

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

**Grade 3**

**New York State Alternate Assessment**

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

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

**AGLIs****ELA – Grade 3****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Reading-Standard 2****Less Complex****More Complex**

The student will:

- read or attend to simple material(s) with one or two words (12106)
- read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12107)
- recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s) (12108)
- recognize picture, object, etc. that show “who”, “what”, and/or “where” about a familiar text (12109)
- interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12105)

The student will:

- read or attend to text(s) read aloud by others for comprehension (12206)
- choose appropriate texts in different genres to read or to be read aloud by others (12207)
- answer questions about texts read or read aloud by others (12203)
- identify important people and/or events in stories read or read aloud by others (12204)
- make prediction(s) about event(s) in a story (12205)

The student will:

- read aloud with fluency for comprehension (12304)
- distinguish between varieties of texts, noticing differences in the way they look, the way they sound, that some are factual or some imaginative (12305)
- identify important details about events and/or people in text(s) (12303)

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., genre, character, familiar text, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>ELA – Grade 3</b>	
<b>Required Component 1—Key Idea: Reading</b>			
<b>Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>			
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>			
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.			
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>	
SAT12106	The student will read or attend to simple materials during reading time.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when reading or attending to material</li> </ul>	
SAT12107	The student will read or attend to various genres during reading time.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to or reading various genres</li> </ul>	
SAT12108	The student will recognize a picture or object that reflects character(s) and/or event(s) in a story by selecting the appropriate choice (by eye gazing, pointing, picking-up, etc.). (Note: need to use vocabulary specific to character and/or event)	<ul style="list-style-type: none"> <li>Student work product of a story page with character(s) and/or event(s) that the student eye-gazed and/or pointed to and pasted or marked by the teacher under the story title</li> <li>Data Collection Sheet recording student performance when recognizing character(s) and/or event(s) from a story</li> </ul>	
SAT12109	The student will recognize a picture, object, etc. that shows who, what, and/or where from a familiar text. (e.g., story about Johnny Appleseed— student chooses the apple picture or object to represent the story)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering who, what, and/or where questions about a text</li> <li>Student work product including story title at the top and three pictures that represent the object choices and the object the student selected is marked</li> </ul>	
SAT12105A	The student will interact with a part of a story through expression of emotion or hand movement. (e.g., in a scary story, make movement of hands/scared face; in a story where there is a repeated phrase or emotion, make movement of hands or face to show phrase or emotion; etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when appropriately displaying specific emotions during the reading of different types of stories</li> </ul>	
SAT12105B	The student will interact with parts of a scary story by exhibiting a change in his/her facial expression(s) and/or making hand or body movements to express emotions while the story is read.	<ul style="list-style-type: none"> <li>Videotape of the student expressing his/her emotions during the reading of a scary story</li> </ul>	
SAT12206	The student will read or attend to a text read aloud by others for comprehension by indicating one or more details from the text given a set of choices. (e.g., details could include: the title of the text, a character from the text, one thing that happened in the text, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when reading or attending to a text and then indicating a detail from the text</li> </ul>	

SAT12207	The student will choose appropriate texts to read or to be read aloud by others in different genres when asked to choose a specific genre or topic.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making choices of texts with different genres</li> </ul>
SAT12203	The student will answer questions about texts read or read aloud by others on a given worksheet.	<ul style="list-style-type: none"> <li>Student work product with questions about the text answered by the student</li> </ul>
SAT12204	The student will identify important people and/or events in stories read aloud using pictures from the text.	<ul style="list-style-type: none"> <li>Student work product with questions asking the student to identify the important people and/or events in a story</li> </ul>
SAT12205	The student will make a prediction about an event in a story by selecting a picture or statement describing what will happen during or next in the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the prediction after having read several pages of a given a story</li> </ul>
SAT12304	The student will read aloud with fluency for comprehension by reading a text then indicating the main idea or a detail from the text.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when reading at an appropriate rate for comprehension and selecting the main idea or a detail from the text</li> <li>Videotape or audiotape of the student reading a text with fluency and indicating the main idea or a detail from the text</li> </ul>
SAT12305	The student will distinguish between a variety of texts by categorizing or sorting texts by different reading elements, such as fiction (imaginative) or nonfiction (factual) texts, texts having rhyme or no rhyme, etc.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when distinguishing reading elements between different texts</li> </ul>
SAT12303	The student will identify important details about where and when events in the story took place.	<ul style="list-style-type: none"> <li>Student work product of the questions about where and when the event in a story took place</li> </ul>

<b>GLIs and Essences</b>		<b>ELA – Grade 3</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 27	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud</li> <li>• Respect the age, gender, social position, and cultural traditions of the writer</li> <li>• Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading experiences to build relationships with others</li> <li>• Work together with peers to answer literal questions about text</li> </ul>

<b>AGLIs</b>		<b>ELA – Grade 3</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Reading-Standard 4</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>attend to text(s) read aloud by others (14101)</li> <li>take turns giving an opinion about a text (14102)</li> <li>take turns sharing information about the character(s) in a text (14103)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>read or have read to him/her simple texts and respond appropriately (14201)</li> <li>listen and respond appropriately to others' thoughts and opinions about text(s) (14202)</li> <li>answer "who", "what", and/or "when" questions about text(s) with classmates (14203)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>read modified or adapted grade level texts with classmates (14303)</li> <li>using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)</li> </ul>

