2006–2007
New York State Alternate Assessment
ADMINISTRATION MANUAL

Developed by
The New York State Education Department
Office of Standards, Assessment and Reporting
Office of Vocational and Educational Services for Individuals with Disabilities
Measured Progress, Inc.

NOVEMBER 2006

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Introduction and Overview

This manual provides the procedures for assessing the academic achievement of students with severe cognitive disabilities and constructing a New York State Alternate Assessment (NYSAA) datafolio of student performance.

In response to a 2005-06 review of the New York State Testing Program by the United States Department of Education, NYSAA has been restructured effective 2006–07.[1]

NYSAA is an assessment of the student's progress in academic content standards. The State Education Department (SED) has aligned NYSAA alternate grade level indicators (AGLIs) with the core curriculum for English language arts (ELA), mathematics, science, and social studies for the administration of NYSAA. It is critical that students participating in alternate assessment have access to the general education curriculum. The content assessed in NYSAA is clearly related to the grade level content; however it is reduced in scope and complexity. Students with severe cognitive disabilities are held to high expectations in order to achieve the New York State Learning Standards. This affords students the opportunity for a richer learning experience.

The data collection period (also known as the administration period) for the 2006–07 assessment cycle of NYSAA is **January 2, 2007 through March 9, 2007**. The general sequence of events for administering NYSAA is highlighted below. More detail is provided in subsequent sections of this manual.

NYSAA Summary of Events

1. Students participate in the New York State Testing Program according to the decision of the Committee on Special Education (CSE) and the student's date of birth.
2. For each content area assessed, the student's instructional team, headed by the lead special education teacher (LSET) provides academic instruction so that the student can achieve proficiency on two different AGLIs. Two AGLIs are required for each assessed content area (ELA, mathematics, science, and social studies).
3. Parents meet with the LSET about the student's assessment plan, the AGLIs to be assessed, and to complete the parent/family/guardian survey.
4. For each AGLI, the student is required to perform one assessment task connected to the AGLI on three different dates.
5. The student's instructional team members conduct assessment tasks, document student performance and rate student performance, which includes the collection of evidence on the last two dates of student performance.
6. The LSET constructs a datafolio containing the evidence of student performance and the ratings of the student's level of accuracy and independence and submits it for scoring at the end of the last day of the administration period.
7. The NYSAA datafolios are scored.
8. Student reports are issued to school districts.

[1] August 2006 memorandum, *Important Changes Regarding Administration of the New York State Alternate Assessment for 2006-07.*

Students eligible for NYSAA as determined by their CSE, must be assessed on the grade appropriate content that is consistent with the student's chronological age in accordance with the following chart.

Age Ranges for NYSAA in 2006–07

Assessment	Birth Date	Reaches Age Given Between September 1, 2006 and August 31, 2007
Grade 3 ELA, Math	September 1, 1997-August 31, 1998	9
Grade 4 ELA, Math, Science	September 1, 1996-August 31, 1997	10
Grade 5 ELA, Math, Social Studies	September 1, 1995-August 31, 1996	11
Grade 6 ELA, Math	September 1, 1994-August 31, 1995	12
Grade 7 ELA, Math	September 1, 1993-August 31, 1994	13
Grade 8 ELA, Math, Science, Social Studies	September 1, 1992-August 31, 1993	14
Secondary-Level ELA, Math, Science, Social Studies	September 1, 1988-August 31, 1990	17* to 18

*Note: NYSAA-eligible students with disabilities who will be leaving school before they reach their eighteenth birthday are encouraged to take the secondary-level NYSAA before they leave school (i.e., when they are 17-years-old).

WHAT IS NYSAA?

NYSAA is a datafolio-style assessment that measures progress of students with a severe cognitive disability toward meeting the New York State learning standards. NYSAA requires schools to assess student performance on tasks based on AGLIs that are aligned to the core curriculum. For more information about the core curriculum, please see http://emsc.nysed.gov/ciai/cores.htm.

WHAT IS A DATAFOLIO?

A datafolio is a collection of student academic performance compiled by the student's instructional team and scored by qualified scorers. Instructional team members document student performance by rating the student's level of accuracy and independence as they perform an assessment task on three different dates within the administration period. To verify this documentation, the LSET must include in the datafolio student work samples, Data Collection Sheets, photographs and/or video/audio recordings. Teachers complete the required forms and submit all documentation and evidence in a three-ring binder or fastened folder for regional scoring.

Data is gathered to provide parents/family/guardians, educators, and others with a better understanding of the knowledge, skills, and understanding the student is able to demonstrate. The students' CSE can use the datafolio to increase their knowledge and understanding of the students' progress in achieving the learning standards and can be

used by the committee in the development of the student's individualized education program (IEP). Datafolios are scored, and results are included in the school district's Adequate Yearly Progress (AYP) of all students for school accountability. Detailed information about the contents of and procedures for developing the datafolio are presented in Section Two: Steps for Administering NYSAA.

Datafolios must be completed and submitted to building administrators by the close of business on March 9, 2007. No changes or additional work can be done on the datafolio after March 9th. Datafolios will be forwarded to the designated Score Site Coordinator for the Board of Cooperative Educational Services (BOCES) or Big Five City school district to be scored between April 9 and May 11, 2007, at a regional location by qualified scorers. Scores will be made available in late summer or early fall 2007.

NYSAA 2006–07 administration materials, including this manual and other information are being sent to each school district statewide. These materials are supplementary to the initial training programs and on-going technical assistance offered to each district on a regional basis by a statewide network of alternate assessment training network (AATN) specialists. Collegial reviews of "datafolios-in-progress" are highly recommended throughout the administration period to help teachers complete quality, scorable datafolios.

For further information and assistance, contact your local AATN or the Regional Lead Trainer (RLT) in your area.

NYSAA REGIONAL LEAD TRAINERS (RLTs)

Kay Locke – Rochester/Buffalo Region
kathryn_locke@STEV.net (607) 295-7955

Linda Rohlin – Syracuse/Watertown/Binghamton Region
lrohlin@cayboces.org (315) 252-2107

Janet Stravitz – Albany/Upstate Region/NYC Regions 1, 2 and 10
janetstravitz@aol.com (845) 634-3624

Ron Miller – District 75/NYC Regions 5, 7 and 8
rmiller68@nyc.rr.com (917) 957-1946

Robert Bedford – Long Island/NYC Regions 3, 4, 6 and 9
bribob@aol.com (516) 454-7856

District and building administrators and colleagues experienced with NYSAA may also be able to assist you when questions arise.

Background and Development of NYSAA

This section of the manual provides background information regarding the development of NYSAA, including federal and State requirements regarding school accountability.

Component of the New York State Assessment

New York State (NYS) conducts a statewide testing program on an annual basis for all students in grades 3 through 8 and high school. NYSAA is part of this statewide testing program. Designed for students with severe cognitive disabilities, NYSAA measures student achievement in the learning standards established for all students in the academic content areas of ELA, mathematics, science, and social studies. NYSAA assures that students with severe cognitive disabilities are included in the State Assessment and their results are accounted for as required by the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA).

Aligns with Requirements

IDEA requires that all students with disabilities have access to the core curriculum with appropriate modifications, supports, and accommodations as recommended by the CSE. NCLB requires that all students participate in State assessments in ELA and mathematics in grades 3 through 8 and high school, and in science at the elementary, middle, and high school levels, and that those performance results are reported. IDEA requires that students with disabilities participate in State Assessments in social studies at elementary, middle, and high school levels as all non-disabled students are required. SED and the State's contractor, Measured Progress, designed the alternate assessment process to ensure that the knowledge, skills and understandings to be assessed are individualized and reflect appropriately high expectations for students with the most severe cognitive disabilities. NYSAA also meets the legal requirements for participation by students who are unable to participate in the State's general assessment, even with accommodations.

Link to Grade Level Content of the NYS Core Curriculum

In 2005, SED released new core curriculum for ELA and mathematics containing grade level content for pre-kindergarten through high school. Additionally, core curriculum for science and social studies contain grade level content at the elementary, intermediate, and secondary levels. These core curriculums are directly aligned to the NYS learning standards.

SED, in cooperation with stakeholders from across the state, has expanded the core curriculum grade level indicators to AGLIs for students with severe cognitive disabilities. AGLIs demonstrate entry to the grade level content of the core curriculum. AGLIs are used to measure a level of mastery of the knowledge, skills, and understandings aligned with the core curriculum established for all students by the Board of Regents.

Eligibility, Participation and Age Criteria

Definition of a Student with a Severe Disability (Section 100.1 of the Regulations of the Commissioner of Education)

"Students with severe disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

NYSAA Eligibility Criteria

The process of determining eligibility begins with the CSE. The CSE determines on an individual basis whether the student will participate in:

- the State's general assessment with or without accommodations;
- the State's alternate assessment with or without accommodations; or
- a combination of the State's general assessment for some content areas and the State's alternate assessment for other content areas.

The CSE ensures that decisions regarding participation in the State assessment are <u>not</u> based on:

- category of disability,
- language differences,
- excessive or extended absences, or
- cultural or environmental factors.

The CSE ensures that each student has a personalized system of communication that addresses his/her needs regarding disability, culture, and native language so the student can demonstrate his/her present level of performance.

Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

NYSAA Participation Criteria

Only students with severe cognitive disabilities are eligible for NYSAA. The CSE determines whether or not a student with a severe cognitive disability is eligible to take NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

For further information see http://www.vesid.nysed.gov/specialed/alterassessment/home.html.

Section One: Understanding the Core Curriculum's Role in Alternate Assessment

Part A: Test Design

The purpose of this section is to provide teachers with a basic understanding of the test design process, alignment with the learning standards and core curriculum, and provide an overview of similarities and differences between the old NYSAA and the redesigned NYSAA.

Process Summary

Stakeholder groups were assembled by SED to conduct a review of the core curriculum and general education assessment blueprints for ELA, mathematics, science, and social studies. These groups determined priorities for NYSAA based on the core curriculum, assessment blueprints, and developmental applicability for students with severe cognitive disabilities. These steps ensure alignment to the general education curriculum. This alignment work is intended to promote higher expectations for students taking NYSAA.

From these priorities, the groups discussed the actual depth and breadth of the alternate assessment requirements. During these discussions, and through ongoing consultation, psychometricians from SED and Measured Progress provided direction for maintaining a valid and reliable assessment.

As a result, NYSAA has been redesigned, but still maintains some components that are familiar to LSETs. The new design, based on the NYSAA Frameworks, is briefly stated in the requirements summary below and explained in more detail in Part B: Grade Level Content Alignment of this section.

Requirements Summary

The first part of the NYSAA Frameworks is the NYSAA test blueprints that outline the structure of the alternate assessment for each grade. The blueprints illustrate for each content area (i.e., ELA, mathematics, science, and social studies) the two major areas of curriculum focus to be assessed at each grade. These two required components are further divided into specific curriculum topics called choice components. Teachers are required to construct a student's datafolio by selecting two of the four choice components under each content area's required component.

For each choice component selected, the LSET must identify one AGLI. Thus, two AGLIs must be assessed for each content area. For each AGLI, the LSET must collect and document student performance data on three different dates. One piece of verifying evidence must be submitted for each of the last two dates of student performance.

Similarities and Differences

LSETs familiar with NYSAA will recognize that some aspects of the assessment have been maintained while other aspects are new or modified from previous years. NYSAA administration requirements are outlined in this manual and will guide LSETs in the administration of the assessment.

The following information is meant to provide a brief overview of some of the similarities and differences. This list is not all-inclusive.

The following are areas in which changes have occurred:

- All students participating in NYSAA are being assessed at the same grade level content consistent with their non-disabled peers;
- NYSAA students will now be assessed at the same age as their peers who are taking the general assessment;
- Alternate performance indicators (APIs) have been replaced by NEW Alternate Grade Level Indicators (AGLIs) which were created using the core curriculum and assessment blueprints for ELA, mathematics, science, and social studies;
- Two pieces of verifying evidence are required for each assessed AGLI, and
- NYSAA is no longer separated into Anchor and Expanded grade equivalents. Now, all grades and content areas assessed have the same requirements for the number of AGLIs and pieces of verifying evidence.

The aspects of NYSAA that may be familiar to LSETs include:

- documentation of student performance data (i.e.; level of accuracy and level of independence)
- three dates of student performance data (data points)
- the types of acceptable verifying evidence
- the forms of the NYSAA datafolio are consistent with last year's administration. However, all forms have been revised for clarity and consistent documentation of student performance data. Only the forms included in Appendix B of this manual can be used this year.

Part B: Grade Level Content Alignment

The purpose of this section is to provide teachers with a basic understanding of the link between the new AGLIs and assessment tasks to the NYS Core Curriculum.

Flow of Alignment

The NYS Board of Regents has approved a set of learning standards that guide instruction and assessment. These standards represent the core of what students should know, understand, and be able to do as a result of instruction. These learning standards serve as a basis for the core curriculum in ELA, mathematics, science, and social studies.

The core curriculum provides information that specifically addresses the learning standards. Each core curriculum is designed to provide teachers with a basis for instruction. The curriculum for each content area is broken down into smaller components. ELA is broken down into key ideas and standards. Mathematics is broken down into strands and bands. Science is broken down into standards and key ideas. Social studies is broken down into standards and units. For each content area, each component has expectations for student performance. These are considered the grade level performance indicators or content understandings.

NYSAA is aligned to the core curriculum. The grade level expectations were distilled into essences. These essences are the "big ideas" of the grade level expectations. They focus on the essential knowledge, skills, or understandings that students should acquire through instruction. The assessment is based on the essences for each component of each content area. In order to assess students with severe cognitive disabilities on this content, AGLIs were developed.

NYS Learning Standards

NYS Learning Standards are defined as the knowledge, skills, and understandings that students can and do habitually demonstrate over time as a consequence of instruction and experience.

Core Curriculum

The core curriculum is defined by SED for each grade in ELA and mathematics and for elementary, intermediate, and secondary levels in science and social studies. The core curriculum for each content area expands upon the NYS Learning Standards and provides a basis for instruction. LSETs should review the core curriculum and locate the grade level content for their student.

Required Components

The required components for NYSAA were selected from the core curriculums and are the broad, unifying, general statements of what students need to know.

The required components differ for each content area as indicated below and in the NYSAA test blueprints in Appendix F.

- ELA – Key Ideas
- Mathematics – Strands
- Science – Standards
- Social Studies - Standards

Choice Components

The choice components for NYSAA were selected from the core curriculums and organize the grade level expectations for each content area.

The choice components differ for each content area as indicated below.

- ELA - Standards
- Mathematics – Bands
- Science – Key Ideas
- Social Studies - Units

Grade Level Indicator

The grade level indicators for each content area are the grade level performance expectations. These are intended to assist teachers in determining what the outcomes of instruction should be for students in that grade. Each content area names these a little differently: Grade-Specific Performance Indicators (ELA); Grade-by-Grade Performance Indicators (mathematics); Performance Indicators (science); and Content Understandings (social studies).

Essence

The essences are the "big ideas" distilled from the grade level core curriculum on which instruction and assessment are based.

Alternate Grade Level Indicator

AGLIs are descriptions of student performance expectations at varying levels of complexity for students with severe cognitive disabilities. AGLIs are aligned to the grade level expectations through essences derived from the core curriculum. AGLIs are the 'entry points' to the grade level expectations. AGLIs are the knowledge, skill, or understanding that the student will be assessed against in NYSAA and is the anticipated/desired outcome of academic instruction for students with severe cognitive disabilities.

Section Two: Steps for Administering NYSAA

The purpose of this section is to help teachers select AGLIs, determine appropriate assessment tasks and complete requirements for documenting student performance data for NYSAA datafolios.

Steps for Completing a NYSAA Datafolio

Step 1: Prepare to administer NYSAA
Step 2: Select two AGLIs per content area
Step 3: Meet with Parent/Family/Guardian and complete survey
Steps 4-8: Address one AGLI at a time
Step 4: Select assessment task
Step 5: Prepare to collect data
Step 6: Conduct assessment task
Step 7: Complete Verifying Evidence (VE) documentation
Step 8: Complete Data Summary Sheet
Step 9: Complete steps 4-8 for 2nd AGLI
Step 10: Complete steps 4-9 for each content area to be assessed
Step 11: Assemble the datafolio according to standardized procedures described in the Administration Manual
Step 12: Submit the datafolio to the building administrator no later than close of business on March 9, 2007. The building administrator will forward datafolios to the regional Score Site Coordinator who will coordinate shipping to regional scoring. Only datafolios that follow these procedures can be accepted for scoring.
Please note: Participating in collegial reviews of student datafolios during these steps and throughout the administration period is strongly recommended to help create quality and scorable datafolios.

STEP 1: PREPARE TO ADMINISTER NYSAA

Review the IEP

In preparation for administering NYSAA, the LSET and instructional team members:

- Determine which of their students will be assessed
  - Review the student's IEP to confirm NYSAA was selected by the CSE for the student.
  - Use the age chart (see page 5) to determine the appropriate content areas that need to be assessed at each student's grade level.
- Review the current IEP. Pay particular attention to the present levels of performance (PLP), annual goals and objectives, supports and adaptive equipment needed, accommodations needed, and assistive technology used.
- Review the student's latest progress reports, including report cards, previous NYSAA scores, and any other evaluative reports.
- Reference IEP information and the core curriculum to make an informed selection of AGLIs and assessment tasks that are challenging and appropriate for the student.

STEP 2: SELECT ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Review the new NYSAA Frameworks

Selecting AGLIs is a new process for 2006 – 07. The steps for this selection are outlined below.

The LSET reviews the new NYSAA Frameworks for each content area being assessed.

Review Test Blueprints

The LSET reviews the Test Blueprints at the beginning of each content area being assessed in order to identify the required and choice components for that content area and the student's grade level.

Locate Grade Level Expectations

Once the required and choice components are determined, the LSET locates the grade level expectations for performance. For each content area the grade level expectations are referred to as follows:

- For ELA – grade specific performance indicators
- For mathematics – grade-by-grade performance indicators
- For science – performance indicators
- For social studies – content understandings

Review the essences

The grade level expectations have been broken down into essences, which are the "big ideas" of these expectations. Review the essences to understand the big ideas that are being taught and assessed at that grade.

Review and select 1st AGLI

AGLIs have been developed from the essences. They are listed in the tables found in NYSAA Frameworks according to their level of complexity so teachers can select the AGLI that is most appropriate for the student.

Review the AGLIs in the table and select one based on the considerations below:

- AGLI should be challenging for the student;
- AGLI should be appropriate for the student's current level of academic performance; and
- AGLI should be based on core curriculum taught in the current school year.

Start from the most complex level and work backwards as you select the AGLI.

Using the New NYSAA Model

Please use the following example to assist in planning the AGLIs for your students.

EXAMPLE:

Student's date of birth: January 5, 1997

Student will reach age 10 between Sept. 1, 2006 and Aug. 31, 2007

The age chart (see page 5) indicates the student will be assessed in Grade 4 in the ELA, mathematics and science content areas.

Begin by reviewing the introduction to the Alternate Assessment Framework (appendix F). The blueprint indicates students in 4th grade must be assessed in

- ELA Key Ideas of Reading and Writing
  - Key Idea-Reading, Standard 2 or 4
  - Key Idea-Writing, Standard 1 or 2

The LSET chooses between Standard 2 or Standard 4 for Reading and Standard 1 or Standard 2 for Writing.

Once the standards under reading and writing have been determined, the LSET and instructional team should review the AGLIs to determine the entry point. AGLIs are arranged in the table with increasing complexity. Start at the most complex level and work backwards to the point that is most appropriate for the student.

STEP 3: MEET WITH PARENT/FAMILY/GUARDIAN AND COMPLETE SURVEY

Completing the Parent/Family /Guardian Survey

The purpose of the Parent/Family/Guardian (PFG) Survey is to provide communication between the instructional team and the student's family about the alternate assessment process and the student's ability to apply knowledge, skills, and understandings learned at school to the home or community.

- During the NYSAA administration period, the LSET arranges a meeting with the parent/family/guardian at school, home, or another location.
- If a meeting is not possible, the LSET and parent/family/guardian could engage in a telephone conference. The parent/family/ guardian or the LSET fills out the PFG Survey.
- The third, but least preferred method of completing the PFG Survey, would be for the LSET to ask that the survey be completed by the parent/family/guardian and returned to the LSET.
- All attempts to contact the parent/family/guardian to complete the survey must be recorded on the last page of the survey. If the parent/family/guardian is unable or unwilling to complete the PFG Survey, all three pages of the survey must be submitted in the datafolio.

STEP 4: SELECT ASSESSMENT TASK

Determining an Assessment Task

An assessment task describes the student action related to a specific knowledge, skill, or understanding that is observable and aligned to the AGLI and, in turn, the core curriculum. In past years the assessment task was also referred to as the task, skill or activity.

LSETs may:

- select a sample assessment task from the NYSAA Frameworks that is aligned with the AGLI,
- modify a sample assessment task from the NYSAA Frameworks that is aligned with AGLI, or
- create an original assessment task that is aligned to the AGLI. During scoring, if the scorer is unable to determine the connection between the AGLI and assessment task, the task may not be acceptable.

Selecting or Writing an Assessment Task

It is helpful to review the language of the AGLI to be sure that the task description clearly:

- states the knowledge, skill, or understanding the student will demonstrate,
- identifies the task to be assessed, and
- demonstrates an alignment to the AGLI.

Consider the following items in the student's IEP:

- present levels of performance
- annual goals and objectives
- test accommodations
- supports and adaptive equipment
- assistive technology.

Select an assessment task appropriate for the student's learning modalities, abilities and strengths, and communication system.

Choose an assessment task that:

- is aligned with the AGLI selected
- is very challenging
- is something the student has not already mastered
- is driven by grade level content

STEP 5: PREPARE TO COLLECT DATA

Preparing to Collect Data

Before beginning to collect student performance data, consider what materials, equipment, support, and staff are available or needed.

When preparing for data collection, analyze the task by asking:

- What is the expected outcome of the task?
- How will the outcome of the task be best documented?
- What is the best way to give students an opportunity to respond positively?

Conduct a task analysis to determine the sequence and steps for the assessment task. List steps that are specific for the assessment task being assessed. Avoid including steps of the activity that are not related to what is being assessed.

Analyze the student's communication and behavior to learn how best to motivate the student. Students who are motivated and participate in meaningful activities are more likely to engage in the assessment task. Encourage independence by providing ample opportunity and reinforcement for approximations.

Verifying Evidence

Determine the types of verifying evidence (VE) that will be submitted in the datafolio. Verifying evidence is documentation provided to confirm the student's performance of the knowledge, skill, or understanding being assessed.

Two pieces of verifying evidence are required for each AGLI assessed. They must be from the last two dates of student performance recorded on the Data Summary Sheet. Verifying evidence may include:

- An original student work sample/work product,
- A video or audio tape clip (maximum 90 seconds with recorded markers),
- A sequence of captioned and dated photographs from a single date and assessment task (a minimum of three photographs), and/or
- An original Data Collection Sheet that includes at least three dates of student performance data on the specified assessment task. This sheet must be used in conjunction with supporting evidence.

Verifying evidence must be labeled to include the following required elements either directly on the verifying evidence or on a VE label:

- Student's name
- Date of student performance
- Content area
- AGLI text
- Assessment task
- Level of accuracy
- Level of independence

Labeling verifying evidence is essential to show the connection between the verifying evidence and the data documented on the Data Summary Sheet.

Original Student Work Sample

- The work sample must be an original student work product. (no photocopies)
- If the work sample has multiple pages, the LSET should clearly number each page to ensure proper review and scoring.

Sequence of Captioned and Dated Photographs

Valid photographic evidence includes:

- a minimum sequence of three photographs (more than three photographs can be included, but fewer than three will not be accepted).
- a required caption for each photograph with a sentence or two describing student action(s) for each photograph.
- photographs must be taken on the same date, and support the same assessment task. Photographs taken over more than one day will not be accepted during scoring. If an assessment task cannot be performed on a single date, do not use it and select another assessment task.
- only the actual steps demonstrating the student performing the specified assessment task will be accepted. Do not include pre-requisite steps in a sequence. The sequence must show the steps involved in completing the assessment task. A photograph of the finished "product" may be included in the minimum sequence of three.

Video or Audio Tape Clips

Valid video and audio tape evidence includes:

- only one video/audio tape per datafolio. Tapes or cassettes may contain multiple clips as evidence for the assessed AGLIs.
- clips no longer than 90 seconds that show the student performing the assessment task. Do not include pre-requisite steps or preparation in the clip.
- clips arranged by content area and documented on the Video/Audio Tape Clip Summary Form. Secure the summary form to the tape case with a rubber band to assist scorers in locating and reviewing clips.
- only VHS-compatible video tapes. Only VHS-compatible video equipment will be provided at scoring sites. If digital images are submitted, it is the LSET's responsibility to identify the software and operating system used and to provide all necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence will not be scored.

Recorded Markers for Video/ Audio Tape Clips

All video/audio tape clip evidence must contain a recorded marker at the beginning of the clip and include:

- student's name
- date of student performance
- content area
- AGLI text
- assessment task

When the assessment task is completed, a second marker must be recorded at the end of the clip indicating:

- level of accuracy, and
- level of independence for the assessed task

Note: A VE label attached to the tape or tape box does not fulfill the requirement for a recorded marker. If the required elements are not recorded at the beginning and end of the clip, it will not be scored.

Securing Tapes

In order to ensure that the tape is not separated from the datafolio, each tape must be labeled with the student's name, teacher's name, and school name. Attach the tape securely to the datafolio with a plastic sleeve, binder clip, or envelope.

Photographic and Video/Audio Tape Evidence Guidelines

When preparing to collect video, audio, or photographic evidence, please follow the guidelines below.

- Ask a colleague to operate the camera or recorder while you work with the student.
- The novelty of taping or photographing could disrupt the routine or distract students, resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. It might also help if video/audio taping/photographing are done regularly, so that students do not find it novel.
- If an automatic date/time stamp is present on the camera or recorder, be sure that it is accurate and does not contradict the data documented by the LSET.

Informed Consent for Photographing, Video/Audio Tape Recording (required for all photographic/ video/audio evidence)

The Informed Consent for Photographing and Video/Audio Tape Recording form is required and must be signed within the administration period by the student's parent/family/guardian and included in the datafolio.

- Do not take photographs or tape recordings unless you obtain written permission.
- If photographic/video/audio tape evidence is submitted without permission, such evidence will not be scored.
- Do not substitute local or district blanket permission forms. NYSAA permission forms must be used. Adhere to local school policy regarding permission for photographing students.

Informed Consent for Incidental Photographing, Vide/Audio Tape Recording

If the student's peers are depicted in a tape or photograph, the Informed Consent for Incidental Photographing, Video/Audio Tape Recording must be completed and kept on file by the district. Images of peers may not be "blacked out" or "faces covered." Cropping the image to remove peers is acceptable.

Original Data Collection Sheet (DCS)

- A Data Collection Sheet may be submitted as verifying evidence for one or both of the last two dates on the Data Summary Sheet.
- When an original Data Collection Sheet is submitted as verifying evidence, it must include a minimum of three dates of data within the specified administration period (January 2 to March 9, 2007).
- Only data from the last three (most recent) dates of student performance, from within the administration period, can be transcribed to the Data Summary Sheet. This data may be confirmed by a combination of evidence, one piece of evidence for each of the last two dates.
- Three types of Data Collection Sheets are available (Appendix B):
  - multi-step
  - time segment
  - single-step
- Data Collection Sheets must be completed in full, including the name and initials of person(s) collecting data for each date. **Please Note**: If this or any part of the Data Collection Sheet is not complete, it may not be accepted.
- A Data Collection Sheet must be accompanied by another type of verifying evidence (student work, photographs, video/audio tape) or an Observer Verification Form (OVF). Evidence accompanying a Data Collection Sheet is called supporting evidence. (See Supporting Evidence Section below).

Supporting Evidence Submitted with a Data Collection Sheet

Supporting evidence is required whenever a Data Collection Sheet is submitted as verifying evidence. Since a Data Collection Sheet can be used to verify either one or both of the last two dates of student performance, the supporting evidence must support student performance on the same date(s) being verified by the Data Collection Sheet. One piece of supporting evidence is required for each date transcribed to the Data Summary Sheet from the Data Collection Sheet.

All requirements and considerations for verifying evidence also apply to supporting evidence submitted with a Data Collection Sheet.

Supporting evidence for a Data Collection Sheet may include:

- an original work sample/product,
- a sequence of captioned dated photographs,
- a video/audio tape clip, or
- an Observer Verification Form.

Observer Verification Form

The Observer Verification Form was designed to strengthen the procedural validity of the assessment. An independent person (someone other than the person collecting the data) observes the student performing the assessment task with a member of the instructional team, affirming that the assessment task was conducted. When submitting an Observer Verification Form as supporting evidence with a Data Collection Sheet:

- The Observer Verification Form cannot stand alone as verifying evidence; it must be attached to the Data Collection Sheet.
- An observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider.
- Observers cannot be supplementary school personnel. Supplementary school personnel means a teacher aide or a teaching assistant as described in section 80-5.6 of the Regulations of the Commissioner of Education.
- The person collecting the student performance data cannot sign the Observer Verification Form. During scoring, the scorer will confirm this by reviewing the name and initials of the staff member on the Data Collection Sheet and comparing it to the signature on the Observer Verification Form.
- The person collecting data must be different from the person observing the task and signing the Observer Verification Form.
- Only one date of recorded observation may be submitted per Observer Verification Form.

