pattern with a cyclic structure [e.g., (A, B) pattern (blue-red, blue-red) or (A, B, C) pattern (blue-red-green, blue-red-green)].
Pattern (Growing)	Patterns that involve a progression from step to step. <i>Example:</i> $\begin{array}{cccc} ? & ?? & ??? & ??? \\ \text{Step 1} & \text{Step 2} & \text{Step 3} & \text{Step 4} \end{array}$ This pattern is <i>growing</i> by one in each step.
Pattern (Number)	A pattern of numbers arranged according to a rule.
Pattern (Shape)	A pattern of geometric shapes arranged according to a rule. <i>Example:</i> $? \quad ??? \quad ??$
Prime numbers	Numbers which have only two factors, 1 and the number itself. For example, 13 is a prime number since its only factors are 1 and 13, but 9 is not a prime number, since it has three factors, 1, 3, and 9.
Rule for a pattern	A sentence or equation that describes how to extend a pattern or how to find a certain term of a pattern.

GEOMETRY

TERM	DEFINITION
Angle	The union of two rays and their common endpoint.
Array	A set of objects or numbers arranged in order, commonly in rows and columns.
Complementary Angles	A pair of angles whose measures have a sum of 90°.
Congruent angles	Angles that have the same measure. If you lay one angle on top of the other, they are congruent if they fit exactly.
Congruent figures	<p>Figures that have the same shape and same size. <i>Example:</i></p> <div style="text-align: center;">  </div> <p style="text-align: center;">These two shapes are <i>congruent figures</i>.</p>
Congruent sides of a triangle	The sides of two triangles that are equal in length.
Coordinates	<p>An ordered pair of numbers that identifies an exact location of a point or object on a grid, coordinate plane, or map (written as x,y). <i>Example:</i></p> <div style="text-align: center;">  </div> <p style="text-align: center;">The coordinates of the point on the graph are (3, 2).</p>
Coordinate system	A system that uses coordinates (x,y) to establish position.
Dilation	<p>A transformation in which all distances are lengthened or shortened by a common factor. <i>Example:</i></p> <p><i>Dilation of a Geometric Figure</i></p> <div style="text-align: center;">  </div>
Equilateral triangle	A triangle whose three sides are all congruent (equal in length).
First quadrant	The quadrant located in the upper right portion of the coordinate plane. In this quadrant, both the x- and y- coordinates are positive numbers.
Image of a transformation	The figure that results after one or more transformations.
Isosceles triangle	A triangle with at least two sides that are congruent (equal in length). Note: An equilateral triangle is also an isosceles triangle.

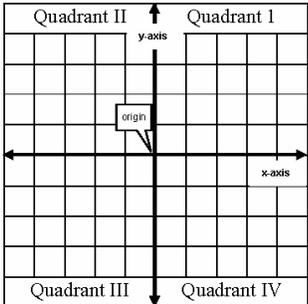
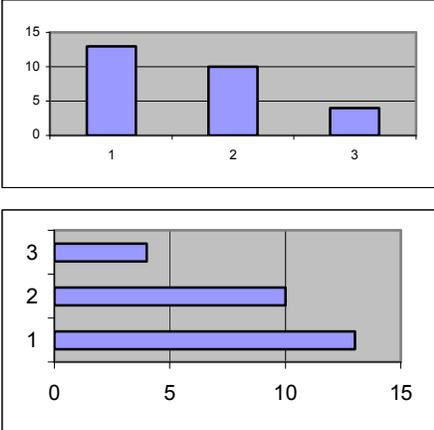
TERM	DEFINITION
<p>Line symmetry</p>	<p>Figures that match exactly when folded in half have line symmetry. <i>Example:</i></p>  <p>The dotted line denotes the line symmetry of this triangle.</p>
<p>Parallel lines</p>	<p>Two lines are parallel if they are in the same plane and never intersect.</p>
<p>Polygon</p>	<p>A closed figure on a flat surface that is made up of line segments joined end to end. The line segments of a <i>polygon</i> may not cross. <i>Examples:</i></p> 
<p>Quadrilateral</p>	<p>A four-sided polygon. Quadrilaterals include rectangles, squares, parallelograms, rhombi, trapezoids, and kites.</p>
<p>Ray</p>	<p>A ray is part of a line. It consists of one endpoint and all the points to one side of that endpoint.</p>
<p>Rectangle</p>	<p>A four-sided polygon with all right angles. A parallelogram with four right angles.</p>
<p>Reflection (flip)</p>	<p>A transformation in which a figure is flipped over a line. <i>Example:</i></p> 
<p>Right triangle</p>	<p>A right triangle is a triangle with one right [90 degrees] angle.</p>
<p>Rotation (turn)</p>	<p>A transformation in which a figure is turned around a fixed point. <i>Example:</i></p> 
<p>Similar shapes</p>	<p>Two figures are similar if they have the same shape; their angles are equal in size and the corresponding sides are in proportion. <i>Example:</i></p>  <p>These two shapes are similar.</p>
<p>Square</p>	<p>A rectangle with all sides congruent.</p>
<p>Supplementary angles</p>	<p>A pair of angles whose measures have a sum of 180°. <i>Example:</i></p> <p>Supplementary Angles</p>  <p>In this diagram angles 1 and 2 are supplementary angles since, the measure of angle 1 + the measure of angle 2 = 180°.</p>