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<b>SATs</b>		<b>ELA – Grade 3</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT14101A	The student will attend to a text read by others by demonstrating appropriate attending behaviors. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student attended to the specific story</li> </ul>
SAT14101B	The student will attend to a story or article read aloud by the teacher by remaining in a rocking chair for the duration of the story.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to texts (story, article, etc.)</li> </ul>
SAT14102	The student will take turns sharing a personal opinion about a text.	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student waiting his/her turn and then indicating his/her opinion about the text</li> </ul>
SAT14103	The student will take turns sharing information about the character(s) in a text. (e.g., what they did, where they are, how they feel, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance of the ability to follow the conversation and share thoughts about the characters in the story</li> <li>Sequenced, captioned, dated photographs of the student taking turns to answer questions about the character(s) in the story</li> </ul>
SAT14201A	The student will read or have read simple texts and respond appropriately to them by showing or indicating correct emotions or expressions. (e.g., laugh when it’s funny, show sadness when something sad happens, etc.)	<ul style="list-style-type: none"> <li>Videotape of the student reading and showing correct emotions or selecting cards that indicate the emotions depicted in texts</li> <li>Audiotape of the student using emotion in his/her tone when reading texts</li> </ul>
SAT14201B	The student will respond appropriately to questions about simple texts asked by another person.	<ul style="list-style-type: none"> <li>Student work product of student responses to questions that were asked about two different texts that were read to the student</li> </ul>
SAT14202	The student will listen and respond appropriately to classmates’ opinions about a text by attending to a text and then asking his/her peers questions about the text (e.g., What was your favorite part? Did you like the story?, etc.).	<ul style="list-style-type: none"> <li>Student work product of the text title, the questions that the student asked his/her peers, and recorded responses from peers</li> </ul>
SAT14203	The student will answer who, what, and/or when questions about text(s) with classmates. (e.g., during group reading time each student takes turns answering “wh” questions, during group library time student and peer pair-up and answer “wh” questions together, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student and peers creating a poster that answers “wh” questions about the characters in two different texts</li> </ul>

SAT14303	The student will read modified or adapted grade level texts with classmates.	<ul style="list-style-type: none"> <li>• Videotape of the student reading texts with classmates</li> <li>• Data Collection Sheet (time-segment) recording student performance and detailing two texts the student has read</li> </ul>
SAT14302	The student will answer literal questions about a text that was read or read aloud by others and engage in a discussion with peers.	<ul style="list-style-type: none"> <li>• Videotape or audiotape of the student working with the small group to answer questions about the texts</li> </ul>

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

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

**AGLIs****ELA – Grade 3****Required Component 2**—Key Idea: Listening**Choice Component 1**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Listening-Standard 2****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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<b>SATs</b>		<b>ELA – Grade 3</b>
<b>Required Component 2—Key Idea: Listening</b>		
<b>Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT32106A	The student will attend to a story and indicate the environmental sound by vocalizing or moving his/her body each time it occurs in the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording performance of student listening to a story about trains and responding or indicating every time he/she hears a train's sound in the story (e.g., by raising arm as if pulling the horn mechanism, etc.)</li> </ul>
SAT32106B	The student will attend and respond to environmental sounds in a story by repeating the sounds made during the reading of the story. (e.g., sound to repeat: a car horn, a barking dog, etc.)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student listening to a story and responding by repeating the sound every time he/she hears a specific sound</li> </ul>
SAT32102	The student will attend to a poem as it is read aloud by another person(s).	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance during 15 minute time intervals while student listens to poem(s) read</li> </ul>
SAT32103	The student will attend to a familiar story read aloud and identify the moral or message of a text when listening to class discussions by making choices specific to the moral or the message on visual language displays or activating a speech generating device, when choices are presented.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to a story, listening to a class discussion, and making choices specific to moral or message of a text</li> </ul>
SAT32107	The student will attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) to the class.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance listening to various genres as they are read aloud to the class</li> </ul>
SAT32105	The student will attend to a text and recognize who, what, where, when, and/or how by signaling, eye gazing, or pointing to appropriate answer in the text. (e.g., raise hand, clap, use speech generating devices, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student attending to the story and then responding to who, what, where, when, and/or how questions</li> </ul>
SAT32207	The student will show understanding of a poem or story read by answering questions about the poem or story.	<ul style="list-style-type: none"> <li>Student work product showing responses selected by the student about the poem or story</li> </ul>
SAT32208	The student will show appreciation of texts by indicating his/her favorites between sets of literary texts.	<ul style="list-style-type: none"> <li>Videotape of the student indicating his/her favorites between sets of two different texts</li> </ul>

