

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

Grade 6

New York State Alternate Assessment

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 45	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance 	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Read to collect facts and ideas from multiple sources • Demonstrate ability to compare and contrast information • Identify main ideas and supporting details in informational texts

Required Component 1— Key Idea: Reading

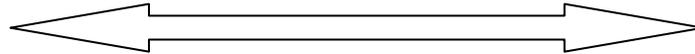
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex



The student will:

- locate a book in a school library (11101)
- select an informational text on a specific topic (11102)
- use text feature(s) such as a title, subtitle, caption, and/or chart to gather information (11107)
- attend to or read to collect fact(s) about a topic (11104)
- attend to or read to recognize main idea(s) in informational text(s) (11105)
- attend to or read to recognize the similarities or differences between two topics (11106)

The student will:

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

The student will:

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

Required Component 1— Key Idea: Reading		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will locate a book in a school library.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating a book from the school library
SAT11102	The student will select an informational text on a specific topic when presented with two or more books on different topics and types of text.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and types of texts (e.g., novel, poem, etc.)
SAT11107	The student will use text features (e.g., captions, charts, titles, etc.) to gather information about a given topic.	<ul style="list-style-type: none"> Video tape of the student gathering information using text features about a given topic
SAT11104A	The student will attend to or read an informational text and will collect fact(s) by indicating object(s) that relate to a particular topic. (e.g., topic-dogs, facts-need food, need water, some domestic, some wild, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic
SAT11104B	The student will attend to an informational text about a topic and will collect facts by pasting the facts related to the topic on a graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer with the topic and text that student attended to plus pictures, words, and/or symbols for each of the facts pasted on the organizer
SAT11105	The student will recognize the main idea(s) in an article when presented with two or more choices after attending to or reading an informational article. (e.g., choices: phrases, key words, etc.)	<ul style="list-style-type: none"> Student work product of the student's choice of main idea cards pasted next to the article
SAT11106	The student will attend to information read by the teacher about two topics and recognize the similarities or differences between the two by matching pictures of facts taken from text to correct areas of a Venn Diagram. (e.g., plants and animals—both need water, food, and sunlight, one needs soil, one needs exercise, etc.)	<ul style="list-style-type: none"> Video tape of the student attending to the text and completing the Venn diagram Student work product of the Venn Diagram
SAT11211	The student will use a selection of library books to identify information about one topic. (Note: student demonstrates use of multiple sources for a single topic)	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from books with the sources listed
SAT11212	The student will use the school library reference section or computers to acquire information on two or more related topics.	<ul style="list-style-type: none"> Student work product showing the resources used, the two related topics, and the facts and details that the student collected
SAT11203	The student will locate the public library using a map of the city or neighborhood	<ul style="list-style-type: none"> Video tape of the student locating the public library Sequenced, captioned, dated photographs of the student locating the public library on a map

SAT11204	The student will use organizational features to locate facts and/or ideas on a specific topic in informational text.	<ul style="list-style-type: none"> Video tape or audio tape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts
SAT11205	The student will use text feature(s) such as captions, charts, tables, and/or maps to gather information and use it to answer questions.	<ul style="list-style-type: none"> Student work product showing the text feature(s) and the questions the student answered
SAT11206A	The student will read a short selection about a topic and highlight two or more facts in the reading selection.	<ul style="list-style-type: none"> Student work product of text student read with the facts highlighted
SAT11206B	The student will read an article or passage and identify facts about the topic by answering detail questions.	<ul style="list-style-type: none"> Student work product with detail questions answered by the student about the read article or passage
SAT11207	The student will recognize opinion statements in a list of statements that include fact and opinion.	<ul style="list-style-type: none"> Student work sample showing a list of statements with the opinions marked in an appropriate manner (e.g., bingo marker, pasted symbol, stamp of F/O, etc.)
SAT11208	The student will restate or paraphrase facts and/or ideas about a topic after attending to or reading a text about the topic.	<ul style="list-style-type: none"> Student work product with the ideas that the student came up with to restate or paraphrase facts and/or ideas about the topic from the text or article
SAT11209	The student will identify main idea(s) in different informational texts read aloud. (Note: vocabulary specific to main idea needs to be used)	<ul style="list-style-type: none"> Student work product of the main idea in different informational texts circled or marked by the student
SAT11210	The student will compare or contrast the facts or ideas collected using multiple sources of information about a topic. (e.g., compare and contrast weather charts from paper, internet, TV; compare and contrast store circulars for sales, product availability; etc.)	<ul style="list-style-type: none"> Student work product of a chart that compares or contrasts facts or ideas from different sources (chart might have three columns - higher, same, lower)
SAT11309	The student will locate and use the school or public library to check out books on a given topic and use the books to create a report about the topic.	<ul style="list-style-type: none"> Student work product of the informational report that the student created using the books from the library with the library books cited
SAT11310A	The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.	<ul style="list-style-type: none"> Student work product with facts collected from the texts to answer questions about the topic
SAT11310B	The student will read to collect facts by answering factual questions from two texts after reading the texts on a given topic. (e.g., about animals; weather; transportation, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when answering the questions about the topic Student work product of the responses the student gave to questions on facts from the text
SAT11303	The student will identify the main idea and/or supporting details in informational texts.	<ul style="list-style-type: none"> Student work product of text with main idea and supporting details highlighted, marked, circled, etc.
SAT11304	The student will relate facts and/or ideas to a chosen topic by creating a collage.	<ul style="list-style-type: none"> Student work product of collage with pictures, words, phrases, etc. representing the facts and ideas the student selected for the chosen topic
SAT11305	The student will distinguish facts from opinions by highlighting or labeling sentences in newspaper articles as fact or opinion.	<ul style="list-style-type: none"> Student work product with sentences from newspaper articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.