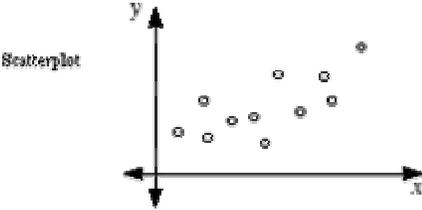
TERM	DEFINITION
<p>Translation (slide)</p>	<p>A transformation in which a figure is slid in any direction. <i>Example:</i></p> 
<p>Triangle</p>	<p>A three-sided polygon.</p>
<p>Vertical angles</p>	<p>A pair of opposite angles formed by the intersection of two straight lines. <i>Example:</i> Vertical Angles</p>  <p>In this diagram, angles 1 and 4 are one pair of vertical angles and angles 2 and 3 are another pair of vertical angles. Vertical angles are congruent. Therefore, angle 1 is congruent to angle 4 and angle 2 is congruent to angle 3.</p>

MEASUREMENT

TERM	DEFINITION						
Analog clock	A clock, usually with a round face, twelve numbers and two hands (one pointing to the hour and the other pointing to the minute).						
Attributes	<p>A characteristic of an object. For example, sorting by color when playing a sorting game.</p> <p><i>Example:</i></p> <table border="1" data-bbox="771 441 1198 672"> <thead> <tr> <th data-bbox="771 441 1003 483">Shape</th> <th data-bbox="1003 441 1198 483">Attributes</th> </tr> </thead> <tbody> <tr> <td data-bbox="771 483 1003 577"></td> <td data-bbox="1003 483 1198 577">big, shaded circle</td> </tr> <tr> <td data-bbox="771 577 1003 672"></td> <td data-bbox="1003 577 1198 672">small, not shaded triangle</td> </tr> </tbody> </table>	Shape	Attributes		big, shaded circle		small, not shaded triangle
Shape	Attributes						
	big, shaded circle						
	small, not shaded triangle						
Capacity	The maximum amount a container can hold (volume).						
Customary units of length	Miles, yards, feet, and inches.						
Customary units of liquid capacity	Cups, pints, quarts, and gallons.						
Customary units of weight	Pounds and ounces.						
Digital clock	A clock that gives the time using numbers. For example, 3:30.						
Mass	The quantity of matter in an object, often confused with <i>weight</i> . An object's <i>mass</i> does not depend on gravity; an object's <i>weight</i> combines the object's mass and the gravitational force acting upon the object.						
Metric units of length	Kilometers, meters, centimeters, and millimeters.						
Metric units of mass	Kilograms and grams.						
Non-standard units of measure	Such measures include paperclips, foot steps, lengths of string, etc.						
Perimeter	The sum of the lengths of the sides of a polygon. The distance around an object.						
Standard units of measure	All customary and metric units of measure.						
Volume	The amount of cubic units it takes to fill a three dimensional object. For example, if the dimensions of a rectangular solid are measured in inches, the volume of the box is given in cubic inches.						