SAT32202	The student will answer who, what, where, when, how, and/or why questions after listening to multiple texts read aloud.	<ul style="list-style-type: none"> <li>Student work product of student-pasted pictures or phrases that answer literal questions about the multiple texts</li> </ul>
SAT32203	The student will answer questions about the author's message in a text.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering questions about the author's message in a text</li> </ul>
SAT32204	The student will identify important characters and/or events in stories read aloud given multiple choices. (Note: need to use vocabulary specific to important characters and/or important events)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying important characters and/or events in texts read aloud</li> </ul>
SAT32205	The student will listen for repetitions within a text by providing or responding to the repetitive phrase at the correct time(s).	<ul style="list-style-type: none"> <li>Videotape of the student signaling when there is a repetition in the text (raises hand, hits switch with phrase, says phrase at correct time during reading)</li> </ul>
SAT32206	The student will recognize instances of rhyme while listening to poetry.	<ul style="list-style-type: none"> <li>Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem</li> </ul>
SAT32305	The student will listen to a story and identify the story elements of character, plot, or setting by answering questions specific to the story elements. (Note: need to use vocabulary specific to story elements: plot, character, setting, etc.)	<ul style="list-style-type: none"> <li>Student work product on story elements showing questions (using the appropriate literary terms) and the student's answers</li> </ul>
SAT32306	The student will identify instances of rhythm while listening to poetry.	<ul style="list-style-type: none"> <li>Videotape of the student identifying rhythm while listening to poetry by tapping out rhythm, nodding head to cadence, etc.</li> </ul>
SAT32307	The student will listen to unfamiliar stories and/or poems and answer comprehension questions.	<ul style="list-style-type: none"> <li>Student work product with unfamiliar stories or poems indicated and student responses to what, when, where, why, etc. questions</li> </ul>
SAT32308	The student will listen to a text and then identify the author's message within the text.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the author's message within a text</li> </ul>

<b>GLIs and Essences</b>		<b>ELA – Grade 3</b>
<b>Required Component 2—Key Idea: Listening</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for <b>social interaction</b>.</b>		
<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 30	<ul style="list-style-type: none"> <li>• Respect the age, gender, position, and culture of the speaker</li> <li>• Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners</li> <li>• Identify the tone of voice and content that signal friendly communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to friendly communication read aloud (e.g. notes, cards, longer letters, electronic correspondence (e-mail), personal narratives, etc.) to identify tone of voice and reveal social relationships</li> <li>• Respect the speaker</li> </ul>

<b>AGLIs</b>		<b>ELA – Grade 3</b>
<b>Required Component 2—Key Idea: Listening</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Listening-Standard 4</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106)</li> <li>show respect, by attending to what the speaker is saying (34107)</li> <li>identify word(s) that reveal the feelings of the author toward the identified recipient (34108)</li> <li>identify the word(s) and/or convention(s) (greeting, format in a note card, closing) that a writer uses to show feelings (34109)</li> <li>identify the purpose(s) (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to someone else (34206)</li> <li>identify the writer(s) (friend, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207)</li> <li>attend to longer personal narrative(s) (e.g., diary or journal entries, friendly letters, etc.) (34208)</li> <li>identify the audience of these longer personal narrative(s) (34204)</li> <li>identify word(s) that reveal tone and/or feelings of the writer toward the identified recipient (34209)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>listen to informal communication (e.g., notes, card, longer letters, electronic mail (e-mail), etc.) to identify the tone of voice and social relationships (34302)</li> </ul>

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<b>Required Component 2—Key Idea: Listening</b>		
<b>Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT34106A	The student will attend to notes or e-mails addressed to the student being read aloud by looking at the reader.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance when attending to the reader while notes or e-mails addressed to the student is read aloud</li> </ul>
SAT34106B	The student will attend to friendly notes that are written on cards when the cards are read to them by using eye gaze.	<ul style="list-style-type: none"> <li>Videotape of the student using eye gaze to attend to the cards and speaker</li> </ul>
SAT34107	The student will show respect to a speaker by attending to what the speaker is saying.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student attends to the speaker</li> </ul>
SAT34108	The student will identify word(s) or phrase(s) in a friendly communication that show how the author feels toward the identified recipient.	<ul style="list-style-type: none"> <li>Student work product of the student indicating words and phrases in a letter and their appropriate interpretation</li> </ul>
SAT34109	The student will identify the word(s) and/or convention(s) (greeting, format, closing, etc.) that a writer uses to show feelings by labeling or highlighting the appropriate parts of a letter that show a specific feeling.	<ul style="list-style-type: none"> <li>Student work of student labeled or highlighted words and/or conventions that a writer uses to show feelings</li> </ul>
SAT34105A	The student will identify the purpose of friendly notes by stating, signing, or indicating the purpose of the notes. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.; notes can be any form of correspondence (card, letter, e-mail, etc.) with a specific purpose to the receiver)	<ul style="list-style-type: none"> <li>Audiotape of the student identifying the purpose of friendly notes</li> <li>Data Collection Sheet (multi-step/discrete trial) recording student performance when identifying the purpose of the friendly notes</li> </ul>
SAT34105B	The student will identify the purpose of friendly notes sent to or from the classroom by grouping the notes with their purpose. (e.g., Notes: letter from principal thanking a student for his/her help, card from local park director thanking the class for their assistance in cleaning up the park, e-mail from the class to a guest speaker thanking him/her for the information he/she provided– Purpose: thank you)	<ul style="list-style-type: none"> <li>Student work product of notes that the student grouped together (by sorting, highlighting in green all the thank you notes, circling all the thank you notes, etc.) for a specific purpose</li> </ul>
SAT34206	The student will attend to friendly notes and/or cards that were written to someone other than him/herself when they are read aloud.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) recording student performance on the amount of time the student attends to communications</li> </ul>