- The date of the assessment task documented on the Observer Verification Form must be the same date the task was performed.
- The date of the observer signature must be the same date the assessment task was performed.

Only the revised Observer Verification Form found in Appendix B of this Administration Manual (November 2006) will be accepted.

STEP 6: CONDUCT ASSESSMENT TASK

Assessing Student Performance

When conducting the assessment of the student performing the assessment task, LSETs should:

- provide initial directions and materials;
- use the student's preferred mode of communication;
- provide supports, program accommodations, test accommodations and adaptive equipment as specified on the IEP;
- be sure that all documents are ready to be completed and signed at the time the task is completed or the same day the task is conducted. If for example a Data Collection Sheet is being submitted as evidence with an Observer Verification Form as supporting evidence, be sure the independent observer is present before the assessment task is performed and that the Observer Verification Form is ready to complete and be signed the same day the assessment task is completed; and
- conduct the task at school or a school sponsored activity. Homework or work done outside these parameters will not be accepted unless the student receives special education instruction at home, in a hospital, or other facility (as noted on the Student Page).

Recording Performance Data

When recording student performance data:

- determine who will conduct the task, collect data, and observe the student's performance when an Observer Verification Form is needed as supporting evidence.
- record data on student work during or immediately following student performance.
- record the student's performance of the same assessment task on at least three separate dates. The last three dates of student performance data should be transcribed to the Data Summary Sheet for the assessed content area and AGLI.
- complete the remaining required elements of the verifying evidence.

Precautions when Recording Performance Data

- All contents of the datafolio (except student work) must be typed or handwritten using permanent ink. DO NOT USE PENCIL.
- If mistakes or errors are made while recording student performance data, they must be manually crossed out, corrected and initialed. Do not erase or use correction fluid.
- Photocopies or use of correction fluid or "black out" on the Data Summary Sheet or verifying evidence (student work samples, written information related to video/audio tapes and photo captions, information recorded on Data Collection Sheets, Data Summary Sheets and Observer Verification Forms) will not be accepted.

Determining Level of Accuracy

Accuracy is a key measure of student performance for NYSAA. The LSET determines the level of accuracy by comparing the number of correct responses given by the student to the total number of expected responses.

For example, 20 correct responses out of 25 possible total responses = 4/5 = 80% accurate. The teacher uses the scoring rubric to convert this percentage to a rating (80% accurate = Level 4 rating). The percentage and rating are documented on the Data Summary Sheet for each date.

Determining Level of Independence

Independence is a key measure of student performance for NYSAA. The level of independence is determined when the teacher observes and measures the frequency of cues or prompts the student receives during an assessment activity. The number of steps not requiring prompts per number of steps or items in the assessment task determines the percentage of independence.

Tasks may be documented as multi-step, time segmented or single-step (see Data Collection Sheet templates in Appendix B).

- In a multi-step assessment task, the teacher identifies the number of steps required to complete the assessment task. The teacher calculates the percentage of student independence based on the number of steps in which the student performed independently compared to the total number of steps (no prompts in 2 of 6 steps = 2/6 = 33% independent). The teacher converts the level of independence using the scoring rubric (33% independent = Level 2) and enters the percentage and rating on the Data Summary Sheet for each date.

- In a time-segmented assessment task, the teacher divides the activity into equal time segments and counts the number of time segments in which the student received no prompts or cues compared to the total number of time segments. The teacher uses the scoring rubric to determine the level of independence (0%–100%) and enters the percentage and rating on the Data Summary Sheet for each date.
- In a single-step assessment task, the student is either 100% independent (receives no prompts or cues) or 0% independent (receives one or more prompts or cues). Teachers planning single-step tasks may wish to redesign the tasks as time segmented or multi-step, in order to provide the student with greater opportunities to demonstrate independence across the 0% to 100% continuum of percentages.

Natural or Initial Directions

Initial directions to students prior to performing an assessment task are considered a "natural cue." A natural cue or initial set of directions:

- should not be considered a cue/prompt.
- does not affect the level of independence documented.
- is presented in a format that is best suited to the student's communication abilities.

Cues or Prompts

Cues or prompts (not initial directions):

- are measured by frequency (the number of times they are provided) and affect the independence score.
- are given to the student to increase the likelihood that he/she will give the correct or desired response.
- are not considered test accommodations.
- are a product of the learning style and/or physical and sensory abilities of the student (e.g., physical, visual, verbal, auditory, sensory).

In order to decrease a student's need for cues or prompts to perform an assessment task, the LSET should:

- structure tasks, environments, and materials in ways that enable the student to perform as independently and as accurately as possible.
- decrease the frequency of cues or prompts over time, in order to increase the student's independence.

Test Accommodations

The CSE determines which test accommodations will be required based on the student's documented needs. Test accommodations:

- are consistent with the student's IEP.
- are designed to allow the student to demonstrate his/her knowledge, skill, and understanding with greater independence.
- do not change the level of the assessment, the construct of the assessment, or the criteria of the actual assessment task.
- are provided to the student during instruction and not just for assessment.

Distinguishing Between Cues/Prompts and Test Accommodations

Examples of cues/prompts include:

- The student receives purposeful physical guidance or restriction of movement during the assessment to obtain a desired response.
- The student receives "hints" or additional detail, or is immediately told a response is incorrect.
- A fatigued or frustrated student receives additional cues to complete parts of the assessment task or is prompted to remain focused.
- The student is redirected (verbally or physically).
- Templates and other formats are provided that give the answer to the student.

Test accommodations provide for:

- adaptive or special equipment (e.g., use study carrel).
- extended time to complete the assessment (e.g., double time).
- assessment to be administered in conditions or location with minimal distraction (e.g., change room to one with minimized visual distraction or minimize noise in existing room).

STEP 7: COMPLETE VERIFYING EVIDENCE (VE) DOCUMENTATION

Types of Evidence

Each datafolio contains two types of evidence

- Data Summary Sheets (DSSs)
- Verifying Evidence (VE)

Required Elements for ALL Evidence

After completing the assessment task:

- Select two pieces of verifying evidence which confirm data for the last two dates of student performance for each of the two tasks selected for the two AGLIs.
- Record all required elements for verifying evidence either directly on the verifying evidence or on a VE label attached to the evidence:
  - student's name
  - date of student performance
  - content area
  - AGLI text
  - assessment task
  - level of accuracy
  - level of independence

Please Note: Failure to record all required information on the verifying evidence may disqualify the student from receiving a reportable score.

- Place the verifying evidence in the datafolio directly behind the corresponding DSS.
- If verifying evidence is a Data Collection Sheet, include the required supporting evidence for the date(s) transcribed to the DSS.

Please Note: If more than two pieces of verifying evidence are submitted for an AGLI, only the first two pieces of verifying evidence following the DSS will be reviewed by the scorer. This should not be confused with "supporting evidence" submitted with a Data Collection Sheet or a single piece of verifying evidence that contains multiple pages.

Verifying Evidence Labels

LSETs may either record the required elements directly on the verifying evidence or affix a VE label to the verifying evidence to record this information. (See Appendix B for a template.) Template prints on 3.33" x 4" peel-n-stick labels.

The VE label should be placed so that no student work or information is obstructed. Labels can be placed on the back of the evidence. If the label obscures any part of the student work or information, it may not be scored.

STEP 8: COMPLETE DATA SUMMARY SHEET

Complete Data Summary Sheet

A DSS is required for each AGLI being assessed. The LSET should:

- Complete all fields on the DSS including student information, required and choice components, AGLI code (see NYSAA Frameworks in appendix F) and text, and assessment task.

  Please Note: Failure to record all required information on the DSS may disqualify the student from receiving a reportable score in that content area. If the DSS for a specified AGLI is missing, the AGLI will not be scored.

- Transcribe the last three dates of documented student performance data to the DSS for the assessed AGLI in chronological order. The last date of student performance appears in the right hand column.
- Record levels of accuracy and independence as percentages.
- Convert percentages to corresponding rubric ratings using the scoring rubric located on the DSS.

Make sure the two pieces of verifying evidence submitted for the assessed AGLI:

- confirm the information recorded on the DSS,
- correspond to the last two dates listed on the DSS, and
- are placed directly behind the corresponding DSS.

STEP 9: COMPLETE STEPS 4-8 FOR 2nd AGLI

STEP 10: COMPLETE REMAINING CONTENT AREAS

Return to Step 4 and complete each step for the remaining content area(s) in which the student is being assessed in 2006–07.

STEP 11: ASSEMBLE DATAFOLIO

Datafolio Binder

All assessment documents are secured in a ½" to 1" thick three-ring binder or other fastened folder that will secure the datafolio contents.

Binders/folders should have a pocket on the inside front cover to hold demographic and scoring documents during the scoring process.

Required Datafolio Elements

Arrange items within the datafolio in order, according to the NYSAA Table of Contents (See Appendix B).

- NYSAA Student Page
- Table of Contents
- Parent/Family/Guardian Survey
- Informed Consent for Photographing and Video/Audio Tape Recording (if photographic/video/audio tape evidence is submitted)

The following documents must be included for each content area assessed.

- Data Summary Sheet for first AGLI
- Verifying evidence *(2 pieces of VE per AGLI)*
  - Supporting evidence if verifying evidence is a Data Collection Sheet
- Data Summary Sheet for second AGLI
- Verifying evidence *(2 pieces of VE per AGLI)*
  - Supporting evidence if verifying evidence is a Data Collection Sheet

Collegial Review

LSETs should seek a collegial review of their datafolios. This entails having a colleague or AATN review the datafolio contents to date (for example, one entire content area that is completed or one AGLI that is completed). A collegial review will ensure that LSETs are on the right track, meeting the procedural requirements for NYSAA, and making the appropriate connections between the AGLIs and the assessment tasks.

Collegial reviews are strongly recommended for the 2006-07 NYSAA administration period. These reviews will be required effective 2007-08.

Finalizing the Datafolio

Once documentation of student performance has been completed for all AGLIs assessed, all required documents are assembled in the binder. Before the end of the administration period, the LSET:

- shares the datafolio with a colleague familiar with NYSAA,
- shares the datafolio with a supervisor or administrator, or
- participates in collegial review sessions provided by his/her AATN.

Final Checklist

To ensure the datafolio is ready for scoring, use the Checklist of Things to Remember provided in Appendix D.

Please Note: Failure to complete all the required documents as specified in this manual may jeopardize the student receiving a reportable score.

STEP 12: SUBMIT DATAFOLIO FOR SCORING

Submit the Datafolio for Scoring

All datafolios (in and out-of-district placements) must be completed and submitted to building administrators by the close of business on March 9, 2007.

The deadline for datafolios to be received by the district of residence for out-of-district placements is March 16, 2007.

The deadline for all datafolios (in and out-of-district placements) to be received by the Score Site Coordinator is March 23, 2007.

Scoring Datafolios and Reporting Results

Building administrators will forward datafolios to the designated Score Site Coordinator for BOCES or Big Five City school districts. Score Site Coordinators will transfer datafolios to a regional scoring center. The NYSAA datafolios will be scored at a regional location by qualified scorers. Student results will be made available in late summer or early fall 2007.

Section Three: Scoring Criteria

The purpose of this section is to provide information on how scores are determined and documented for each student.

NYSAA Scoring Dimensions

NYSAA datafolios are scored in two dimensions:

- Performance
  - level of accuracy
  - level of independence

  Both the level of accuracy and the level of independence are components of the Performance dimension for NYSAA and are calculated as a percentage (0%–100%) and rated on a scale of 1, 2, 3 or 4.

- Connection to Grade Level Content

  The connection to grade level content dimension is met when the assessment task is clearly aligned to the AGLI and the verifying evidence submitted is connected to the assessment task as described.

Avoiding Errors that Prevent a Datafolio from Being Accepted for Scoring

Please note: This is not a complete list of every error that can result in a content area not being scored.

How to prevent errors:

- Choose AGLIs, as described in the NYSAA Frameworks, from the student's grade level.
- Use only the 2006-07 forms in this manual (appendix B).
- Do not use correction fluid or "black-out" on images or on written information.
- Do not submit photocopies instead of original materials.
- Do not erase mistakes; be sure to cross out the mistake, re-write it correctly AND put initials next to it.
- Use only permanent ink (not pencil) to document student assessment data.
- Do not submit verifying evidence that is not connected to the assessment task.
- Do not omit required datafolio components or submit incomplete documentation.
- Be sure to accurately transcribe the last three dates of student performance data to the Data Summary Sheet.

- Be sure to document all the required elements on the Data Summary Sheet, verifying evidence (either on the evidence or a VE label) and supporting evidence.
- Be sure to include the two required pieces of verifying evidence for each assessed AGLI for the last two dates of student performance.
- Submit verifying evidence that confirms the data on the Data Summary Sheet.
- Submit the required supporting evidence when using a Data Collection Sheet.
- Submit an Observer Verification Form per the specified guidelines.
- Submit photographs that are sequential, and include a written caption describing the action for each one. All photographs must be taken on the same date.
- Include signed Informed Consent for Photographing and Video/Audio Tape Recording.
- Include at least the three required dates on the Data Collection Sheet.
- Do not submit a Data Collection Sheet or DSS with dates that are outside the specified administration period.
- Do not submit discrepant documentation. Information on the verifying evidence, VE label and DSS must agree.

2006–07 NYSAA SCORING RUBRIC

For each content area at each grade, two AGLIs must be assessed on three dates within the administration period. Charted below are the two Required Components for each grade and content area. (Reference the NYSAA Frameworks in Appendix F.)

Content	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Listening	• Key Idea Reading • Key Idea Writing	• Key Idea Reading • Key Idea Writing
Math	• Strand Number Sense & Operations • Strand Measurement	• Strand Number Sense & Operations • Strand Measurement	• Strand Number Sense & Operations • Strand Geometry	• Strand Number Sense & Operations • Strand Algebra	• Strand Number Sense & Operations • Strand Statistics & Probability	• Strand Geometry • Strand Algebra	• Strand Algebra • Strand Statistics & Probability
Science		• Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science				• Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science	• Standard 4 Living Environment • Standard 4 Physical Setting/ Earth Science
Social Studies			• Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government			• Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government	• Standard 1 US History • Standard 2 Global History

CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING

Connection to Grade Level Content = AGLIs are the expansion of the academic content for students with severe cognitive disabilities. The assessment task must connect to the AGLI AND the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.

Performance = Level of Accuracy + Level of Independence

RATING	4	3	2	1	No Score (NS)
Level of Accuracy	The student demonstrates skills based on AGLIs with an average of 80-100% accuracy.	The student demonstrates skills based on AGLIs with an average of 60-79% accuracy.	The student demonstrates skills based on AGLIs with an average of 30-59% accuracy.	The student demonstrates skills based on AGLIs with an average of 0-29% accuracy.	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.
Level of Independence	The student seldom requires cues or prompts when demonstrating skills based on the documented AGLIs. (80-100% Independence)	The student requires limited cues or prompts to demonstrate skills based on the documented AGLIs. (60-79% Independence)	The student requires extensive cues or prompts to demonstrate skills based on the documented AGLIs. (30-59% Independence)	The student requires constant cues or prompts to demonstrate skills based on the documented AGLIs. (0-29% Independence)	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.

Section Four: Effective Practices

Educators, members of the CSE, and Special Education Administrators may find this information helpful as they prepare to meet the requirements for administering NYSAA.

Guidelines for Ethical Generation of Student Performance Data

Each student is the primary author of his/her NYSAA datafolio. Students with severe cognitive disabilities often require supports in order to generate datafolio work products. The best datafolio work combines high-quality instruction with valid and reliable assessment procedures.

The NYSAA datafolio is an official scorable document of the NYS Testing Program. It is designed to be shared and discussed with the student's parent/family/guardian, instructional team, and CSE. Its primary values are to inform parents of their child's learning, plan for instruction that is based on core curriculum, and provide data for CSE decision-making. Follow the guidelines below to ensure the ethical generation of student work.

- All teachers should describe the student's strengths and needs in positive terms.
- Student privacy is a right. Only the student should disclose confidential information (e.g., type of disability).
- All student work should be authentic. Presenting work samples, performance data, staged photographs, audio, or videotape that the student did not produce or using assistive technology not indicated in the student's IEP or used in the regular course of instruction is not allowed. Only original student work and original documentation of student work is acceptable for scoring.
- LSETs and instructional team members must collect and organize NYSAA evidence and compile entries within the designated NYSAA administration period. The dates for the NYSAA administration period are January 2 to March 9, 2007, and are available at: http://www.vesid.nysed.gov/specialed/alterassessment/home.html
- No changes may be made to NYSAA datafolios after the close of the administration period, March 9, 2007.
- Be familiar with the NYS Core Curriculum and AGLIs.
- Develop standards-based instructional activities and materials.
- Inform and engage families in discussions about the core curriculum, AGLIs, and NYSAA.

- Develop an assessment time line within the NYSAA administration period, taking into account the students' learning rates, the students' instructional needs, and the number of students being assessed in the classroom. Leave enough time to compile and review datafolios before the last day of data collection. Participate in Collegial Review sessions.
- Have high expectations for all students by providing a wide range of instruction and opportunities for growth, using age-appropriate instructional materials and assessment strategies, and developing learning tasks that promote increased independence.
- Use testing accommodations and assistive technology as documented on the IEP.
- Provide opportunities for students to practice and demonstrate skills in multiple settings.

Considerations for Collecting Evidence

Collecting student work samples for students who cannot write with or hold a pencil, pen, crayon, or marker can be very challenging when preparing to assess some tasks. The following suggestions and practices were provided by LSETs during previous assessments.

- Students may complete their work by using a computer. The material can be printed, a VE label affixed to the back of the material, and submitted as a student work sample/work product.
    - Student may select answers by using a "touch screen."
    - Students may select answers by using "switch interface" or an input device (e.g., adapted keyboard, intellikeys, or scanning with stop/select switch).
    - Students may produce a map, a diagram, a drawing or other artwork using a software program.
    - Students may take photographs of selected items with a digital camera or place the selected item on an image scanner.

- If students can point to or touch a selection:
    - He/she may make marks on paper to select answers or make choices.
        - Place a rubber fingertip on student's finger and place water paint or another washable non-toxic coloring material in dish. Have the student dip their finger and make a mark on the paper when touching a selected answer.
        - The student can indicate their selection with a self-inking stamp of the student's name or a special symbol on it or with a stamp and inkpad.
        - The student can apply peel-and-stick labels with a check/mark to indicate a selection.
- If the student can make his/her selection verbally or by eye gaze, the person assessing the student may record the item/answer selected.

Section Five: Measured Progress ProFile™ Software

Measured Progress's ProFile™ is a Web-based software system available to LSETs statewide to assist in documenting student performance data.

Web-Based Program

ProFile™ is a Web-based program available to all New York State LSETs. Teachers statewide can log on from any computer with internet access and manage datafolios for each of their students participating in NYSAA.

- ProFile™ includes all of the required NYSAA documents which can be filled out online, printed, and submitted for scoring in the traditional datafolio manner.
- The software is available for both IBM/PC and MacIntosh platforms.

The program offers the ability to efficiently collect and store student performance data. It can be used as a management tool when conducting alternate assessments for several students simultaneously. Once student information has been entered, it is automatically dropped into all of the documents associated with that student's datafolio.

Before Submitting to Scoring

While ProFile™ is a tremendously helpful tool for collecting and documenting student performance data, human error can still occur.

- Every effort is made to ensure that stops are included in the software to prevent mistakes. However, it is still possible for errors to be made.
- All datafolios should be carefully reviewed by an administrator or colleague familiar with NYSAA requirements prior to the end of the administration period.

Advantages to Utilizing Software

The ProFile™ software offers

- The ability to access and manage datafolios from multiple computers.
- Issues or problems with the software can be corrected in one place and universally implemented with no additional downloads.
- The system uses Secure Socket Layer technology, which encrypts the data between the server and the user's computer so that it cannot be read.
- If a computer crashes, student files are protected on a secure server.
- If a student moves to another teacher/district, files can be reassigned to the receiving teacher.

Accessing the Program

ProFile™ is available online. From your computer's browser screen, enter the address

http://www.nysaaprofile.org/

For Mac users, we suggest using Safari instead of Internet Explorer to access the website. Follow the directions provided on the screen.

ProFile™ Technical Support

Technical Support from Measured Progress

- Toll free telephone number 1-866-834-8880
- E-Mail: jcunningham@measuredprogress.org

When requesting support, please have the following information ready:

- Your name and school
- Your computer platform (Windows or MacIntosh)
- Software version
- What do you want to do that you cannot do?

Generally you will receive a response within 24 hours–often sooner.

Appendix A – Glossary

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

Glossary

Accuracy – The student's ability to demonstrate knowledge, skills and understandings based on the alternate grade level indicators (number of correct responses/total number of responses X 100).

Administration Period (also known as the Data Collection Period) – January 2, 2007 to March 9, 2007.

Alternate Assessment Training Network Specialist (AATN) – An AATN provides training and support to Lead Special Education Teachers (LSETs) on how to administer New York State Alternate Assessment (NYSAA), assists the Score Site Coordinator (SSC) in the scoring institute, and conducts training for scorers.

Alternate Grade Level Indicators (AGLIs) – Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents.

AGLI Codes – 5-digit numerical code that appears at the end of each AGLI in the Frameworks (appendix F), must be recorded on the Data Summary Sheet for reporting purposes.

AGLI Text – The written version of the AGLI found in the NYSAA Frameworks (appendix F). The LSET will write out the complete AGLI when asked for AGLI text on forms and verifying evidence.

Assessment Task – A statement that identifies what the student will do, know, or understand when given an assessment activity to perform.

BOCES – Board of Cooperative Educational Services

Choice Component – This is the component of NYSAA that the LSET is allowed to choose. Each required component has two choice components.

Collegial Review – A collegial review occurs when another teacher, administrator or specialist reviews the datafolio for accuracy. This has to occur during the administration period.

Core Curriculum – Defined by the State Education Department (SED) for each grade in ELA and mathematics and for elementary, intermediate, and secondary levels in science and social studies. The NYS learning standards are expanded upon in the core curriculums for each content area. LSETs should review the core curriculum and locate the appropriate grade level content for their student.

CSE – Committee on Special Education

Data Collection Period (also known as the Administration Period) – January 2, 2007 to March 9, 2007.

Data Collection Sheet (DCS) – Used to record student performance information.

Data Summary Sheet (DSS) – Used to summarize information from the last three dates of student performance data.

Entry Cover Sheet – This document was discontinued in 2006-07.

Essence – The essences are the "big ideas" of the grade level core curriculum from which instruction and assessment are based.

Evidence – Provides documentation of student performance of the assessed knowledge, skill, and/or understanding. It includes a Data Summary Sheet and verifying evidence (and supporting evidence as required) for each assessed AGLI.

Floor Manager – An AATN who assists Score Site Coordinators in the management of the scoring institute

Grade Level Expectations – Each content area has expectations for student performance. These are considered the grade level performance indicators or content understandings. These are intended to assist teachers in determining what the outcomes of instruction should be.

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Program

Independence – The degree to which a student performs a specified assessment task without support (e.g., cues or prompts). Independence is observed and measured by the teacher through the collection of data based on the frequency of cues or prompts provided to the student during an assessment activity (number of steps not needing support/total number of steps X 100).

Instructional Team – The student's teachers, including special education teachers, general education teachers, related service personnel, and others who provide or supervise the student's educational program.

Lead Special Education Teacher (LSET) – Primarily responsible for the coordination of NYSAA.

Measured Progress (MP) – State contractor for NYSAA who is responsible for the development, logistics, and processes related to the administration of NYSAA.

NCLB – No Child Left Behind Act of 2001

NS – No Score

NYSAA – New York State Alternate Assessment

NYSAA Frameworks – The frameworks include information regarding the grade level performance expectations, essences, AGLIs, and assessment tasks for each content area at each grade level.

NYSAA Student Page – Provides information about the student, such as name, date of birth, and district of residence.

NYSAA Test Blueprints – The Test Blueprints reflect the requirements for NYSAA in each content area at each grade level. These blueprints outline the requirements for the assessment.

OSAR - Office of Standards, Assessment and Reporting at the New York State Education Department.

Observer Verification Form (OVF) – A form completed by an independent person, other than the person collecting student data, who affirms that the assessment task took place. The OVF is not sufficient evidence for scoring; it must be attached to the Data Collection Sheet and is called supporting evidence.

Parent/Family/Guardian Survey – To be completed with the student's parent/family/ guardian; serves to encourage communication about the student's performance toward mastering the New York State core curriculum.

Performance Data – Data collected by LSET that demonstrates the student's performance on the assessed knowledge, skill, or understanding.

Repository – A single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal accountability requirements.

Reliability – Refers to the consistency of the score assigned to a student's datafolio.

Regional Information Centers (RIC) – Provide demographic information and scannable score documents to SED (the Big Five City Information Centers are called SCAN Centers).

Regional Lead Trainers (RLTs) – Subcontracted directly through Measured Progress and assigned to regions statewide to assist with training and provide technical assistance in addition to the AATN.

Reliability Monitoring Review (RMR) – The process whereby 20% of the datafolios scored at each scoring institute are re-scored by Measured Progress and compared to the original scores of record to ensure scoring consistency and reliability across scoring institutes.

Required Component – These are the components of NYSAA on which a student must be assessed.

Scannable Score Document (SSD) – Scores from the scorer worksheet are transcribed to the SSD, which is scanned to develop a data file.

Score Site Coordinator (SSC) – Plans, staffs, facilitates, and oversees the scoring institute.

Scorer – LSET or other certified special education professional that is qualified and trained to score student datafolios.

Scorer Worksheet (SW) – Used by scorers to document student performance and connection to grade level content and to provide feedback to LSETs.

Scoring Assistant – Provides clerical assistance to Scorers and Table Leaders during scoring institutes.

Scoring Rubric – A scoring tool used to evaluate a student's performance based on NYSAA criteria.

State Education Department (SED) – Responsible for the development and administration of statewide testing program and related policy.

Supporting Evidence – Evidence submitted with a Data Collection Sheet (DCS) which supports performance data for the date(s) documented on the Data Summary Sheet.

Table Leader – Experienced scorer who assists in materials management and has a leadership role during the scoring institute.

Table of Contents – Organizes the datafolio and helps ensure that all required components are included in the datafolio.

Test Accommodation – A change in the standard administration of a test including test procedures or formats that enable a student with a disability to participate in assessment programs on an equal basis with their non-disabled peers.

Validity – The ability of the test to measure what it claims to measure.

Verifying Evidence (VE) – Documentation provided to confirm student performance of the assessed content that is provided for each assessed AGLI. The verifying evidence confirms the date of student performance, student name, AGLI text, assessment task, level of accuracy, and level of independence.

VESID – Office of Vocational and Educational Services for Individuals with Disabilities at the New York State Education Department.

Appendix B – Forms

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

2006–07 NYSAA – STUDENT PAGE

Student Information:

Date of Birth: _____/_____/_____

Last Name: _____ First Name: _____

Student ID#: _____

District of Residence: _____

School Name: _____

Name of Service Provider: _____
(Only needed for a student in an out-of-district placement)

Student most often receives instruction in the following setting (check one below):
☐ School ☐ Home ☐ Hospital or ☐ Other: _____ (specify)

NYSAA datafolio submitted for the following grade:

(check only one grade for the student based on student's birth date)

	NYSAA Level	Birth Date Range	Content Areas Assessed
☐	Grade 3	September 1, 1997-August 31, 1998	ELA, Mathematics
☐	Grade 4	September 1, 1996-August 31, 1997	ELA, Mathematics, Science
☐	Grade 5	September 1, 1995-August 31, 1996	ELA, Mathematics, Social Studies
☐	Grade 6	September 1, 1994-August 31, 1995	ELA, Mathematics
☐	Grade 7	September 1, 1993-August 31, 1994	ELA, Mathematics
☐	Grade 8	September 1, 1992-August 31, 1993	ELA, Mathematics, Science, Social Studies
☐	Secondary	September 1, 1988-August 31, 1990	ELA, Mathematics, Science, Social Studies

Administration Period for 2006–07 NYSAA: January 2 – March 9, 2007

Supports Required per IEP (check and explain all that apply):

Type of Support	Details
☐ Assistive technology	_____
☐ Testing accommodation(s)	_____
☐ Communication system	_____
☐ Other *(specify)*	_____

2006–07 NYSAA
Datafolio Table of Contents

	Page
NYSAA Student Page	____
Table of Contents	____
Parent/Family/Guardian Survey	____
The following are required as applicable	
Informed Consent for Photographing, Video/Audio Tape Recording	____
Informed Consent for Incidental Photographing, Video/Audio Tape Recording*	____
The following documents must be included for each content area assessed.	
Data Summary Sheet for the first ELA AGLI	____
First Piece of Verifying Evidence** for the first ELA AGLI with label	____
Second Piece of Verifying Evidence** for the first ELA AGLI with label	____
Data Summary Sheet for the second ELA AGLI	____
First Piece of Verifying Evidence** for the second ELA AGLI with label	____
Second Piece of Verifying Evidence** for the second ELA AGLI with label	____
Data Summary Sheet for the first Mathematics AGLI	____
First Piece of Verifying Evidence** for the first Mathematics AGLI with label	____
Second Piece of Verifying Evidence** for the first Mathematics AGLI with label	____
Data Summary Sheet for the second Mathematics AGLI	____
First Piece of Verifying Evidence** for the second Mathematics AGLI with label	____
Second Piece of Verifying Evidence** for the second Mathematics AGLI with label.	____
Data Summary Sheet for the first Science AGLI	____
First Piece of Verifying Evidence** for the first Science AGLI with label	____
Second Piece of Verifying Evidence** for the first Science AGLI with label	____
Data Summary Sheet for the second Science AGLI	____
First Piece of Verifying Evidence** for the second Science AGLI with label	____
Second Piece of Verifying Evidence** for the second Science AGLI with label	____
Data Summary Sheet for the first Social Studies AGLI	____
First Piece of Verifying Evidence** for the first Social Studies AGLI with label	____
Second Piece of Verifying Evidence** for the first Social Studies AGLI with label	____
Data Summary Sheet for the second Social Studies AGLI	____
First Piece of Verifying Evidence** for the second Social Studies AGLI with label	____
Second Piece of Verifying Evidence** for the second Social Studies AGLI with label	____

This form must be signed and kept on file by the district.

