

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

Grade 4

New York State Alternate Assessment

GLIs and Essences**ELA – Grade 4****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

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

AGLIs**ELA – Grade 4****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 2****Less Complex****More Complex**

The student will:

- attend to or read literary text(s) (12101)
- attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105)
- identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)
- interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12104)

The student will:

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

The student will:

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

*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., plot, character, setting, 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.

| SATs | | ELA – Grade 4 |
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| Required Component 1—Key Idea: Reading | | |
| Choice Component 1—Standard 2: Students will read, write, listen, and speak for literary response and expression. | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT12101 | The student will attend to or read literary texts during reading time. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to the teacher reading different stories |
| SAT12105 | The student will attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) when given a selection of genres. | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording the genres and student performance on the amount of time the student attends during reading time |
| SAT12106A | The student will identify an important character from the text by choosing the picture of this character from multiple pictures. (Note: need to use vocabulary specific to character) | <ul style="list-style-type: none"> Student work product of pictures of important characters matched to specific texts read aloud |
| SAT12106B | The student will identify an important event in a text read aloud by choosing a picture of the event from multiple pictures. (Note: need to use vocabulary specific to event) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying pictures of important events that occurred in texts read aloud |
| SAT12104 | The student will interact with the repeated language of Gunniwolf (pit-a-pat, pit-a-pat, etc.) being read aloud by tapping a drum or table top with his/her hand. | <ul style="list-style-type: none"> Videotape of the student responding to the repeated language in a story by drumming to the appropriate parts |
| SAT12201 | The student will read aloud with fluency various pieces of literature during reading time. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when reading fluently at an appropriate reading rate |
| SAT12207 | The student will identify the definitions of story element terms (e.g., plot, character, or setting) by selecting the definition from a set of sentence cards and matching them with the term. | <ul style="list-style-type: none"> Student work product of the terms and the definitions pasted next to them Sequenced, captioned, dated photographs of the student drawing lines from the term to the definition on a worksheet |
| SAT12208 | The student will recognize plot as a sequence of events or actions in a narrative by placing pictures or sentence strips in the correct order based on the narrative when asked what was the plot of the story. (Note: need to use vocabulary specific to plot) | <ul style="list-style-type: none"> Student work product of ordered sentence strips or pictures showing the plot of a story read or read aloud |

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| SAT12204A | The student will compare what happened to a character in a text to him/her by selecting pictures that show what happened to a character and pictures of him/herself in a comparable situation. | <ul style="list-style-type: none"> Student work product showing events from story and events from student life (e.g., going camping, vacation, birthday party, etc.) (Note: work product may include a semantic feature analysis chart, other graphic organizer, etc.) |
| SAT12204B | The student will relate a text to a personal experience by choosing a character that is most like him-/herself in the text and indicate a reason for the choice. | <ul style="list-style-type: none"> Videotape or audiotape of the student indicating the character that is most like him/her and indicating a reason for the choice by selecting a picture, object, or symbol that represents the similarity, and/or verbalizing or signing the reason (e.g., we both like..., we both have..., etc.) |
| SAT12205 | The student will recognize explicit motive(s) of a character after having read or listened to a text by matching the two together. | <ul style="list-style-type: none"> Student work product of matched picture, symbol, or word/sentence card of the motive with the picture of the character |
| SAT12209A | The student will answer questions about plot in the text by giving three or more details about events. (e.g., “give me three details of the plot”; “give me three or more details about how the plot progressed”; etc.; Note: need to use vocabulary specific to plot) | <ul style="list-style-type: none"> Student work product of a story web showing events in a text and details about each |
| SAT12209B | The student will indicate why a character in a story has a problem. (Note: need to use vocabulary specific to character) | <ul style="list-style-type: none"> Student work product including the story title, sentence strips provided to the student, and the student’s choice of sentence strip indicating why the character has a problem |
| SAT12209C | The student will answer comprehension questions about plot, character, and/or setting in a text read or read aloud. (e.g., “Is the plot about _____ or about _____?” “What character helped _____ in the story?” “What is the setting of the story?”; etc.; Note: need to use vocabulary specific to plot, character, setting, etc.) | <ul style="list-style-type: none"> Student work product of questions about plot, character, and/or setting with student responses to each Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and/or setting in a text |
| SAT12307 | The student will select and read literature with fluency for comprehension by selecting a story, reading it with the teacher or a peer, and answering a question about the story just read. | <ul style="list-style-type: none"> Videotape or audiotape of the student reading with fluency and then answering a comprehension question |
| SAT12308 | The student will recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts by answering questions related to the specific terms about texts read or listened to. (Note: need to use vocabulary specific to plot, character, setting, etc.) | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when answering questions that use the literary terms such as plot, character, or setting of different texts |
| SAT12309 | The student will demonstrate that plot means the sequence of events or actions of a narrative leading to a logical ending by logically ordering plot sentence strips about a literary text. | <ul style="list-style-type: none"> Student work product of ordered sentence strips showing the plot leading to a logical ending |