SAT11311	The student will compare and/or contrast two comparable subjects using a graphic organizer. (e.g., Venn diagram, chart, etc.)	<ul style="list-style-type: none"> • Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects
SAT11307	The student will use facts to support a main idea by completing graphic organizer using collected facts that support the main idea indicated on the organizer.	<ul style="list-style-type: none"> • Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea
SAT11308A	The student will draw a conclusion on what is the product (cupcakes) when shown materials (muffin tins, cake mix, egg, water) being used to produce the product.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs showing student exploring materials, choosing a picture of the product, and completing the product
SAT11308B	The student will draw a conclusion and state specifically why he/she made the conclusion using information from the text to back it up. (e.g., conclusion: the price of gas will continue to rise, because: the cost of a barrel of oil is rising, we use more gas than ever; etc.)	<ul style="list-style-type: none"> • Student work product of given conclusion and the information as to why the student came to that conclusion listed underneath it

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

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

Required Component 1— Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex

The student will:

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

The student will:

- make prediction(s) based on clues in a story (12208)
- identify favorite and/or least favorite part(s) of a story (12202)
- relate setting, events, and/or a character to personal experience or the experience of others (12203)
- identify key details about plot, character(s) and/or setting (12209)
- identify implicit motive(s) of character(s) (12205)
- identify change(s) in character(s) in a story (12206)
- identify characteristics of texts to differentiate genres (12207)

The student will:

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

Required Component 1— Key Idea: Reading		
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will select and attend to or read literature during the literacy block.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting and attending to literature Data Collection Sheet (time-segment) recording student's selection and performance on the amount of time the student read or attended to each book on the student's reading list
SAT12108	The student will recognize literary terms (plot, character and/or setting) in a literary text by answering questions using the terms when presented with pictures from the text.	<ul style="list-style-type: none"> Video tape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture
SAT12103	The student will recognize plot using pictures or phrase cards to identify the beginning, middle, and ending of a narrative when asked "what is the plot of this story?". (Note: question/directions need use the vocabulary of plot)	<ul style="list-style-type: none"> Student work product of student-sequenced pictures or phrase cards of the plot (beginning, middle, and end) based on a narrative text
SAT12104	The student will relate an event in a text to one of their own personal experiences by indicating the similarities between the two.	<ul style="list-style-type: none"> Video tape or audio tape of the student verbalizing, signing, etc. how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive given a set of choices.	<ul style="list-style-type: none"> Student work product of selected pictures or words that relate to the explicit motive(s) of a character
SAT12106	The student will recognize that characters change in a story by sequencing pictures to show a character at the beginning and end of the story.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, and sequencing pictures of the character at the beginning and the end of the text to show the change
SAT12109	The student will identify his/her favorite and/or least favorite story by eye gazing to select the picture that represents the story, from a selection of three stories read.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating his/her favorite story by selecting the appropriate picture
SAT12208	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	<ul style="list-style-type: none"> Student work product of answers to prediction questions
SAT12202	The student will identify his/her favorite and/or least favorite part of a story by drawing pictures and/or writing a sentence relating to the part.	<ul style="list-style-type: none"> Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part within a story
SAT12203	The student will relate a similar setting, event, or person from their experience to a story that he/she listened to.	<ul style="list-style-type: none"> Student work product of a T chart with character, setting, or event from a story linked with the person, location, or occurrence from their experience