****Supporting evidence is required when verifying evidence is a Data Collection Sheet.***

2006–07
New York State Alternate Assessment (NYSAA)
Parent/Family/Guardian Survey

Dear Parent/Family/Guardian:

Your child is participating in an alternate assessment this year. Your child's lead special education teacher (LSET) is required to let you know some of the assessment activities for your child. These activities will focus on English language arts (ELA), mathematics, science, and/or social studies. Your child's teacher needs to know how you think your child is doing with these content areas at home. This is an opportunity to share concerns about the educational needs of your child and how you and your child's teacher can work together to meet those needs.

The State Education Department developed Alternate Grade Level Indicators (AGLIs) for students to ensure access to the core curriculum. An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understandings aligned with the grade level core curriculum established for all students by the New York State Board of Regents.

Your child's teacher has indicated one AGLI on which your son or daughter is working within a particular content area. Please check all boxes that apply to your child's performance level and describe what your child knows and is able to do concerning the skill or skills listed.

This survey may take as little as 10 minutes of your time to complete.

- ✓ It is preferred that the survey be completed with your child's LSET during a meeting at the school, home, or another location.
- ✓ If that is not possible, you could engage in a telephone conference with your child's LSET.
- ✓ The third, but least preferred method of completing the survey, would be for the LSET to ask that you complete the survey and return it to the LSET.

Thank you for your time and assistance.

Student Name: _____

2006–07
New York State Alternate Assessment (NYSAA) Parent/Family/Guardian Survey

(LSET must complete this document as part of an interview with parents/family/guardians or by sending it home to be completed by the parent/family/guardian)

Content Area	**ELA** (LSET writes one AGLI below)	**Mathematics** (LSET writes one AGLI below)
Students targeted Alternate Grade Level Indicator (AGLI), as listed by teacher. An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understandings aligned with the core curriculum established for all students by the New York State Board of Regents.		
If applicable, does your child demonstrate this knowledge, skill, or understanding:		
1. at home?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
2. in the community?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
Is your child able to do this without any help?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
What level of support does your child need to do this?	☐ None ☐ Verbal Direction ☐ Physical Assistance	☐ None ☐ Verbal Direction ☐ Physical Assistance
Please describe how and if you see your child making progress, at home and/or in the community, toward meeting the AGLIs that the teacher has written above. (Continue on back if needed.)		

Student Name: _____

Content Area	**Science** (LSET writes one AGLI below)	**Social Studies** (LSET writes one AGLI below)
Students targeted Alternate Grade Level Indicator (AGLI), as listed by teacher. An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understandings aligned with the core curriculum established for all students by the New York State Board of Regents.		
If applicable, does your child demonstrate this knowledge, skill, or understanding:		
1. at home?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
2. in the community?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
Is your child able to do this without any help?	☐ Yes ☐ No ☐ Sometimes	☐ Yes ☐ No ☐ Sometimes
What level of support does your child need to do this?	☐ None ☐ Verbal Direction ☐ Physical Assistance	☐ None ☐ Verbal Direction ☐ Physical Assistance
Please describe how and if you see your child making progress, at home and/or in the community, toward meeting the AGLIs that the teacher has written above. (Continue on back if needed.)		

Student Name: _____

To be Completed by the Lead Special Education Teacher:

Person providing survey information about the student:

_____	_____	_____
Signature	Relationship to student	Date

Person recording answers to survey questions:

_____	_____	_____
Signature	Relationship to student	Date

Please check one:

- ☐ Parent/family/guardian meeting at school
- ☐ Parent/family/guardian meeting at home
- ☐ Telephone conference
- ☐ Parent/family/guardian completed the survey at home
- ☐ Other_____

☐ Parent/family/guardian was unavailable or unwilling to complete the survey. LSET documents date and method of attempts to engage parent/family/guardian below

Date	Method (phone call, written communication, home visit, etc.)

STUDENT

2006-07 New York State Alternate Assessment (NYSAA)

INFORMED CONSENT FOR PHOTOGRAPHING, VIDEO/AUDIO TAPE RECORDING

To the Parent/Family/Guardian of: _____
(Student's name)

Your child is currently participating in the New York State Alternate Assessment (NYSAA).

During this process, your child's teacher may find it necessary to record how your son or daughter performs the assessment tasks by taking photographs, video tapes, or audio tapes.

Your signed permission below will allow these records to be used as part of the assessment. Any reproduction of your child's assessment records for training purposes by the State Education Department will require that all identifying information be removed.

I, (parent/family/guardian's name) _____, grant permission for _____ (Teacher's name) to take photographs, video tapes, and/or audio tapes of my son/daughter as necessary for his/her NYSAA datafolio.

_____ _____
Parent/Family/Guardian's signature Date
(within the administration period)

NOTE: This form is required and must be included in the datafolio when photographic, video/audio tape evidence is submitted. If this permission form is not included in the datafolio, the AGLI will not be scored.

PEERS

2006-07 New York State Alternate Assessment (NYSAA)

INFORMED CONSENT FOR INCIDENTAL PHOTOGRAPHING AND VIDEO/AUDIO TAPE RECORDING OF CLASSROOM PEERS

To Parents/Family/Guardians:

Your child's teacher will be administering the New York State Alternate Assessment (NYSAA) to students in your child's classroom this year. We request your consent to have your child appear in photographs, video tapes and/or audio tapes in a limited way.

NYSAA requires lead special education teachers (LSETs) to collect student work and/or evidence of a student performing an assessment task through observation sheets, photographs, video or audio tapes. It may be necessary for your child's teacher to record the voice or image of the student who is being assessed during classroom activities with other students in the room. Therefore, there may be limited occasions when your child might appear in photographs, video or audio tapes that would be included in other student datafolios. Please note that your child would not be identified by name.

Your signature below gives your permission for your child's teacher to take photographs, video or audiotapes that may include your child in an indirect (incidental) manner for the purposes of developing other student datafolios.

STUDENT'S NAME: _____

SCHOOL NAME: _____

TEACHER'S NAME: _____

I, (Parent/Family/Guardian's name) _____, grant permission for _____(Teacher's name) to take photographs, video tapes and/or audio tapes of my son/daughter. I understand that my child's voice or visual image may appear in a limited way in another student's NYSAA datafolio but he/she will not be identified by name.

_____ _____

Parent/Family/Guardian's signature Date

NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.

2006-07 NYSAA VIDEO AND AUDIO TAPE CLIP SUMMARY FORM

Student Name (one student per tape): _____

Name of Lead Special Education Teacher (LSET): _____

School Name: _____

Label the video/audio tape with the above information. Attach a copy of this summary to the video/audio tape. Record a marker at the beginning of the tape and include: student's name, date of performance, content area, AGLI text and assessment task. When the assessment task is completed, a 2nd marker must be recorded at the end of the clip indicating level of accuracy and level of independence for the assessment task demonstrated.

Clip #	Audio/ Video	Date of Task	Content Area	AGLI Code #	Clip Length (90 sec. or less)	Staff Initials	Level of Accuracy	Level of Independence

NOTE: Only VHS compatible equipment will be provided at scoring sites. If any other video format is submitted it will be the responsibility of the LSET to provide the necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence may not be scored.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 3 - ELA **3**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **literary response and expression.**

☐ Students will read, write, listen and speak for **social interaction.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 3 – ELA (cont'd)	3

Student's Name:	Date of Birth:
School Name:	

Required Component: Listening

Choice Component (select one):

☐ Students will read, write, listen and speak for **literary response and expression.**

☐ Students will read, write, listen and speak for **social interaction.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 3 - MATHEMATICS	3

Student's Name:	Date of Birth:
School Name:	

Required Component: Number Sense and Operations

Choice Component (select one):

☐ Number Systems

☐ Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric					
	Level	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 3 – MATHEMATICS (cont'd)	3

Student's Name:	Date of Birth:
School Name:	

Required Component: Measurement

Choice Component (select one):

☐ Units of Measurement

☐ Units/Estimation

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 4 - ELA **4**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **literary response and expression.**

☐ Students will read, write, listen and speak for **social interaction.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 4 – ELA (cont'd)	4

Student's Name:	Date of Birth:
School Name:	

Required Component: Writing

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 4 – MATHEMATICS	4

Student's Name:	Date of Birth:
School Name:	

Required Component: Number Sense and Operations

Choice Component (select one):

☐ Number Systems

☐ Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 4 – MATHEMATICS (cont'd)	4

Student's Name:	Date of Birth:
School Name:	

Required Component: Measurement

Choice Component (select one):

☐ Units of Measurement

☐ Units/Estimation

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 4 – SCIENCE **4**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Scientific Inquiry

Choice Component (select one):

☐ Develop explanations of natural phenomena

☐ Testing proposed explanations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 4 – SCIENCE (cont'd)	4

Student's Name:	Date of Birth:
School Name:	

Required Component: Living Environment and Physical Setting/Earth Science

Choice Component (select one):

☐ Change in organisms over time

☐ Interactions among components of air, water and land

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 5 – ELA **5**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 5 – ELA (cont'd)	5

Student's Name:	Date of Birth:
School Name:	

Required Component: Listening

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 5 – MATHEMATICS	5

Student's Name:	Date of Birth:
School Name:	

Required Component: Number Sense and Operations

Choice Component (select one):

☐ Number Systems

☐ Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 5 – MATHEMATICS (cont'd)	5

Student's Name:	Date of Birth:
School Name:	

Required Component: Geometry

Choice Component (select one):

☐ Geometric Relationships

☐ Coordinate Geometry

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 5 – SOCIAL STUDIES	5

Student's Name:	Date of Birth:
School Name:	

Required Component: US and NYS History

Choice Component (select one):

☐ Colonial Life and Revolutionary War in NYS

☐ Industrial Growth and Expansion in NYS

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 5 – SOCIAL STUDIES (cont'd)	5

Student's Name:	Date of Birth:
School Name:	

Required Component: Civics, Citizenship and Government

Choice Component (select one):

☐ Government of World Communities

☐ Local, State and National Government

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 6 – ELA **6**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 6 – ELA (cont'd)	6

Student's Name:	Date of Birth:
School Name:	

Required Component: Writing

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 6 – MATHEMATICS	6

Student's Name:	Date of Birth:
School Name:	

Required Component: Number Sense and Operations

Choice Component (select one):

☐ Number Systems

☐ Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 6 – MATHEMATICS (cont'd)	6

Student's Name:	Date of Birth:
School Name:	

Required Component: Algebra

Choice Component (select one):

☐ Variables and Expressions

☐ Equations and Inequalities

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 7 – ELA **7**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding**.

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 7 – ELA (cont'd)	7

Student's Name:	Date of Birth:
School Name:	

Required Component: Listening

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 7 – MATHEMATICS	7

Student's Name:	Date of Birth:
School Name:	

Required Component: Number Sense and Operations

Choice Component (select one):

☐ Number Theory

☐ Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 7 – MATHEMATICS (cont'd)	7

Student's Name:	Date of Birth:
School Name:	

Required Component: Statistics and Probability

Choice Component (select one):

☐ Collection of Data, Organization and Display of Data

☐ Analysis of Data

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 8 – ELA **8**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding**

☐ Students will read, write, listen and speak for **critical analysis and evaluation**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – ELA (cont'd)	8

Student's Name:	Date of Birth:
School Name:	

Required Component: Writing

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – MATHEMATICS	8

Student's Name:	Date of Birth:
School Name:	

Required Component: Geometry

Choice Component (select one):

☐ Geometric Relationships

☐ Transformational Geometry

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – MATHEMATICS (cont'd)	8

Student's Name:	Date of Birth:
School Name:	

Required Component: Algebra

Choice Component (select one):

☐ Variables and Expressions

☐ Patterns, Relations and Functions

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric					
Level	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

Grade 8 – SCIENCE **8**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Scientific Inquiry

Choice Component (select one):

☐ Testing proposed explanations

☐ Observations made while testing

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – SCIENCE (cont'd)	8

Student's Name:	Date of Birth:
School Name:	

Required Component: Living Environment and Physical Setting/Earth Science

Choice Component (select one):

☐ Dynamic equilibrium

☐ Particle properties determine observable characteristics of matter and its reactivity

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric					
Level	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – SOCIAL STUDIES	8

Student's Name:	Date of Birth:
School Name:	

Required Component: US and NYS History

Choice Component (select one):

☐ Industrial Society

☐ Between the Wars

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	Grade 8 – SOCIAL STUDIES (cont'd)	8

Student's Name:	Date of Birth:
School Name:	

Required Component: Civics, Citizenship and Government

Choice Component (select one):

☐ Experiment in Government

☐ WWII to the Present

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET

High School– ELA **HS**

Student's Name:	**Date of Birth:**
School Name:	

Required Component: Reading

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School– ELA (cont'd)	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Writing

Choice Component (select one):

☐ Students will read, write, listen and speak for **information and understanding.**

☐ Students will read, write, listen and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School– MATHEMATICS	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Algebra

Choice Component (select one):

☐ Variables and Expressions

☐ Equations & Inequalities

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School– MATHEMATICS (cont'd)	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Statistics and Probability

Choice Component (select one):

☐ Organization and Display of Data

☐ Analysis of Data

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School SCIENCE	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Living Environment

Choice Component (select one):

☐ Similarities/differences between living and non-living things

☐ Human decision activities impact

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School SCIENCE (cont'd)	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Physical Setting/Earth Science

Choice Component (select one):

☐ Relative motion and perspective

☐ Interactions among components of air, water and land

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School SOCIAL STUDIES	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: US History

Choice Component (select one):

☐ Constitutional Foundations

☐ World in Uncertain Times: 1980-Present

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance **(record the last 3 dates of documented data)**	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA DATA SUMMARY SHEET	High School SOCIAL STUDIES (cont'd)	HS

Student's Name:	Date of Birth:
School Name:	

Required Component: Global History

Choice Component (select one):

☐ Age of Revolution

☐ Global Connections and Interactions

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: ☐ ☐ ☐ ☐ ☐

AGLI Text:

Assessment task:

The following is helpful to scorers when determining connection to grade level content:

☐ This assessment task is the **same** as one listed on page ___ of the NYSAA Frameworks.

☐ This assessment task is **comparable** to one listed on page ___ of the NYSAA Frameworks.

☐ This is an **original assessment task** developed by LSET.

Dates Student Performance (record the last 3 dates of documented data)	Date 1:		Date 2:		Date 3:	
	%	Rating	**%**	Rating	**%**	Rating
Level of Accuracy						
Level of Independence						

Scoring Rubric	**Level**	**100% - 80%**	**79% - 60%**	**59% - 30%**	**29% - 0%**
	Rating	**4**	**3**	**2**	**1**

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Verifying Evidence Label

Date Student Performance: _____/_____/_____

Student Name: _____

☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies

AGLI text: _____

_____

_____

_____

Task: _____

_____

_____

_____

Accuracy: _____ % Independence: _____%

2006-07 NYSAA Data Collection Sheet for Multi-Step Task

Student Name:	**Content Area:** ☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies
AGLI text:	**Assessment task:**

ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response | **INDEPENDENCE KEY: (+) Independent (-) Prompted**

Step Description	**Date**		**Date**		**Date**		**Date**		**Date**		**Date**		**Date**		**Date**	
	Acc +/-	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**
Total +'s																
Total Steps																
Fraction	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percent (%)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Staff Initials (Req'd)																
Setting																

STAFF KEY (REQUIRED)	Name: _____ Initials: _____ Name: _____ Initials: _____ Name: _____ Initials: _____	**SETTING KEY** (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required

2006-07 NYSAA Data Collection Sheet for Documenting a Task by Time Segments

Student Name:	**Content Area:** ☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies
AGLI Text:	**Assessment task:**
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response	**INDEPENDENCE KEY: (+) Independent (-) Prompted**

Length of Time Segment _____	**Date**		**Date**		**Date**		**Date**		**Date**		**Date**		**Date**		**Date**	
	Acc +/-	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**	**Acc +/-**	**Ind +/-**
1																
2																
3																
4																
5																
Total +'s																
Total Segment																
Fraction	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percent (%)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Staff Initials (Req'd)																
Setting																

STAFF KEY (REQUIRED)	Name: _____ Initials: _____ Name: _____ Initials: _____ Name: _____ Initials: _____	**SETTING KEY** (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required

2006-07 NYSAA Data Collection Sheet for a Single-Step Task

Student Name:	**Content Area:** ☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies
AGLI text:	**Assessment task:**
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response	**INDEPENDENCE KEY: (+) Independent (-) Prompted**

Date													
Accuracy													
Percent Accurate (0% or 100%)													
Independence													
Percent Independent (0% or 100%)													
Staff Initials (REQUIRED)													
Setting													

STAFF KEY (REQUIRED)	Name: _____ Initials: _____ Name: _____ Initials: _____ Name: _____ Initials: _____	**SETTING KEY** (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required

2006 – 07 NYSAA
Observer Verification Form
(Submitted with Data Collection Sheet only)

LSET completes this section:

Student Name: _____ **Date of Student Performance:** ____/____/____

☐ **ELA** ☐ **Mathematics** ☐ **Science** ☐ **Social Studies**

AGLI text: _____

_____

_____

_____

Assessment task: _____

_____

_____

_____

Accuracy: _____ % **Independence:** _____%

Observer* completes this section:

Observer Name: _____

Observer Title/Position (REQUIRED):

☐ Teacher
☐ Administrator
☐ Related Service Provider: ☐ Occupational Therapist, ☐ Physical Therapist, ☐ Speech & Language Therapist, ☐ Certified Occupational Therapy Assistant, ☐ Physical Therapist Assistant
☐ Nurse
☐ Other certified or licensed professional: _____ (title)

I hereby certify the assessment task was conducted in my presence.

_____ _____

OBSERVER SIGNATURE **DATE**
(cannot be the same person collecting data) (must be same date as above)

*An Observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 80-5.6 of the Regulations of the Commissioner of Education.**)**

Note: Use only one date of student performance data per Observer Verification Form

Appendix C – Quick Reference Sheet

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

Quick Reference Sheet
2006-07 NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)

Important Dates:

January 2 – March 9, 2007 - NYSAA Administration Period (i.e., data collection period)
April 9 – May 11, 2007 - NYSAA Regional Scoring Period

Age Ranges/Content Areas to be Assessed:

Students eligible for NYSAA, as determined by their CSE, must be tested on NYSAA consistent with the student's chronological age in accordance with the chart below. These dates and grades are different from the information posted in March 2006. Note that elementary social studies is now being administered at grade 5.

2006-07 NYSAA Administration: Age Ranges/Content Areas		
Assessment	**Birth Date**	**Reaches Age Given Between September 1, 2006 and August 31, 2007**
Grade 3 ELA, Math	September 1, 1997—August 31, 1998	9
Grade 4 ELA, Math, Science	September 1, 1996—August 31, 1997	10
Grade 5 ELA, Math, Social Studies	September 1, 1995—August 31, 1996	11
Grade 6 ELA, Math	September 1, 1994—August 31, 1995	12
Grade 7 ELA, Math	September 1, 1993—August 31, 1994	13
Grade 8 ELA, Math, Science, Social Studies	September 1, 1992—August 31, 1993	14
Secondary-Level ELA, Math, Science, Social Studies	September 1, 1988—August 31, 1990	17* to 18

*Note: NYSAA-eligible students with disabilities who will be leaving school before they reach their eighteenth birthday are encouraged to take the secondary–level NYSAA before they leave school (i.e. when they are 17 years old).

Definitions:

Alternate Grade Level Indicators (AGLIs) are descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with the learning standards and grade level core curriculum established for all students by the Board of Regents.

Datafolio is the scorable collection of student work that demonstrates student performance on assessment tasks reflecting the AGLIs for science, social studies, mathematics and English language arts. The standardized forms of the datafolio help teachers organize student information and enable scorers to locate information more readily. Follow the procedures in the 2006-07 Administration Manual for developing a scorable datafolio. Discard forms from previous years.

2:3:2 = Formula for the Amount of Data to be Collected Per Content Area

Per content area, **two** AGLIs will be assessed. Each AGLI will be assessed on **three** dates. The **two last** dates of the assessment of an AGLI will require verifying evidence. Note that there is no longer any variation in the amount of data to be collected at different grade levels.

Steps for Completing the Datafolio:

1. Prepare to Administer NYSAA.
2. Select AGLIs, two for each content area.
3. Meet with parents and complete Parent Survey.
4. Select assessment task corresponding to each AGLI.
5. Prepare to collect data, keeping documentation criteria in mind.
6. Conduct each assessment task on three different dates.
7. Complete Verifying Evidence (VE) documentation for the last two dates of the three dates.
8. Complete Data Summary Sheet reflecting performance on all three dates for the AGLI.
9. Complete steps 4-8 for the 2nd AGLI for the content area being assessed.
10. Complete steps 4-9 for each AGLI for the second content area, then the third and fourth content areas as required by birth date.
11. Assemble the datafolio according to standardized procedures described in the Administration Manual, using 2006-07 forms.
12. Submit the datafolio to the building administrator no later than close of business on the last date of data collection, i.e., March 9, 2007. The building administrator will package and forward datafolios to the regional Score Site Coordinator who will coordinate the regional scoring institute. Only datafolios that follow procedures can be accepted for scoring.

Common Errors that Affect Acceptability for Scoring

Unless the datafolio content is completed per the procedures and criteria described in the Administration manual, it cannot be accepted for scoring and represents an administrative error. It is recommended that teachers participate in collegial reviews of student datafolios throughout the administration period to help create scorable datafolios. Common errors include:

- Task description does not clearly link the task to the essence of the core curriculum content for the grade level.
- All the required information is not documented on the Verifying Evidence.
- Less than the required amount of documentation is submitted.
- Verifying evidence does not support the Data Summary Sheet.
- Photos are not sequential, captioned or from the same date.
- Dates recorded on Data Summary Sheet are outside the data collection period.
- Calculation and transcription errors make unclear the student's actual performance.
- Submission of Data Summary Sheets or Verifying Evidence containing scores written in pencil, covered in white out or that are photocopied.

Resources:

- For copies of the *Administration Manual*, including datafolio forms, the NYSAA Resource Guides and the latest information, please go to the Department's Alternate Assessment website at: http://www.vesid.nysed.gov/specialed/alterassessment/home.html.

Appendix D – Checklist of Things to Remember

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

Checklist of Things to Remember:	Yes /No	Done	Reviewed
1. Table of Contents:			
All pages are numbered in the datafolio			
Table of Contents page #'s match the corresponding pages in datafolio			
2. Student Page:			
Complete all fields: DOB, student name and ID#, based on date of birth indicate grade, district of residence, school name, service provider			
List only test accommodations shown in the datafolio and in the current IEP			
List only adaptive materials, equipment, techniques seen in the VE			
Student's date of birth corresponds to correct grade and assessed content areas per age chart on page 5 of the Administration Manual			
3. Parent/Family/Guardian Survey:			
Parent/Family/Guardian survey is included in datafolio			
If unable to make contact, or if parent is unwilling to complete the survey, all dates attempted are documented on the last page and include all 3 pages in the datafolio			
4. Data Summary Sheet (DSS):			
One Data Summary Sheet for each AGLI assessed			
All fields complete including AGLI code and ALGI text			
Task reflects knowledge, skill, and understanding of the AGLI			
Tasks are written simply without cues, prompts, levels of assistance, or criterion			
Tasks and materials are age appropriate			
Dates match the last three dates of recorded student performance data			
Dates listed on DSS in chronological order with last date in right column			
Percentages for accuracy and independence are filled in and match what is documented on VE			
Mistakes made during data collection are crossed out, corrected, and initialed - NO erasures, correction fluid, black out, etc.			
DSS is completed in permanent ink, NOT PENCIL			
5. Verifying Evidence (VE):			
Submit **TWO** pieces VE for each AGLI assessed			
VE confirms data for LAST two dates of data transcribed to DSS			
VE is labeled with student name, date of performance, content area, AGLI text, assessment task, and levels of accuracy and independence			
If VE label used, it does not obstruct any student work (okay on back)			
Tasks are written without cues/prompts or criterion			
Date(s) on VE are within specified administration period			
Last three dates of student performance data are transcribed to DSS			
Mistakes made during data collection are crossed out, corrected, and initialed - NO erasure, correction fluid, black out etc.			
VE requirements are completed in permanent ink, NOT PENCIL			

Checklist of Things to Remember:	Yes /No	Done	Reviewed
Levels of accuracy and independence calculated correctly, include notes if calculations will not be clear to scorer			
Student Work Samples: Work Samples are the student's original work – not photocopied			
Photographs, Video and Audio Tapes: Informed Consent signed and included in datafolio			
If classroom peers appear in photo/video/audio – Informed Consent for Incidental Photo/Video/Audio was signed and is on file with district			
Videotape is in VHS format			
Each video and audio tape clip is 90 seconds or less in length			
Photographic, video and/or audio tape evidence does not contain pre-requisite steps – only those steps corresponding to performance of task			
Video/Audio Tape Clip Summary form was completed and affixed to tape			
Video clips are arranged in order of the datafolio content areas			
Recorded marker at beginning of clip with student name, date, content area, AGLI text, and assessment task; another marker at end of clip with levels accuracy and independence			
Video/audio tape labeled with name of student, teacher and school			
Minimum sequence of three photographs from same date and assessment task			
Each photograph has a caption that explains the steps the student took to complete assessment task			
Each photograph, video and/or audio clip clearly shows the student performing the assessment task described. Will someone who does not know student understand what the assessment task was?			
Data Collection Sheet (DCS): Data collection for each task is clear and simple for others to follow			
Only the step(s) relevant to the assessment task are listed			
Accuracy and independence can easily be measured for each step			
Teacher input on the DCS is original – not photocopied, and permanent ink was used (NOT PENCIL)			
Staff who are recording the data have signed and initialed bottom of DCS (REQUIRED)			
Supporting evidence is present, corresponds to one or two of last two dates of student performance data, and meets requirements for all VE			
If supporting evidence is an OVF, date of assessment task matches DCS			
– Observer is not supplementary school personnel			
– Date on observer signature is same date as assessment task			
– Observer signature is different from person who collected data (name different from staff member initials on DCS for that date)			

Appendix E – 2006-07 NYSAA Resources

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

2006-07 NYSAA RESOURCES

Web Addresses

Office of State Assessment
http://www.emsc.nysed.gov/osa/
New York State Alternate Assessment:
http://www.vesid.nysed.gov/specialed/alterassessment/home.html
VESID
http://www.vesid.nysed.gov
VESID Special Education:
http://www.vesid.nysed.gov/specialed/home.html
VESID Special Education Publications:
http://www.vesid.nysed.gov/specialed/publications/home.html
VESID Special Education Quality Assurance:
http://www.vesid.nysed.gov/specialed/quality/home.html

If you would like to receive e-mail notifications of VESID publications, register at:
http://www.vesid.nysed.gov/specialed/publications/register.htm

Key Documents

VESID Policy Memorandum 01-02, March 2001, "State Alternate Assessment for Students with Severe Disabilities":
http://www.vesid.nysed.gov/specialed/publications/policy/alterassess.htm
Parts 200-201 of the Regulations of the Commissioner of Education:
http://www.vesid.nysed.gov/specialed/publications/lawsandregs/coverpage.htm
Important Changes Regarding Administration of the New York State Alternate Assessment for 2006-07:
http://www.vesid.nysed.gov/specialed/alterassessment/changesadmin.htm
Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006-07:
http://www.vesid.nysed.gov/specialed/publications/policy/ungraded.htm

New York State Education Department Contacts

NYS Education Department
Office of State Assessment
Room 775 EBA
89 Washington Avenue
Albany, New York 12234

NYS Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
99 Washington Avenue, Room 1624
Albany, New York 12234

NYS VESID Special Education Quality Assurance Regional Offices

Western Regional Office: .....(585) 344-2002
Central Regional Office: .....(315) 428-3287
Eastern Regional Office: .....(518) 486-6366
Hudson Valley Regional Office: .....(914) 245-0010
Long Island Regional Office: .....(631) 884-8530
New York City Regional Office: .....(718) 722-4544

Appendix F –NYSAA Frameworks

ADMINISTRATION MANUAL

New York State Alternate Assessment
(November 2006)

2006-07 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 curricula. 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

Each framework begins with a test blueprint 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.