DATA ANALYSIS AND PROBABILITY

TERM	DEFINITION								
<p>Axes on a graph</p>	<p>The x-axis is the horizontal line on the coordinate plan that intersects at the origin with the y-axis. The y-axis is the vertical line on the coordinate plane that intersects the x-axis at the origin.</p> 								
<p>Bar graph</p>	<p>A graph that uses horizontal or vertical bars to represent numbers in the data. <i>Example:</i></p> 								
<p>Biased Data</p>	<p>Data gathered from a <i>sample</i> that is not representative of the entire population that is being sampled. If the sample is representative of the entire population being sampled, that data is unbiased. It is important to note that bias, or the lack thereof in a set of data, results from how the data was collected, and not from the data itself.</p>								
<p>Data</p>	<p>Information that has been collected, such as from a survey.</p>								
<p>Frequency chart</p>	<p>A table that lists the categories of data and shows the number of times each category occurs. Some ways a frequency chart can be presented are in tally or tick marks (see example below), numbers, bars, 'X's, etc. <i>Example:</i></p> <table border="1" data-bbox="781 1633 1182 1892"> <thead> <tr> <th>PETS</th> <th>NUMBER OF STUDENTS</th> </tr> </thead> <tbody> <tr> <td>Cats</td> <td> </td> </tr> <tr> <td>Dogs</td> <td> </td> </tr> <tr> <td>Rabbits</td> <td> </td> </tr> </tbody> </table>	PETS	NUMBER OF STUDENTS	Cats		Dogs		Rabbits	
PETS	NUMBER OF STUDENTS								
Cats									
Dogs									
Rabbits									

TERM	DEFINITION								
<p>Pictograph</p>	<p>A record of data collected which consists of categories of data and uses pictures or symbols to represent the frequency that each category occurred.</p> <table border="1" data-bbox="797 279 1174 548"> <thead> <tr> <th data-bbox="797 279 922 359">STUDENT</th> <th data-bbox="922 279 1174 359">NUMBER OF APPLES EATEN</th> </tr> </thead> <tbody> <tr> <td data-bbox="797 359 922 422">Sally</td> <td data-bbox="922 359 1174 422">  </td> </tr> <tr> <td data-bbox="797 422 922 485">Tom</td> <td data-bbox="922 422 1174 485">  </td> </tr> <tr> <td data-bbox="797 485 922 548">Maria</td> <td data-bbox="922 485 1174 548">  </td> </tr> </tbody> </table>	STUDENT	NUMBER OF APPLES EATEN	Sally		Tom		Maria	
STUDENT	NUMBER OF APPLES EATEN								
Sally									
Tom									
Maria									
<p>Probability</p>	<p>The likelihood or chance that an event will occur. Probabilities can be described as:</p> <ul style="list-style-type: none"> • Likely, if the event will most probably happen; • Certain, if the event will definitely happen; • Impossible, if the event cannot happen; • Unlikely, if there is little chance that the event will happen. <p>A probability can also be expressed as a fraction. For example, a spinner has three equal sized sections labeled A, B, and C. The probability that the spinner will land on C is $\frac{1}{3}$. Here, the numerator is 1 because only one of the sections is labeled C. The denominator is 3 because there were only three sections on the spinner.</p>								
<p>Qualitative Data</p>	<p>Data that are divided into categories rather than quantities. <i>Examples:</i> favorite colors; kinds of fruit; leisure activities.</p>								
<p>Quantitative Data</p>	<p>Data that can be either counted (<i>discrete data</i>) or measured (<i>continuous data</i>). Examples of Discrete data: students in a class; courses taken; jellybeans in a jar, etc. Examples of Continuous data: height; amount of rainfall; temperature Note that some data that appear in the form of numbers may <i>not</i> be quantitative. <i>Examples:</i> zip code; social security number; shoe size</p>								
<p>Sample</p>	<p>A section or subset of a whole group; to get data from part of a group and use that data to obtain information about the whole group.</p>								
<p>Scale</p>	<p>The size of each interval on the axes of a graph. The sizes of the intervals on any axis must be equal. Each interval is given a number. The numbers can be consecutive or the result of skipping.</p>								
<p>Scatter plot</p>	<p>A graph of paired data in which the data values are plotted as (x, y) points. <i>Example:</i></p> <div style="text-align: center;">  </div>								

Resources: some definitions and images drawn from: www.mathwords.com; www.amathsdictionaryforkids.com

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.