SAT12209	The student will identify key details about the plot, the main character, and/or the setting of the story by answering questions related to the story. (Note: questions need use the vocabulary of plot, character, and/or setting)	<ul style="list-style-type: none"> Student work product with the questions about plot, character(s), and/or setting answered with details from the story
SAT12205	The student will identify the implicit motives of characters in texts by indicating the appropriate answers given a set of choices.	<ul style="list-style-type: none"> Student work product showing the texts and the characters with the implicit motives selected by the student for each character
SAT12206	The student will identify a change in a character by role playing to show the change that occurs to a character in a story.	<ul style="list-style-type: none"> Video tape of the student performing the role of a character that changes within a story
SAT12207	The student will identify characteristics of texts to differentiate genres by indicating a genre and the characteristic that represents that genre.	<ul style="list-style-type: none"> Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's designation of each
SAT12301	The student will explain what happens in a story in sequence by paraphrasing the story and drawing a picture showing the overall plot or one of the plot events from the story.	<ul style="list-style-type: none"> Student work product with the paraphrased sequence of the story and the drawing created by the student about the plot
SAT12311	The student will provide details about events in a story by answering questions related to the events. (e.g., who did (event); where did (event) occur; when did (event) happen; how did (event) come about; etc.)	<ul style="list-style-type: none"> Student work product of the student's responses to questions related to events in story
SAT12303	The student will identify changes in a character and/or their personality reflected in the character's actions and/or words by indicating how a character is at the beginning, at the change, and at the end of the story.	<ul style="list-style-type: none"> Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end through the things he/she say or how he/she acts in the story
SAT12304	The student will make a prediction about a character's actions using details from a story.	<ul style="list-style-type: none"> Audio tape of the student discussing the details of the story and making a predication about character actions
SAT12305	The student will recognize that the same story can be told in different genres by telling how a story written in two different genres is alike.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating the similarities of a story from two different genres
SAT12306	The student will identify the author's message in a movie clip by identifying the correct symbol for the message from a group of symbols.	<ul style="list-style-type: none"> Student work product of a worksheet with appropriate author's message answers marked
SAT12307	The student will explain the author's message using details from a story while participating in a group discussion.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when answering questions during group discussion
SAT12308	The student will distinguish prose from poetry by indicating prose or poetry for each piece in a set of choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating poetry or prose for each piece in a set of choices
SAT12312A	The student will recognize the poetic element of using rhymes in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT12312B	The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> Student work product of a poem with student highlights on each of the rhyming words
SAT12310	The student will identify and mark sensory details in a story or poem.	<ul style="list-style-type: none"> Student work product of text with red stickers over words related to taste; yellow stickers over sound words

Required Component 2— Key Idea: Writing

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

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 48	<ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance 	<ul style="list-style-type: none"> • Take notes to record data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information

Required Component 2— Key Idea: Writing

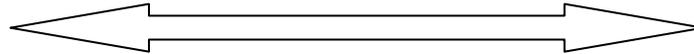
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 1

Less Complex

More Complex



The student will:

- identify main idea(s) in informational text for note-taking (21101)
- separate main idea(s) from detail(s) (21102)
- summarize informational text in his/her own words (21106)
- arrange events in logical sequence using time-ordered words (e.g., first, next, last, etc.) (21107)
- create picture(s), symbol(s), object(s), etc. to communicate information (21105)

The student will:

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

The student will:

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

Required Component 2— Key Idea: Writing		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101	The student will identify the main idea for note-taking from an informational text by selecting the main idea using pictures and placing them on a graphic organizer.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the main idea for note-taking Student work product of graphic organizer with pictures attached that represent main ideas
SAT21102	The student will separate main ideas from details by sorting pictures, phrases, or symbols into two categories: main ideas and details.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being given a pile of cards and the text, then sorting main idea cards into one pile and detail cards into another pile Student work product of a T-chart showing main ideas on one side and details on the other
SAT21106	The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.	<ul style="list-style-type: none"> Student work product of the student-summarized information using pictures, symbols, phrases, etc.
SAT21107	The student will arrange events in a logical sequence by placing the correct picture from a text next to the time-ordered words.	<ul style="list-style-type: none"> Student work product of the words first, next, and last with the student placed pictures next to them
SAT21105	The student will create a picture related to an informational text by placing stickers related to details about the topic on a paper. (e.g., topic-erosion: stickers of wind, water, removal of soil)	<ul style="list-style-type: none"> Student work product of the topic from an informational text with stickers relating to details from the topic appropriately placed next to the topic
SAT21201	The student will identify the main idea from two or more paragraphs of an informational text that the student has read or listened to.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the main ideas from specific paragraphs of a text
SAT21202	The student will identify details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and making choices relating to the details or examples from the text
SAT21208	The student will recognize the basic relationship between facts and/or ideas in an informational text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> Video tape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and ideas in a text
SAT21209	The student will identify relevant facts and/or ideas related to the main idea given a set of choices. (i.e., Topic— Types of Pets: relevant-dog, cat, hamster, horse, etc; irrelevant-what they eat, what type of house they need, etc.)	<ul style="list-style-type: none"> Student work product of worksheet showing topic, main idea, and the relevant facts or ideas that the student selected
SAT21210A	The student will create a general statement comparing two things.	<ul style="list-style-type: none"> Student work product of the comparison between two different animals using words, signing, pictures, or symbols