The Essences of Grade Level Student Performance Expectations

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 Framework. 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 AGLI 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. A teacher selects one AGLI from this section for each choice component, starting from the most complex level and work backwards to the point that is most appropriate for the student.

Ideas for Sample Assessment Tasks

Finally, the teacher uses the Sample Assessment Tasks in the following section to select an assessment task, arranged from less complex to more complex. Also provided are assessment strategies and possible ways to show evidence of the student’s achievement. Teachers may use the tasks listed on the Assessment Ideas page, 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. Other tasks not listed may not be aligned and are at risk of not being scored as connected to grade-level content.

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.

Appendix F

New York State Alternate Assessment

English Language Arts NYSAA Frameworks

to the

Core Curriculum Grade Level Expectations

and

Alternate Grade Level Indicators

for

Students with Severe Cognitive Disabilities

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 Idea[2]	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						

[2]Key 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.

Grade 3

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 3			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 2	The student will: • attend to or read simple materials with one or two words (12101) • attend to or read various genre as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12102) • select pictures, objects, etc. that reflect characters and/or events in familiar texts (12103) • select pictures, objects, etc. that show "who", "what", "where", about a familiar text (12104) • interact with parts of a story through familiar hand motions and/or expression of emotions (12105)	The student will: • read appropriate texts to gain comprehension (12201) • choose appropriate texts for listening and/or reading in different genres (12202) • 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 and/or comprehension (12301) • distinguish among varieties of texts, noticing differences in the way they look, the way they sound, that some are factual and/or some imaginative (12302) • identify important details about events and/or people in texts (12303)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select pictures that reflect characters in a story.	• Video clip of student selecting pictures • Data collection sheet recording the student's performance
	The student will identify important main events in stories read aloud using pictures from the text.	• Work product with questions asking the student to identify the important people and events in a story
More Complex	The student will read a text and identify important details about where and when an event in the story took place.	• Audio clip of student answering the questions about the events in a story

Grade 3

Key Idea: Reading		
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	• 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	• Share reading experiences to build relationships with others • Work together with peers to answer literal questions about text

ALTERNATE GRADE LEVEL INDICATORS – GRADE 3			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷ **More Complex**			
Standard 4	The student will: • attend to texts read aloud by others (14101) • take turns giving an opinion about text (14102) • take turns sharing information about the characters in a text (14103)	The student will: • read simple texts and/or respond appropriately (14201) • listen and/or respond appropriately to others' thoughts and/or opinions about texts (14202) • answer "who", "what", and/or "when" questions about texts with classmates (14203)	The student will: • read modified grade level texts with classmates (14301) • using discussion with peers, answer literal questions about text read or read aloud by others (14302)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will take turns sharing information about the characters in the texts.	• Data collection sheet recording the student's ability to follow the appropriate conversation skills and share and listen to thoughts about the characters in the story • Sequenced captioned dated pictures of student group answering "who" questions about the characters in the story
	The student will answer literal questions about texts with classmates.	• Video clip of student and peer creating a poster about characters in the texts
	The student, using discussion with peers, will answer literal questions about texts read or read aloud by others.	• Audio/video clip of the student working with the small group to answer the questions about the texts

Grade 3

Key Idea: Listening		
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	• 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	• Listen attentively to a literary piece for literary response and expression • Listen to identify elements of a story (character, plot/what happens and setting)

ALTERNATE GRADE LEVEL INDICATORS – GRADE 3			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷ **More Complex**			
Standard 2	The student will: • attend to/respond to environmental sounds in the story (32101) • 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 genre as they are read aloud (poetry, prose, fiction, nonfiction, drama) (32104) • attend to familiar texts and recognize: "who", "what", "where", "when", and/or "how" in those texts (32105)	The student will: • show understanding and appreciation by responding appropriately and/or by selecting favorites (32201) • 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: character, plot, setting (32301) • recognize rhyme and/or rhythm in poetry (32302) • respond to unfamiliar stories and/or poems appropriately to show comprehension (32303) • recognize the author's message (32304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will indicate environmental sounds each time they occur in the story.	• Video clip of student listening to a story about trains and responding/indicating every time he/she hears a train's sound
	The student will listen to texts and answer literal questions.	• Audio/video clip of student answering the questions
	The student will listen to a story and identify story elements: character, plot, setting and answer questions.	• Student work product with the element questions and student answers

Grade 3

Key Idea: Listening		
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	• 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	• Listen to friendly communication (e.g. notes, cards, longer letters and personal narratives) to identify elements, e.g., tone, that reveal social relationships between people • Respect the speaker

ALTERNATE GRADE LEVEL INDICATORS – GRADE 3			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷			**More Complex**
Standard 4	The student will: • attend while friendly notes addressed to the student are read aloud (34101) • show respect, by attending to what speakers say aloud or in writing (34102) • identify words and/or conventions that reveal tone and/or writer's feelings (34103) • identify the words and/or conventions (greeting, format in a note card, closing) the writers use (e.g., by pointing to them) to show feelings (34104) • 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 and/or cards written to people other than themselves (34201) • identify the writers of the friendly notes (friends, teacher, parent) (34202) • attend to longer personal narratives (e.g., diary or journal entries, friendly letters) (34203) • identify the audience of these longer personal narratives (34204) • identify words that show the writers' tone and/or feelings toward the recipient who has been identified (34205)	The student will: • listen to friendly notes, cards, and/or longer personal narratives that are read aloud and identify elements (e.g., words, tone, conventions) that reveal social relationships between people (34301)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student matches picture of writer and recipient with appropriate letter.	• Work product with the pictures matched to the letters
	The student will identify words and conventions that reveal feelings by answering questions about what different terms suggest.	• Audio or video clip of student answering the questions regarding the terms *dear, love, happy, hope, miss you, pleased*
More Complex	The student will listen to friendly notes, cards, and longer personal narratives read aloud and answer questions to identify elements that reveal social relationships between writer and recipient.	• Data collection sheet recording student responses to questions such as: Who might receive this note?; Who may have written this note?; Which words indicate who the writer is? (e.g., signature at end of note or letter; content references to writer: I; you are my…e.g., son, daughter, niece, student, we; greeting: e.g., to my daughter, son, dearest friend; closing of letter: e.g., your friend, cousin, loving daughter, grandparent); Which words indicate to whom this was written? (see above for examples); Which words indicate their relationship?

Grade 4

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 4			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷ **More Complex**			
Standard 2	The student will: • attend to or read literary texts (12101) • attend to or read different genres (poetry, prose, fiction, nonfiction, drama) (12102) • identify important people and/or events in stories read aloud (12103) • 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 meanings of the terms: plot, character, and/or setting (12202) • understand plot means the sequence of events or action of a narrative (12203) • relate text to a personal experience (12204) • recognize explicit motives of characters (12205) • answer questions about plot, character, and/or setting of texts (12206)	The student will: • select and read literature with fluency and comprehension (12301) • recognize literary terms as they apply to literary texts: plot, character, setting (12302) • understand plot means the sequence of events or action of a narrative leading to a logical ending (12303) • recognize explicit motives of characters (12304) • identify favorite and/or least favorite parts of a story (12305) • make predictions about ending of story (12306)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will attend to or read literary texts during reading-time.	• Video clip of student attending to the teacher reading a story • Data collection sheet (time sequenced) documenting student attending during reading-time
	The student will identify the meanings of the terms: plot, character, and setting by matching the term with its definition.	• Work product of the terms and a line drawn to the definition • Sequenced captioned dated pictures of the student matching the definition with the corresponding term in a story
	The student will recognize literary terms as they apply to literary texts: plot, character, setting by answering question about the text.	• Data collection sheet recording student's responses in answering questions that utilize the literary terms of plot, character, setting

Grade 4

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 4			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 4	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 simple texts with classmates (14201) • in a peer setting answer literal questions about text read or read aloud by others (14202)	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, telling one fact about each with a group (14305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will attend to stories read with the class.	• Sequenced captioned dated photographs of student with class while teacher is reading a story
	The student will read text with a group following appropriate group work procedures.	• Data collection sheet recording the conversation and describing the student's use of appropriate conversation skills for the procedure
More Complex	The student will read texts with classmates.	• Audio clip of the student working with the 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)

Grade 4

Key Idea: Writing		
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	• 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	• Take notes to record facts • State a main idea • Compare ideas and information

ALTERNATE GRADE LEVEL INDICATORS – GRADE 4			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • select words, pictures, symbols, etc., from simple text to record facts in a graphic organizer (21101) • 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)	The student will: • take notes from text to record facts, data, and/or ideas (21201) • identify main ideas in paragraphs for note taking (21202) • identify similar facts or ideas in one text for note taking (21203) • demonstrate ongoing journaling of information (21204)	The student will: • compare ideas or facts (21301) • create/write a general statement about a comparison (21302) • state a main idea based on notes (21303) • retell (summarize) informational text in own words (21304) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select cards with photos, symbols or objects representing main ideas in an informational text for note taking.	• Video clip of the student attending to the text, selecting the appropriate cards for the notes
	The student will group the cards having words, pictures, symbols, etc., or objects into groups (categories) by identifying similarities, based on information provided in text.	• Data collection sheet recording the student performance of grouping similar information
More Complex	The student will record notes, either by writing, audio recording, (or method typically used by this student) based on reading informational text.	• Audio/video clip of the student taking/recording notes from informational text

Grade 4

Key Idea: Writing		
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	• Write original literary texts that - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that - 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 4			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 2	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) • create/write record ideas for stories (22103) • tell a story with character(s) and/or setting (22104) • create pictures, symbols, objects, etc. to communicate a story (22105)	The student will: • create text for stories about personal experiences (22201) • create text for stories having plot, setting and/or characters (22202) • read stories and retell plot (22203) • identify plot, character and/or setting in stories (22204) • respond to stories by relating to personal experiences (22205) • begin to use the writing process(e.g., prewriting, drafting, revising, proofreading, and revising) (22206)	The student will: • create/write stories using personal experiences enhanced with make-believe having plot, setting and/or characters (22301) • use the writing process in composing text(e.g., prewriting, drafting, revising, proofreading, and revising) (22302) • write complete sentences to respond to explicit literary questions about plot, setting, and/or character (22303)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will tell (write, draw, select pictures, etc.) stories about personal experiences, when given a starting question.	• Work product of the story about the student's weekend
	The student will create text for story journal having simple plot, setting, and characters.	• Work product of the student's story
More Complex	The student will write a story about something the student knows about that has a plot, setting and characters.	• Video clip of the student performing the task

Grade 5

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 5			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 1	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 school library (11201) • use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapter headings, tables of contents, indexes (11202) • use text features such as captions, maps and/or charts to gather information (11203) • recognizes 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: • locate and/or use the school library resources to find information (11301) • use the school library to acquire information (11302) • locate 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 (11304) • use text features such as captions, maps, charts, and/or tables, to gather information (11305) • collect facts and/or ideas about a topic (11306) • 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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will identify the title of a text when presented with choices of different text features from a familiar text.	• 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)
	The student will use/create text features on a simple map to gather/tell information.	• Video clip of student looking at map and answering questions • Student work product of a map of the school created by the student with exits and other important features indicated on the map
	The student will use captions to gather information about steps of completing a project.	• Video clip of student looking at illustrations from text sequencing the steps

Grade 5

Key Idea: Reading		
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	• 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 - 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 5			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 2	The student will: • attend to or read familiar books (12101) • recognize literary terms in literary texts: plot character, setting (12102) • 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) • recognize literary terms in literary texts: plot character, setting (12202) • understand plot means the sequence of events or action of a narrative leading to a logical ending (12203) • relate text to a personal experience (12204) • recognize explicit motives of characters (12205) • identify favorite and/or least favorite parts of a story (12206) • make predictions about ending of story (12207)	The student will: • make predictions, identify clues (12301) • 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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will use pictures in the book to identify the beginning and ending of the story.	• Video clip of student selecting pictures and placing them in order
	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to a logical ending.	• Video clip of the student telling the story by drawing pictures, selecting pictures, or role playing • Data collection sheet recording the responses
	The student will identify key details of how characters resolve problems/conflicts in the story.	• Audio clip of student providing the details of how the character resolves the conflict/problem • Student work product of a graphic organizer using pictures or words to show characters from different stories with the same problem/conflict

Grade 5

Key Idea: Listening		
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	• 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	• Follow instructions that provide information about a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion

ALTERNATE GRADE LEVEL INDICATORS – GRADE 5			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • follow verbal directions having one step (31101) • respond to speaker (e.g. yes/no questions, choices, decisions, etc.) (31102) • identify factual statements that can be proven true or false (31103) • identify main ideas in informational text (31104) • take notes (main ideas) while listening (31105)	The student will: • follow two-step verbal directions (31201) • distinguish between statements of fact and/or opinion (31202) • distinguish between main ideas and/or details in informational text (31203) • distinguish relevant details from irrelevant details (31204) • take notes of main ideas and/or supporting details while listening (31205) • recognize how details are related to main ideas and/or each other (31206)	The student will: • follow multi-step verbal directions to perform a task or assignment (31301) • distinguish between fact and/or opinion (31302) • identify essential details when note taking (31303) • identify how details are related to main ideas and/or each other (31304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will follow verbal directions having one step.	• Data collection sheet documenting student responses to directions
	The student will take notes about the main idea while listening to a book on tape about animals.	• Video clip of the student performing the task
	The student will listen and follow multi-step verbal directions to perform a task or assignment.	• Sequenced captioned, dated pictures of the multi-step assignment of the student using the meter stick to measure the classroom

Grade 5

Key Idea: Listening		
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	• 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 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 5			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷			**More Complex**
Standard 2	The student will : • attend to literary texts read in small groups (32101) • identify story elements: character, plot, setting (32102) • recognize rhyme and/or rhythm in poetry (32103) • recognize different genres with peers (32104) • recognize similes and/or personification (32105) • respond to unfamiliar stories and/or poems appropriately to show comprehension (32106) • identify the author's message (32107)	The student will: • respond to different genres read aloud (32201) • discuss different genres read aloud to enhance comprehension and/or appreciation (32202) • listen to recognize the author's message (32203) • identify use of obvious rhyme and/or rhythm in poetry (32204) • listen to identify similes and/or personification (32205)	The student will: • respond to different genres and/or authors' works read aloud (32301) • take part in small group and/or classroom literary discussions to identify the author's purpose and/or message (32302) • recognize that the author's message may be implied and not explicit (32303) • recognize the use of literary devices: rhyme, rhythm, personification and/or simile to enhance appreciation of literature (32304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will listen to recognize rhythm in poetry by clapping his/her hands (using a switch, making a sound, etc.) indicating when he/she hears rhythm in the poem.	• Data collection sheet documenting student's responses indicating rhythm
	The student will listen to identify the use of obvious rhyme and rhythm in unfamiliar poetry by pointing to the book indicating he/she hears a rhyme in the poem.	• Video clip of student completing the task
More Complex	The student will listen in order to recognize the use of literary devices by explaining the two things that are being compared in the poem.	• Audio/video clip of student indicating the two things compared in the poem

Grade 6

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 6			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 1	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 captions and/or charts to gather information (11103) • 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: • locate and/or use the school library resources to find information (11201) • use the school library to acquire information (11202) • locate 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/or use the school library or public library to acquire information (11301) • read to collect facts and/or ideas about a chosen topic (11302) • 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 using a graphic organizer (11306) • use facts to support a main idea (11307) • draw conclusions based on explicit information about a topic (11308)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will match objects that relate to a particular topic.	• Data collection sheet recording student performance of matching the object to the topic
	Using a topic in which people do or make something that is familiar, the student will indicate one way in which these pictures suggest different ways of doing (topic).	• Student work product with the ideas student came up with regarding different ways to make something (e.g., making pizza, decorating a cake, painting a picture, decorating a hat)
More Complex	The student will collect facts about safety precautions.	• Data collection sheet recording the questions and the student's responses to each topic

Grade 6

Key Idea: Reading		
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	• 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) - 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	• 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 authors 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 6			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 2	The student will: • select and attend to or read literature (12101) • recognize literary terms in literary texts: plot character, setting (12102) • 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 parts of a story (12107)	The student will: • make predictions, identify clues (12201) • 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 setting, plot and/or characters (12204) • 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”, “how” (12302) • 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 genre (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: rhyme patterns, rhythm, and/or repetition (12309) • identify details in a story or poem that appeal to the senses (12310)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	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.	• Video clip showing student performing the task • Data collection sheet recording the task and the student's responses
	The student role plays to show a change that occurs to a character in a story.	• Video clip showing student performing the task
	The student will identify changes in characters and their personalities reflected in their actions and/or words.	• Student work product of a graphic organizer showing the character at the beginning, the change, and the character at the end

Grade 6

Key Idea: Writing		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 6			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • identify main idea in informational text for note taking (21101) • separate main ideas from details (21102) • retell (summarize) informational text in own words (21103) • arrange events in logical sequence using time-ordered words (21104) • 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 among the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc) (21203) • identify ideas or facts unrelated to the main idea (21204) • create/write a general statement about comparison/ contrast (21205) • identify appropriate order (e.g., chronological, importance) of details to relationship to main idea (21206) • 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 among data, facts, and/or ideas to organize notes (21302) • distinguish relevant from irrelevant ideas or facts (21303) • state the main idea and supporting details or examples using a graphic organizer (21304) • create/write the answers to literal questions about explicit text (“who”, “what”, “where”, “when”, “how”) (21305) • compare and/or contrast facts and/or ideas (21306) • create/write a conclusory sentence about a comparison/ contrast (21307)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select main ideas using pictures for note taking.	• Data collection sheet recording the task and the student's notes/responses
	The student will write a paragraph or prepare a graphic organizer that shows a comparison/contrast of information.	• Student work product of student's comparison using graphic organizer, 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)
More Complex	The student will indicate supporting information in the notes that shows that his/her answer to literal questions is accurate.	• Video clip of the student performing the note taking research to answer a question such as: "How long has Albany been the capital of New York State?" "209 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY."

Grade 6

Key Idea: Writing		
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	• Write original literary texts - 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 - 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 6			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 2	The student will: • create/write stories using personal experiences (22101) • use the writing process in composing text(e.g., prewriting, drafting, revising, proofreading, and revising) (22102) • create/write to respond to literary questions about plot, setting, and/or character (22103) • identify characteristics of writing style in favorite stories (22104) • create pictures, symbols, objects, etc. to communicate a story (22105)	The student will: • create/write stories with original plots and/or characters with some development (22201) • 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) • create/write responses to explicit questions about stories using related vocabulary (22205) • recognize writing styles of various authors (22206)	The student will: • create/write original stories with well developed/defined setting, plot and/or characters (22301) • write responses to stories using the writing process (22302) • respond to stories using related vocabulary demonstrating an understanding of plot and/or character (22303) • use the writing process to develop clear, concise, and/or varied sentences (22304) • begin to develop a personal writing style (22305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will create pictures to respond to literary questions about character for story journal.	• Data collection sheet recording the questions and student's responses
	The student will create text in which he/she identifies details in stories that develop plot (problem/conflict) and the characters, (relationships, motivation).	• Student work product of a graphic organizer of plot details and/or character traits with details from the story
More Complex	The student will write responses to weekly questions posed by the teacher regarding stories read that week.	• Video clip of the student performing the task

Grade 7

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 7			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • locate and/or use the school library resources to find information (11101) • use the school library to acquire information (11102) • locate public library (11103) • locate organizational text features in original formats, e.g., titles, page numbers, chapters headings, table of contents, indexes (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/or use the school library or public library to acquire information (11201) • read to collect facts and/or ideas about a chosen topic (11202) • 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 using graphic organizer (11206) • 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) • read multiple informational texts to collect facts and/or ideas about a single topic (11302) • 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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will attend to or read to collect facts about a topic.	• T chart with facts about a bus schedule • Student work product of a weather journal with clippings from a newspaper about the weather
	The student will read to collect ideas about a chosen topic.	• Audio/video clip of student answering the questions of the ideas (e.g. better ways to do whatever; other opinions about, pros and cons, etc)
More Complex	The student will read multiple informational texts to collect facts about a single topic (student should have a minimum of three texts).	• Work product of the title of student's topic choice with the data marked/highlighted pages, notes, etc.; (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts/ideas highlighted, etc.)

Grade 7

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 7			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 2	The student will: • attend to or read to make predictions, identify clues (12101) • attend to or read to identify favorite and/or least favorite parts of a story (12102) • attend to or read to relate setting, events, and/or characters to personal experience or the experience of others (12103) • attend to or read to identify key details about setting, events and/or characters (12104) • attend to or read to identify motives of characters (12105) • attend to or read to identify changes in characters in a story (12106) • attend to or read to identify different genres (12107) • attend to or read to identify the author's message (12108)	The student will: • tell what happens in a story in sequence (plot) (12201) • provide details about events (plot): "who", "what", "where", "when", "how" (12202) • 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: rhyme patterns, rhythm, and/or repetition(12209) • 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 (12305) • 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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will attend to stories presented from two genres.	• Data collection sheet recording the student attending to a fictional story and a play about the same topic
	The student will tell how the same story written in two different genres is alike and different.	• Audio/video clip of student indicating which two out of three genres are the same story
More Complex	The student will tell how two common stories from different genre are alike and different.	• Audio/video clip of student identifying the pair and explaining the similarities and differences • Graphic organizer comparing and contrasting the two genres telling the same story

Grade 7

Key Idea: Listening		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 7			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷ **More Complex**			
Standard 1	The student will: • listen to and follow one-step directions to perform a task or assignment (31101) • respond to speaker (e.g. yes/no questions, choice decisions, etc.) (31102) • distinguish between fact and/or opinion (31103) • identify how details are related to main ideas and/or each other (31104) • take notes (main ideas) while listening (31105)	The student will: • 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 while listening (31203)	The student will: • listen to and follow multi-step, directions that provide information about a task or assignment using a flow chart (31301) • listen to an oral presentation and/or identify essential information via note taking (31302) • listen to an oral presentation and/or draw conclusions on the basis of explicit information presented (31303) • identify essential details when note taking (31304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will listen to an editorial from a newspaper and an informational piece from the internet to identify which one is fact-based and which one is opinion-based.	• Data collection sheet recording student responses
	The student will listen to and follow two-step verbal directions that provide information about a task or assignment.	• Video clip of student following the two-step directions and completing the task
	The student will listen to guest lecturers discussing various career paths and will draw one conclusion about each lecture.	• Student work product of the conclusion the student drew from one of the lecturers

Grade 7

Key Idea: Listening		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 7			
POSSIBLE ENTRY POINTS for Listening			
Less Complex ⟷ **More Complex**			
Standard 2	The student will: • respond to different genres and/or authors' works read aloud (32101) • recognize rhyme and/or rhythm in poetry (32102) • identify story elements: character, plot, setting (32103) • take part in small group and/or classroom literary discussions to identify the author's purpose and/or message (32104) • recognize the use of literary devices: rhyme, rhythm, personification and/or simile to enhance appreciation of literature (32105)	The student will: • listen to stories to recognize that the author's style affects appreciation and/or understanding of literary text (32201) • listen to stories to identify details that imply information about a character (32202) • 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 implied and not explicit (32204)	The student will: • listen to class lectures and/or small group and/or classroom discussions to comprehend and/or interpret literary text (32301) • begin to interpret texts using inferences about characters (32302) • identify literary devices in texts to support interpretations of stories and/or poems (32303) • recognize that the author's use of literary devices affects a listener's understanding of literary text (32304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will take part in the small group discussion by indicating a question or response to a question about the author's message.	• Audio/video clip of student taking part in discussion and answering follow-up questions
	The student will listen to two different stories to recognize that the author's style affects appreciation and understanding of literary texts by indicating which story he/she likes better and giving one reason why.	• Data collection sheet recording student responses
More Complex	The student will listen to class lectures and will retell what happens in the story within a small group in order to comprehend and/or interpret literary text.	• Audio/video clip of student completing the task

Grade 8

Key Idea: Reading		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 8			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • locate the school library or public library to acquire information (11101) • 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/or explicit information (11207) • draw conclusions based on explicit information about a topic (11208)	The student will: • use the school library and/or public library resources independently to acquire information (11301) • research library resources to collect facts and/or ideas about a given topic from multiple sources (11302) • compare and/or contrast information from multiple sources (11303) • identify statements of fact and/or opinion (11304) • select relevant facts and/or data to support given topic (11305) • draw conclusions based on explicit and/or implicit information (11306) • interpret information (11307) • read multiple informational texts to collect facts and/or ideas about a single topic (11308)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will relate facts and ideas to the chosen topic by matching objects, symbols, drawings, or pictures related to the topic.	• Data collection sheet recording student answering through yes/no responses 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
	The student will sort a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not relate to the topic.	• Video clip of the student performing the task
	When presented with a main idea and various facts and/or data, the student will select the facts or data that support a main idea.	• Data collection sheet recording the student's responses

Grade 8

Key Idea: Reading		
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	• Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, - 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 8			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 3	The student will: • attend to or read to identify central idea (13101) • attend to or read to identify the similar information in two sources (13102) • attend to or read to compare similar information to find differences (13103) • 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, such as cultural or historical, on an issue presented in one or more than one text (13106) • state personal criteria for opinions about specific texts (13107)	The student will: • identify the central idea and/or supporting ideas in age appropriate text (13201) • recognize relative importance of supporting details (13202) • determine whether support justifies positive evaluation of the central idea (13203) • compare related information to help determine validity (13204) • check accuracy of information by considering author's purpose and/or concurrence with personal experience (13205) • recognize that various perspectives may alter opinions about a literary text (13206) • use personal criteria to evaluate quality of literary works (13207)	The student will: • use strategies to determine validity and/or accuracy of information: e.g., adequate support, compare/contrast similar texts or data or personal experience, author's purpose, different perspectives (13301) • use established criteria to evaluate literary works (13302) • form a personal opinion about a literary work based on personal criteria (13303)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will attend to or read to identify similar information in two sources by indicating "yes" or "no" to questions.	• Audio clip of the student performing the task (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.)
	The student will identify valid information by matching it to similar information in other sources.	• Student work product of documentation of research about information from a bibliography with notes verifying information found in each work • Audio/video clip of student matching information in a book to information from an internet web site
More Complex	The student will answer questions about the author's purpose and perspective to determine the validity of information.	• Audio clip of student presenting conclusions of research about the author, answering the questions about whether the information is valid.

Grade 8

Key Idea: Writing		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 8			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 1	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”, “how”) (21102) • 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) • retell (summarize) informational text in own words (21106) • 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 relevant and/or irrelevant ideas, facts, or data (21203) • 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) • create/write clear sentences to answer literal questions or to present information (“who”, “what”, ‘where”, “when”, “how”, “why”) about explicit informational text (21302) • use information to support answers to literal questions (21303) • use outline or other organizer to share information (21304) • expand on an idea using a graphic organizer to share information about a comparison and/or contrast (21305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will organize the notes about steps of recipes in sequence from first step to last step.	• Data collection sheet recording the student's responses to organizing various recipes for cooking class
	The student will create text, chart or other graphic organizer to share information about a comparison/contrast.	• Student work product of a graphic organizer completed by student expressing the comparison of two things (e.g., sale of apples in New York compared to other states)
More Complex	The student will create text to respond to literal questions using information from various resources for support.	• Video clip of the student performing the tasks by writing to questions such as: "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?"