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| SAT12304 | The student will recognize explicit motives of characters by selecting the card that gives the plausible motive or verbally stating why a character took a specific action in the story. | <ul style="list-style-type: none"> • Student work product of cards selected showing motive affixed to a worksheet • Audiotape of the student describing why a character took a specification |
| SAT12305A | The student will identify his/her favorite and/or least favorite part of a story by selecting the picture(s) that represent the part. (e.g., choice pictures should depict a few very different parts from the story for the student to choose from) | <ul style="list-style-type: none"> • Student work product of pictures showing favorite part and least favorite part of story affixed to a worksheet under correct headings (favorite/least favorite) |
| SAT12305B | The student will identify his/her favorite and/or least favorite part of a story by drawing a picture that represents his/her favorite and/or least favorite part. | <ul style="list-style-type: none"> • Student work product of the student drawing for his/her favorite and/or least favorite part |
| SAT12306A | The student will indicate a prediction of how a story will end by making a selection from pictures, words, or sentences from a choice of three or more. | <ul style="list-style-type: none"> • Student work product showing the student selected prediction for the end of a story |
| SAT12306B | The student will indicate a prediction of how a story will end by writing or drawing a picture of his/her prediction. | <ul style="list-style-type: none"> • Student work product showing the student's written or drawn prediction for the end of a story |

| GLIs and Essences | | ELA – Grade 4 |
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| Required Component 1—Key Idea: Reading | | |
| Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction. | | |
| ELA Core Curriculum (2005) | Grade Level Indicators (GLI) | Essence of Indicators |
| Pg. 33 | <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication | <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers • Respect what others say and write • Ask questions to clarify understanding of a text • Demonstrate the use of language (e.g. informal vocabulary and jargon) that is appropriate to social communication • Demonstrate understanding of stories/ expository text through oral demonstration |

| AGLIs | | ELA – Grade 4 |
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| Required Component 1—Key Idea: Reading | | |
| Choice Component 2—Standard 4: Students will read, write, listen, and speak for social interaction. | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs)* | | |
| POSSIBLE ENTRY POINTS for Reading-Standard 4 | | |
| Less Complex | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
| <p>The student will:</p> <ul style="list-style-type: none"> attend to text read aloud by others (14101) attend to or read text(s) and take turns responding (14102) attend to and respond appropriately to others' thoughts and/or opinions about text(s) (14103) answer "who," "what," and/or "when" questions about text(s) with classmate(s) (14104) | <p>The student will:</p> <ul style="list-style-type: none"> read or have read to them multiple texts with classmate(s) (14203) answer literal questions about text read or read aloud by others in a peer setting (14204) | <p>The student will:</p> <ul style="list-style-type: none"> read texts with classmate(s), (e.g., the same text separately, in unison, similar texts; or different texts aloud to one another) (14301) discuss texts (asking and/or answering questions) with classmate(s) to enhance comprehension (14302) use appropriate language for classroom discussion (14303) relate events in stories in sequence with a group (14304) identify main characters within a group (14306) |