SAT34207	The student will identify the writer of communications by matching the picture or name (e.g., friend, parent, teacher, etc.) of the writer to the appropriate friendly letter.	<ul style="list-style-type: none"> <li>• Student work product with the picture representing the author matched to the letters (friend, teacher, parent, etc.)</li> </ul>
SAT34208	The student will attend or show attention by maintaining eye contact with the speaker while listening to a longer personal narrative. (e.g., diary, journal entries, letters, etc.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (time-segment) recording student performance when maintaining attention through eye contact to a longer narrative</li> </ul>
SAT34204	The student will identify the intended audience of a longer personal narrative.	<ul style="list-style-type: none"> <li>• Student work product with the word card(s) or pictures of people matched to a personal narrative</li> </ul>
SAT34209	The student will identify words that reveal tone or feelings of the writer by answering questions about what different terms suggest.	<ul style="list-style-type: none"> <li>• Videotape or audiotape of the student answering the questions regarding the terms <i>dear</i>, <i>love</i>, <i>happy</i>, and/or <i>pleased</i> (e.g., I am glad=happy, student selects picture of happy face when phrase is read)</li> </ul>
SAT34302	The student will listen to friendly notes, cards, and/or longer personal narratives read aloud to identify the tone of voice and social relationships between the writer and recipient by answering questions about these elements. (e.g., questions such as: Who might receive this note?; Who may have written this note?; What is the tone of voice? [e.g., angry, happy, excited, sad]; Which words indicate who the writer is and what the relationship is between them? [e.g., signature at end of note/letter; content references to writer: I; you are my...e.g., son, daughter, student, we; greeting: opening of letter: e.g., to my daughter, dearest friend; closing of letter: e.g., your friend, loving daughter, etc.]; Which words indicate to whom this was written?, etc.)	<ul style="list-style-type: none"> <li>• Student work product with questions about the tone of communication and about the social relationship between the writer and recipient</li> <li>• Data Collection Sheet (multi-step) recording student performance when responding to questions about tone and social relationship</li> </ul>



# **Mathematics NYSAA Frameworks**

## **Grade 3**

**New York State Alternate Assessment**

<b>GLIs and Essences</b>		<b>MATH – Grade 3</b>	
<b>Required Component 1—Strand: Number Sense and Operations</b>			
<b>Choice Component 1—Band: Number Systems</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>		<b>Essence of Indicators</b>
Pg. 37–38	3.N.1	Skip count by 25s, 50s, 100s, to 1,000	<ul style="list-style-type: none"> <li>• Read and write, count, group, compare, and order whole numbers to 1,000</li> <li>• Use properties of numbers</li> <li>• Understand unit fractions as part of a whole and compare and order unit fractions</li> </ul>
	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	

**AGLIs****MATH – Grade 3****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Systems****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., whole number, compare, order, decimal, numeral, fraction, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

\*\*Task and evidence may demonstrate knowledge, skills, and understanding of numbers or quantities within range given in AGLI and does not have to include all outlined in range.

<b>SATs</b>		<b>MATH – Grade 3</b>	
<b>Required Component 1—Strand: Number Sense and Operations</b>			
<b>Choice Component 1—Band: Number Systems</b>			
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>			
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.			
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>	
SAT11101A	The student will identify the number (1 through 9, as word and/or symbol) by answering the question “How many objects are in each set?” (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?”: student is presented with 4 objects—student responds four [pointing on a number line, selecting word card, or by stating or signing the number, etc.], etc.; Note: sets could include any number of objects between 1 and 9)	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when matching the quantity to the number when asked “How many objects are in each set?”</li> </ul>	
SAT11101B	The student will identify the number (1 through 9, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 2 objects—student selects 2, 5 objects—student circles the word five, 1 object—student pastes 1, etc.; Note: sets could include any number of objects between 1 and 9)	<ul style="list-style-type: none"> <li>Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) for objects in the group</li> </ul>	
SAT11104A	The student will compare quantities by indicating which set is “greater than” when given two unequal sets of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the quantity that is “greater than” (using the appropriate mathematical terms)</li> </ul>	
SAT11104B	The student will compare two sets of objects and indicate which is “less than” the other.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the quantity that is “less than” (using the appropriate mathematical terms)</li> </ul>	
SAT11105	The student will recognize the object that shows one half of a presented whole from a set of two or more objects.	<ul style="list-style-type: none"> <li>Student work product showing student recognized half of a whole that was shown by the teacher</li> </ul>	
SAT11201A	The student will identify the number (0 through 19, as word and/or symbol) when asked the question “How many objects are in each set?” (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?”: student is presented with 10 objects—student response ten (pointing on a number line, selecting word card, or by stating or signing the number, etc.), etc.; Note: sets could include any number of objects between 0 and 19)	<ul style="list-style-type: none"> <li>Student work product with the question “How many objects are in each set?” and groups of objects with the number the student selected indicating the number of objects in the group</li> </ul>	