Science Glossary

SCIENTIFIC INQUIRY

TERM	DEFINITION
Cause And Effect	A relationship between two variables in which one variable (the effect) results from the other variable (the cause).
Conclusion	A reasoned deduction, prediction, or inference based on observations and/or experimentation.
Constant	A factor or variable that does not change in an experiment or investigation.
Cyclic Relationship	As one variable changes, the value of the other variable repeats in a predictable pattern. (i.e., Over time the moon goes through phases that repeat on a monthly basis; over time the tides rise and fall every 6 hours; etc.)
Dependent Variable	In an experimental design, a dependent variable (or responding variable) is a factor which may change under different conditions controlled by the experimenter (the independent variable). In other words, the dependent variable is dependent on or the result of the condition of the independent variable in the experiment.
Direct Relationship	The relationship between two variables in which both variables increase at the same time or decrease at the same time. (e.g., As the angle of the light increases, the temperature increases; as the volume of the water decreases, rate of flow of the water decreases; etc.)
Events	Something that happens or occurs in a certain place during a particular time frame.
Independent Variable	In an experimental design, an independent variable (or manipulated variable) is a factor which is controlled or selected by the experimenter to determine its relationship to the dependent variable. In other words, the values of the independent variable determine the values of the dependent variable.
Indirect Relationship	The relationship between two variables in which as one variable increases and the other variable decreases. (e.g., As the pore space in the soil increases, the amount of runoff decreases.)
Inverse Relationship	The relationship between two variables in which the product of the two variables is constant. (e.g., When the independent variable is 1, the dependent variable is 8; when the independent variable is 2, the dependent variable is 4; multiplying the variables together each time results in 8.)
Investigation	A searching inquiry to discover something unknown or to test a principle or supposition. Traditionally, the experiment used to test a hypothesis.
Instrument	Scientific equipment used to enhance (or make better) observations. (e.g., meter stick, graduated cylinder, microscope, etc.)
Measurement	Observations that are made with instruments and are usually based on numerical data. (e.g., The table is 3 meters long.)
Objects	Anything that is visible or tangible.
Observation	Any interaction with one or more of your senses with an object or the environment. Something that you see, hear, feel, taste, smell.

TERM	DEFINITION
Qualitative Results	Data from an experiment or investigation based on non-numerical observations. (e.g., The solution turns blue.)
Quantitative Results	Data from an experiment or investigation based on numerical observations. (e.g., The temperature raised to 13°C.)
Simple Trends	Pattern or relationship that data show in an investigation, generally occurring over time. (e.g., constant, cyclic, direct, indirect, inverse, etc.)