Grade 8

Key Idea: Writing		
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	• 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	• 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

ALTERNATE GRADE LEVEL INDICATORS – GRADE 8			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 3	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) • state an opinion about a text (23106)	The student will: • read stories and/or make predictions about possible outcomes and/or explain reasoning, by using evidence (23201) • create/write persuasive, expository, or descriptive sentences about one topic for a particular audience (23202) • recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203) • use a graphic organizer to share details to develop a description (23204) • use a graphic organizer to share details to develop exposition (23205) • use a graphic organizer to share facts to support an opinion (23206) • check the validity of facts or examples in persuasive writing (23207) • recognize the strategies necessary for effective persuasion, exposition (informational) and/or description (23208)	The student will: • make a prediction about a possible outcome and/or provide supporting evidence or state an opinion and/or provide supporting evidence (23301) • use a graphic organizer to develop content for a written presentation for a particular audience and/or purpose (23302) • identify independently persuasive techniques in editorials or advertising (23303) • check the validity of facts or examples in persuasive writing (23304) • create/write a persuasive, expository, or descriptive paragraph for a particular audience (23305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will show which of two pictures out of five pictures show events of fact.	• Video clip of student selecting two pictures that show factual events from a choice of five different pictures
	The student will create text that includes several persuasive statements appropriate for a particular audience, chosen by the student. (e.g., teacher, parent, principal, another student, editor of the local or school newspaper) about a topic chosen by the student.	• Work product of student writing to the principal about school lunch
	The student will create a text (minimum of one paragraph) in which he/she states an opinion and provides supporting evidence.	• Work product of student paragraph(s)

High School

Key Idea: Reading		
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	• Locate and use school and public library resources for information and research - 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 - demonstrate task awareness by employing flexible strategies • Skim texts to gain an overall impression and scan texts for particular information - 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 - employ a range of post-reading practices	• 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

ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 1	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 multiple informational texts to collect facts and/or ideas about a single topic (11102) • 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 and/or dissimilar information from a variety of sources about the same topic (11105) • use text features to find information: book titles, chapter titles, headings, subtitles, etc. (11106)	The student will: • use the school library or public library resources to acquire information (11201) • research library resources to collect facts and/or ideas about a given topic from multiple sources (11202) • compare and/or contrast information from multiple sources (11203) • identify statements of fact and/or opinion (11204) • select relevant facts and/or data to support given topic (11205) • 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 the school and/or public library resources for information and/or research (11301) • interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302) • connect research data, both explicit and/or implicit, and/or draw conclusions (11303) • develop opinions based on information (11304) • support opinions with relevant information (11305)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will distinguish facts from opinions by sorting cards with words, pictures, objects, symbols, etc. of real and unreal objects (animals, plants, etc) into two stacks: real and unreal.	• Student work product with pictures indicated, labeled real and unreal
	The student will interpret information by drawing logical/reasonable conclusions from various facts.	• Video clip of completion of activity
	The student will look at topographical maps of home area and answer questions about different features.	• Work product of a topographical map with questions (such as: what is this small blue area? (a pond, a lake, perhaps specific name); why is this area green? (it is land); what do these brown lines that are close together show? (there's a hill that is quite steep); what do these blue lines show? (a creek or river); what does this group (pointing to plants) show? (marsh area)

High School

Key Idea: Reading		
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	• 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 - 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 - 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 - 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	• Evaluate the validity and accuracy of information • Form opinions and make judgments about literary works

ALTERNATE GRADE LEVEL INDICATORS - HIGH SCHOOL			
POSSIBLE ENTRY POINTS for Reading			
Less Complex ⟷			**More Complex**
Standard 3	The student will: • attend to or read to identify central ideas and/or supporting ideas in grade level text (13101) • attend to or read to determine whether support justifies positive evaluation of central idea (13102) • attend to or read to compare related information to help determine validity (13103) • recognize that various perspectives may alter opinions about a literary text (13104) • use personal criteria to evaluate quality of literary works (13105)	The student will: • use strategies to determine validity and/or accuracy of information: e.g., adequate support, comparison/contrast to similar texts or data or personal experience, author's purpose, different perspectives (13201) • use research resources to check reliability of sources of informational texts (13202) • use established criteria to evaluate literary works (13203) • form a personal opinion about a literary work based on personal criteria (13204)	The student will: • use strategies to determine validity and/or accuracy of information: e.g., adequate support, comparison/ contrast to similar texts or data or personal experience, author's purpose, different perspectives, reliability of sources (13301) • use personal and/or established criteria to evaluate quality of literary works (13302) • form judgments about literary works based on established criteria (13303)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will use personal criteria through yes/no response to evaluate quality of literary works.	• Audio clip of student answering 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.)
	The student will name or select books that he/she has read/heard and explain why he/she likes them.	• Audio/video clip of the student selecting two books and explaining/indicating that he/she liked them, for example, because they are both about animals
	Using personal and established criteria, the student will maintain a journal with titles, authors and comments on texts.	• Student work product of a reading journal checklist in which student records title, author and judgments of each book read and indicating level of recommendation to others for reading the book

High School

Key Idea: Writing		
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	• 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	• 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, graphic organizers, and semantic webs • Write clear concise and varied sentences, demonstrating a personal writing style and voice

ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 1	The student will: • identify relevant and/or irrelevant ideas, facts, and/or data (21101) • connect details to main idea examples using a graphic organizer (21102) • convey answers to literal questions about explicit text ("who", "what", "where", "when", "how') (21103) • create a 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) • retell (summarize) informational text in own words (21107)	The student will: • use a note-taking process and/or the relationships among relevant ideas, facts, and/or data to record notes (21201) • create/write clear sentences to answer literal questions or to present information ("who", "what", "where', "when", "how", "why") about explicit informational text (21202) • use information to support answers to literal questions (21203) • use outline or other organizer to share information (21204) • expand on an idea using a graphic organizer to share information about a comparison and/or contrast (21205)	The student will: • take accurate notes using a note-taking process (21301) • use clear, concise sentences to express self to answer literal questions or to present information about informational text (21302) • select and/or use appropriate formats for sharing information; e.g., outlines, graphic organizers, or semantic webs (21303)

High School Key Idea-Writing (Standard 1)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will select cards with symbols, words, pictures, etc. representing data, facts, and/or ideas in text and arrange them in a graphic organizer used for note taking.	• Video clip of the student completing the task • Work product of student's completed graphic organizer
	The student will read an informational text and/or listen to a lecture about an informational subject to record data, facts, and/or ideas following the note-taking process.	• Data collection sheet recording the student's performance of following the note taking process to record data, facts, and/or ideas
	The student will take accurate notes by following the note-taking process by providing main ideas of text or lecture along with supporting information.	• Student work product of student notes on a written informational text or class lecture

High School

Key Idea: Writing		
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	• 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	• State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence • Use strategies designed to influence or persuade in advertisements

ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL			
POSSIBLE ENTRY POINTS for Writing			
Less Complex ⟷			**More Complex**
Standard 3	The student will: • make predictions about possible outcomes and/or explain reasoning using evidence (23101) • create/write persuasive, expository, or descriptive piece, about one topic for a particular audience (23102) • recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103) • use a graphic organizer to share details to develop a description (23104) • use a graphic organizer to share details to develop exposition (23105) • use a graphic organizer to share facts to support an opinion or state an opinion about a text (23106)	The student will: • make a prediction about a possible outcome and/or provide supporting evidence or state an opinion and/or provide supporting evidence (23201) • use a graphic organizer to develop content for a written presentation for a particular audience and/or purpose (23202) • identify persuasive techniques used in editorials or advertising (23203) • check the validity of facts or examples in persuasive writing (23204) • write a persuasive, expository, or descriptive paragraph for a particular audience (23205)	The student will: • write composition stating an opinion and/or providing convincing support (23301) • use writing to predict possible outcome and/or providing supporting evidence (23302) • present in writing a hypothesis and/or provide supporting evidence (23303) • identify persuasive techniques in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.	• Sequenced captioned dated pictures of the student completing the task
	The student will view an advertisement from a magazine or newspaper and identify three details that make the ad persuasive.	• Video clip of student completing the task of identifying things such as: color, photographs or illustrations, specific words (SALE) or the use of propaganda techniques
	The student will identify different persuasive techniques in an editorial or other attempt to persuade.	• Video clip of the student identifying terms such as false cause, hasty generalization, plain folks, testimonials, etc.

Appendix F

New York State Alternate Assessment

Mathematics
NYSAA Frameworks

to the

Core Curriculum
Grade Level Expectations

and

Alternate Grade Level Indicators

for

Students with Severe Cognitive Disabilities

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.

Grade 3

Strand: Number Sense and Operations			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	• 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	

Grade 3 Strand-Number Sense and Operations (Band: Number Systems)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Number Systems	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) • use concrete objects to compare quantities (equal to, greater than, and/or less than) (11102) • the student will recognize and/or compare to a whole, $\frac{1}{2}$ of an object or group of objects (11103)	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) • understand that a fraction is a part of a whole and/or recognize, illustrate, and name the unit fractions, $\frac{1}{2}, \frac{1}{4}$, and/or $\frac{1}{3}$ (11203)	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)

Grade 3 Strand-Number Sense and Operations (Band: Number Systems)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	When presented with sets of objects of different quantities (1 through 9), the student will answer the question "How many (objects are in each set)?"	• Data indicating level of accuracy in matching the quantity to the number • Sequenced captioned dated pictures showing student indicating the number that matches the quantity • Work product showing groups of objects and/or the student circling the correct number of objects in the set
	Using the words equal to, greater than, or less than, the student will describe how the number of objects (0 to 19) in one set compares to the number of items in another set.	• Videotape of student verbalizing or indicating the phrase that correctly compares the sets of objects • Sequenced captioned dated pictures showing the student indicating which pairs of sets match the comparison descriptors
More Complex	The student will fold, shade, cut, or tear a paper square to show, $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$ and $\frac{1}{10}$ of the square.	• Videotape showing the student folding and/or tearing (or cutting) a paper square to form the unit fractions • 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

Grade 3

Strand: Number Sense and Operations			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)	• 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	

Grade 3 Strand-Number Sense and Operations (Band: Operations)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Operations	The student will: • recognize the concepts of addition and/or subtraction (13101) • add and/or subtract whole numbers from 1 to 9 using manipulatives and/or a calculator (13102) • 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 a variety of strategies (13201) • multiply and/or divide 1-digit whole numbers using a variety of strategies (13202) • select and/or use appropriate operations to solve problems (13203)	The student will: • add and/or subtract two-digit whole numbers from 0 to 99, and/or multiply and/or divide 1-digit numbers using a variety of strategies and/or a calculator (13301) • select and/or use the appropriate operation to solve problems (13302)

Grade 3 Strand-Number Sense and Operations (Band: Operations)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will solve addition and/or subtraction word problems using 1 to 9 objects.	• Videotape showing manipulation of groups of objects to add and/or subtract • Data indicating method student used to solve practical problems involving addition and/or subtraction and level of accuracy in solving
	The student will add prices of groceries or other objects with or without use of a calculator using a supermarket flier or going on a shopping trip.	• Scrapbook showing pictures of products and their prices and the total cost of the set of products • Data indicating the level of accuracy in finding the total cost of a set of objects
	The student will create and/or solve addition and/or subtraction word problems that deal with real-life situations.	• Data indicating level of accuracy in completing a set of addition and/or subtraction problems • Work product showing student-created addition and/or subtraction problems and their solutions

Grade 3

Strand: Measurement		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	• Measure length, weight, and capacity in standard units
	3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, 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	

Grade 3 Strand-Measurement
(Band: Units of Measurement)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Measurement			
Less Complex ⟷			**More Complex**
Units of Measurement	The student will: • recognize the attributes of length (longer/shorter, taller/shorter) and compare the lengths of two objects (21101) • order three or more objects according to the attributes of length (21102) • recognize the attributes of weight (heavier/lighter) and compare the weights of two objects (21103) • order three or more objects according to the attributes of weight (21104) • identify tools for measurement (21105) • use standard and non-standard tools for measurement (21106)	The student will: • use a ruler or yardstick to measure and compare lengths to the nearest whole foot or whole yard (21201) • use a scale to measure the weight of objects and compare the weights of objects measured in pounds (21202) • use appropriate tools to measure and compare capacities of objects measured in cups and quarts (21203)	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 compare capacities of objects measured in cups, pints, quarts, and gallons (21303)

Grade 3 Strand-Measurement
(Band: Units of Measurement)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will indicate which of two or more like, but different sized objects is longer or shorter.	• Sequenced captioned dated pictures show student comparing the lengths of two objects and/or indicating which is longer • Videotape shows student using a ruler or nonstandard measurement tool to measure the lengths of the sides of objects in the classroom
	The student will determine which of two or more objects is heavier after placing the objects on a scale or balance.	• Sequenced captioned dated pictures of the student selecting the heavier object after seeing two objects placed on a balance scale • Data indicating the level of accuracy of a student weighing pairs of objects to the nearest pound and/or selecting the heavier object
More Complex	The student will measure ingredients for a recipe using measuring spoons and/or measuring cups.	• Videotape of a student following a recipe by measuring and/or mixing specific amounts of each ingredient • Work product showing the back of a pancake or muffin recipe box, and the student determining how much of each ingredient to use for the number of pancakes or muffins desired and/or measuring out these amounts

Grade 3

Strand: Measurement		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)	• Count money • Tell time to the minute
	3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes ½ = 30 minutes ¼ = 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	

Grade 3 Strand-Measurement (Band: Units/Estimation)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Measurement			
Less Complex ⟷			**More Complex**
Units/Estimation	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, and relate to activities (22103) • recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the absence or presence of daylight (22104)	The student will: • recognize coins and/or dollar denominations (22201) • 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)

Grade 3 Strand-Measurement (Band: Units/Estimation)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify coins (penny, nickel, dime, and/or quarter) using a card, picture, worksheet, or other set of coins.	• Data indicating the level of accuracy in matching coin(s) to their name or value • Work product showing correct identifications of a certain coin and/or a certain dollar denomination from a group of coins or dollars of varying denominations
	The student will match digital time to correct analog time when completing a daily schedule.	• Work product showing a student's completed schedule and the digital time of each activity and/or a correct picture of an analog clock showing these times • Given a list of activities and the time they take place, student will show the list of the activities in order from the earliest to the latest
More Complex	The student will indicate the combinations of coins and/or dollars that are required to make a purchase of one or more items.	• Work product showing a grocery list of items, the cost of each item, and/or the student's calculation of the total cost of the purchases • Data indicating the level of accuracy of the student's identification of the combinations of coins and/or dollars to be given as change when making a purchase with an amount of money greater than the amount of purchase

Grade 4

Strand: Number Sense and Operations			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	• 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	

Grade 4 Strand-Number Sense and Operations (Band: Number Systems)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Number Systems	The student will: • use a number line to compare two whole numbers 0 to 19 (11101) • use a number line to order three or more whole numbers 0 to 19 (11102) • demonstrate the commutative property of addition (11103) • using manipulatives demonstrate an understanding that a decimal represents a part of a whole (11104) • with or without the use of manipulatives, read, write, and/or name decimals to the tenths place (11105) • identify numerals 0 to 19 (11106)	The student will: • use a number line to compare two whole numbers 0 to 100 (11201) • use a number line to order three or more whole numbers 0 to 100 (11202) • use a number line to compare two unit fractions (11203) • use a number line to order three or more unit fractions (11204) • with or without the use of manipulatives read, write, and/or name decimals to the hundredths place (11205) • identify numerals 0 to 100 (11206)	The student will: • use a number line to compare two whole numbers 0 to 1,000 (11301) • use a number line to order three or more whole numbers 0 to 1,000 (11302) • use a number line to compare two fractions with the same denominator (11303) • use a number line to order three or more fractions with the same denominator (11304) • 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)

Grade 4 Strand-Number Sense and Operations (Band: Number Systems)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will communicate the comparison of one student's biographical information (number of people in family, number of pets, etc.) to another student's information or to their own information at two different ages.	• Work product showing a list of student's names in order of the number of pets they have • Sequenced captioned dated pictures showing the student putting pictures in order from the families with the least number of members to the families with the greatest number of members
	The student will match decimals to pictures of tenths and/or hundredths charts shaded to represent decimals less than 1.	• Work product showing the student's matching of decimals to the correct models • Data indicating the level of accuracy of matching a model to the correct decimal
	The student will compare and/or order fractions with the same denominator by placing them on a number line or identifying where they go on a number line.	• Sequenced captioned dated pictures showing the student working on placing the fractions on the number line • Data indicating the level of accuracy of the student placing the fractions on a number line

Grade 4

Strand: Number Sense and Operations			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	• 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 hundreds 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 hundreds chart	

Grade 4 Strand-Number Sense and Operations (Band: Operations)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Operations	The student will: • add and/or subtract two-digit numbers (13101) • 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 two-digit whole numbers (13201) • multiply and/or divide one and two-digit whole numbers (13202) • select the appropriate operation to solve problems using all four operations (13203) • use the appropriate operation to solve problems using all four operations (13204) • connect written and/or pictoral representations of fractions with denominators up to 2 (13205)	The student will: • use a number line to add and/or subtract fractions with the same denominators (13301) • use a hundredths chart to add and/or subtract decimals to tenths and hundredths (13302)

Grade 4 Strand-Number Sense and Operations (Band: Operations)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will apply addition and/or subtraction facts while solving problems involving simple addition and/or subtraction.	• Data indicating the level of accuracy of solving problems involving addition and/or subtraction with or without the use of a calculator • Work product showing the total cost of 3 items when each item is given to the nearest dollar
	The student will make a list of purchases from an advertisement brochure or catalog that can be purchased with $20 and/or find the amount of money, if any, that will remain.	• Work product shows the items selected, their individual prices, the total cost and/or the amount remaining • Data indicating the level of accuracy in determining items that can be purchased within a given limit and/or the amount of money remaining
More Complex	The student will create and/or solve word problems involving making purchases and/or one or more of the four operations, addition, subtraction, multiplication, and division.	• Work sample of student created problems and/or their answers • Videotape of student creating word problems (that involve money) and/or solving them

Grade 4

Strand: Measurement		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	• Measure length, mass, and capacity in standard and metric units
	4.M.2	Use a ruler to measure to the nearest standard unit (whole 1/2 and 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	

Grade 4 Strand-Measurement
(Band: Units of Measurement)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Measurement			
Less Complex ⟷			**More Complex**
Units of Measurement	The student will: • order objects according to their lengths (21101) • recognize the difference in length between standard units of measure (21102) • recognize the attributes of mass (more mass/less mass) and compare two objects according to these attributes (21103) • recognize the attributes of mass (more mass/less mass) and/or order three or more objects according to these attributes (21104) • identify tools appropriate for measurement (21105) • use standard and non-standard tools for measurement (21106)	The student will: • use a ruler to measure and/or compare lengths to the nearest whole centimeter (21201) • use a scale to measure the mass of objects measured in grams (21202) • use a scale to measure the mass of objects and/or compare the mass of two or more objects measured in grams (21203) • use appropriate tools to measure capacities (volume) of amounts measured in standard units (21204) • use appropriate tools to measure and/or compare the capacity of three or more amounts measured in standard units (21205)	The student will: • use a ruler or meter stick to measure and/or compare lengths to the nearest whole standard unit (21301) • use a scale to measure the mass of objects and/or compare the masses of objects measured in grams or kilograms (21302) • recognize, name, and/or use appropriate tools to measure and/or compare capacities(volumes) of amounts measured in standard units (21303)

Grade 4 Strand-Measurement
(Band: Units of Measurement)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will use a height chart to determine who in the class is the tallest or shortest.	• Sequenced captioned dated pictures of student reading and/or recording the heights of students and/or declaring who is the tallest • Work product showing the heights of students read and/or recorded and/or identifying the tallest and/or shortest person
	The student will measure the lengths of the sides of classroom objects (e.g., desk, blackboard, shoe) using a meter stick, centimeter ruler, yard stick, and/or ruler.	• Sequenced captioned dated pictures of the student measuring objects and/or recording their lengths to the nearest standard unit of measure • Scrapbook including pictures of objects and/or their lengths as measured by the student to the nearest standard unit of measure
More Complex	The student will create a list or set of pictures of familiar objects in order according to their mass given in grams and/or kilograms.	• Scrapbook containing pictures of classroom or home objects and/or their mass measured in grams and/or kilograms and placed in order of their mass • List of 5 or more objects and/or their mass in order from least to greatest

Grade 4

Strand: Measurement			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	• 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	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Measurement			
Less Complex ⟷			**More Complex**
Units	The student will: • Identify coins and their value (penny, nickel, dime and quarter) (22101) • 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/or relate them to an activity schedule (22203)	The student will: • make change using coins and/or dollar amounts (22301) • use a monthly calendar to relate days 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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will put the days in order from Sunday to Saturday.	• Videotape of student sorting cards with the names of the days of the week and/or indicating the days in order from Sunday to the end of the week • Data indicating the level of accuracy when the student is asked to indicate which day comes between two given days of the week
	The student will put events or activities in the order they will take place (e.g., in a day, week, month, and/or year) when given a list of times and/or dates for the events or activities.	• Work product showing the result of the student placing pictures of activities and/or holidays on a calendar • Work product of a student's monthly schedule and/or the activities that take place during that time
More Complex	The student will put a list of activities and/or holidays in order so that the activities or holidays will occur when given the dates of the activities and/or the holidays.	• A calendar created by the student that lists the school holidays for a year • After being shown a calendar containing all of the holidays, the student will produce a list of these holidays in order, beginning at the first of the year

Grade 5

Strand: Number Sense and Operations			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	• 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) *Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.*	
	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	

Grade 5 Strand-Number Sense and Operations (Band: Number Systems)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Number Systems	The student will: • identify the first digit of a number already rounded to the nearest million and/or compare two of these numbers using a number line (11101) • identify the first digit of a number already rounded to the nearest million and/or order three or more of these numbers (11102) • use concrete objects to compare two unit fractions, $\frac{1}{2}, \frac{1}{4}$, and $\frac{1}{3}$ (11103) • use concrete objects to order three or more unit fractions, $\frac{1}{2}, \frac{1}{4}$, and $\frac{1}{3}$ (11104) • use a number line to compare two decimals to the nearest tenth (11105) • use a number line to compare three or more decimals to the nearest tenth (11106) • group objects into equal sets (11107) • order whole numerals (11108)	The student will: • identify the first two digits of a 7-digit number already rounded to the nearest hundred thousand and/or compare two of these numbers using a number line (11201) • identify the first two digits of a 7-digit number already rounded to the nearest hundred thousand and/or order three or more of these numbers using a number line (11202) • 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 with or without the use of a number line (11205) • order three or more decimals to the nearest hundredth with or without the use of a number line (11206)	The student will: • identify the first three digits of a 7-digit number already rounded to the nearest ten thousand and/or compare two of these numbers with or without the use of a number line (11301) • identify the first three digits of a 7-digit number already rounded to the nearest ten thousand and/or order three or more of these numbers with or without the use of a number line (11302) • demonstrate the concept of ratio (11303) • demonstrate an understanding that percent means part of 100 (11304) • read, write and/or order percents (11305)

Grade 5 Strand-Number Sense and Operations (Band: Number Systems)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will match the word or symbol of the fraction with $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{3}$ when presented with a circle or square that has been cut into 2, 3, or 4 equal pieces.	• Work sample showing 3-inch paper squares cut into halves, fourths and/or thirds, labeled with their fraction • Videotape showing a student matching the fraction to the pieces of paper formed by cutting same-size paper circles into halves, thirds and/or fourths
	The student will list prices (given to the nearest cent and/or written using $0.00 format) of items from a catalog or advertisement flier in order from least to greatest cost.	• Scrapbook of pictures of items and/or their prices put in order from the least to greatest cost • Work product showing a list of items that cost less than $1.00 and/or their prices and/or put in order from least to greatest cost
	The student will find samples of advertisements using percents and/or shade hundredths charts to represent the value of the percent.	• Scrapbook of advertisements involving percents and/or the hundredths chart shaded to represent those percents • Work sample showing student matches between percents found in advertisements and/or their representative hundredths chart correctly shaded

Grade 5

Strand: Number Sense and Operations			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 *Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology*	• 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 *Note: Division by anything greater that a two-digit divisor should be done using technology*	
	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	

Grade 5 Strand-Number Sense and Operations (Band: Operations)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Operations	The student will: • use a variety of strategies to add, subtract, and/or multiply whole numbers (13101) • use a variety of strategies to add decimals to tenths (13102) • recognize a whole and/or its parts (13103)	The student will: • use a variety of strategies to add, subtract, multiply, and/or divide whole numbers (13201) • use a variety of strategies to add and/or subtract decimals to tenths (13202) • connect written and/or pictoral representations of fractions with denominators up to 2 (13203)	The student will: • use a variety of strategies to add and/or subtract fractions (13301) • use a variety of strategies to add, subtract, multiply, and/or divide decimals to tenths (13302)

Grade 5 Strand-Number Sense and Operations (Band: Operations)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will solve multiplication and/or division word problems using 1 to 9 objects.	• Data indicating the level of accuracy of student using manipulatives to show simple multiplication • Work sample of three objects for sale and/or their prices (to the nearest dollar) and/or the total cost to purchase 2, 3, or 4 of the given item(s)
	The student will show addition and/or subtraction of decimals to tenths on a number line.	• Video tape of student showing addition of decimals to tenths on a number line (0.0 to 0.9) • Data showing the level of accuracy of subtracting decimals to tenths using a number line (0.0 to 0.9)
	The student will use a ruler showing halves and/or fourths of an inch to add and/or subtract fractions involving halves and/or fourths.	• Sequenced captioned dated pictures showing a student drawing line segments, such as $2\frac{1}{2}$ inches long and/or adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long • Work sample showing student-drawn lines segments added together to form a longer segment of a given specified length

Grade 5

Strand: Geometry		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	• 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 part
	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	

Grade 5 Strand-Geometry
(Band: Geometric Relationships)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Geometry			
Less Complex ⟷			**More Complex**
Geometric Relationships	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 figures (31202) • know that the sum of the interior angles of a quadrilateral is 360 degrees (31203)	The student will: • classify triangles by properties of their angles and/or sides (31301) • classify quadrilaterals by properties of their angles and/or sides (31302) • recognize, name, draw, compare, and/or sort similar triangles and/or identify their corresponding parts (31303) • know that the sum of the angles of a triangle is 180 degrees (31304) • recognize, name, draw, compare, and/or sort congruent triangles and/or identify their corresponding parts (31305)

Grade 5 Strand-Geometry
(Band: Geometric Relationships)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will sort non-square rectangles (rectangles that do not have all four sides congruent), squares, and/or triangles when given a variety of shapes and/or a labeled sorting tray.	• Sequenced captioned dated pictures showing student sorting a set of six or more shapes • Work product showing the results of a sort of shapes
	From a set of three or more shapes, the student will select the shape that is congruent to the given shape.	• Work product that shows student correctly matched pairs of congruent triangles, congruent squares, and/or congruent rectangles • Data indicating the level of accuracy of the student selecting from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher
More Complex	The student will identify rectangles, squares, triangles, and/or circles found within the school and/or community (for example, triangle: yield sign, non-square; rectangle: the face of a door).	• Scrapbook of pictures of items found within the school or community and/or the names of their geometric shapes • Work sample showing pictures of common items matched with the word for their geometric shape

Grade 5

Strand: Geometry			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	• 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)	

Grade 5 Strand-Geometry
(Band: Coordinate Geometry)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Geometry			
Less Complex ⟷			**More Complex**
Coordinate Geometry	The student will: • use single-digit whole numbers to locate a position on a number line (33101)	The student will: • use a letter and/or a number to locate areas on a map (33201)	The student will: • identify and/or plot points in the first quadrant of a coordinate plane (33301) • locate and/or plot points on a coordinate plane to form rectangles (33302)

Grade 5 Strand-Geometry
(Band: Coordinate Geometry)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will identify the numbers that name the positions of objects placed on a number line.	• Data indicating the level of accuracy of the student identifying the correct number that represents the position on a number line of objects placed on it • Sequenced captioned dated pictures of a student-made number line with 3 objects correctly placed on the number line to correspond with specific positions indicated for the placement
	When given the coordinates of a position on a Battleship board or checkerboard grid, the student will place a marker to identify a given position.	• Data indicating the level of accuracy of a student correctly locating a position on a Battleship board when given the coordinates • Data indicating the level of accuracy when asked to find an object placed on a checkerboard grid, identifies the correct coordinates of the position of that object
	When given the coordinates of an object and a simple map drawn on a small 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]) the student will place the object on the grid; and/or shown an object on a grid, the student will identify the coordinates of that object.	• Data indicating the level of accuracy of a student correctly locating a position on a simple map when given the coordinates • Data indicating the level of accuracy when asked to find an object placed on a small grid, identifies the correct coordinates of the position of that object

Grade 6

Strand: Number Sense and Operations			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	• 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)	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Number Systems	The student will: • identify the first digit of a number already rounded to the nearest billion and/or compare two of these numbers using a number line (11101) • identify the first digit of a number already rounded to the nearest billion and/or order three or more of these numbers (11102) • use concrete objects to recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole (11103) • use a number line to compare and/or order integers from -10 to 10 (11104)	The student will: • identify the first two digits of a 10-digit number already rounded to the nearest hundred million and/or compare two of these numbers using a number line (11201) • identify the first two digits of a 10-digit number already rounded to the nearest hundred million and/or order three or more of these numbers using a number line (11202) • use a variety of strategies to compare commonly used percents and/or their fractional equivalents (0%, 10%, 25%, 50%, 100%) (11203) • use a number line to compare and/or order integers from -20 to 20 and/or unit fractions (11204)	The student will: • identify the first three digits of a 10-digit number already rounded to the nearest ten million and/or compare two of these numbers with or without the use of a number line (11301) • identify the first three digits of a 10-digit number already rounded to the nearest million and/or order three or more of these numbers with or without the use of a number line (11302) • solve real world problems involving commonly used percents (0%, 10%, 25%, 50%, 100%) (11303) • use a number line to compare and/or order integers, fractions, and/or percents (11304)

Grade 6 Strand-Number Sense and Operations (Band: Number Systems)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize $\frac{1}{2}$ and/or 50% of an object (sandwich or paper square, for example) when presented with a whole object and/or the object broken into two pieces.	• Videotape of student responding when shown a whole cookie and/or a cookie broken into two pieces and/or asked to take half of a cookie • Work product of pictures of objects whole and/or those broken into two pieces and/or the student selecting the pictures of half pieces
	The student will place symbols or words for integers -10 to $+10$ in the correct sequence on a number line or thermometer that already contains some of these integers.	• Work product of a number line showing the integers -10 to $+10$ • Data indicating the level of accuracy of student filling in missing integers on a number line or thermometer containing some integers from -10 to $+10$
	The student will create and/or solve real world problems involving commonly used percents.	• Scrapbook containing 2 or 3 advertisements which contain a percent and/or the student created problem using that advertisement • Data indicating level of accuracy of the student finding the number of objects in 50% (or half) of the objects in a set

Grade 6

Strand: Number Sense and Operations			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	• 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	

Grade 6 Strand-Number Sense and Operations (Band: Operations)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Operations	The student will: • use a variety of strategies to add and/or subtract simple unit fractions ($\frac{1}{2}, \frac{1}{4}$) (13101) • use a number line to compare and/or order 10%, 25%, 50%, and 100% and/or their decimal and/or fractional equivalents (13102) • use a variety of strategies to add, subtract, multiply and/or divide integers (13103)	The student will: • use a variety of strategies to add, subtract, multiply, and/or divide fractions with a common denominator (13201) • use a variety of strategies to relate fractions (as tenths) and/or their decimal and/or percent equivalents (13202)	The student will: • use a variety of strategies to add, subtract, and/or multiply fractions (13301) • evaluate numerical expressions using order of operations and/or whole numbers only (13302)

Grade 6 Strand-Number Sense and Operations (Band: Operations)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will compare and/or order percents (10%, 25%, 50%, and 100%).	• Sequenced captioned dated pictures of the student making a number line segment and/or placing 10%, 25%, 50% and 100% on it • Data indicating the level of accuracy of student locating the correct position on a number line segment of a percent when some percents are missing
	The student will relate 100% to $1.00 and/or use it to relate other percents (10%, 25%, 50%) to their decimal money amounts ($0.10,$ 0.25, $0.50) and/or their fractions, ($\frac{10}{100} = \frac{1}{10}, \frac{25}{100} = \frac{1}{4}, \frac{50}{100} = \frac{1}{2}$).	• Videotape showing student counting, such as, 4 quarters to show one quarter is one-fourth of a dollar or 25% of a dollar and/or similar activities for the other percents • Work product showing student matches percent to cent amounts to fraction
More Complex	The student will evaluate numerical expressions.	• 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 with or without the use of a calculator

Grade 6

Strand: Algebra		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	• 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)	

Grade 6 Strand-Algebra
(Band: Variables and Expressions)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Variables and Expressions	The student will: • use whole numbers and/or the symbols + and/or − to translate verbal expressions into numerical expressions (41101) • use concrete objects to find the value of numerical expressions involving whole numbers (41102) • use concrete objects to compare using the terms equal to, greater than and/or less than (41103)	The student will: • use numerals and/or the symbols +, −, ×, and/or ÷ to translate verbal expressions into numerical expressions (41201) • evaluate numerical expressions (41202)	The student will: • use numerals, variables, and/or operational symbols to translate verbal expressions into algebraic expressions (41301) • evaluate and/or simplify algebraic expressions (41302)

Grade 6 Strand-Algebra
(Band: Variables and Expressions)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will compare sets of concrete objects.	• Work sample that shows the student matching equal sets of objects. (e.g., shown a picture of 2 pencils, the student selects another picture of a set of 2 pencils from a choice of 2 or 3 sets of different numbers of pencils)
	The student will use whole numbers and/or +, −, ×, and/or ÷ to translate verbal expressions into numerical expressions.	• Work sample that shows the related numeric expression for a mathematical situation (e.g., I bought 2 fiction books, each costing $4 and/or one map book costing $2) or I had 5 pencils and/or gave away 3 of them • Scrapbook containing pictures of items from a catalog and/or the algebraic expression that can be used to find the total cost of the items
More Complex	The student will use a calculator to simplify numerical expressions.	• Work samples of student using a calculator to simplify expressions with 3 or more whole numbers and/or 2 or more operations

Grade 6

Strand: Algebra		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	• 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.)	