SAT21210B	The student will create a general statement contrasting two things.	<ul style="list-style-type: none"> Video tape or audio tape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.
SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least.	<ul style="list-style-type: none"> Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text
SAT21207	The student will use one or more steps of the writing process to create a simple paragraph.	<ul style="list-style-type: none"> Student work product showing all stages of the student's work throughout the writing process
SAT21301	The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading, or listening to an informational text.	<ul style="list-style-type: none"> Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by completing a web graphic organizer.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas on a felt board web organizer
SAT21303	The student will distinguish relevant from irrelevant facts or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not. (i.e., Topic--Pet Care: relevant-grooming, food, vet, etc.; irrelevant-breeds of dogs, types of pets)	<ul style="list-style-type: none"> Video tape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts
SAT21309	The student will organize the main idea and supporting details into an appropriate organizational format by indicating from a choice of two which format will work best given the main ideas and supporting details.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details
SAT21310	The student will compose answers to literal questions in complete written form based on a text read.	<ul style="list-style-type: none"> Student work sample of the student's written answers to literal questions based on a text: "How long has Albany been the capital of New York State?" "Albany has been the capital of New York State for 211 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY."
SAT21306	The student will prepare a graphic organizer that shows a comparison of factual information. (e.g., Factual information--sizes of cities in New York based on population: T-Chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)	<ul style="list-style-type: none"> Student work product of the student's comparison using a graphic organizer
SAT21311	The student will create a summary sentence(s) to compare or contrast two people.	<ul style="list-style-type: none"> Student work product of the summary sentence(s) indicating the comparison of similar characteristics of the two people and the contrast of different characteristics of the same two people

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

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

Required Component 2—Key Idea: Writing

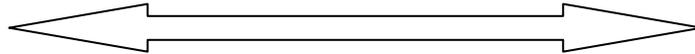
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Writing-Standard 2

Less Complex

More Complex



The student will:

- compose story(s) using personal experience(s) (22106)
- begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)
- compose response to literary questions about plot, character, and/or setting (22108)
- identify characteristic(s) of writing style in favorite story(s) (22104)
- create picture(s), symbol(s), object(s), etc. to communicate a story (22105)

The student will:

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

The student will:

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

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22106	The student will create a story relating to a personal experience.	<ul style="list-style-type: none"> Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experiences
SAT22107A	The student will begin to use the prewriting and drafting steps of the writing process to create a simple story.	<ul style="list-style-type: none"> Student work product showing the process, using words, symbols, or other modes, for prewriting and drafting steps of creating a story
SAT22107B	The student will begin to use the initial steps of the writing process using a graphic organizer as a first step of the writing process for organization and/or brainstorming.	<ul style="list-style-type: none"> Student work product of the graphic organizer with the beginning information completed by the student
SAT22108	The student will compose a response to literary questions about plot, character(s), and/or setting for a story using written language or picture symbols. (Note: questions need use the vocabulary of plot, character, setting, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when composing responses to questions about the plot, character(s), and/or setting in a story Student work product showing the responses the student composed to questions
SAT22104	The student will identify characteristics of writing style in favorite stories by sorting texts of favorite stories by point of view. (e.g., first or third person)	<ul style="list-style-type: none"> Video tape of the student sorting texts by the characteristics of writing styles with different points of view
SAT22105A	The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life. (e.g., bottle [infant], favorite toy [toddler], favorite book [school age], etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline
SAT22105B	The student will create pictures and captions for a story based on a personal experience.	<ul style="list-style-type: none"> Student work product of pictures and captions for each picture showing the story that the student created
SAT22207	The student will create an original story in which he/she identifies details that develop the plot (problem/conflict) and the character(s) (relationships, motivation, etc.) of the story.	<ul style="list-style-type: none"> Student work product of a student's original text with words or phrase cards selected for the plot and characters
SAT22202	The student will edit his/her own text using the writing process.	<ul style="list-style-type: none"> Student work product of his/her own text before and after student edits
SAT22203	The student will identify details in a story that develop the plot and/or character(s) of the story.	<ul style="list-style-type: none"> Student work product of a graphic organizer of the plot details and/or character traits with details from the story
SAT22204	The student will recognize the details of the setting by selecting words or pictures that are used in the story to develop the setting. (Note: need use the vocabulary of setting)	<ul style="list-style-type: none"> Video tape of the student looking at pictures or word cards of possible setting details and selecting those related to the story read