LIVING ENVIRONMENT

TERM	DEFINITION
Abiotic	Any non-living thing (factor) that makes up an environment. (e.g., sun, air, water, soil, temperature, etc.)
Adaptation	The development of physical and/or behavioral characteristics that allow organisms to survive and reproduce in their habitats.
Assimilation	The process by which an organism absorbs and utilizes a substance in its structure. (e.g., calcium is assimilated into teeth to make them strong)
Balanced Condition	The maintaining of a steady state (homeostasis) within an organism (e.g., maintaining human body temperature around 98.6°F).
Balanced Diet	A diet consisting of the proper quantities and proportions of nutrients needed to maintain health or growth.
Biotic	Any living thing (organism).
Cells	The basic building block for all organisms.
Circulatory System	A collection of organs (e.g., heart, arteries, veins) that move blood throughout an organism.
Community	All the populations of a given ecosystem.
Deforestation	The action or process of cutting down whole forests.
Depletion	To decrease or exhaust the supply of something, such as a natural resource, to the point that it adversely affects the environment.
Digestion	The process by which food is broken up physically, (as by the action of the teeth) and/or chemically (as by the action of enzymes) into substances able to be absorbed and assimilated into the body.
Digestive System	The digestive system is made up of organs that take in food (mouth) by a process called ingestion; organs that break down food (teeth, stomach, small intestine) into nutrients (protein, vitamins, minerals, carbohydrates, and fats) by a process called digestion; and organs that absorb water and eliminate undigested food (large intestine) by a process called egestion.
Ecosystem	All the communities of living organisms together with its non-living environment, functioning as a unit.
Egestion	The process by which undigested food is eliminated from the digestive system.
Equilibrium	A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of enzymes in the stomach between meals) or the equal action of opposing forces acting on a system (dynamic equilibrium – e.g., muscles pulling in opposite directions allow an organism to stand).
Greenhouse Effect	The Earth receives light from the sun which is absorbed by the surface of the Earth. The Earth then reradiates back the energy in the form of heat which is trapped by the Greenhouse gases (carbon dioxide, methane, and chlorofluorocarbons - CFC's) in the atmosphere. This keeps the Earth warm. Note: the Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
Global Warming	An accumulation of excessive Greenhouse gases (carbon dioxide, methane chlorofluorocarbons - CFC's) causes the average planetary temperature to rise. Some believe this rise will result in the polar ice caps melting and flooding portions of the Earth.
Homeostasis	The maintaining of a steady state within an organism (e.g., maintaining human body temperature around 98.6°F).
Ingestion	The process of taking in food (eating).
Interdependence	Factors requiring one another within a system.
Living Thing	Anything that possesses all of the characteristics of life: utilizes energy to grow, responds to stimuli, moves, respire, and eliminates waste.

TERM	DEFINITION
Non-living Thing	Anything that does not (or never did) exhibit the characteristics of living things as described in “living things”.
One-celled Organism	A living thing made up of only one cell. It carries out all of the characteristics of the life functions using only one cell (e.g., Bacteria, Yeast, and Protists).
Organ(s)	A group of tissues arranged as a part of an organism, such as an eye, heart, or leaf, which performs a specific function.
Organism	A living thing that possesses the characteristics of life (e.g., plant, mammal, bird, insect, reptile, fish, crustacean, aquatic or estuarine animal, or bacterium).
Organism Response	An organism’s reaction to any stimulus (e.g., contraction of a unicellular organism when touched).
Ozone Depletion	The breaking down of the ozone layer of the atmosphere by chlorofluorocarbons (CFC’s) – a major component in aerosol sprays. The ozone layer protects the Earth from harmful ultraviolet radiation from the sun which causes cancer and deformities.
Population	All the individuals of one species living in a given ecosystem.
Respiration	There are two forms of respiration. Mechanical respiration is the inhalation and exhalation of air; breathing. Cellular respiration is the chemical change of glucose, using oxygen into energy, carbon dioxide and water.
Species	Organisms that can mate and produce reproductive offspring.
Tissue	A group of cells that function together as part of an organ (e.g., the eye has cornea tissue, retina tissue, etc.)
Waste Removal (Urinary System & Digestive System)	The food that the body can’t digest is removed by the lower portion of the digestive system (the large intestine) by a process called egestion. The cellular waste and excess nutrients that the body doesn't need are eliminated from the body by the urinary system in the form of urine.