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

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|---|---|
| SAT14101A | The student will attend to stories read to the class by demonstrating appropriate attending behaviors. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance of specific attending behaviors (e.g., remain in seat, remain quiet, eye gaze to reader, etc.) Sequenced, captioned, dated photographs of the student attending to a story being read to the class by the teacher |
| SAT14101B | The student will attend to a story read on tape by keeping a pair of headphones on during the story. | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance on the amount of time the student listens to the story |
| SAT14102 | The student will attend to or read texts and take turns responding in a group while following appropriate group behaviors. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when attending to or reading and taking turns appropriately in the group |
| SAT14103 | The student will attend to and respond appropriately to others' thoughts and/or opinions about texts while taking turns asking and answering questions with a classmate(s). | <ul style="list-style-type: none"> Videotape of student attending to, asking, and answering questions and responding appropriately Data Collection Sheet (multi-step) recording student performance when attending to and taking turns asking and answering questions |
| SAT14104 | The student will answer who, what, and/or when questions about a text with a classmate by producing a group project based on a text. | <ul style="list-style-type: none"> Student work product of a collage made by the student and his/her classmate that answers who, what, and/or when questions |
| SAT14203A | The student will read multiple texts with a group by following along in texts and reading when it is his/her turn. | <ul style="list-style-type: none"> Videotape of the student following along in texts and reading when it is his/her turn |
| SAT14203B | The student will have read to him/her multiple texts with classmates while following appropriate group behaviors (e.g., sitting quietly, attending to the reader, etc.). | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance when following appropriate group behaviors while multiple texts are read |
| SAT14204 | The student will answer literal questions about texts read or read aloud by others with peers. | <ul style="list-style-type: none"> Videotape of the student answering literal questions with classmates Sequenced, captioned, dated photographs of the student answering questions with peers |
| SAT14301 | The student will read texts with classmates. | <ul style="list-style-type: none"> Audiotape of the student reading texts with classmates in a small group following appropriate procedures for group work (e.g., the same text separately, in unison; similar texts; or different texts read aloud to one another) |

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| SAT14302 | The student will take turns asking and answering questions with classmate(s) after reading or listening to a text. | <ul style="list-style-type: none"> Videotape of the student asking and answering questions with classmate(s) |
| SAT14303 | The student will use appropriate language for classroom discussion during a discussion about a text just read. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when using appropriate language during a conversation with peers |
| SAT14304 | The student will relate sequenced events in stories by correctly placing sentence strips of three or more events in sequence for different stories with a classmate(s). | <ul style="list-style-type: none"> Student work product of a group created storyboard for different stories with the sequencing of events illustrated by sentence strips, pictures, etc. |
| SAT14306A | The student will identify the main characters in a text with classmates by selecting pictures representing characters as the text is read. (Note: need to use vocabulary specific to character) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the class creating a character chart on a felt board while the story is being read |
| SAT14306B | The student will work with a peer to identify main characters in texts by creating a character board during reading activities. (Note: need to use vocabulary specific to character) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student working with a peer to create the character board where the student is identifying specific character facts from a choice of picture cards |

| GLIs and Essences | | ELA – Grade 4 |
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| 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 Level Indicators (GLI) | Essence of Indicators |
| Pg. 34 | <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance | <ul style="list-style-type: none"> • Take notes to record facts • State a main idea • Compare ideas and information |