SAT22208	The student will create responses to explicit questions by selecting the correct or most appropriate responses from a given set of pictures or words to create applicable sentences.	<ul style="list-style-type: none"> • Student work product consisting of sentences completed by the student using picture or word cards • Data Collection Sheet recording student performance when selecting related word cards and creating sentences in response to the explicit questions about a specific story
SAT22206	The student will recognize the writing styles of various authors by indicating which style is most associated with which author.	<ul style="list-style-type: none"> • Student work product with lines drawn from a particular writing style to the author most associated with the style • Video tape of the student indicating whether an author is associated with a writing style when presented with individual picture cards
SAT22306	The student will create an original, well-developed story using at least three story elements.	<ul style="list-style-type: none"> • Student work product of a created story with the three elements clearly defined and developed
SAT22302	The student will write responses to a story using the writing process to answer questions posed by the teacher regarding stories read.	<ul style="list-style-type: none"> • Video tape of the student using the writing process to develop responses to questions posed by the teacher • Student work product showing the student's written responses to questions
SAT22307	The student will demonstrate an understanding of the elements of plot and character by using the vocabulary to identify the story elements that relate to each in a given text.	<ul style="list-style-type: none"> • Student work product with story elements (plot and character) defined on the worksheet and examples of each from a given text provided next to the definitions
SAT22304	The student will use one or more steps of the writing process to develop clear, concise, and varied sentences.	<ul style="list-style-type: none"> • Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise, and varied sentences
SAT22305	The student will use one or more steps of the writing process to develop a personal writing style.	<ul style="list-style-type: none"> • Student work product showing the steps of the writing process (sentences, composition) he/she used and the beginning development or usage of a particular personal writing style

Mathematics NYSAA Frameworks

Grade 6

New York State Alternate Assessment

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

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

Required Component 1— Strand: Number Sense and Operations

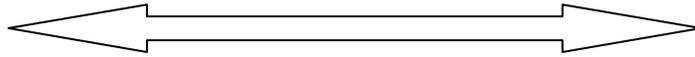
Choice Component 1— Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems

Less Complex

More Complex



The student will:

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

The student will:

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

The student will:

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

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11105	The student will identify the first digit of two numbers already rounded to the nearest billion by marking the first digits and compare the numbers (i.e., 4,000,000,000 and 7,000,000,000) by indicating the larger or smaller number as requested.	<ul style="list-style-type: none"> Student work product showing the first digit in two rounded numbers marked by the student and indicating the largest or smallest number
SAT11106A	The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from least to greatest.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the first digit in a rounded number and then the order the student placed them in
SAT11106B	The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from greatest to least.	<ul style="list-style-type: none"> Student work product showing first digits highlighted, circled, or marked and numbers placed in correct order as requested
SAT11107A	The student will recognize $\frac{1}{2}$ is equal to 50 percent of an object by sorting items that have $\frac{1}{2}$ written on them into the same pile as objects with 50 percent written on them from a varied set of objects.	<ul style="list-style-type: none"> Video tape of the student selecting the items that indicate $\frac{1}{2}$ and indicate 50 percent and placing them in one pile together separated from the other sets of objects
SAT11107B	The student will recognize that 50% represents $\frac{1}{2}$ of the whole by looking at a half circle and a whole circle and indicating a one-half circle when asked, "Where is one half?" and the half circle when asked, "Where is 50 percent?"	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the same items when asked two different questions about $\frac{1}{2}$ and 50 percent
SAT11107C	The student will recognize that $\frac{1}{2}$ is the same as 50% when presented with representations of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ by marking the $\frac{1}{2}$ when asked "which is 50%".	<ul style="list-style-type: none"> Student work product showing $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ of a whole item and the item the student marked when asked which is 50%
SAT11108A	The student will compare integers when using positive and negative numbers by using a set of stairs as a number line to show higher/greater or lower/lesser position. (e.g., +2 and -3; 0 and -5, +4 and -4, etc.)	<ul style="list-style-type: none"> Student work product of the placement of different positive and negative integers on the number line of "stairs" to compare positions
SAT11108B	The student will order three or more integers in the correct counting sequence using cards or writing numbers on a blank or partially completed number line. (e.g., ordering could include any range of integers from -10 to +10)	<ul style="list-style-type: none"> Student work product showing the ordering of integers on a blank or partially completed number line