SAT11201B	The student will identify the number (0 through 19, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 5 objects-student indicates the number 5 on a worksheet, etc.; Note: sets could include any number of objects between 0 and 19)	<ul style="list-style-type: none"> <li>Student work product showing groups of objects and the number the student indicated as the number (in word/symbol) for objects in the group</li> </ul>
SAT11202	The student will compare numbers and/or quantities of objects in one set against another set using the symbols/words for the terms “equal to”, “greater than” and/or “less than”. (e.g., 4 apples compared to 12 apples, 3 compared to 9, etc.; Note: sets of objects could include any number of objects between 1 and 19)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (using the appropriate mathematics terms)</li> <li>Videotape of the student verbalizing or indicating the phrase that correctly compares the sets of numbers and/or objects</li> </ul>
SAT11204	The student will recognize which object is the fraction $\frac{1}{2}$ of the whole by indicating the halved object upon request when given a whole object and one-half of an object.	<ul style="list-style-type: none"> <li>Student work product where the student answers the question “which is <math>\frac{1}{2}</math> of the whole?” by marking the halved object</li> </ul>
SAT11301A	The student will identify the number (0 through 100, as word and/or symbol) when asked the question “How many objects are in each set?” (e.g., directions on worksheet or direction stated or signed to student is “How many objects are in each set?”: student is presented with 3 objects-student response three, 50 objects-student response fifty, 75 objects-student response seventy-five, etc.; Note: sets could include any number of objects between 0 and 100)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student being presented with a set of objects from 0 to 100 and being asked the question “How many objects are in each set?” and the student verbalizing, signing, indicating, etc. the number of objects in the set</li> </ul>
SAT11301B	The student will identify the number (0 through 100, as word and/or symbol) by selecting the correct number for a given set of objects. (e.g., 10 objects-student circles 10, 35 objects-student pastes 35, 100 objects-student highlights the word one hundred, etc.; Note: sets could include any number of objects between 0 and 100)	<ul style="list-style-type: none"> <li>Student work product showing groups of objects and the number the student circled, highlighted, or pasted next to the set</li> </ul>
SAT11302A	The student will compare quantities and/or numbers using the symbols/words for the terms equal to, greater than and/or less than. (e.g., $5 < 10$ , $25 > 20$ , $0 = 0$ , 4 circles $<$ 14 circles, etc.; Note; sets of objects could include any number of objects between 0 and 100)	<ul style="list-style-type: none"> <li>Student work product with the symbols/words for the terms equal to, greater than and/or less than indicated for each set of quantities and/or numbers (using the appropriate mathematics terms)</li> </ul>
SAT11302B	The student will describe how the number and/or quantity of objects (0 to 100) in one set compares to another set while using the symbols/words for the terms equal to, greater than, and/or less than. (Note: sets of objects could include any number of objects between 0 and 100)	<ul style="list-style-type: none"> <li>Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, and/or equal to (Description includes pasting, writing, etc. the terms in symbol/word format in the appropriate spots in column three)</li> </ul>

SAT11303A	The student will recognize and/or illustrate unit fractions by folding, shading, cutting, or tearing a paper square to create the fractions, $\frac{1}{2}$ and/or $\frac{1}{4}$ of the square.	<ul style="list-style-type: none"> <li>• Student work product showing squares that have lines in them to divide them into equal parts and/or shading to indicate one of those equal parts matched to its fraction</li> <li>• Videotape of the student folding and/or tearing or cutting a paper square to form the unit fractions</li> </ul>
SAT11303B	Given a unit fraction, the student will illustrate $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ and/or $\frac{1}{10}$ by manipulating sensory material (clay, shaving cream, sand, etc.) to create the requested unit fraction.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) recording student performance when manipulating material to illustrate a given fraction</li> <li>• Videotape of the student illustrating one half using the sensory material</li> </ul>

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

<b>Math Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>		<b>Essence of Indicators</b>
Pg. 38	3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	<ul style="list-style-type: none"> <li>• Use a variety of strategies to add, subtract, multiply, and divide whole numbers</li> <li>• Develop strategies for selecting the appropriate computational and operational method in problem solving situations</li> </ul>
	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 $12 \times 12$	
	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	

<b>AGLIs</b>		<b>MATH – Grade 3</b>	
<b>Required Component 1—Strand: Number Sense and Operations</b>			
<b>Choice Component 2—Band: Operations</b>			
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>			
<b>POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations</b>			
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶		<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize the concepts of addition and/or subtraction (13101)</li> <li>add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)**</li> <li>select the appropriate operation to use in solving problems involving addition and/or subtraction (13103)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)**</li> <li>multiply and/or divide 1-digit whole numbers using one or more strategies (13205)</li> <li>select and use appropriate operations to solve problems (13206)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>add and/or subtract 2-digit whole numbers from 10 to 99 (13303)**</li> <li>multiply and/or divide 1-digit numbers using one or more strategies (13304)</li> <li>multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305)</li> <li>select and use the appropriate operation to solve word problems in real-life situations (13306)</li> </ul>	

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., whole number, operation, strategy, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

\*\*Task and evidence may demonstrate knowledge, skills, and understanding of whole numbers within range given in AGLI and does not have to include all outlined in range.