PHYSICAL SETTING/EARTH SCIENCE

TERM	DEFINITION
Anemometer	An instrument that measures wind speed.
Asteroid(s)	Any of the thousands of small bodies ranging in size from 480 miles (775 km) to less than one mile (1.6 km) in diameter that revolve about the sun in orbits lying mostly between the orbits of Mars and Jupiter.
Atmosphere	Several layers of gases above the hydrosphere (water) and lithosphere (land) surrounding Earth.
Atom(s)	The smallest component of an element having the chemical properties of the element, consisting of a nucleus containing combinations of neutrons and protons and one or more electrons bound to the nucleus by electrical attraction; the number of protons determines the identity of the element.
Axis	The imaginary line about which a rotating body, such as the Earth, turns.
Barometer	An instrument that measures air (barometric) pressure.
Chemical Change	When one or more substances are transformed into new substance(s) with new and different properties.
Climate	The average weather conditions (temperature, air pressure, relative humidity, precipitation, sunshine, cloudiness, and winds) of a region, over a series of years.
Cleavage	A property of a mineral in which it breaks in smooth flat surfaces. Some minerals cleave in just one direction, while other minerals cleave in all directions.
Comet(s)	A celestial body moving about a star, usually in a highly eccentric (non circular) orbit, consisting of a central mass surrounded by an envelope of dust and gas that may form a tail that streams away from the center.
Convection Currents	Directed flow of gases or liquids in a circular pattern due to differences in temperature and density.
Density	The amount of matter (mass) per unit volume of a substance defined by the formula $\text{Density} = \text{mass}/\text{volume}$.
Deposition	Eroded material dropped and accumulated in another location.
Equilibrium	A state of balance due to a system remaining constant (static equilibrium – e.g., the amount of water in a swimming pool remains constant because no water is added or removed) or the equal action of opposing forces acting on a system at the same rate (dynamic equilibrium – e.g., the amount of water in a lake remains constant because the amount of water entering the lake from a stream equals the amount of water leaving the lake by another stream)
Erosion	The movement of weathered rock and soil to a new location.
Evaporation	The process by which liquid water becomes gaseous water (vapor).
External Heat Source	A source outside the Earth from which the Earth obtains energy which may be converted to heat (not including its own internal heat source). <i>Example:</i> The Earth receives light from the sun which is absorbed by the surface of the Earth. The Earth then reradiates back the energy in the form of heat which is trapped by the carbon dioxide and other Greenhouse gases in the atmosphere (Greenhouse Effect). Note: The Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
Fracture	A property of a mineral by which it breaks into jagged edges.
Fossil	Traces or remains of organisms that lived in the past.

TERM	DEFINITION
Greenhouse Effect	The Earth receives light from the sun which is absorbed by the surface of the Earth. The Earth then reradiates back the energy in the form of heat which is trapped by the Greenhouse gases (carbon dioxide, methane, and chlorofluorocarbons - CFC's) in the atmosphere. This keeps the Earth warm. Note: The Earth DOES NOT receive heat from the sun. If it did, outer space would be very warm not cold.
Global Warming	An accumulation of excessive Greenhouse gases (carbon dioxide, methane chlorofluorocarbons - CFC's) causes the average planetary temperature to rise. Some believe this rise will result in the polar ice caps melting and flooding portions of the Earth.
Hardness	A property of a mineral determined by how compact the atoms are that make up the mineral. It is defined by the Mohs scale which ranges from 1 being the softest mineral (talc) to 10 being the hardest mineral (diamond).
Hydrosphere	A thin layer of water on top of the lithosphere (land). Also called the oceans.
Interchangeable Phases Of Matter	Matter can exist in three phases (solid, liquid, and gas) which are determined by the temperature or average kinetic energy (relative movement) of the molecules within the substance. The faster and freer the particle movement the more likely the substance will be gaseous. As particle movement (temperature) changes, a substance can move from phase to phase and back again.
Internal Heat Source	System within the Earth from which it obtains heat. (e.g., geothermal activity)
Lithosphere	A thin layer of rocks that compose the crust of the Earth.
Luster	The property of a mineral defined by how light reflects off of it. Minerals that reflect light are said to be metallic, while minerals that are dull and earthy that do not reflect light are said to be non-metallic
Mass	The amount of material within a given body.
Matter	Anything that has mass and takes up space.
Meteor(s)	A body that enters the earth's atmosphere and becomes incandescent (glows) by friction. Commonly called a 'shooting star'.
Mineral	Any of a class of substances occurring in nature, usually comprising inorganic substances of definite chemical composition and usually of definite crystal structure. Minerals can easily be identified by simple properties such as streak, luster, hardness, cleavage and fracture.
Petrified	Organic material converted into stone or a substance of stony hardness by the infiltration of water and the deposition of dissolved mineral matter; such as petrified wood.
Physical Change	A change of matter from one form to another without a change in chemical properties. (e.g., water becomes ice, a boulder breaks into pebbles)
Planet(s)	Any of the eight large celestial bodies revolving about the sun - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune, in the order from the sun.
Psychrometer	An instrument used to measure relative humidity, which consists of two thermometers, a wet bulb and a dry bulb, that usually spin around on a chain. The readings from the two thermometers are plotted on a chart and the relative humidity is determined.
Thermometer	An instrument for measuring temperature, often a sealed glass tube that contains a column of liquid, as mercury, that expands and contracts, or rises and falls, with temperature changes.