Grade 6 Strand-Algebra
(Band: Equations and Inequalities)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Equations and Inequalities	The student will: • use whole numbers and the symbols +, −, and = to translate verbal sentences into algebraic equations (42101) • identify correct numeric sentences (42102) • solve simple algebraic equations involving addition and/or subtraction (42103)	The student will: • use numerals, variables, and/or the symbols +, −, ×, ÷, and/or = to translate verbal sentences into algebraic equations (42201) • solve one-step equations using **any** of the four operations (42202)	The student will: • translate verbal sentences into algebraic equations (42301) • solve algebraic equations (no more than two-steps) (42302)

Grade 6 Strand-Algebra
(Band: Equations and Inequalities)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will use whole numbers and the equal sign to identify sets of equal numbers of objects.	• Videotape showing the student identifying which whole number correctly completes a sentence. (e.g., given 3 = ?, the student identifies the correct picture of a set with the same 3 objects)
	The student will fill in missing numbers in a number sentence (e.g., $5 - \square = 2$) with or without the use of objects as manipulatives.	• Data indicating the level of accuracy in finding the missing numbers in simple algebraic equations • Videotape of a student counting CD cases to find the missing numbers in algebraic equations
More Complex	The student will fill in missing numbers in a number sentence (e.g., $\square - 3 = 2$) with or without the use of a number line or calculator.	• Videotape of student using a calculator to fill in the missing numbers in an algebraic equations involving $+$, $-$, $\times$, and/or $\div$ and/or whole numbers • Work samples of student solving one-step algebraic equations

Grade 7

Strand: Number Sense and Operations			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	• 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	

Grade 7 Strand-Number Sense and Operations (Band: Number Theory)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Number Theory	The student will: • use concrete objects to show multiplication of whole numbers less than 10 (12101) • multiply whole numbers less than 10 using a calculator or manipulatives (12102) • use concrete objects to show addition of two or more whole numbers (12103)	The student will: • identify two whole numbers that when multiplied result in a given number (12201) • identify a missing factor when given one factor and/or the resulting product (12202) • 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 (12301) • identify a pair of factors of one or more whole numbers from 1 to 20 (12302)

Grade 7 Strand-Number Sense and Operations (Band: Number Theory)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will use objects, pictures of objects, and/or a number line to show multiplication of 1, 2, and/or 3 by 1, 2, and/or 3.	• Sequenced captioned dated pictures showing the student manipulating the objects, pictures and/or number line to find the answer to questions, such as $1 \times 2 = ?$, $2 \times 3 = ?$, $1 \times ? = 3$ • Work product showing an array of objects representing multiplication and/or the correct answer circled
	With or without the use of manipulatives and/or a number line, the student will identify a pair of numbers that when multiplied result in a given number for example, $2 \times ? = 6$, $? \times ? = 6$	• Work product showing student identifying a missing factor or pair of factors in multiplication problems • Data indicating the level of accuracy of the student finding a factor or pair of factors in a multiplication problem
More Complex	The student will use a calculator to find all of the whole number factors for one or more whole numbers from 1 to 20.	• Work product showing all of the factors of, for example, 3 numbers from 1 to 20. For ex., factors of 6 = 1, 2, 3, and/or 6; factors of 12 = 1, 2, 3, 4, 6, 12; factors of 20 = 1, 2, 4, 5, 10, 20 • Videotape of a student using a number line and/or calculator to identify all of the factors of some numbers. For example, shown a number line with numbers 1 through 10 on it, the student identifies 1, 2, 5, and/or 10 as the factors of 10

Grade 7

Strand: Number Sense and Operations			Band: Operations
Math Core Curriculum (2005)	**Grade-by-Grade Indicators**		**Essence of Indicators**
Pg. 75	7.N.11	Simplify expressions using order of operations. *Note: Expressions may include absolute value and/or integral exponents greater than 0*	• 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., $10^{-2} = .01 = 1/100$)	
	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	

Grade 7 Strand-Number Sense and Operations (Band: Operations)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Number Sense and Operations			
Less Complex ⟷			**More Complex**
Operations	The student will: • use a number line to add integers from -10 to +10 (13101) • simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)	The student will: • use a number line to add and/or subtract integers from -20 to +20 (13201) • using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)	The student will: • with or without the use of a number line, add, subtract, multiply, and/or divide integers (13301) • simplify expressions using order of operations (13302)

Grade 7 Strand-Number Sense and Operations (Band: Operations)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will shop (at the school store or use a catalog or advertisements) and/or select 2 of one item and/or 1 of another and/or find the total cost; for example, 2 pencils @5¢ each and/or 1 pen@50¢, $(2 \times 5) + 50 = ?$	• Scrapbook showing shopping activities where student simplified a numerical expression by finding the total cost of the items selected • Data indicating level of accuracy in finding the total cost of purchases
	The student will add and/or subtract integers on a number line.	• Sequenced captioned dated pictures showing student and/or teacher using a number line to add and/or subtract integers • Journal of daily high and low temperatures and/or number sentences that indicate such amounts as, low temp + ? = high temp for the day; or high temp – low temp = ? degrees of difference?
More Complex	With and/or without the use of a number line and/or a calculator, the student will add, subtract, and/or multiply integers.	• Videotape of a student manipulating the slider on a model of a thermometer to answer questions about the temperature outside over a certain period of time • Work product showing student answers to problems involving addition, subtraction, and/or multiplication of integers

Grade 7

Strand: Statistics and Probability		Bands: 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	• 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	

Grade 7 Strand-Statistics and Probability (Band: Collection, Organization, and Display of Data)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Statistics and Probability			
Less Complex ⟷			**More Complex**
Collection, Organization, and Display of Data	The student will: • gather data and/or record it on a list or in a chart (51101) • organize data and/or represent it using a simple pictograph (51102)	The student will: • pose a question, gather data appropriate to the question, and/or record the data in an organized way (51201) • organize data and/or represent it using a pictograph and/or a bar graph (51202)	The student will: • pose a question, gather data appropriate to the question, and/or record the data using a table or frequency chart (51301) • organize data and/or represent it using a frequency chart and/or a pictograph or bar graph (51302)

Grade 7 Strand-Statistics and Probability (Band: Collection, Organization, and Display of Data)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will gather data in response to a question posed by the teacher or another student and/or record it.	• A picture board of pictures of peers that are in school on a certain day • A chart that shows how many boys and/or many girls are in a class or a chart of the weather for one week
	The student will create a question that could be used to collect information on a given topic, ask the question and/or represent the data using a pictograph.	• A work product that shows the question asked, (e.g. How many pockets do you have? or, What did you eat for breakfast?) with the data collected and/or the pictograph representing that data • A videotape of the student collecting data and/or completing the pictograph
More Complex	The student will select a topic of interest, create a question to ask, collect responses, and/or organize the responses on a table or frequency chart and/or represent the data in a pictograph or bar graph.	• A diary of the student's project in which the student posed a question, collected information, recorded the information on a table or frequency chart, and/or represented the data in a pictograph or bar graph

Grade 7

Strand: Statistics and Probability			Bands: 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	• 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)	

Grade 7 Strand-Statistics and Probability (Band: Analysis of Data)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Statistics and Probability			
Less Complex ⟷			**More Complex**
Analysis of Data	The student will: • read and/or interpret data displayed on simple pictographs (53101)	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)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will interpret a master activity schedule to determine which class he/she has next.	• Sequenced captioned dated pictures showing the student with the schedule and/or a record of the accuracy of the student in identifying the next class or activity • An audiotape of the student indicating what class or activity is next according to that student's master schedule
	The student will answer simple questions related to data displayed in a pictograph (for example, category with most, how many more in a category compared to another, how many all together in two categories).	• A scrap book showing a pictograph and/or the student's answers to simple questions about the data displayed • A work sample showing the pictograph, questions, and/or answers to questions related to the data
More Complex	The student will state a conclusion based on data displayed on a pictograph, bar graph, and/or frequency chart.	• Work sample of a bar graph of a person's earnings from a job over a week, and/or the student's determination of the total weekly earnings • Work sample of a pictograph and/or the student responses to questions related to the data displayed in that pictograph

Grade 8

Strand: Geometry		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	• 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	

Grade 8 Strand-Geometry
(Band: Geometric Relationships)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Geometry			
Less Complex ⟷			**More Complex**
Geometric Relationships	The student will: • sort models or pictures of angles to determine which are congruent and/or which are not congruent (31101) • sort models or pictures of pairs of lines to determine which are parallel and/or which are not parallel (31102) • identify shapes that contain angles (31103)	The student will: • identify pairs of congruent angles (31201) • identify pairs of vertical angles and/or determine if they are congruent (31202) • 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)

Grade 8 Strand-Geometry
(Band: Geometric Relationships)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ⇕ More Complex	The student will identify pairs of congruent angles or shapes.	• Sequenced captioned dated pictures showing the student selecting, from a set of 3 or more shapes, the shape that is congruent to the given shape • Videotape showing the student sorting models of angles when given a variety of angles and/or a labeled sorting tray
	The student will identify pairs of vertical angles.	• Work product of student selections of pictures of vertical angles • Work product of student drawn intersecting lines and/or identification of pairs of vertical angles
	The student will identify pairs of supplementary angles.	• Work product of student selections of pictures of supplementary angles • Work product of student drawn straight lines and/or rays and/or identification of pairs of supplementary angles

Grade 8

Strand: Geometry		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)	• 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	

Grade 8 Strand-Geometry
(Band: Transformational Geometry)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Geometry			
Less Complex ⟷			**More Complex**
Transformational Geometry	The student will: • use various types of models to identify, describe, name, and/or interpret images resulting from translations (slides) (32101)	The student will: • use various types of models to identify describe, name, or interpret images resulting from translations (slides) and/or reflections (flips) (32201)	The student will: • use various types of models to identify describe, name, or interpret images resulting from translations (slides), reflections (flips), rotations (turns), and/or dilations (shrinks or enlargements) (32301)

Grade 8 Strand-Geometry
(Band: Transformational Geometry)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will use a model or manipulative to show or identify a translation (slide).	• Videotape showing the student completing puzzles that require the student to find the correct orientation of the piece (e.g., non-interlocking, interlocking, form boards) • A journal showing the initial position of a shape and/or the results of the student sliding the shape (e.g., an L made of 4 squares) to the right, left, up, and/or down a certain number of units (e.g., slide the shape 2 units down on a small grid.)
	The student will use manipulatives, and/or pictures, to show or identify translations (slides) and/or reflections (flips).	• Data of level of accuracy of the student naming the transformation when the teacher slides and/or flips a shape on a board or grid • Sequenced captioned dated pictures 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
More Complex	The student will use manipulatives, and/or pictures, to show or identify translations (slides), reflections (flips), rotations (turns), and/or dilations.	• Sequenced captioned dated pictures of the student making a repeating shape pattern by using flips and/or turns of geometric shapes • Data of level of accuracy of the student naming the transformation when the teacher slides, flips, turns, and/or dilates a shape on a board

Grade 8

Strand: Algebra		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	• 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	

Grade 8 Strand-Algebra
(Band: Variables and Expressions)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Variables and Expressions (represent and analyze)	The student will: • use concrete objects to compare quantities using the terms (equal to, greater than, and/or less than) (41101) • translate verbal sentences into algebraic sentences using numerals and/or the symbols +, =, and/or ≠ (41102)	The student will: • translate verbal sentences into algebraic sentences using the symbols +, −, × , ÷, =, ≠, >, and/or < (41201) • complete and/or identify correct number sentences that use the above listed symbols (41202)	The student will: • translate verbal sentences into algebraic sentences using the symbols +, −, × , ÷, =, ≠, >, <, ≥, and ≤ (41301) • complete and/or identify correct number sentences that use the above listed symbols (41302) • write verbal expressions that match given mathematical expressions (41303)

Grade 8 Strand-Algebra
(Band: Variables and Expressions)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify a set that is greater than a given set.	• Videotape showing a student selecting a picture of a set of objects that has more objects than a given set (e.g., a student is shown a set of 2 CDs and is asked to identify which set has more CDs in it when given 2 or more sets from which to select)
	With or without the use of manipulatives and/or a calculator, the student will complete number sentences.	• The student will identify which symbol (+ or −) to use to make simple number sentences correct (e.g., 3 __ 5 = 8) • The student will fill in missing numbers in a number sentence (e.g., 5 – □ = 3) with or without the use of objects
More Complex	The student will use mathematical symbols to write and/or complete number sentences and/or equations.	• Sequenced captioned dated pictures showing the student selecting the correct symbol, =, >, or <, that shows the relationship between objects • Work product showing the use of one or more mathematical symbol key(s) on a calculator to write and/or complete number sentences

Grade 8

Strand: Algebra		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	• 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 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	

Grade 8

Strand-Algebra
(Band: Patterns, Relations, and Functions)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Patterns, Relations, and Functions	The student will: • duplicate repeating patterns in nature, art, music, or literature (43101) • extend repeating patterns in nature, art, music, or literature (43102) • when given a repeating or growing numeric pattern, duplicate the pattern (43103) • when given a repeating or growing numeric pattern, extend the pattern (43104)	The student will: • when given a repeating or growing numeric and/or geometric pattern, extend the pattern (43201) • when given a repeating or growing numeric and/or geometric pattern, fill in the missing element in the pattern (43202)	The student will: • when given a numeric and/or geometric pattern in the form of a list or table, extend the pattern (43301) • when given a numeric and/or geometric pattern in the form of a list or table, fill in the missing element in the pattern (43302) • create a numeric and/or geometric pattern (43303) • identify the rule for a numeric pattern (43304)

Grade 8

Strand-Algebra
(Band: Patterns, Relations, and Functions)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will acknowledge (through facial expression, vocalization, body movement, etc.) a pattern of sensations when touching a pattern of textures (e.g., cotton/sandpaper, leaf/rock).	• Sequenced captioned dated pictures of student response when presented with a texture pattern • Data indicating level of accuracy of student anticipation of a varying texture in a pattern of textures
	The student will duplicate and/or extend a pattern that repeats attributes of color, size, or shape.	• Work sample of a student using shapes or stickers to extend a pattern • Work product of a beaded necklace made by extending a pattern or a work product showing a pattern of nuts, washers and/or bolts that has been extended
More Complex	The student will create a numeric or geometric pattern and/or extend it two or three times.	• Scrapbook of numeric patterns created and/or extended by the student • Work product showing the student's use of shapes to create and/or extend a geometric pattern

High School

Strand: Algebra			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	• Translate words into an algebraic expression. • Translate an algebraic expression into words
	A.A.2	Write a verbal expression that matches a given algebraic equation	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Variables and Expressions (represent and analyze)	The student will: • translate verbal quantitative phrases into algebraic expressions, using numbers and/or the symbols + and/or − (41101) • use concrete objects to find the value of numerical expressions involving whole numbers (41102) • use concrete objects to compare using the terms equal to, greater than and/or less than (41103)	The student will: • translate verbal phrases into algebraic expressions using numbers and/or the symbols +, −, ×, and/or ÷ (41201) • translate algebraic expressions that use the above listed symbols into words (41202)	The student will: • translate verbal phrases into algebraic expressions using numbers, variables, and/or the symbols +, −, ×, and/or ÷ (41301) • translate algebraic expressions that use the above listed symbols into words (41302)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify the correct number to fill in an algebraic sentence.	• A work sample showing what a student indicates is a correct fill in for simple algebraic sentences. (e.g., $1 + 2 = \square$. Which number goes in the box? Or, $\square + 2 = 3$. Which number goes in the box?)
	The student will match algebraic expressions to their related verbal phrases.	• Journal showing word phrases and/or their matching algebraic expressions • Work sample showing word phrases and/or algebraic expressions with operations missing, and/or the student's response selecting the missing operation symbol. For example, Sam has 4 forks. He takes 3 more forks from the drawer. Fill in the missing operation. 4 ? 3
More Complex	The student will represent a real-life mathematical situation in an algebraic equation (or number sentence).	• Journal showing descriptions of real-life situations and/or their matching algebraic equation • Work sample of descriptions of real-life situations and/or the student's written equation related to that situation

High School

Strand: Algebra		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	• 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. *Note: The quadratic equation should represent a parabola and the solution(s) should be integers*	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Algebra			
Less Complex ⟷			**More Complex**
Equations and Inequalities	The student will: • when given a repeating or growing numeric pattern, describe the pattern (42101) • solve simple algebraic equations involving addition and/or subtraction (42102) • identify correct numeric sentences (42103)	The student will: • translate verbal sentences into algebraic sentences using the symbols +, −, × , ÷, =, ≠, >, and/or < (42201) • solve one-step verbal problems using a variety of strategies (42202)	The student will: • translate verbal sentences into algebraic sentences using the symbols +, −, × , ÷, =, ≠, >, <, ≥, and/or ≤ (42301) • solve verbal problems using a variety of strategies(42302) • solve one-step and/or two-step equations (42303)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will use concrete objects to extend a repeating pattern.	• A videotape showing the student copying a repeating pattern and/or indicating which object is next in a repeating pattern
	The student will solve a simple real-life problem using a one-step equation.	• Videotape of student working with the teacher to solve a real-life problem with a one-step equation • Work sample of student solutions to one-step real-life problems (e.g., Mary saved $12. How much more money does she need to purchase a book that costs $16?) $12 + x = 16$; $x = \$14$
More Complex	The student will solve a real-life problem involving a one or two-step equation.	• Journal of real-life verbal problems and/or the student's solution to these problems • Data indicating level of accuracy of a student solving one- and/or two-step verbal problems (e.g., Dan bought 3 more than twice as many CDs as Jack bought. Dan bought 13 CDs. How many CDs did Jack buy?) $2x + 3 = 13$; $2x = 10$; $x = 5$

High School

Strand: Statistics and Probability			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	• 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	

High School

Strand-Statistics and Probability (Band: Organization and Display of Data)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Organization and Display of Data			
Less Complex ⟷			**More Complex**
Organization and Display of Data	The student will: • display data in a graph (52101) • gather data and record it on a list or in a chart (52102)	The student will: • display data in a scatter plot (52201) • gather data and/or display it in a graph (52202)	The student will: • identify data as qualitative or quantitative (52301) • identify data as biased or unbiased (52302) • gather data and/or display it in a bar graph or scatter plot (whichever is more appropriate) (52303)

High School

Strand-Statistics and Probability (Band: Organization and Display of Data)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↑	The student will organize data that has already been collected and/or display it in a graph.	• A work sample that shows a graph made by the student from data already collected • Sequenced captioned dated pictures showing the student organizing data and/or displaying it in a graph
↕	The student will organize data that has already been collected and/or display it in a scatter plot.	• Videotape of student working with the teacher to create a scatter plot from data that has already been collected • Work sample of student scatter plot made using data already collected
↓ More Complex	The student will select a question and/or gather data that can be used to make a scatter plot, and/or display the data in a scatter plot.	• Work sample showing the question that was asked, the data that was collected, and/or the scatter plot that represented these data • Video tape showing the student working with a teacher to select a question, gather data, and/or represent the data in a scatter plot

High School

Strand: Statistics and Probability			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	• 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	

High School

Strand-Statistics and Probability
(Band: Analysis of Data)

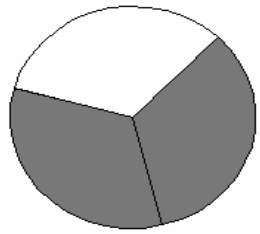
ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Analysis of Data			
Less Complex ⟷			**More Complex**
Analysis of Data	The student will: • read data displayed on a simple graph (53101)	The student will: • interpret data displayed on a simple graph (53201)	The student will: • read data displayed on two or more different types of simple graphs (53301) • interpret data displayed on two or more different types of simple graphs (53302)

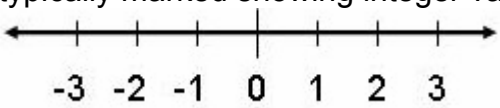
Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will answer questions about information displayed on a graph.	• A work sample that shows student answers to questions posed about data displayed on a graph (e.g., student work schedule selecting next classroom job to be completed) • Sequenced captioned dated pictures showing the student selecting the correct answer of a question posed about information displayed on a graph (e.g., graph with large dots on it selecting the column that has more)
	The student will analyze data represented on a graph.	• Videotape of student working with the teacher to interpret data displayed on a graph • Work sample of student-made statements about information displayed on a graph
	The student will read and/or interpret two different sets of data each displayed on a different type of graph. (For example, one set of data displayed on a bar graph and/or a different set of data displayed on a scatter plot.)	• Journal of at least two different sets of data displayed on different types of graphs and/or student statements about the data • Videotape of the student working with the teacher to read and/or interpret data displayed on at least two different types of graphs

Mathematics Glossary

A Mathematics Toolkit, including curriculum guidance materials and resources is located on the SED website. Please see:
Mathematics Toolkit for Grades Prekindegarten-8:
http://www/emsc.nysed.gov/3-8/guidancepk8.htm
Mathematics Toolkit Grades 9-12:
http://www.emsc.nysed.gov/guidance912.htm

NUMBER SENSE AND NUMERATION

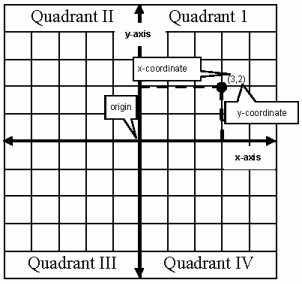
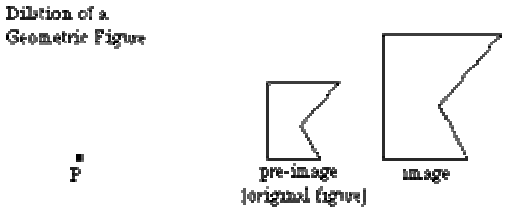
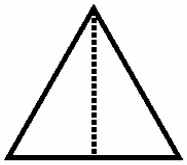
TERM	DEFINITION
Compare numbers	Given two numbers, determine which number is greater than, less than, or equal to the other number.
Fraction	A number in the form $\frac{a}{b}$ or a/b where *a* is called the *numerator* and *b* is called the *denominator.* A fraction names a part of a whole or a part of a collection. **Example:** The shaded portion represents $\frac{2}{3}$ of the circle.  2 is the *numerator* and 3 is the *denominator*.
Hundredths chart	A chart made of 100 squares, 10 squares across and 10 squares down.
Improper fraction	A fraction that has the numerator greater than or equal to the denominator. For example, $\frac{3}{2}$ and $\frac{4}{4}$ are improper fractions.
Integer	The set of numbers containing zero, the set of all natural numbers, and the negatives of all the natural numbers. For example, …, -4, -3, -2, -1, 0. 1, 2, 3, 4, … are integers.
Mixed number	A whole number together with a proper fraction. For example, $3\frac{1}{2}$ is a mixed number.

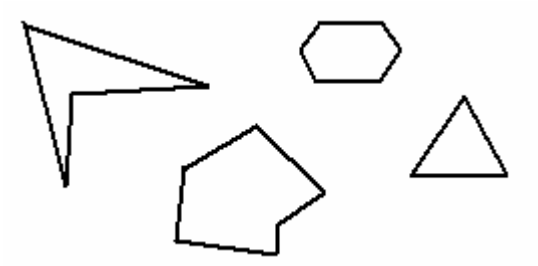
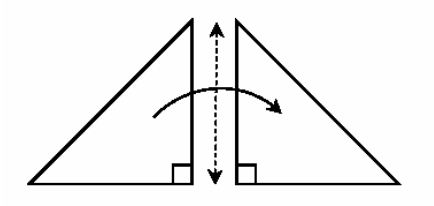
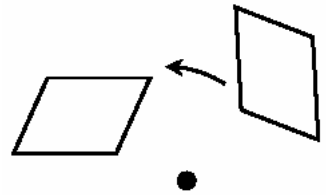
Number line	A line representing the set of all real numbers. The number line is typically marked showing integer values.  www.mathwords.com
Numeral	A symbol for a number. For example, 3 is the numeral for three.
Operation	Addition, subtraction, multiplication, division.
Order numbers	Given a list of 3 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., identifies first person in line).
Percent	An amount that means part of 100. For example, 25% means $\frac{25}{100}$.
Proper fraction	A fraction with a smaller numerator than denominator. For example, $\frac{3}{4}$ is a proper fraction, but, $\frac{5}{2}$ is not a proper fraction.
Ratio	The result of dividing two quantities. 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.
Whole number	The numbers 0, 1, 2, 3, 4, ….