**SATs****MATH – Grade 3****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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT13101A	The student will recognize the concept of addition by adding one object to a group of objects.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when adding an object to a group of objects to demonstrate addition</li> <li>Videotape of the student manipulating groups of objects to add one of the objects</li> </ul>
SAT13101B	The student will recognize the concept of subtraction by removing one object from a group of objects.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student manipulating groups of objects to subtract one of the objects</li> </ul>
SAT13104A	The student will add and/or subtract whole numbers using 1 to 9 objects or manipulatives. (e.g., 1 circle plus 1 circle, 3 cubes minus 2 cubes, 9 rings plus 1 ring, etc.; Note: addition and/or subtraction problems could include any number of objects between 1 and 9)	<ul style="list-style-type: none"> <li>Student work product with addition and/or subtraction problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem</li> </ul>
SAT13104B	The student will solve addition problems using 1 to 9 objects or manipulatives. (e.g., 2 blocks plus 1 block, 5 stickers plus 2 stickers, 1 pencil plus 6 pencils, etc.; Note: addition problems could include any number of objects between 1 and 9)	<ul style="list-style-type: none"> <li>Student work product with addition problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem</li> </ul>
SAT13104C	The student will solve subtraction problems using 1 to 9 objects or manipulatives. (e.g., 8 objects minus 4 objects, 2 apples minus 1 apple, 9 cubes minus 8 cubes, etc.; Note: subtraction problems could include any number of objects between 1 and 9)	<ul style="list-style-type: none"> <li>Student work product with subtraction problems involving any of the numbers from 1 to 9 with manipulatives placed by each number to solve the problem</li> </ul>
SAT13103	The student will select the correct operation to solve a problem by placing the correct symbol between two numbers when presented with problems showing two numbers and the answer.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating if a problem was an addition or subtraction problem</li> </ul>
SAT13204A	The student will add and/or subtract whole numbers (1 to 19) using one or more strategies. (e.g., 3 plus 3; 15 minus 5; Sally purchases two items for \$1 each—what is the total cost?; Jane has 4 pencils and gives 1 pencil to Henry—how many pencils does Jane have left?; etc.; Note: possible strategies—number line, calculator, objects, etc.)	<ul style="list-style-type: none"> <li>Student work product with addition and/or subtraction problems (number and/or word problems) with whole numbers indicating the strategy(s) used by the student to solve</li> </ul>

SAT13204B	The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found on a trip to the supermarket. (Note: problems could include any price for the items between 1 and 19)	<ul style="list-style-type: none"> <li>Student work product of a scrapbook showing pictures of products and their prices and the total cost of the set of products</li> </ul>
SAT13205	The student will multiply and/or divide 1-digit whole numbers using one or more strategies. (e.g., 4 multiplied by 3; 8 divided by 2; three items are purchased—if each item costs one dollar, what do the three items cost?; three identical items are purchased—if the total cost was six dollars, how much did one item cost?; etc.; Note: possible strategies - multiplication table, calculator, objects, etc.)	<ul style="list-style-type: none"> <li>Student work product with multiplication and/or division problems (number and/or word problems) with 1-digit whole numbers indicating the strategy(s) used by the student to solve</li> </ul>
SAT13206	The student will select and use appropriate operations to solve problems. (e.g., Three pencils are purchased for 10 cents each. How much are the three pencils? add or subtract, answer _____ cents)	<ul style="list-style-type: none"> <li>Student work product indicating the operations selected by the student and the student's solution to the problems</li> <li>Student work product showing the problem the student wrote to solve the problem and the answer</li> </ul>
SAT13303A	The student will add two-digit whole numbers from 10 to 99. (e.g., 15 plus 30, 20 plus 60, 10 objects plus 10 objects, 50 objects plus 10 objects, etc.; Note: addition problems could include any two-digit whole numbers between 10 and 99)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to addition problems</li> </ul>
SAT13303B	The student will subtract two-digit whole numbers from 10 to 99. (e.g., 30 minus 15, 75 minus 10, 20 objects minus 10 objects, 50 objects minus 30 objects, etc.; Note: subtraction problems could include any two-digit whole numbers between 10 and 99)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to subtraction problems</li> </ul>
SAT13304A	The student will multiply single digit numbers using one or more strategies. (e.g., 4 multiplied by 3, 2 multiplied by 1, etc.; Note: possible strategies—multiplication table, calculator, objects, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to multiplication problems with strategy(s) student used indicated</li> </ul>
SAT13304B	The student will divide single digit numbers using one or more strategies. (e.g., 6 divided by 2, 4 divided by 1, etc.; Note: possible strategies—arithmetic table/chart, calculator, objects, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to division problems with strategy(s) student used</li> </ul>
SAT13305A	The student will multiply a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using a calculator student multiplies 10 times 5, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to multiplication problems using a strategy</li> </ul>
SAT13305B	The student will divide a two-digit whole number by a single digit whole number using one or more strategies. (e.g., using an arithmetic table/chart student divides 20 by 2, etc.)	<ul style="list-style-type: none"> <li>Student work product showing student solutions to division problems using a strategy</li> </ul>

SAT13306A	The student will select the appropriate operation to solve word problems that deal with real-life situations (addition, subtraction, multiplication, and/or division) and then will use that operation to solve the problem.	<ul style="list-style-type: none"><li>• Data Collection Sheet (multi-step) recording student performance when identifying the appropriate operation and solving the problem</li></ul>
SAT13306B	The student will select the operation from addition and subtraction when asked operation related questions such as “how do you find the total cost?” or “how much money you have left?”, and then will solve problems using a shopping list, given a price list for items or a grocery flyer and amount of money he/she has.	<ul style="list-style-type: none"><li>• Student work product showing the appropriate operation selected by the student and the solution to the problems related to grocery items</li></ul>