SAT11205	The student will identify the first two digits of ten-digit numbers rounded to nearest hundred million by underlining, pointing to, or writing and then compare these two rounded numbers (i.e., 4,100,000,000, 4,200,000,000 or 4,300,000,000) by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> Student work product showing the student indicated first two digits in the rounded numbers and <, >, or = written in or cards placed in between the two numbers
SAT11206	The student will identify the first two digits of ten-digit numbers already rounded to the nearest hundred million by underlining, pointing to, or writing and then order three or more of these numbers in descending or ascending order.	<ul style="list-style-type: none"> Student work product with the student indicated first two digits in the rounded numbers and then the correct order of three or more of these numbers.
SAT11207	The student will identify commonly used percents and their fractional equivalents by drawing a line from one to the other or pasting the percents and fractions next to each other. (e.g., $10\% = \frac{1}{10}$, $25\% = \frac{1}{4}$, $50\% = \frac{1}{2}$, $100\% = \frac{5}{5}$, etc.)	<ul style="list-style-type: none"> Student work product showing the student identified the equivalents of a percent to a fraction or vice versa
SAT11208A	The student will order integers by placing symbols or words for integers within the range of -20 to +20 on a thermometer that already contains some of these integers. (e.g., ordering could include any range of integers from -20 to +20)	<ul style="list-style-type: none"> Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to +20
SAT11208B	The student will compare integers and/or unit fractions by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> Student work product with greater than, less than, or equal to indicated for each set of integers or unit fractions
SAT11305	The student will identify the first three digits of two or more ten-digit numbers already rounded to the nearest ten million by stating, signing, etc. and then compare by indicating the largest number. (e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when indicating the first three digits and then circling the largest of the three numbers Student work product showing the first three digits that the student indicated and the larger number indicated by the student
SAT11306	The student will identify the first three digits of three or more ten-digit numbers already rounded to the nearest million by highlighting, circling, marking, etc. and then order these numbers by least to greatest (or greatest to least). (e.g., rounded numbers: 5,645,000,000; 2,347,000,000; 4,231,000,000; etc.)	<ul style="list-style-type: none"> Student work product indicating the first three digits in a ten-digit number already rounded to the nearest hundred million by highlighting the first three digits and the correct order of three or more of these numbers.
SAT11307A	The student will solve real world problems involving commonly used percents by determining prices in advertisements that indicate a percentage off or savings.	<ul style="list-style-type: none"> Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item calculated with the percent off
SAT11307B	The student will solve problems involving commonly used percents by identifying a percentage of "happy" friends versus "tired" friends when given the feelings of ten friends or classmates.	<ul style="list-style-type: none"> Student work product of a percentage figured out based on a student comparison
SAT11308A	The student will order integers, fractions, and/or percents given a mixed set of cards by placing cards in ascending or descending order.	<ul style="list-style-type: none"> Student work product showing the ordered integers, fractions, or percents
SAT11308B	The student will compare sets of integers, fractions, or percents by writing or placing cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> Student work product showing the sets of integers, fractions, or percents with the <, >, or = written in or cards placed in between the two items

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

Choice Component 2— Band: Operations

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

Required Component 1— Strand: Number Sense and Operations

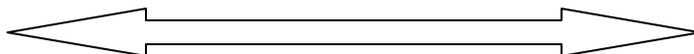
Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations

Less Complex

More Complex



The student will:

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

The student will:

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

The student will:

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

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will add and/or subtract simple fractions using a pictorial display. (e.g., addition: picture of $\frac{1}{2}$ pizza + picture of $\frac{1}{4}$ pizza = picture of $\frac{4}{4}$ pizza or picture of $\frac{3}{4}$ pizza)	<ul style="list-style-type: none"> Student work product of illustrating simple addition of fractions using pictorial displays where the student selects the answer from a choice of two
SAT13105	The student will order percents 10, 25, 50, and 100 and their decimal or fractional equivalents. (e.g., 10%- $\frac{1}{10}$; 25%- $\frac{1}{4}$; 50%- $\frac{1}{2}$; 100%- $\frac{5}{5}$; Note: ordering problems shown (in total) must include all of the percents and decimal or fractional equivalents)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it Student work product showing percent and decimal or fraction cards placed in ascending order
SAT13106A	The student will add, subtract, multiply, and/or divide integers using one or more strategies on a given worksheet. (e.g., possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)	<ul style="list-style-type: none"> Student work product of completed worksheet with the strategy(s) used by the student notated by the teacher
SAT13106B	The student will use a beginning strategy of addition by adding one more to a given set of objects.	<ul style="list-style-type: none"> Video tape of the student adding one more item to a set of objects to show addition
SAT13107	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of objects.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole Student work product showing a whole object and part of an object with whole pasted underneath the whole object and also showing parts that would make the whole object pasted underneath the whole object shown
SAT13203	The student will add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> Student work product indicating the student's solution to the given problem
SAT13204A	The student will relate fractions to decimal money amounts using one or more strategies. (e.g., $\frac{10}{100} = \frac{1}{10} = \0.10 ; $\frac{2}{10} = \$0.20$; $\frac{5}{10} = \$0.50$; organizing equivalent amounts in chart with columns labeled Fraction and Decimal; possible strategies: fraction models with 10 x 10 grids, calculators, etc.)	<ul style="list-style-type: none"> Video tape of the student relating a given fraction to its monetary equal using a number line divided into tenths and labeled with money equivalents

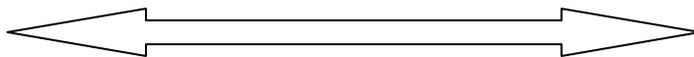
SAT13204B	The student will relate fractions to their percent equivalents using one or more strategies.	<ul style="list-style-type: none"> • Student work product of a T-chart with fractions on one side and the percent equivalents written or pasted next to the correct fractions with notation indicating strategy used • Student work product showing lines drawn between a fraction and its percent equivalent with notation indicating strategy used
SAT13303	The student will add, subtract, and/or multiply fractions using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> • Student work product indicating the student's solution to the given problems and the strategy(s) notated by the teacher
SAT13304A	The student will solve numerical expressions involving two or more steps using appropriate order of operations by giving solutions to problems.	<ul style="list-style-type: none"> • Student work product showing a set of simple numeric expressions (using whole numbers less than 10 and 2 or more operations) and the student's answer when simplifying these expressions
SAT13304B	The student will evaluate multi-step numerical expressions in correct order of operations by indicating which operation to apply first by circling the first operation within the expression. (e.g., $3 + 4 + 2 =$ $\textcircled{3 + 4} + 2 =$ $7 + 2 = 9$)	<ul style="list-style-type: none"> • Video tape of the student indicating the correct order of operations given simple whole number expressions