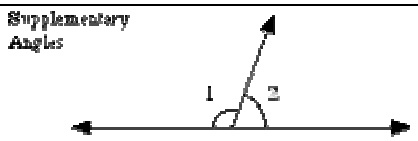
ALGEBRA

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. (e.g., 6 + 4 = 10)
Expression	A mathematical combination made from mathematical symbols (e.g., one side of an equation is also an expression, 6 + 4 and 3x – 10 . 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	To simplify an expression that includes only whole numbers and one or more operations (no parentheses), first do all multiplications and divisions in order from left to right, then do all additions and subtractions in order from left to right. For example, to simplify, $3 + 6 \div 2 - 1 + 7 \times 2$, first do the multiplications and divisions, you get $3 + 3 - 1 + 14$; then do the additions and subtractions from left to right, you get, $6 - 1 + 14 = 5 + 14 = 19$
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. **Example:** ● ●● ●●● ●●●● *Step 1* *Step 2* *Step 3* *Step 4* This pattern is *growing* by one in each step.
Pattern (Numeric)	A pattern of numbers arranged according to a rule.
Pattern (Geometric)	A pattern of geometric shapes arranged according to a rule. **Example:** ▲●●▲●●
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.
Proportion	An equation of fractions in the form $\frac{a}{b} = \frac{c}{d}$.
Rule for a pattern	A sentence or equation that describes how to extend a pattern of how to find a certain term of a pattern.

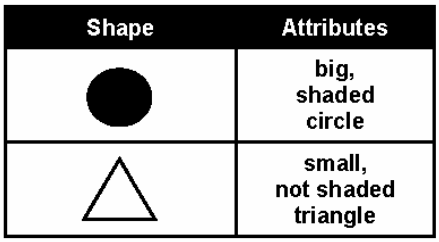
GEOMETRY

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	Figures that have the same shape and same size. **Example:** These two shapes are *congruent figures.*
Coordinates	Coordinates are written as ordered pairs to give the exact location of a point or object on a grid, Cartesian plane, coordinate plane, or map. **Example:**  The *coordinates of the point on the graph are* (3, 2).
Coordinate reference system	A system that uses coordinates to establish position.
Dilation	A transformation in which all distances are lengthened or shortened by a common factor.  www.mathwords.com
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.
Line symmetry	Figures that match exactly when folded in half have line symmetry. **Example:**  The dotted line denotes the *line symmetry* of this triangle.

TERM	DEFINITION
Parallel lines	Two lines are parallel if they are in the same plane and never intersect.
Polygon	A closed figure on a flat surface that is made up of line segments joined end to end. The line segments of a *polygon* may not cross. **Examples:** 
Quadrilateral	A 4-sided polygon. Quadrilaterals include, rectangles, squares, parallelograms, rhombi, trapezoids, and kites.
Rectangle	A 4-sided polygon with all right angles.
Reflection (flip)	A transformation in which a figure is flipped over a line. **Example:** 
Rotation (turn)	A transformation in which a figure is turned around a fixed point. **Example:** 
Similar shapes	Two figures are similar if they have the same shape; their angles are equal in size and the corresponding sides are in proportion. **Example:** These two shapes are *similar.*
Square	A rectangle with all sides congruent.
Supplementary angles	A pair of angles the sum of whose measures is 180°.

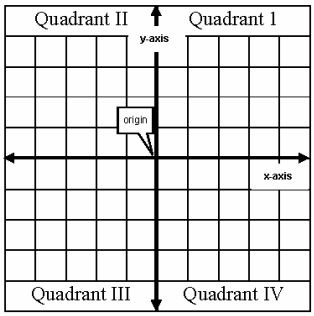
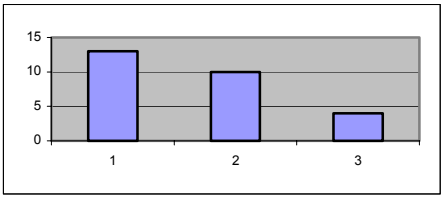
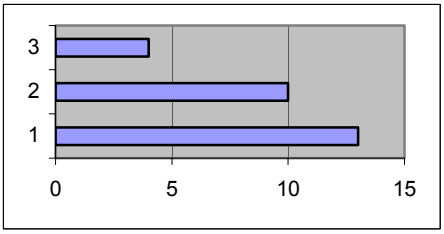
	 www.mathwords.com In this diagram angles 1 and 2 are supplementary angles since, the measure of angle 1 + the measure of angle 2 = 180°
Translation (slide)	A transformation in which a figure is slid in any direction. **Example:**
Triangle	A 3-sided polygon.
Vertical angles	A pair of opposite angles formed by the intersection of two straight lines. www.mathwords.com 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. So, angle 1 is congruent to angle 4 and angle 2 is congruent to angle 3.

MEASUREMENT

TERM	DEFINITION
Analog clock	A clock, usually with a round face, 12 numbers, and 2 hands (one pointing to the hour and the other pointing to the minute).
Attributes	A characteristic (e.g., sorting by color; *sorting game*). **Example:**  Shape: Attributes big, shaded circle small, not shaded triangle
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.
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.
Standard units of measure	All customary and metric units of measure.
Volume	The size, measure, or amount of anything in three dimensions. For example, the volume of a rectangular solid is found by Volume = length x width x height If the dimensions of the rectangular solid are measured in inches, the volume of the box is given in cubic inches.

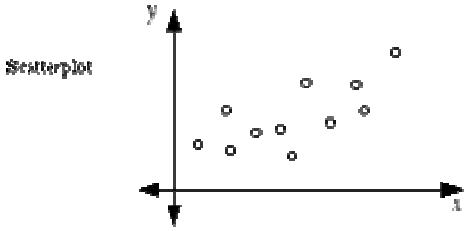
DATA ANALYSIS AND PROBABILITY

TERM	DEFINITION
Axes on a graph	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. 
Bar graph	A graph that uses horizontal or vertical bars to represent numbers in the data. **Example:**  
Data	Information that has been collected; as from a survey.

<table>
<tr><th>TERM</th><th>DEFINITION</th></tr>
<tr><td>Frequency chart</td><td>A table that lists the categories of data collected and ticks to show how many times each category occurred.
<table>
<tr><th>PETS</th><th>NUMBER OF STUDENTS</th></tr>
<tr><td>Cats</td><td>||||</td></tr>
<tr><td>Dogs</td><td>~~||||~~ |||</td></tr>
<tr><td>Rabbits</td><td>||</td></tr>
</table></td></tr>
<tr><td>Pictograph</td><td>A record of data collected which consists of categories of data and uses pictures or symbols to represent the frequency that each category occurred.
<table>
<tr><th>STUDENT</th><th>NUMBER OF APPLES EATEN</th></tr>
<tr><td>Sally</td><td> </td></tr>
<tr><td>Tom</td><td> </td></tr>
<tr><td>Maria</td><td> </td></tr>
</table></td></tr>
<tr><td>Probability</td><td>The likelihood or chance that an event will occur. Probabilities can be described as:

Likely if the event will most probably happed;
Certain if the event will definitely happen;
Impossible if the event cannot happen;
Unlikely if there is little chance that the event will happen.

A probability can also be expressed as a fraction. For example, if a spinner has on it 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, and the denominator is 3 because there were only 3 sections on the spinner.</td></tr>
</table>

TERM	DEFINITION
Scale	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.
Scatter plot	A graph of paired data in which the data values are plotted as (*x*, *y*) points.  www.mathwords.com

Appendix F

New York State Alternate Assessment

Science
NYSAA Frameworks

to the

Core Curriculum
Grade Level Expectations

and

Alternate Grade Level Indicators

for

Students with Severe Cognitive Disabilities

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.

Grade 4

Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry) 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	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings 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. S1.3a Clearly express a tentative explanation or description which can be tested	• Observe objects and events and ask questions about them • Describe observations about objects or events • Identify similarities and differences in various observations

Grade 4

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 1)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)			
Less Complex ⟷			**More Complex**
Key Idea 1	The student will: • interact with and/or make observations about objects (11101) • make observations about events (11102) • recognize similarities and/or differences between objects (11103)	The student will: • identify similarities and/or differences among objects and/or events (11201) • sort objects according to similarities and/or differences (11202)	The student will: • describe observations of objects and/or events they observe (11301) • ask questions about objects and/or events they observe (11302)

Grade 4

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 1)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will interact with a variety of objects that have different characteristics using his/her senses. (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.)	• Data collection recording student performance when the student holds, feels, smells, and/or observes different objects using his/her senses
	The student will sort objects according to their similarities. (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.)	• Sequenced, captioned, dated photographs of the student sorting the objects by similarities
More Complex	The student will ask a question related to the weekly science experiment. (e.g., questions such as—did it work?; what happened?; why did it happen?; how long did it take?, etc.)	• Audio/video clip of the student asking a question about a science experiment

Grade 4

Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry) 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	S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. 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.) S2.2 Share their research plans with others and revise them based on their suggestions. 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 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. S2.3a Use appropriate "inquiry and process skills" to collect data S2.3b Record observations accurately and concisely	• Plan and develop procedures for exploration • Identify materials needed for exploration • Implement an exploration • Report observations

Grade 4

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 2)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)			
Less Complex ⟷			**More Complex**
Key Idea 2	The student will: • recognize scientific tools used in simple explorations (investigation) (12101) • attend to someone conducting a single procedure for a simple exploration (investigation) (12102) • complete a single procedure of a simple exploration (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 exploration (investigation) (12201) • complete two procedures of a simple exploration (investigation) (12202) • recognize the planning steps of a simple exploration (investigation) (12203) • recognize specific results of an exploration (12204) • sequence the steps of a familiar exploration (investigation) (12205)	The student will: • gather common tools and/or materials that will be needed for a simple exploration (investigation) (12301) • plan a simple exploration (investigation) (12302) • implement the procedures of a simple exploration (investigation) (12303) • report specific results of an exploration (investigation) (12304)

Grade 4

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 2)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will select a scientific tool commonly used in classroom experiments. (e.g., thermometer, scale, ruler, beaker, etc.)	• Data collection recording student performance when selecting scientific tools
	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 them in a bucket, and step three observe the results)	• Video clip of student completing two steps of a three step experiment
	The student will create a simple report showing the results of an experiment. (e.g., using a simple tally to illustrate results, sorting objects into piles according to results, etc).	• Student work product that communicates pictures of the results of the experiment

Grade 4

Standard: 4-The Living Environment Key Idea 3: Individual organisms and species change over time.		
Science Core Curriculum	**Performance Indicators**	**Essence of Indicators**
Pg. 18–19	**3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.** 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction. • 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) 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction. • 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	• 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)	
	seeds • seeds contain stored food that aids in germination and the growth of young plants 3.1c In order to survive in their environment, plants and animals must be adapted to that environment. • 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 **3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.** 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment. 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.	

Grade 4 Standard 4-The Living Environment (Key Idea 3)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Living Environment			
Less Complex ⟷			**More Complex**
Key Idea 3	The student will: • distinguish between plants and/or animals (22101) • identify basic plant and/or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22102) • identify that different plants and/or animals are found in different places (22103) • recognize the environment in which an organism is typically found (22104)	The student will: • identify the functions of basic plant and/or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.) (22201) • associate some characteristic features of plants and/or animals with certain environments (e.g., heavy fur for cold climates, thick stems for dry areas, etc.) (22202) • identify the part that is missing from a specific plant or animal (22203)	The student will: • identify that animals and/or plants have different structures that are essential for growth, reproduction, and/or survival (22301) • recognize how animals and/or plants adapt to their environment (22302)

Grade 4 Standard 4-The Living Environment (Key Idea 3)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↑	The student will distinguish between a plant and an animal. (e.g., flower labeled plant; tree labeled plant; cat labeled animal; human labeled animal, etc.)	• Student work product of a scrapbook containing pictures of plants with labels and animals with labels
↕	The student will identify animal adaptations and/or survival techniques. (e.g., chameleon and changing color to match environment)	• Student work product showing a specific animal and its survival technique
↓ More Complex	The student will record the basic elements needed for a plant to grow, reproduce and/or survive (e.g., growing a plant from a seed—elements needed such as water, sunlight, etc.).	• Data chart containing information about student participation in growing a plant from a seed and recognizing what the plant needs for growth, reproduction, and/or survival

Grade 4

Standard: 4-The Physical Setting/Earth Science 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	**2.1 Describe the relationship among air, water and land on Earth.** 2.1a Weather is the condition of the outside air at the particular moment. 2.1b Weather can be described and measured by: • temperature • wind speed and direction • form and amount of precipitation • general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth. • 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 2.1d Erosion and deposition result from the interaction among air, water, and land. o interaction between air and water breaks down earth materials o pieces of earth material may be moved by air, water, wind, and gravity o pieces of earth material will settle or deposit on land or in the water in different places o soil is composed of broken-down pieces of living and nonliving earth material 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.	• 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

Grade 4

Standard 4-The Physical Setting/Earth Science (Key Idea 2)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science			
Less Complex ⟷			**More Complex**
Key Idea 2	The student will: • identify at least one component of daily weather conditions (e.g. general wind speed or direction, general temperature, precipitation, and/or cloudiness) (32101) • identify the appropriate tools for measuring weather conditions (e.g. thermometer, wind vane) (32102) • recognize erosion and/or deposition (32103) • recognize storms (extreme natural events) (32104) • recognize liquid and/or solid forms of water (32105)	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 from which the wind is blowing (32203) • identify evidence of erosion and/or deposition (32204) • identify liquid and/or solid forms of water (32205) • 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 conditions (e.g. sunny, cold, and windy) (32301) • 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 and/or "added to" during deposition (32304) • identify the gas form of water (32305) • recognize that liquid, solid, and gaseous water are interchangeable (32306) • describe ways that extreme natural events affect the environment (32307)

Grade 4

Standard 4-The Physical Setting/Earth Science (Key Idea 2)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize liquid and/or solid forms of water. (e.g., recognizing liquid water, then participating in putting the water in a freezer, then participating in removing the water from the freezer, then recognizing solid water)	• Sequenced captioned dated photographs showing student recognition of forms of water
	The student will recognize that a wind vane indicates the direction toward 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.)	• Video clip of wind vane made by student being used to show where the wind is coming from
	The student will identify that material is being "moved away" during erosion and/or "added to" during deposition. (e.g., pouring water on sand to illustrate erosion, having a fan blow air toward a pile of sand to illustrate deposition, etc.)	• Sequenced captioned dated photographs showing student creating erosion and deposition

Grade 8

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry) 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	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. S2.1a demonstrate appropriate safety techniques S2.1b conduct an experiment designed by others S2.1c design and conduct an experiment to test a hypothesis S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including: • measuring • observing • describing • classifying • sequencing	• Use appropriate techniques, tools, and safety procedures to design and conduct scientific investigations • Record quantitative and qualitative data
	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. S2.2a include appropriate safety procedures 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)	

	Performance Indicators (continued)	
	S2.2c design a simple controlled experiment S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment S2.2e choose appropriate sample size and number of trials S2.3 Carry out research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation. S2.3a use appropriate safety procedures S2.3b conduct a scientific investigation S2.3c collect quantitative and qualitative data	

Grade 8

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 2)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)			
Less Complex ⟷			**More Complex**
Key Idea 2	The student will: • demonstrate one technique for conducting scientific investigations (12101) • identify tools used for scientific investigations (12102) • recognize a safety hazard associated with a scientific investigation (12103) • recognize results of an investigation (data) (12104)	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 (12205) • assemble tools needed for a scientific investigation (12206)	The student will: • identify and/or implement a technique that is appropriate to answer a specific question (12301) • use appropriate safety procedures during a scientific investigation (12302) • design a simple scientific investigation (12303) • recognize independent, dependent variables, and constants in a simple investigation (12304) • record qualitative and quantitative results of an investigation (12305) • record results of an investigation (12306)

Grade 8

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 2)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↑	The student will identify tools used for scientific investigations. (e.g., pictures of measuring cup and thermometer for investigation of water temperature at room temperature and in refrigerator)	• Student work product showing a list of common scientific tools identified for an investigation
	The student will assemble tools needed for a scientific investigation. (e.g., have the student gather materials to do an experiment such as a ruler to measure the growth of a plant)	• Sequenced, captioned, dated photographs of the tools assembled by the student for the investigation
↓ More Complex	The student will record results of an investigation. (e.g., record the results of what happens when ball slides down a ramp and hits an object such as a cup)	• Data chart of results of an investigation that were recorded by the student

Grade 8

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry) 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	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. S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships S3.1b generate and use scales, create legends, and appropriately label axes S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem. S3.2a accurately describe the procedures used and the data gathered S3.2b identify sources of error and the limitations of data collected S3.2c evaluate the original hypothesis in light of the data S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation S3.2f make predictions based on experimental data S3.2g suggest improvements and recommendations for further studying S3.2h use and interpret graphs and data tables S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.	• Organize data (results) using graphs, diagrams, tables, and models • Draw conclusions based on data from an investigation

Grade 8

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 3)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)			
Less Complex ⟷			**More Complex**
Key Idea 3	The student will: • recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101) • identify cause and/or effect relationships (13102) • determine whether an event is possible or impossible (13103)	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) • recognize a conclusion based on the results of an investigation (13203)	The student will: • compare results of investigations using graphs, diagrams, tables, or models (13301) • describe simple trends in the results of investigations (13302) • explain a conclusion based on the results of an investigation (13303)

Grade 8

Standard 1-Analysis, Inquiry, and Design (Scientific Inquiry) (Key Idea 3)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will recognize the results of investigations presented using tools such as graphs, charts, diagrams, and/or tables. (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.)	• Student work product showing marks that the student makes indicating the results of an investigation, on a graph, table, chart, etc.
	The student will identify simple trends in the results of investigations. (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.)	• Student work product showing trends indicated by the student
More Complex	The student will explain a conclusion based on the results of an investigation. (e.g., indicate which object would travel farther based on the weight of the objects using data of an investigation in which weights were found)	• Audio/video clip of student answering questions about possible conclusions by pointing to different objects

Grade 8

Standard 4: The Living Environment Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.		
Science Core Curriculum	**Performance Indicators**	**Essence of Indicators**
Pg. 17–18	**5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.** 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. 5.1b An organism's overall body plan and its environment determine the way that the organism carries out the life processes. 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. 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. 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. 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.	• 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)	
	5.1g The survival of an organism depends on its ability to sense and respond to its external environment. **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.** 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.	

Grade 8 Standard 4-The Living Environment (Key Idea 5)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Living Environment			
Less Complex ⟷			**More Complex**
Key Idea 5	The student will: • recognize that organisms need food, water, air and/or sunlight to live and/or maintain health (23101) • 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 (23103) • identify the functions of the basic parts of plants (23104) • identify animal organs and/or body design (23105) • recognize some behaviors of common living specimens (23106)	The student will: • recognize that organisms get energy and/or nutrients from food (23201) • identify that organisms need food, water, air and/or sunlight to live and/or maintain health (23202) • identify an aspect of an organism's design that helps the organism get food (23203) • identify an aspect of an organisms response that helps the organism get food (23204) • specify the features that enable a plant or animal to survive in its environment (23205)	The student will: • compare similarities and/or differences in the ways that plants and/or animals get energy and/or nutrients from food (23301) • identify that organisms need food to live, maintain health and/or a balanced condition (23302) • 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 (23304) • recognize that humans need carbohydrates, fats, and/or proteins along with vitamins and/or minerals to maintain health (23305)

Grade 8 Standard 4-The Living Environment (Key Idea 5)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize an aspect of an organism's design that helps the organism get food. (e.g., carnivores such as bears and hawks have claws to catch and hold their prey, animals such as cows and goats do not have claws as they eat plants and do not seek prey, etc.)	• Student work product in which the student matches animals and/or plants that get food in a similar way
	The student will specify the features of an animal that enable it to survive in its environment. (e.g., animals that live in a desert will have different features than animals that live in the woods)	• Student work product consisting of a chart listing different animals and their features for survival
	The student will identify how the responses of organisms help them get food. (e.g., hiding until the prey comes close, sneaking up on prey, etc.)	• Audio/video clip of student answering questions after watching video clips of animals obtaining food and student recognizing how the animal's actions helped it obtain food

Grade 8

Standard 4: The Physical Setting/Earth Science 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	**3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.** 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. 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. 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. 3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container. 3.1e A liquid has a definite volume, but takes the shape of a container. 3.1f A solid has definite shape and volume. Particles resist a change in position. 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.	• 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).	

Grade 8

Standard 4-The Physical Setting/Earth Science (Key Idea 3)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science			
Less Complex ⟷			**More Complex**
Key Idea 3	The student will: • identify one characteristic of matter (e.g. color, odor, heaviness, hardness, etc.) (33101) • distinguish between solids and/or liquids (33102) • recognize an object as hot (warm) or cold (cool) (33103) • recognize that matter is made of small parts (33104) • recognize that everything is made of matter (33105) • sort objects according to characteristics such as weight, length and/or size (33106)	The student will: • identify multiple characteristics of matter (e.g. color, odor, heaviness, hardness, etc.) (33201) • identify whether matter is solid, liquid, or gas (33202) • indicate the changes that occur when materials interact (e.g., sugar/milk, salt/water, etc.) (33203) • recognize a physical change in a substance (33204) • recognize a chemical change in a substance (33205)	The student will: • describe the color, odor, heaviness, or hardness of matter (33301) • describe the properties of a solid, liquid, or 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/or heat (33304) • demonstrate that matter is conserved (33305) • describe that everything is made of matter (33306) • describe how matter is made of small parts (33307) • describe and/or perform an investigation involving a physical change (33308) • describe and/or perform an investigation involving a chemical change (33309)

Grade 8

Standard 4-The Physical Setting/Earth Science (Key Idea 3)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize the color, odor, heaviness, or hardness of matter. (e.g., a feather is light, a rock is hard, etc.)	• Data chart recording about the student recognizing the color, odor, heaviness, and/or hardness of familiar objects
	The student will identify whether a substance is a solid or a liquid (e.g., ice, milk, rock, etc.)	• Video clip of student identifying various things as a solid or a liquid
	The student will demonstrate that matter is conserved. (e.g., when an ice cube melts, the water will be the same mass as the ice cube was when frozen)	• Student work product from an investigation showing that matter is conserved

High School

Standard 4: The Living Environment 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	**1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.** 1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotropic or heterotropic nutrition. 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. 1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem. 1.1d The interdependence or 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. 1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium. 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. **1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).**	• 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)	
	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. 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). 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. **1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.** 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.	

High School Standard 4-The Living Environment (Key Idea 1)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Living Environment			
Less Complex ⟷			**More Complex**
Key Idea 1	The student will: • recognize relationships between themselves and living and/or non-living things (21101) • recognize that humans have structures (organs) that are connected to fulfill certain needs (e.g. circulation, respiration, digestion, waste removal) (21102) • recognize the five senses (21103) • identify a living thing (21104) • identify a non-living thing (21105)	The student will: • identify relationships within an ecosystem in which living things depend on living and/or non-living things (21201) • identify that humans have groups of organs that work together to fulfill certain needs (e.g. circulation, respiration, digestion, waste removal) (21202) • recognize that organisms are made up of cells (21203) • recognize a one-celled organism or a model of a one-celled organism (21204)	The student will: • recognize disruptions in the relationships between living and/or 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) • understand that the human body is made up of cells (21303) • understand that cells have structures that fulfill certain needs (21304) • recognize that one-celled organisms have structures that fulfill certain needs (21305)

High School Standard 4-The Living Environment (Key Idea 1)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will identify living things from a selection of living and non-living objects or examples. (e.g., a fish, a rock, a shoe, or a plant, a CD-Rom, a pencil, etc.)	• Sequenced, captioned dated photographs of student choosing the living thing from a choice of two
	The student will identify that humans have systems of organs that fulfill certain needs (e.g., circulation-heart, veins, arteries; respiration-lungs, diaphragm; digestion-stomach, intestine; waste removal-intestine, kidneys, liver; etc.).	• Student work product with diagrams of body systems with labels pasted on showing some of the groups of major organs and the need the fulfill
	The student will recognize disruptions in the relationships between living and/or non-living things. (e.g., fire disrupting an ecosystem, severe storms disrupting an ecosystem, etc.)	• Audio/video clip of student explaining poster created about disruptions in the relationship between living and/or non-living things recognized by the student

High School

Standard 4: Living Environment 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	**7.1 Describe the range of interrelationships of humans with the living and nonliving environment.** 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. 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. 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 addresses, ecosystems may be irreversibly affected. **7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.** 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	• 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)	
	composition or air, soil, and water. 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.	

High School Standard 4-The Living Environment (Key Idea 7)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Living Environment			
Less Complex ⟷			**More Complex**
Key Idea 7	The student will: • recognize that living things (including humans) need non-living things (24101) • recognize ways that humans use non-living things (24102) • recognize impacts that humans have on the environment (24103) • demonstrate ways to minimize human impacts on the environment (24104) • identify ways that human actions affect the environment (24105)	The student will: • identify at least one way that people need non-living things (24201) • identify at least one way that humans need Earth's resources (24202) • identify at least one way that humans can use non-living things wisely (24203) • identify at least one way that humans impact the environment (24204) • identify ways that humans can influence the environment (24205)	The student will: • describe examples of how living and non-living things are interdependent (24301) • describe at least one way humans need the Earth's resources (24302) • describe at least one way that humans impact the Earth's resources (24303) • understand how humans can minimize their impact by using resources wisely (24304) • describe at least one impact on the environment from technology and human populations (24305) • describe that humans can deplete or ruin resources and they will no longer be available for other people to use (24306)

High School Standard 4-The Living Environment (Key Idea 7)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize that living things need non-living things. (e.g., humans need sun, water, shelter, etc.)	• Student work product of a list of non-living things that humans need
	The student will identify at least one way humans impact the environment. (e.g., positive and/or negative impacts such as global warming, deforestation, planting a garden in the city, recycling, etc.)	• Student work product consisting of a collection of pictures showing ways people have impacted (changed) the environment
	The student will describe that humans can deplete or ruin resources so they will no longer be available for other people to use. (e.g., answering questions about what will happen when something is taken away that can be used up and/or when depletion of trees/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.)	• Videotape of student demonstrating that resources can be depleted

High School

Standard 4: Physical Setting/Earth Science 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	**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.** 1.1a Most objects in the solar system are in regular and predictable motion. • 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. 1.1b Nine planets move around the sun in nearly circular orbits. • 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. 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. 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. 1.1e The Foucault pendulum and the Coriolis	• 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)	
	effect provide evidence of Earth's rotation. 1.1f Earth's changing position with regard to the Sun and the moon has noticeable effects. • 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 the 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 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: • 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	

	Performance Indicators (continued)	
	ones occurs. Fusion releases great amounts of energy over millions of years. • 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 Our solar system formed about five billion years ago from a giant could of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials. • 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 Asteroids, comets, and meteors are components of our solar system. • Impact events have been correlated with mass extinction and global climactic change. • Impact craters can be identified in Earth's crust. 1.2e 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. 1.2f 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. 1.2g Earth has continuously been recycling water since the outgassing of water early in its history. This constant	

	Performance Indicators (continued)	
	recirculation of water at and near Earth's surface is described by the hydrologic (water) cycle. • 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 The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record. • 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 Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations. • 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	

	Performance Indicators (continued)	
	information about past environmental conditions. • 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.	

High School

Standard 4-The Physical Setting/Earth Science (Key Idea 1)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science			
Less Complex ⟷			**More Complex**
Key Idea 1	The student will: • identify the earth, sun, moon and/or stars (31101) • identify night and/or day (31102) • recognize that the moon changes shape over the course of a month (31103) • recognize that seasons change over the course of a year (31104) • recognize other planets, asteroids, comets, and/or meteors (31105) • label a diagram of the water cycle (31106) • identify fossils as remains of living things (31107) • recognize patterns of daily, monthly and/or seasonal changes in their environment (31108)	The student will: • recognize the earth tilts on its axis and its relation to night, day and/or seasons (31201) • recognize the movements of the earth, moon and sun relative to each other (31202) • identify that the moon changes shape over the course of a month (31203) • identify stars, planets, asteroids, comets, and/or meteors (31204) • identify parts of the water cycle (31205) • identify ways that fossils form (31206) • recognize how fossils can provide evidence of past conditions (31207) • recognize how rocks can provide evidence of past conditions (31208)	The student will: • explain the effects of the earth spinning on its axis (31301) • describe the movements of the earth, moon and sun relative to each other (31302) • describe changes in the moon's shape over the course of a month (31303) • describe changes in the seasons over the course of a year (31304) • describe stars, planets, asteroids, comets, and/or meteors (31305) • recognize that the universe is vast and/or very old (31306) • describe parts of the water cycle (31307) • identify how fossils can provide evidence of past conditions (31308) • identify how rocks can provide evidence of past conditions (31309)

High School

Standard 4-The Physical Setting/Earth Science (Key Idea 1)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	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.)	• Student work product indicating which rocks/objects are/contain fossils in a collection
	The student will recognize the movements of the earth and moon relative to each other and the sun. (e.g., sun is central, earth moves around the sun, moon moves around the earth)	• Video clip of student participating in model demonstration
	The student will describe stars, planets, asteroids, comets, and/or meteors. (e.g., recognizes a picture as a planet [or the planet Jupiter] and another picture as an asteroid; identify a model or picture of a comet; describe characteristics of a star or meteor, etc.)	• Sequenced, captioned dated photographs of student sorting pictures of space objects into categories

High School

Standard 4: Physical Setting/Earth Science 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	**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.** 2.1a Earth's systems have internal and external sources of energy, both of which create heat. 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. 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 dewpoint), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover. 2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes. 2.1e Weather variables are interrelated. For example: • temperature and humidity affect air pressure and probability of precipitation • air pressure gradient controls wind velocity 2.1f Air temperature, dewpoint, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.	• 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 sever e weather. 2.1j 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). • 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	

	Performance Indicators (continued)	
	motions indicate Earth is a dynamic geologic system. • 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 place 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.	