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

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

<b>AGLIs</b>		<b>MATH – Grade 3</b>			
<b>Required Component 2—Strand: Measurement</b>					
<b>Choice Component 1—Band: Units of Measurement</b>					
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>					
<b>POSSIBLE ENTRY POINTS for Measurement—Units of Measurement</b>					
<b>Less Complex</b>		◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>		
<p>The student will:</p> <ul style="list-style-type: none"> <li>compare the lengths of two objects (21107)</li> <li>order three or more objects according to the attributes of length (21102)</li> <li>compare the weights of two objects (21108)</li> <li>order three or more objects according to the attributes of weight (21104)</li> <li>identify tools for measurement (21105)</li> <li>use standard and/or non-standard tool(s) for measurement (21109)</li> </ul>		<p>The student will:</p> <ul style="list-style-type: none"> <li>use a ruler or yardstick to measure and identify lengths to the nearest whole foot or whole yard (21204)</li> <li>use a scale to measure the weight of objects and identify the weights of objects measured in pounds (21205)</li> <li>compare capacities of objects measured in cups and quarts (21206)</li> </ul>		<p>The student will:</p> <ul style="list-style-type: none"> <li>use a ruler or yardstick to measure and compare lengths to the nearest inch, foot or yard (21301)</li> <li>use a scale to measure the weight of objects and compare the weights of objects measured in pounds and ounces (21302)</li> <li>use appropriate tools to measure and identify capacities of objects measured in at least three of the following: cups, pints, quarts, and gallons (21304)</li> </ul>	

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, weight, capacity, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>MATH – Grade 3</b>
<b>Required Component 2—Strand: Measurement</b>		
<b>Choice Component 1—Band: Units of Measurement</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT21107	The student will compare two or more lengths by indicating which object(s) from a set of two or more are longer or shorter. (e.g., vocabulary of comparison relating to length that should be used is short(er, est) and long(er, est); a short pencil and a long pencil, a short string of small paper clips and a long string of large paper clips, etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student comparing the lengths of two or more objects and indicating which is longer or shorter</li> </ul>
SAT21102	The student will order three or more objects by taking objects of different lengths and ordering them from shortest to longest (or from longest to shortest).	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when ordering sets objects from shortest to longest</li> </ul>
SAT21108A	The student will compare the weights of two objects and indicate which is heavier (or lighter) while/after holding the objects, one in each hand. (e.g., vocabulary of comparison relating to weight that should be used is heavy(ier, iest) and light(er, est))	<ul style="list-style-type: none"> <li>Student work product listing each of the objects being compared and the object that the student indicated to be the heaviest or lightest by stamping the representation of the object on a worksheet</li> </ul>
SAT21108B	The student will compare the weights of objects given the weights (in pounds, ounces, etc.) and will indicate which object is heavier (or which object is lighter). (e.g., image of an elephant and its weight in pounds and image of a cat and its weight in pounds, with the question which is heavier or lighter or which weighs more or less)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting the heavier or lighter object after looking at the weights for each of the two objects</li> </ul>
SAT21104	The student will order three or more objects by weight from lightest to heaviest (or heaviest to lightest).	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when ordering three or more different sets of objects by weight</li> </ul>
SAT21105	The student will identify which tools are used for measuring while cooking by indicating the tools to the teacher. (e.g., tools may include scales, measuring spoons, measuring cups, measuring bottles, etc.; Note: response choices should also include some non-cooking measuring tools)	<ul style="list-style-type: none"> <li>Audiotape of the student verbalizing to the teacher that the measuring cup and measuring spoon are used for measuring while cooking</li> </ul>
SAT21109A	The student will use measuring spoons and/or measuring cups to measure ingredients for a recipe.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when using the standard measuring tools in order to measure ingredients for a recipe</li> </ul>

SAT21109B	The student will use paper clips as a non-standard tool to measure various items within the classroom. (e.g., using paper clips to measure the length of a book, the width of a table top, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the item the student measured and the length, width, height, etc. that the student measured using the non-standard tool</li> </ul>
SAT21204	The student will measure and identify lengths by using a yardstick or ruler to measure to the nearest foot or whole yard the lengths of two different desktops.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using a yardstick to measure the lengths of the sides of objects in the classroom and indicating the length to the teacher</li> </ul>
SAT21205	The student will weigh objects in pounds on a scale and will identify the weight by indicating the correct weight of the object presented on choice cards. (e.g., objects could be classmates, sand bags, books, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when weighing objects to the nearest pound and indicating the weight of the different objects</li> </ul>
SAT21206	The student will compare capacities of objects and indicate which has more, less, or the same amount of liquid. (e.g., comparing: a cup of milk to a quart of milk, a cup of water to a cup of juice, etc.)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student indicating whether the cup or quart has more liquid</li> </ul>
SAT21301	The student will measure two different classroom objects (books, pencils, etc.) with a ruler or yardstick to the nearest inch and indicate which object is longer.	<ul style="list-style-type: none"> <li>Student work product of two classroom objects measured to the nearest inch and a sticker placed on the object that is longer</li> </ul>
SAT21302	The student will use a scale to compare and indicate in pounds and ounces which of two or more objects is heavier or lighter after weighing the objects on a scale. (e.g., objects must be heavier than one pound to get pounds and ounces weight)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student weighing the objects, obtaining the weights in pounds and ounces, and then indicating which object is heavier or lighter</li> </ul>
SAT21304	The student will measure the capacity of three different amounts of liquid in cups, quarts, and gallons and indicate the amounts of each (by marking on the measuring cup where the liquid comes up to), then recording the amount on a worksheet.	<ul style="list-style-type: none"> <li>Student work product of three liquids with the amount of each indicated (in cups, quarts, and gallons) based on the student's measurement</li> </ul>