TERM	DEFINITION
Volume	The amount of space occupied by a three-dimensional object as measured in cubic units (such as cubic centimeters, quarts or liters).
Weather Conditions	The present state of the atmosphere with respect to wind, temperature, relative humidity, sunshine, cloudiness, precipitation, air pressure, etc.
Weathering	A slow and continuous process of breaking down rocks chemically or mechanically into smaller and smaller pieces.
Wind Vane	A device, such as a rod to which a freely rotating pointer is attached, for indicating the direction of the wind; also called a weather vane.

Some definitions drawn from: <http://www.sciencemaster.com/>; <http://www.thefreedictionary.com/>;
<http://www.factmonster.com/index.html>; <http://www.merriam-webster.com/>; http://en.wikipedia.org/wiki/Main_Page

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Social Studies Glossary

TERM	DEFINITION
Absolute Location	The exact position on the earth's surface determined by using latitude and longitude or a specific street address.
Bill Of Rights	The first ten amendments to the United States Constitution; adopted in 1791.
Branches Of Government	Established in the United States Constitution to divide the power of government among the legislative, executive, and judicial bodies.
Checks And Balances	A system in which each branch of government is able to check (restrain) the power of the others in order to maintain the balance among branches created in the Constitution.
Canal	A man-made channel (waterway) that can be used to move water for irrigation, or a man-made channel used to connect waterways used for transportation.
Citizen	A member of a community or political society who has rights and responsibilities and is entitled to its protection.
Citizenship	Membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions. (Note: taken from SS Core Curriculum, Concepts and Themes p. 10)
Civics	The study of the rights and responsibilities of citizens.
Civil Rights	Legal and political rights of all United States citizens guaranteed by the Constitution and Bill of Rights.
Climate	The average weather of a place over a long period of time.
Colony	A settlement of people in a distant territory that remains under the control or jurisdiction of a parent country, often established for economic and political reasons.
Community	A group of people living, working, or learning in the same area with a common set of interests or within a set of recognized boundaries.
Compass Rose	A directional marker on a map that indicates north, south, east, or west.
Constitution	The system of fundamental laws that prescribes the nature, functions, and limits of a government or other institution; a framework for how a government or institution works; a written plan of government.
Consumer	A person who acquires goods or services for personal use rather than for resale or use in production or manufacturing.
Continent	One of the earth's seven large continuous land masses.
County	A political unit, normally the largest territorial and political subdivision of a state.
Culture	The pattern of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living which any society transmits to succeeding generations to meet its fundamental needs. (Note: taken from SS Core Curriculum, Concepts and themes, p. 9)
Delta	A triangular-shaped area formed by soil deposited at the mouth of a river.
Democracy	A form of government in which political control is exercised by the citizens through elections.
Depression	A prolonged and severe decline in the level of economic activity.

TERM	DEFINITION
Developed Nation	A country that has a high per capita income, an economy dominated by service industries and manufacturing, primarily urban populations, and high literacy rates.
Developing Nation	A country that is in the process of growth, characterized by low rates of urbanization, industrialization, literacy, and capital formation, and has relatively high rates of infant mortality.
Discrimination	Unfair treatment against individuals or a group based on race, ethnicity, religion, gender, or other attributes of the group.
Diversity	Understanding and respecting others and oneself including similarities and differences in languages, gender, socioeconomic class, religion, and other human characteristics and traits. (Note: taken from SS Core Curriculum, Concepts and themes, p. 9)
Due Process Of Law	The right of every citizen to be protected against arbitrary action by government; the guarantee that established legal processes will be equally applied to each individual.
Economics	The study of how individuals and countries make choices about ways to use limited resources to fulfill their needs and wants.
Election	Organized method through which citizens vote to choose representatives, influence policies, and determine public spending at the local, state, or national levels
Emigrant (person) (Emigration = process)	A person who leaves his/her country to settle in a different country.
Entrepreneur	An individual who organizes or promotes a business, who risks losses for the possibility of financial gain.
Environment	Surroundings including natural elements and elements created by humans. (Note: taken from SS Core Curriculum, Concepts and themes, p. 10)
Ethnic Group	People who share a common cultural background including ancestry, language, religion, and/or distinct customs.
Ethnicity	Cultural identity based on ancestry, language, religion, and/or distinct customs.
Federal System (Federalism)	The form of political organization in which power is divided between a central government and its territorial subdivisions; the division of power between the national government and the states.
Foreign Policy	A government's plan or course of action for interacting with or relating to other countries in pursuit of its national interests.
Geography	The study of the earth, its land, water, plant and animal life, and how people interact with them.
Government	The formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations. (Note: taken from SS Core Curriculum, Concepts and themes, p. 11 and the Civics Framework for the 1998 National Assessment Educational Progress, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, p. 19.)

