

**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

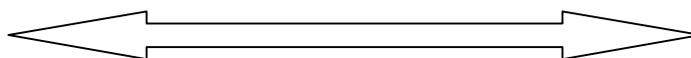
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

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)

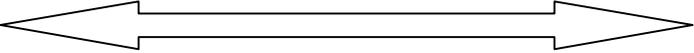
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

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

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

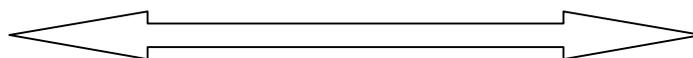
Required Component 2—Key Idea: Listening

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)

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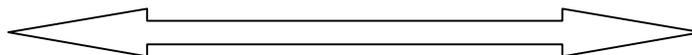
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32102	The student will recognize beginning rhythm by clapping his/her hands or nodding his/her head to the cadence of a poem as it is being read.	<ul style="list-style-type: none"> 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., $\begin{array}{r} 2 + 3 = 5 \\ ?? + ?? = ?? \end{array}$)	<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

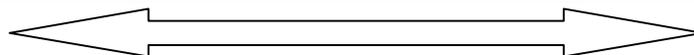
SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by highlighting the prime numbers.	<ul style="list-style-type: none">• Student work product of highlighted numbers on the number line
SAT12303	The student will find all of the whole number factors for one 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

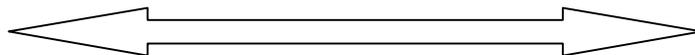
SAT13303	The student will add, subtract and/or multiply integers with and/or without the use of a number line.	<ul style="list-style-type: none"> • Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate 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

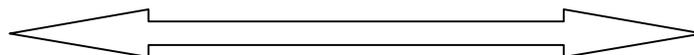
SAMPLE ASSESSMENT TASKS (SATs)

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