	Performance Indicators (continued)	
	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. 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 The natural agents of erosion include: • *Streams (running water):* 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. • *Glaciers (moving ice):* 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. • *Wave Action:* 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	

	Performance Indicators (continued)	
	zone of the breaking waves. • *Wind:* Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock. • *Mass Movement:* Earth materials move downslope under the influence of gravity. 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: • 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 a 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. • Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and	

	Performance Indicators (continued)	
	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: • 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.	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science			
Less Complex ⟷			**More Complex**
Key Idea 2	The student will: • recognize that it feels warmer when in the sunshine than when in the shade (32101) • recognize land can be pushed into mountains and/or valleys (32102) • recognize that land is removed by erosion (32103) • identify weather conditions (32104) • identify appropriate tools for measuring various weather conditions (32105)	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 that forces within earth cause land to be folded into mountains and/or valleys (32204) • identify that weathering and/or erosion break down the land (32205) • associate weather and/or climate changes with differences in heating (32206) • identify weather as short-term changes and/or climate as long-term changes (32207)	The student will: • describe the sun as an external source of heat (32301) • describe the relationship between the visible presence or absence of the sun with certain weather (32302) • describe how the amount of heat in the atmosphere changes with seasons (32303) • 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) • describe that forces within earth cause land to be folded into mountains and/or valleys (32306) • describe that erosion breaks down the land (32307) • describe the relationship between differences in heating and/or weather and/or climate (32308)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will identify weather conditions. (e.g., use simple calendar or chart and attach/glue weather pictures for each day over a week/month time period)	• Student work product of daily weather record compiled by the student
	The student will identify the sun as an external source of heat. (e.g., use simple chart with the temperature recorded in the shade and in the sun on the same day showing that the temperature is lower when sunshine is blocked)	• Student work product of student chart with differing temperatures
	The student will describe the relationship between differences in heating and/or weather and/or climate. (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 – what to wear, what to do [picnic etc.]; given a picture of or a thermometer showing freezing temperatures, ask the student whether it will rain or snow, etc.)	• Student work product of flow chart labeled by student indicating the relationship between amount of heat received in an area and the weather or climate in that area

Appendix F

New York State Alternate Assessment

Social Studies
NYSAA Frameworks

to the

Core Curriculum
Grade Level Expectations

and

Alternate Grade Level Indicators

for

Students with Severe Cognitive Disabilities

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.

Grade 5

Standard: 1-US and NY History Unit 6-Colonial Life and the Revolutionary War in NY State		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 28	**Colonial and Revolutionary periods** - 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 **The Revolutionary War in New York State** - 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	• 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

Grade 5 Standard 1-US and NY History (Unit 6)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 6	The student will: • identify New York as his/her state of residence (12101) • locate on a New York map where he/she lives (12102) • recognize pictures that show colonial life in New York (12103) • 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) • explain why Europeans came to New York long ago (12202) • identify which Europeans settled where he/she lives (12203) • compare/contrast one aspect of colonial life to life today, e.g., school, transportation, shelter (12204) • identify and discuss at least one important event that occurred in New York during the American Revolution (12205)	The student will: • name and locate his/her community of residence on a New York map (12301) • tell why Europeans came to New York long ago (12302) • discuss cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12303) • compare/contrast these cultural features to those of today (12304) • 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 battle that occurred in New York (12306)

Grade 5 Standard 1-US and NY History (Unit 6)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select their state of residence during various classroom activities. (e.g., recognize New York State while looking at pictures of different states)	• Data chart documenting successful identifications of New York State and community of residence
	The student will distinguish between images about life in colonial times and about life in modern times and give examples of differences. (e.g., transportation, clothing, food, school, housing, etc.)	• Student work or other recorded evidence indicating ability to compare and contrast colonial and modern day life
More Complex	The student will answer questions about texts read pertaining to important events/people of the American Revolution. (e.g., Thomas Jefferson and the Declaration of Independence, Paul Revere's engraving of the Boston Massacre, etc.)	• Student produced work or other recorded evidence indicating ability to identify cultural features of New York colonial life and important historical events/people associated with the American Revolution

Grade 5

Standard: 1-US and NY History Unit 8-Industrial Growth and Expansion in NY State		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 29	**Industrial growth and expansion** - 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 **Urbanization: economic, political, and social impacts** - 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	• 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

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 8	The student will: • identify means of transportation and/or communication today, e.g., cars, airplanes, telephones, television (15101) • identify means of transportation and/or communication in 18th and/or 19th century New York State, e.g., horses, carriages, walking, letters, newspapers (15102) • compare/contrast modern and former means of transportation and/or communication (15103) • 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, and/or communication (15201) • identify reasons immigrants came to New York State in the 19th century (15202) • describe the contributions immigrants made to New York State (15203) • explore how New York State's location, natural features, and/or transportation systems contributed to the growth of its cities (15204) • 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 at the importance of Ellis Island to immigration (15207)	The student will: • investigate how advances in transportation and/or communication and the effects of industrialization led to the growth of New York State's cities in the 19th century (15301) • examine the significance of the Erie Canal to New York State's 19th century economy (15302) • describe immigrant groups to New York State and/or their contributions to the state (15303) • examine factory working conditions in New York State and/or the role of child labor in the 19th century (15304) • identify reasons New York State enacted compulsory education laws in the 19th century (15305)

Grade 5 Standard 1-US and NY History (Unit 8)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify pictures of current means of transportation from multiple sources. (e.g., cars, trains, airplanes, etc.)	• Data chart documenting correct identification of means of transportation or student produced list
	The student will identify two facts about daily life in New York State during the 19th century in a class play. (e.g., harvesting crops, working in an early factory, etc.)	• Audio/video tape of student using a switch to identify two facts about daily life in New York State during the 19th century
More Complex	The student will list reasons for the growth of a 19th century city that still exists today; this may be one in which the student is living or one that is near the student's residence. (e.g., growth of industry, rapid improvements of transportation, immigration, etc.)	• Student produced list or teacher recorded evidence indicating the student's understanding about the growth of a city during the 19th century

Grade 5

Standard: 5-Civics, Citizenship, and Government Unit 4-Government of World Communities		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 27	**Symbols of citizenship in world communities** - People in world communities celebrate various holidays and festivals - People in world communities use monuments and memorials to represent symbols of their nations **Governments around the world** - 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	• 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

Grade 5

Standard 5-Civics, Citizenship, and Government
(Unit 4)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex ⟷			**More Complex**
Unit 4	The student will: • identify one major national holiday in communities around the world (e.g., Independence Day; A day to honor those who died while serving their country; etc) (31101) • recognize a reason for a national holiday being celebrated in communities around the world (31102) • describe an activity that might take place on the national holiday identified (31103) • recognize one important symbol of a community around the world, e.g., the American and other world community flags, an animal that represents a country, etc. (31104) • recognize that communities around the world develop rules and laws (31105)	The student will: • identify at least two major national holidays in communities around the world (refer to list in column 1) (31201) • discuss reasons that national holidays are celebrated in communities around the world (31202) • identify activities that take place on national holidays (31203) • investigate national holidays and/or symbols associated with a foreign country (31204) • list and discuss the importance of school rules (31205) • recognize the difference between school rules and government laws (31206) • discuss the importance of obeying laws (31207)	The student will: • identify multiple national holidays and/or symbols in communities around the world (refer to list in column 1) (31301) • describe the origins of national holidays or symbols (31302) • describe what the national symbols represent about communities around the world (31303) • compare national holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31304) • compare school rules to governmental laws (31305) • recognize that all nations have organized governments (31306) • explain why governments pass laws (31307) • identify services a citizen receives from his/her government, e.g., schools, police and fire protection, public transportation, road construction, national defense, etc. (31308)

Grade 5

Standard 5-Civics, Citizenship, and Government
(Unit 4)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify one national holiday from another country and tell what it is celebrating. (e.g., Chinese New Year – celebrating a new calendar year)	• Data chart documenting student performance when identifying one national holiday from another country
	The student will select a foreign country and identify its national holidays or symbols. (e.g., picture of Mexico and its flag)	• Sequenced captioned dated photos of student selecting the foreign country and its national symbol
More Complex	The student will describe the significance of a specific symbol or monument from a specific community around the world. (e.g., the Eiffel Tower in France)	• Student produced work or teacher recorded evidence documenting student's understanding about the history and significance of a specific symbol or monument

Grade 5

Standard: 5-Civics, Citizenship, and Government Unit 9-Government: Local, State, and National		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 29	**Government** - 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 **Local and State governments** - 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	• 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

Grade 5

Standard 5-Civics, Citizenship, and Government
(Unit 9)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex ⟷			**More Complex**
Unit 9	The student will: • identify examples of unacceptable behaviors, e.g., fighting, stealing, lying, etc. (33101) • identify examples of proper behaviors, e.g., honesty, cooperation, respect for others, etc. (33102) • recognize that voting, serving on juries, and/or volunteering are duties of a citizen (33103) • recognize that The Pledge of Allegiance, *The Star Spangled Banner*, or other examples of speeches, songs, or stories that represent fundamental values and/or principles of American democracy (33104)	The student will: • explain the importance of obeying classroom/ school rules and/or governmental laws (33201) • match leaders/roles to each level of state and/or national government (33202) • recognize the role written constitutions have in New York State and/or United States governmental organization (33203) • tell why the right to elect political leaders is essential in a democracy (33204) • recognize the three branches of government (33205)	The student will: • identify similarities and/or differences between school rules and laws enacted by governments (33301) • discuss the rights and responsibilities of citizens living in a democratic society (33302) • explain the significance of The Declaration of Independence and/or the United States Constitution (33303) • understand that the Pledge of Allegiance and/or *The Star Spangled Banner* are examples of American democratic ideals and principles (33304) • identify how individuals can participate in government (33305) • identify and/or correctly use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33306)

Grade 5

Standard 5-Civics, Citizenship, and Government
(Unit 9)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify acceptable behaviors in school, the home, and the community. (e.g., honesty, cooperation, respect for others, etc.)	• Student produced list or teacher recorded evidence of student selected acceptable behaviors in each of the three settings
	The student will describe the importance of obeying classroom rules and the consequences of not obeying them. (e.g., Students are not allowed to speak while the teacher is speaking. The consequence of a student doing this may be that the student will receive detention and the other students in the class may not have the opportunity to learn.)	• Student produced list or teacher recorded evidence documenting of the student's understanding about classroom rules and consequences for not obeying them
More Complex	The student will list or discuss the rights and responsibilities of citizens living in a democratic society. (e.g., voting, volunteering, serving on juries, paying taxes, not littering, etc.)	• Audio/video tape of student presenting three rights and three responsibilities of citizens living in a democratic society

Grade 8

Standard: 1-US and NY History Unit 7-An Industrial Society		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 69-71	**II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE** **Content Outline:** A. The immigration experience 1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time 2. Differences were based on national origins, cultural patterns, and religion 3. Similarities included motivations for coming and patterns of community settlement 4. Initial clashes ended in varying degrees of acculturation 5. Occupational and political experiences varied B. Case studies of the immigrant experience in the United States and New York State—population characteristics 1. A comparison of European immigrants and the black slave experience—human migration's effects on the character of different places and regions 2. Immigrants as rural settlers in the Midwest 3. The Chinese experience in the Far West 4. Mexicans in the Southwest 5. New York City's ethnic neighborhoods 6. French-Canadian settlement in northern New York State 7. Immigration patterns and experiences throughout New York State 8. Irish immigration: Mass starvation in Ireland, 1845-1850 9. Immigrants in the local community	• 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)	
	C. Legal basis for citizenship in the United States 1. Citizenship by the "law of the soil" 2. Citizenship by birth to an American parent 3. Citizenship through naturalization D. Responsibilities of citizenship 1. Civic: A citizen should be: a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process 2. Legal: A citizen should: 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 E. America becomes an increasingly mobile society 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 F. America developed as a consumer society 1. Improved standard of living increased consumption 2. Greater variety of goods available 3. Continually rising expectations G. Leisure activities reflected the prevailing attitudes and views of the time 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	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 7	The student will: • locate on a world map or globe Europe or another continent or country from where students may have come (13101) • learn and communicate about the roots of American culture and its development from many different traditions (13102) • identify the routes taken by any immigrant group coming to the Unites States (13103) • explore what immigrant life was like in the United States between 1820 and 1920 (13104) • explore what factory work was like for immigrants (13105)	The student will: • discuss the immigrant experience as shown through their art, writings, music, and/or artifacts (13201) • recognize that millions of immigrants came to the United States from Europe between 1820 and 1920 (13202) • explore Ellis Island's role in the immigrant experience (13203) • recognize that factories created jobs for many immigrants (13204) • describe what factory work was like for immigrants (13205) • describe what urban life was like for immigrants (13206) • explore citizenship within the industrial society era (13207)	The student will: • understand that different groups of people came to the United States at different times (13301) • locate the European or other countries/regions from which these immigrants came (13302) • list and explain reasons European immigrants came to the United States (13303) • discuss the link between immigration and industrialization (13304) • discuss the types of work immigrants found in New York State (13305) • investigate challenges immigrants faced with special attention to urban life and/or discrimination (13306)

Sample Assessment Tasks		
	Sample Assessment Tasks:	**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify on a map at least one route taken by any immigrant group who settled in the United States. (e.g., European immigrants entered the United State through Ellis Island; Asian immigrants entered the United States through San Francisco, CA, etc.)	• Data chart documenting the student's identification of the route(s) taken by immigrant population who settled in the United States
	The student will listen to various sources such as texts, videos, and audios about factory work in the 1800s and answer questions about it. (e.g., What types of jobs did people do? How much did they earn? How safe were the working conditions?)	• Student produced list or teacher recorded evidence documenting questions and student answers
More Complex	The student will place specific items on a timeline at the chronologically correct point in time showing immigration to the United States between 1820 and 1920. (e.g., building of the transcontinental railroad in 1869, the gold rush in 1849, etc.)	• Student produced work or teacher recorded evidence of the timeline about immigration

Grade 8

Standard: 1-US and NY History Unit 9-Between the Wars		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 77-79	**I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD** **Content Outline:** A. Prohibition and the 18th Amendment 1. End of reform era 2. The rise of organized crime 3. Economic, social, political effects B. The Republican decade 1. Political developments 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 C. Relative isolation of the United States in world political affairs 1. General policy of noninvolvement in European affairs; the League of Nations controversy 2. Limited participation in international activities 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 D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class 1. Increase in single-family homes; move to nuclear families 2. Emergence of suburbs	• 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)	
	3. Spread of middle-class values 4. Increased use of credit E. Changes in the workplace 1. Shift from agrarian to industrial workforce 2. Lessened demand for skilled workers 3. Working conditions and wages improved 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 1. Not all groups benefited equally 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 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 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 1. National prosperity had been structured on the investments of the wealthy	

	Content Understandings (continued)	
	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	

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 9	The student will: • identify technological advances of the 1920s, e.g., radio, movies, automobiles, etc. (16101) • explore how these technological advances changed ways of life for Americans in the 1920s (16102) • explore the life and/or contributions of a famous American associated with the 1920s, e.g., Charles Lindbergh, Babe Ruth, prohibition, jazz/dance/fads, Amelia Earhart, Henry Ford, etc. (16103) • explore a cultural development associated with the 1920s, e.g., The Harlem Renaissance, Prohibition, art, literature, motion pictures, fads, fashions, etc. (16104)	The student will: • examine how ways of life changed for many Americans during the 1920s due to technological advances and/or economic prosperity, e.g., more leisure time, development of suburbs, continued growth of industry, etc. (16201) • explain why the United States tended to isolate itself from world affairs during the 1920s (16202) • discuss the effects of prohibition on the United States (16203)	The student will: • explain why Americans prospered during the 1920s but people from other countries (such as France) did not (16301) • identify ways that American culture changed during the 1920s (16302) • explore racial and/or ethnic discrimination that occurred during the 1920s (16303) • describe the Harlem Renaissance (16304) • explain why most farmers did not prosper during the 1920s (16305)

Sample Assessment Tasks		
	Sample Assessment Tasks:	**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will create a biography picture book about the life of a famous American during the 1920s and present it to the class. (e.g., Babe Ruth, Charles Lindbergh, etc.)	• Student produced biography picture book about a famous American
	The student will match or list how technological advances and economic prosperity in the 1920s changed a particular aspect of American life. (e.g., cars improved transportation)	• Data chart documenting the student matching technological advances to the changes they created
More Complex	The student will identify why most farmers did not prosper during the 1920s using a variety of sources. (e.g., prices for crops were very low)	• Student produced list or teacher recorded evidence documenting student's understanding of the reasons most farmers did not prosper during the 1920s

Grade 8

Standard: 5-Civics, Citizenship, and Government Unit 4-Experiment in Government		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 54-55	**III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION** **Content Outline:** A. Annapolis Convention, 1786 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 B. Constitutional Convention: setting and composition C. Major issues 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals D. The need for compromise 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 E. The underlying legal and political principles of the Constitution 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights F. The Constitution and the functioning of the federal government 1. The Preamble states the purpose of the document	• 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)	
	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) G. The Constitution as a living document 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., *Tinker* v. *Des Moines School District*, 1969) H. The evolution of an "unwritten constitution" 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 I. The ratification process 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention 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	

Grade 8

Standard 5-Civics, Citizenship, and Government
(Unit 4)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex ⟷			**More Complex**
Unit 4	The student will: • understand what a citizen is (32101) • 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: • understand that he/she is a citizen of both New York State and the United States (32201) • give examples of what governments do (32202) • define what the purpose of a constitution is (32203) • give an example of citizens fulfilling civic responsibility (32204) • give examples of rights that citizens have in the United States (32205) • identify a reason for writing the United States Constitution (32206) • understand why the Bill of Rights was added to the Constitution (32207) • identify two basic constitutional rights that students have (32208)	The student will: • explain the purpose of a constitution (32301) • identify the three branches of the New York State and/or the United States governments (executive, legislative, judicial) (32302) • identify one purpose of each branch of the United States government (32303) • give examples of citizens fulfilling civic responsibilities (32304) • give examples of powers held only by state government (32305) • give examples of powers held by both the federal and/or state governments (32306) • explain the importance of the Bill of Rights (32307) • describe the purposes of political parties (32308)

Grade 8

Standard 5-Civics, Citizenship, and Government
(Unit 4)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will identify a right that he/she has as a citizen. (e.g., voting)	• Data chart documenting student identified rights as citizens
	The student will identify two rights guaranteed by the Bill of Rights. (e.g., owning property, freedom of speech, etc.)	• Sequenced captioned dated photos of student identifying the two rights guaranteed by the Bill of Rights
More Complex	The student will explain one purpose of each of the three branches of the United States government. (e.g., The purpose of the executive branch is to pass laws.)	• Student produced list or teacher recorded evidence demonstrating the student's knowledge of a power held by each branch of the United States government

Grade 8

Standard: 5-Civics, Citizenship, and Government Unit 11-WWII to the Present		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 86-87	**I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM** **Content Outline:** A. Changing patterns of production and consumption resulted in economic expansion 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 B. Families and communities underwent significant changes 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 C. Civil rights movement placed focus on equality and democracy 1. Important executive and judicial decisions supported equal rights 2. *Brown* v. *Board of Education of Topeka* (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: *Miranda* v. *Arizona* (1966), *Tinker* v. *Des Moines Independent School District* (1969) D. Self-confidence of early postwar years eroded by series of events 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	• 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)

Grade 8

Standard 5-Civics, Citizenship, and Government
(Unit 11)

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government			
Less Complex ⟷			**More Complex**
Unit 11	The student will: • recognize that there are civil rights that are afforded to all (34101) • understand that there are various ways to resolve conflict in school, home, and/or larger community (34102) • examine elements of the American culture during post-World War II (e.g. shelter, food, transportation, family life) (34103) • recognize post-World War II presidents and/or civil rights leaders (34104) • identify ways African Americans sought to gain their civil rights after World War II (34105)	The student will: • give reasons suburbs grew rapidly after World War II (34201) • explore the contributions of the post-World War II presidents and/or civil rights leaders (34202) • explain the goals of the civil rights movement (34203) • give reasons the United States became involved in the Vietnam War (34204) • explore the effects of President Kennedy's and/or Martin Luther King's assassinations on the United States (34205)	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) • recognize the historical impact of significant leaders of the civil rights movement on America (34303) • 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 on American society (34305)

Grade 8

Standard 5-Civics, Citizenship, and Government
(Unit 11)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex ↕ More Complex	The student will recognize one way African Americans sought to gain their civil rights after World War II. (e.g., marches, petitions, sit-ins, court cases, etc.)	• Audio/video tape of student presenting one way African Americans sought to gain their civil rights
	The student will select an important leader of the post-World War II civil rights movement and create a poster showing how he/she contributed to the civil rights movement. (e.g., Thurgood Marshall, Martin Luther King, etc.)	• Student produced poster or teacher recorded evidence documenting the student's understanding of the contributions of an important civil rights leader
	The student will explain how a court decision affected the civil rights movement after World War II. (e.g., the Brown vs. Board of Education Supreme Court decision)	• Student produced work or teacher recorded evidence documenting the student's understating of how a court decision affected the civil rights movement

High School

Standard: 1-US and NY History Unit 2-Constitutional Foundations		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 127	**I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY** E. Basic constitutional principles (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	• 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

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 2	The student will: • identify classroom rules (11101) • recognize examples of governmental laws (11102) • explain the importance of obeying classroom rules and/or governmental laws (11103) • state one purpose of government (11104) • recognize at least one right guaranteed to citizens by the Bill of Rights (11105)	The student will: • identify two reasons people create governments (11201) • understand who is eligible to vote (11202) • identify two rights of citizens guaranteed by the Bill of Rights (11203) • describe the purposes of courts of law (11204) • discuss the development of the United States Constitution using simple time lines (11205) • communicate about their rights as citizens (11206)	The student will: • 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 to 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) • discuss how to protect and/or secure their rights as citizens (11306)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will match the branch of government to its power. (e.g., judicial branch upholds laws)	• Student work product showing the match between the branches of government and its powers
	The student will identify at least one way courts can protect the rights of citizens. (e.g., a fair and speedy trial, a jury, right to a lawyer, etc.)	• Student produced work or teacher recorded evidence documenting the student's knowledge about the court's role in protecting the rights of citizens
More Complex	The student will explain how voting can influence the results of an election. (e.g., A candidate could lose an election if no one votes for the candidate.)	• Student produced list or teacher recorded evidence documenting the student's knowledge about how voting influences the results of an election

High School

Standard: 1-US and NY History Unit 7(B)-World in Uncertain Times: 1980-Present		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 154-155	**VI. APPROACHING THE NEXT CENTURY 1986 – 1999** B. The Clinton Presidency 1. Domestic issues a. Social concerns (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns (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 (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2. Foreign policy issues a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy (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	• 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 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.

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for US and NY History			
Less Complex ⟷			**More Complex**
Unit 7(B)	The student will: • 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 domestic issue for the United States (14103) • utilize media to become aware of current events related to domestic issues (14104)	The student will: • explain how a person becomes president of the United States (14201) • identify the president of the United States (14202) • identify the duties and/or responsibilities of the president of the United States (14203) • construct a simple timeline of United States presidents and key issues (14204) • recognize a foreign issue for the United States (14205)	The student will: • identify the duties and responsibilities of the United States president (14301) • explain examples of domestic and/or foreign issues with which a president becomes involved (14302) • understand domestic and/or foreign concerns (14303) • investigate how presidential administrations have addressed domestic and/or foreign concerns (14304) • explain the outcome of a significant domestic and/or foreign concern in which presidential administrations have become involved (14305)

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.

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will recognize the United States within a variety of sources. (e.g., a map, globe, etc.)	• Data chart documenting student success at recognizing United States using a variety of geographic reference sources
	The student will develop a timeline of recent presidents and the key issues associated with them. (e.g., Bill Clinton and the reduction of the national debt, H. W. Bush and the Persian Gulf War, etc.)	• Student produced work or teacher recorded evidence documenting the student's knowledge about recent presidencies and the key issues associated with them
More Complex	The student will tell about a domestic issue in which a president became involved. (e.g., Bill Clinton and health care)	• Student produced work or teacher recorded evidence documenting the student's knowledge about domestic issues in which presidents became involved

High School

Standard: 2-World History Unit 5-Age of Revolution		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 108-109	**G. Economic and social revolutions** 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, *The Wealth of Nations* d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization 1) Utopian reform — Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich Engels 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 (*Essay on the Principles of Population)* 3. Mass starvation in Ireland (1845-1850) a. Growth of Irish nationalism b. Global migration	• 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

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for World History			
Less Complex ⟷			**More Complex**
Unit 5	The student will: • locate Britain on a map (21101) • recognize work on farms (21102) • recognize work done in cities and/or factories (21103) • distinguish between products that are produced on farms and in factories (21104) • identify one reason the growth of factories helped lead to the growth of cities (21105) • explore the lifestyles and/or needs/wants of people during the Industrial Revolution (21106)	The student will: • state differences between work on farms and work in cities (21201) • tell why the Industrial Revolution led to the rapid growth of cities (21202) • explore what life was like for factory workers and/or their families living in cities during the Industrial Revolution (21203) • list reasons that government began to pass laws to protect and help workers (21204)	The student will: • discuss why the ready supply of land, labor, and/or capital helped make Britain the birthplace of the Industrial Revolution (21301) • explore why the Industrial Revolution caused cities to grow rapidly and/or how this growth both benefited and/or hurt society (21302) • examine what life was like for factory workers and/or their families living in cities during the Industrial Revolution (21303) • discuss the reform movements that began during the Industrial Revolution (21304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select pictures related to work on a farm. (e.g., corn fields, wheat fields, equipment being used, etc.)	• Sequenced captioned dated photos of student selecting pictures related to work on a farm
	The student will tell how the Industrial Revolution led to the rapid growth of cities. (e.g., more jobs in factories, people moving to cities to be near their factory job, etc.)	• Student produced work or teacher collected evidence documenting the student's understanding about how the Industrial Revolution spurred the growth of cities
More Complex	The student will give an example of a technological advancement from the 18th or early 19th century and show how it contributed to the Industrial Revolution. (e.g., the steam engine and the ways it contributed to the Industrial Revolution)	• Student produced work or teacher collected evidence of student-selected pictures of a technological advance

High School

Standard: 2-World History Unit 8-Global Connections and Interactions		
Social Studies Core Curriculum	**Content Understandings**	**Essence of Content Understandings**
Pg. 118-119	**A. Social and political patterns and change** 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration a. Urbanization b. Global migration *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 4. Modernization/tradition—finding a balance a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America 5. Scientific and technological advances 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 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 a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet f. Indonesia—East Timor	• 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

ALTERNATE GRADE LEVEL INDICATORS			
POSSIBLE ENTRY POINTS for World History			
Less Complex ⟷			**More Complex**
Unit 8	The student will: • locate one continent or country other than the United States on a map (22101) • study images describing life in rural and/or urban areas other than the United States (22102) • recognize that some countries are overpopulated (22103) • identify one problem caused by migration (22104) • explore the lifestyles, beliefs, traditions, rules and laws, and/or social, cultural needs and/or wants of people living in different parts of the world (22105)	The student will: • locate two continents or countries other than the United States on a map or globe (22201) • distinguish between continents and/or countries (22202) • identify cities on a map or globe other than ones in the United States (22203) • using a variety of sources, determine the populations of major cities in and/or outside of the United States (22204) • identify problems created by migrations (22205) • examine how ways of life differ in rural and urban areas in a specific country other than the United States with special attention to technologies available, jobs, and/or transportation (22206)	The student will: • define what developed and/or developing countries are (22301) • identify a developed country and/or a developing country (22302) • explore how migration creates economic, social, and/or political problems in developing nations and/or regions (22303) • investigate how developing nations are using advances in science and/or technology to address problems created by overpopulation (22304)

Sample Assessment Tasks		
Sample Assessment Tasks:		**Possible** Assessment Strategies and Datafolio Products
Less Complex	The student will select pictures showing life in rural and urban areas in a country other than the United States. (e.g., India, France, etc.)	• Data chart documenting student's performance when selecting pictures showing rural and urban life in a country other than the United States
	The student will identify problems created by migration to a specific country such as Germany, France, the United States, etc. (e.g., urban poverty, ethnic/religious discrimination, etc.)	• Student produced list or teacher recorded evidence documenting student's depth of understanding of problems created by migration in the country selected
More Complex	The student will investigate how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., Green Revolution in Asia, China's one child policy, etc.)	• Student produced work or teacher recorded evidence demonstrating the student's understanding of how developing nations use advances in science and technology to address problems created by overpopulation