TERM	DEFINITION
Human Rights	Those basic political, economic, and social rights that all human beings are entitled to, such as the <i>right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and his family</i> . Human rights are inalienable and expressed by various United Nations Documents including the <i>United Nations Charter</i> and <i>Universal Declaration of Human Rights</i> . (Note: taken from SS Core Curriculum, Concepts and themes, p. 11)
Immigrant (person) (Immigration = process)	A person who comes to live in a country after leaving his/her home country.
Industrialization	The growth of machine-based production and the factory system; the process of introducing manufacturing into countries or regions where most of the people are engaged in economic activities based on manual labor.
Island	A body of land surrounded by water.
Justice	Fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or governmental interactions. (Note: taken from SS Core Curriculum, Concepts and themes, p. 10)
Labor Union	An association of workers organized to improve wages and working conditions.
Latitude	A measure of distances north and south of the Equator; imaginary lines that are parallel numbered in degrees north or south of the Equator.
Longitude	A measure of distances east and west of the Prime Meridian; imaginary lines intersecting at the poles, numbered in degrees east or west of the Prime Meridian.
Migration	The act or process of people moving from one place of residence to another with the intent of staying at the new destination permanently or for a relatively long period of time.
Nationalism	The feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule. (Note: taken from SS Core Curriculum, Concepts and themes, p. 9)
Patriotism	A devotion to one's country in words or deeds including devotion to the fundamental values and principles upon which it was founded and depends.
Petition	A formal request for government action guaranteed in the first amendment to the Constitution.
Physical Features	Natural characteristics found on the earth's surface or that affect the earth's surface, such as landforms, climate, winds, and ocean currents.
Places	Locations having distinctive cultural and physical characteristics that give them meaning or character and distinguish them from other locations.
Plains	A landform that is a large, relatively flat expanse of land often covered by grasses.
Plateau	A landform that is large, relatively flat that has a higher elevation than the surrounding land.
Population Density	Average number of people (or animals) living in a defined area (usually a square mile or square kilometer).
Preamble	The introduction to a formal document that expresses its purpose; the Constitution has a preamble.
Producer	A person, group, or business that makes goods or provides services to satisfy consumer needs and wants.

TERM	DEFINITION
Region	An area with one or more unifying characteristics or features that make it different from other areas
Relative Location	The position of a place in relation to other places or things.
Representative Government	The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
Republic	A form of representative government in which the people elect important officials to represent them; based upon the ultimate sovereignty of the people.
Responsibility	An obligation that people fulfill to account for one's actions.
Revolution	A drastic change in governmental, economic, or societal conditions.
Rural	Relating to the countryside, not the city.
Suburb (Suburban)	Communities outside the central city that are functionally linked to the city, usually residential communities with their own governments.
Technology	Tools and methods used by people to get what they need and want. (Note: taken from SS Core Curriculum, Concepts and themes, p. 10)
Time line	A graphic means of displaying events in chronological order.
Tolerance	Respecting and accepting others regardless of their beliefs, practices, or differences.
Urban	Related to a city or densely populated area.
Urbanization	The movement of people from rural to urban (city) areas. (Note: taken from SS Core Curriculum, Concepts and themes, p. 9)
Vote	A decision made by an individual or group on a proposal, bill, or candidate for elective office.
Weather	Present conditions in the atmosphere including relative humidity, barometric pressure, temperature, wind speed and direction, cloud cover, and precipitation.

Disclaimer: The New York State Education Department does not recommend specific texts or publishers. Other resources may be visited for definitions.