| AGLIs | | ELA – Grade 4 |
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| Required Component 2—Key Idea: Writing | | |
| Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding. | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs)* | | |
| POSSIBLE ENTRY POINTS for Writing-Standard 1 | | |
| Less Complex | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
| <p>The student will:</p> <ul style="list-style-type: none"> • select words, pictures, symbols, etc., from simple text to record facts (21105) • identify main idea(s) in text(s) for note-taking (21102) • arrange events in logical and sequential order (21103) • create picture(s), symbol(s), object(s), etc. to communicate information (21104) | <p>The student will:</p> <ul style="list-style-type: none"> • take notes from text to record facts, data, and/or ideas (21201) • describe in his/her own words main ideas in texts for note-taking (21205) • identify similar facts or ideas in one text for note-taking (21203) • demonstrate ongoing journaling of information (21204) | <p>The student will:</p> <ul style="list-style-type: none"> • compare ideas or facts (21301) • compose a general statement about a comparison (21306) • identify a main idea based on notes (21307) • summarize informational text in his/her own words (21308) • begin to use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305) |

*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., main idea, create, compose, informational text, writing process, 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.

SATs**ELA – Grade 4****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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|---|---|
| SAT21105 | The student will select cards of photographs, symbols, or objects representing facts in an informational text and place them on a graphic organizer. | <ul style="list-style-type: none"> • Student work product of the completed graphic organizer • Videotape of the student attending to the text and selecting the appropriate cards for note-taking |
| SAT21102 | The student will identify the main idea of an informational text for note-taking from a field of three or more choices. (Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> • Student work product that includes the title of the text, choices, and the student's selection of main idea • Data Collection Sheet recording student performance when identifying the main idea of a text |
| SAT21103 | The student will arrange three or more pictures in chronological order that represent a sequence of events from a weekly current events article. (e.g., weekly current events articles could come from the Internet, the newspaper, etc.) | <ul style="list-style-type: none"> • Student work product showing pictures in chronological order • Sequenced, captioned, dated photographs of the student arranging pictures in chronological order |
| SAT21104A | The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text by selecting or drawing specific information about the text. | <ul style="list-style-type: none"> • Student work product of selected graphic or image using Boardmaker, Internet picture, writing with symbol(s), or drawing, etc. that give information about a text |
| SAT21104B | The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text by completing a chart or graphic organizer with information about the text. | <ul style="list-style-type: none"> • Student work product of completed chart or graphic organizer that gives information about a text |
| SAT21201A | The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text. | <ul style="list-style-type: none"> • Student work product of the three or more facts, data, or ideas that the student recorded as notes based on the informational text |
| SAT21201B | The student will record notes from text, either by writing, audio recording, or a method typically used by the student based on reading or listening to an informational text. | <ul style="list-style-type: none"> • Videotape or audiotape of the student taking or recording notes from an informational text |
| SAT21201C | The student will create a notes page by placing sentence strips with definitions from an informational text next to a photo of the object it defines. (e.g., informational text that provides definitions could be a dictionary, encyclopedia, etc.) | <ul style="list-style-type: none"> • Student work product of notes page with pictures and definitions (e.g., a picture of a mountain with the definition of a mountain) |

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| SAT21205 | The student will describe the main idea of a text in his/her own words to allow the teacher to jot down words for note-taking. | <ul style="list-style-type: none"> • Student work product of student-created or written notes indicating the main idea of the text in his/her own words |
| SAT21203 | The student will identify similar facts or ideas presented in a text for note-taking by placing cards with words, pictures, symbols or objects into groups. (e.g., topic of animals—grouped by habitat and food sources, grouped by mammal and amphibian, etc.) | <ul style="list-style-type: none"> • Student work product showing similar facts or ideas grouped together • Sequenced, captioned, dated photographs of the student grouping similar information |
| SAT21204 | The student will record in a journal responses to a daily question(s). (e.g., “Write about what you did last weekend.,” “Write about three things you do in the evening.,” etc.) | <ul style="list-style-type: none"> • Student work product with responses to a daily question(s) : symbols, pictures, word cards, sentence strips, etc. |
| SAT21301A | The student will compare facts by indicating a similarity of characteristic or trait for at least two different facts in informational text(s). (e.g., compare traits about kinds of trees; compare different characteristics of various means of transportation; etc.) | <ul style="list-style-type: none"> • Student work product of a graphic organizer showing the title of the text and the similarities of two different facts |
| SAT21301B | The student will compare ideas about a topic on a graphic organizer. | <ul style="list-style-type: none"> • Student work product of a graphic organizer showing the given topic and the comparison between the ideas as related to the topic |
| SAT21306 | The student will create a general statement comparing nonfiction texts by identifying common themes in two or more nonfiction texts. (e.g., biographies, histories, personal narratives, etc.) | <ul style="list-style-type: none"> • Student work product of a graphic organizer showing the titles of nonfiction texts and common themes |
| SAT21307 | The student will identify the main idea of an informational text based on notes which have been pre-recorded in a graphic organizer. (Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> • Video- or audiotape of the student identifying the main idea of an informational text using the text and notes in a graphic organizer |
| SAT21308 | The student will summarize text in his/her own words using symbols, pictures, or word cards. | <ul style="list-style-type: none"> • Student work product of the student’s summary of a text using symbols, pictures, or word cards to summarize it |
| SAT21305 | The student will edit text he/she has developed using the writing process. | <ul style="list-style-type: none"> • Student work product of a student-created text showing the student work before and after editing |