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

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

Required Component 2— Strand: Algebra

Choice Component 1— Band: Variables and Expressions

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions
Less Complex
More Complex


The student will:

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

The student will:

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

The student will:

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

Required Component 2— Strand: Algebra		
Choice Component 1— Band: Variables and Expressions		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41104A	The student will use whole numbers and + or – to translate verbal expressions by indicating the correct numerical expression. (e.g., expression: “I had five pencils and gave a friend three of them.”-choices: $5 + 3$, $5 - 3$, $5 - 2$; expression: “seven minus four”-choices: $4+7$, $7-4$, $7-3$; expression: “10 plus 10”-choices: $10-0$, $1+10$, $10+10$; Note: student must show/select the numeric expression and does not need to solve)	<ul style="list-style-type: none"> Video tape of the student listening to the verbal expression and choosing the correct numerical expression that goes with the verbal expression
SAT41104B	The student will use whole numbers and + or – to translate written expressions in word problems into numerical expressions. (e.g., problem: “Kelly ran 4 miles on Tuesday and ran 3 miles on Wednesday.”- translation “ $4+3$ ”; Note: student must show/select the numeric expression and does not need to solve the problem)	<ul style="list-style-type: none"> Student work product with written expressions and the student’s translated numerical expressions
SAT41105A	The student will find the value of numerical expressions that use the addition symbol and/or the subtraction symbol. (Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Student work product containing numerical expressions with values indicated by the student
SAT41105B	The student will find the value of numerical expressions using manipulatives. (e.g., $2 + 3 = \underline{\quad} ?$; Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student solving numerical expressions using sets of blocks or stickers
SAT41106A	The student will compare numerals or sets of items using the term(s) equal to, greater than, and/or less than in symbol format representing the term(s). (e.g., Shown 2 $\underline{\quad}$ 2, the student chooses the equal to (=) symbol card; Shown 3 CDs and 6 CDs, the student chooses the less than (<) symbol card; etc.)	<ul style="list-style-type: none"> Student work product showing sets of numerals or items with the student indicated symbol for greater than, less than, or equal to
SAT41106B	The student will compare sets of concrete objects using terms equal to, greater than, or less than by demonstrating or completing the requested comparison. (e.g., Shown a picture of two pencils, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils to indicate the request of “show me an equal set”, etc.)	<ul style="list-style-type: none"> Student work product showing the student indicating equal sets of objects or sets of objects that are greater than or less than another set as requested
SAT41106C	The student will compare numerals or sets of items using the terms of equal to, greater than, and/or less than by circling or selecting the term that correctly compares the sets. (e.g., Shown 4 apples and 10 apples, student circles the term “less than” from the terms “equal to”, “greater than”, “less than”, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student comparing different sets and indicating equal to, greater than, and/or less than Student work product showing the term the student circled to show comparison

SAT41203A	The student will use whole numbers and +, −, ×, and/or ÷ to translate verbal or written expressions into numerical expressions. (e.g., the teacher states “one plus nine”, student writes $1 + 9$; the teacher writes “six minus two”, student writes $6 - 2$; the teacher states or writes “I bought 2 fiction books, each costing \$4.00 and one map book costing \$2.00.”, the student writes $(2 \times 4.00) + 2.00$; Note: student must show/select the numeric expression and does not need to solve)	<ul style="list-style-type: none"> Student work product that shows the related numeric expressions for mathematical situations
SAT41203B	The student will use numerals and +, −, ×, and/or ÷ to translate verbal or written expressions by indicating the correct numerical expression. (e.g., expression: “10 plus 7”; choices presented: 7-10, 1+7, 10+7; “I bought 4 oranges, each costing \$1.00, and 1 sandwich costing \$3.00.”; choices presented: $(4 \times 1) + 3$; $4 + 1 + 3$; $4 + (4 + 4) + 2$; Note: student must show/select the numeric expression and does not need to solve)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the verbal expression and choosing the correct numerical expression from the set of three numerical expressions
SAT41203C	The student will use whole numbers and +, −, ×, and/or ÷ to translate written expressions from word problems into a numeric expression. (e.g., Ann Marie has 2 pencil’s and was given 2 more— translates into $2 + 2$; Jamie has 5 books and Joe takes 2 of her books— translates into $5 - 2$; Note: student must show/select the numeric expression and does not need to solve the problem)	<ul style="list-style-type: none"> Student work product with written expressions and the student’s translated numeric expressions
SAT41202	The student will evaluate numerical expressions to find the value of them. (e.g., $1 + 3$ —student indicates or writes 4; $10 - 2$ —student indicates or writes 8; $4 + 2 + 3$ —student indicates or writes 9; $1 + 5 - 2$ —student indicates or writes 4; etc.; Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Student work product showing the numerical expressions and the steps the student follows to evaluate them
SAT41303	The student will use numerals, variables, and operation symbols to translate verbal or written expressions into algebraic expressions. (e.g., teacher says “six plus how many” and the student writes or selects the expression that shows “ $6 + ?$ ”; teacher writes “ten minus some number” and the student writes or selects the expression that shows “ $10 - n$ ”; teacher writes or says “the sum of a number plus 3” and the student writes or selects the expression that shows “ $a + 3$ ”; Note: student must show/select the algebraic expression and does not need to solve)	<ul style="list-style-type: none"> Student work product showing the algebraic expressions written or selected by the student
SAT41302A	The student will evaluate algebraic expressions by indicating expressions that are equal to ten. (e.g., $4 + 6$; $1 + 2$; $6 - 3$; $2 + 8$; Note: expression must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Student work product of student-indicated expressions equal to ten
SAT41302B	The student will simplify algebraic expressions. (e.g., $\square + 10 + 2$ is the same as $\square + \underline{\hspace{1cm}}$; $4 + 2 + \square$ is the same as $\underline{\hspace{1cm}} + \square$)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards

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

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

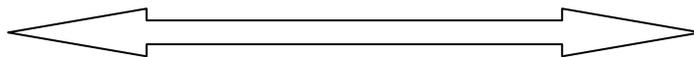
Required Component 2— Strand: Algebra

Choice Component 2— Band: Equations and Inequalities

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities

Less Complex



More Complex

The student will:

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

The student will:

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

The student will:

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

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

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

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104A	The student will use whole numbers, operation symbols, and the equal sign to create algebraic equations when given written sentences. (e.g., four plus six equals ten, two pens plus two pens equals four, etc.)	<ul style="list-style-type: none"> Student work product of the written sentences and the students' translations under the sentences
SAT42104B	The student will place number and symbol cards in order to form an equation when the teacher verbalizes sentences. (e.g., the teacher says or signs, "two plus three equals five.")	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to a verbal sentence and then ordering the set of number and symbol cards correctly
SAT42102	The student will identify the numeric sentences that are correct by highlighting, circling, etc. each correct one. (e.g., $1 + 3 = 4$ or $2 + 3 = 6$; $4 + 4 = 18$ or $10 + 1 = 11$; etc.)	<ul style="list-style-type: none"> Student work product of correct sentences highlighted by the student
SAT42105	The student will solve simple equations involving addition and/or subtraction. (Note: equation must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Student work product with various types of addition problems and the student's answers to these problems
SAT42203	The student will use numerals, variables, and the symbols (+, −, ×, or ÷) and equal sign (=) to translate verbal or written sentences involving one or more steps in algebraic equations. (e.g., teacher writes "seven plus what number equals 17", choices presented $17 + n = 17$, $7 + n = 17$, $17 + n = 7$; verbal/written sentence "10 minus a number is 8"— translates to $10 - a = 8$; verbal/written sentence "2 plus 4 plus what number equals 12"—translates to $2 + 4 + b = 12$)	<ul style="list-style-type: none"> Student work product showing algebraic equations translated by the student from verbal or written sentences
SAT42202A	The student will solve one-step equations (using addition, subtraction, multiplication, and/or division) by filling in missing number(s). (e.g., $1 + 2 = \square$, $\square + 2 = 10$, $15 - 7 = \square$, etc.; directions could state "solve the equation by finding the missing number" or "solve the equations by stating, writing, etc. the number that goes in the box"; Note: equation must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when indicating the missing numbers in simple algebraic equations Student work product showing student solutions (number missing) to equations

SAT42202B	The student will solve one-step equations using addition, subtraction, multiplication, and/or division. (Note: equation must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> • Student work product showing the one-step equations that the student solved
SAT42303	The student will translate verbal or written sentences involving two steps into algebraic equations. (e.g., the teacher states/writes “6 plus 1 plus 5 equals 12” and the student writes or selects $6 + 1 + 5 = 12$; the teacher says “I have three cupcakes, I make three more. I eat 2. I have four left.” and the student writes or selects $3 + 3 - 2 = 4$; the teacher writes “Erik bought 2 CD’s for \$10.00 each and 1 pack of gum for \$2.00. His total came to \$22.00” and the student writes or selects $(2 \times 10) + 2 = 22$)	<ul style="list-style-type: none"> • Video tape of the student listening to the verbal expression and indicating the correct algebraic equation • Student work product of including the written sentences with the two steps that the student translated
SAT42304	The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers or writing the answers in the appropriate space. (Note: equation must be presented horizontally, student may solve it vertically)	<ul style="list-style-type: none"> • Student work product indicating that the student solved two-step algebraic equations by indicating the answer