**MATH – Grade 3****GLIs and Essences**

Required Component 2—Strand: Measurement

Choice Component 2—Band: Units/Estimation

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

**AGLIs****MATH – Grade 3****Required Component 2—Strand: Measurement****Choice Component 2—Band: Units/Estimation****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Measurement-Units/Estimation****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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<b>SATs</b>		<b>MATH – Grade 3</b>
<b>Required Component 2—Strand: Measurement</b>		
<b>Choice Component 2—Band: Units/Estimation</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT22101	The student will recognize coins (penny, nickel, dime, and/or quarter) by matching the coins with the coin names or indicating a specific, requested picture of a coin. (e.g., given a penny, eye gazes to the word penny on the choice cards; teacher requests “show me a quarter” when given a picture of a quarter and another object, the student touches the image of a quarter on a touch screen)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when matching the coins with their coin name or indicating the requested picture of coin</li> <li>Sequenced, captioned, dated photographs of the student using the computer to identify the quarter from the choice of two different coins</li> </ul>
SAT22102	The student will recognize the values of coins by matching the numeric value with the coin. (e.g., select coins needed to purchase an object)	<ul style="list-style-type: none"> <li>Student work product of different coins with lines drawn to the correct numeric values</li> <li>Student work product matching the cost of an object with the coins needed to purchase the object</li> </ul>
SAT22105A	The student will recognize the attributes of time by sequencing activities in order from morning to night.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sequencing picture cards showing morning, noon, and night</li> </ul>
SAT22105B	The student will recognize the attributes of time by selecting pictures that represent activities that generally take place at a given time of day. (e.g., morning—get dressed; afternoon—play time; night—go to bed)	<ul style="list-style-type: none"> <li>Student work product with pictures affixed next to the appropriate time of day</li> </ul>
SAT22106A	The student will recognize the attribute of earlier or later by indicating when activities occur given a set time and activity and a comparison time and activity. (e.g., we have lunch at 12:00; we have reading at 10:15; “is reading earlier or later than lunch?”)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student indicating earlier or later when presented with activities, the times they occur, and comparison activities and times</li> </ul>
SAT22106B	The student will list activities in order from the earliest to the latest when given a mixed-up list of activities and the times that they take place.	<ul style="list-style-type: none"> <li>Student work product of activities and times listed from earliest to latest</li> </ul>
SAT22205	The student will recognize coin and dollar denominations using real money, cards, pictures, or a worksheet.	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when selecting various coins and dollars that match given denominations (e.g., give me 5¢)</li> <li>Student work product of various coins with the direction “cross out the \$.10”</li> </ul>

SAT22202	The student will recognize the value of coins and/or dollars when given a set of mixed-up coins and dollars and their values, by placing coins and/or dollars next to the written monetary value.	<ul style="list-style-type: none"> <li>Student work product of coins and dollars sorted correctly to correspond with their values (placed on a t-chart)</li> </ul>
SAT22203	The student will indicate the amount of money in different groups by indicating the correct amount and symbols or language for each group using money symbols or language (\$, ¢). (e.g., \$2.39—student response two dollars and thirty-nine cents)	<ul style="list-style-type: none"> <li>Student work product with the correct amount and correct symbols or language (\$ or ¢) indicated by the student</li> </ul>
SAT22204	The student will relate digital times to correct activities on a daily schedule.	<ul style="list-style-type: none"> <li>Student work product showing a student's completed schedule with the digital times of each activity</li> </ul>
SAT22301A	The student will determine and indicate the value of a combination of coins and/or dollars that are required to make purchases of one or more items.	<ul style="list-style-type: none"> <li>Student work product showing a group of coins and bills and the student's calculation of the total amount of money needed for purchases</li> </ul>
SAT22301B	The student will determine the value of collections of coins and/or dollars based on real world problems. (e.g., problems such as determining the value of coin and/or dollar collections when needing to purchase a backpack and pencil at one store and a sandwich and soda at another store)	<ul style="list-style-type: none"> <li>Videotape or audiotape of the student determining the value from a set of coins and/or dollars needed to purchase items</li> </ul>
SAT22301C	The student will determine the value of a combination of coins and/or dollars by indicating the total value of a given set of coins and/or dollars.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student with a group of coins and/or dollars, determining the value and indicating the total of the coins and/or dollars</li> </ul>
SAT22302	The student will represent money values by counting a collection of coins and writing the value using currency symbols (\$ __. __ __).	<ul style="list-style-type: none"> <li>Student work product showing a collection of coins and the student's calculation of the total value indicated, using the appropriate symbols and decimal points</li> </ul>
SAT22303	The student will tell time to the minute using an analog clock.	<ul style="list-style-type: none"> <li>Student work product indicating the students answers when telling time</li> </ul>
SAT22304A	The student will relate time to a schedule of activities by adding in the missing times and activities to complete a daily schedule.	<ul style="list-style-type: none"> <li>Student work product of a daily schedule of activities and times listed in order</li> </ul>
SAT22304B	The student will compare times to a schedule of activities. (e.g., looking at a weekly schedule of events, the student responds to the questions "Do we go to the library at 9:00 every day? Or What time do we have library?")	<ul style="list-style-type: none"> <li>Student work product with student answers to questions recorded</li> </ul>