| GLIs and Essences | | ELA – Grade 4 |
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| 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 Level Indicators (GLI) | Essence of Indicators |
| Pg. 34 | <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance | <ul style="list-style-type: none"> • Write original literary texts having elements such as plot, setting, and characters • Write clear, concise, and varied sentences • Produce responses to stories read or listened to |

| AGLIs | | ELA – Grade 4 |
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| 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 |
| <p>The student will:</p> <ul style="list-style-type: none"> • tell story(s) about personal experience(s) (22101) • attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102) • compose ideas for story(s) (22106) • tell a story with character(s) and/or setting (22104) • create pictures, symbols, objects, etc. to communicate a story (22105) | <p>The student will:</p> <ul style="list-style-type: none"> • compose story(s) about personal experience(s) (22207) • compose story(s) having a plot, setting, and/or character(s) (22208) • retell the plot of a story read or read aloud (22209) • compose comprehension question(s) about literary text(s) (22210) • respond to stories by relating to personal experiences (22205) • begin to use the initial steps of the writing process (prewriting and drafting) (22211) | <p>The student will:</p> <ul style="list-style-type: none"> • compose story(s) using personal experience(s) enhanced with make-believe having plot, setting, and/or characters (22304) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22302) • compose complete sentences to answer comprehension questions about a literary text (22305) • compose a complete sentence indicating a reaction to a literary text (22306) |

*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., create, compose, literary text, writing process, 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.

SATs**ELA – Grade 4****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 these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|---|--|
| SAT22101A | The student will tell (write, draw, select pictures, create images, etc.) a story(s) about a personal experience(s) when given a starting question. | <ul style="list-style-type: none"> Student work product of a story about the student's weekend activities |
| SAT22101B | The student will tell a story by selecting picture(s) or symbols that illustrate a personal experience. | <ul style="list-style-type: none"> Student work product of student selected picture(s) or symbols from a set to tell about a personal experience |
| SAT22102 | The student will attend to or read a story and tell what happened in a story by indicating an important event from the story. | <ul style="list-style-type: none"> Videotape of the student attending to a story and then telling what happened in the story using picture, sign, symbols, etc. |
| SAT22106 | The student will compose ideas for a story by selecting pictures, words or phrases from both related and unrelated idea choices. | <ul style="list-style-type: none"> Student work product of selected picture, word, or phrase cards with ideas indicated for the story |
| SAT22104 | The student will tell a story by including the elements of character(s) and/or setting given a variety of picture, symbol, word choices to select from. | <ul style="list-style-type: none"> Student work product showing story with elements (pictures, word cards, symbols, etc.) included |
| SAT22105 | The student will create a story line using pictures, symbols, objects, signing, etc. when given a theme or topic. | <ul style="list-style-type: none"> Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.) |
| SAT22207 | The student will compose a story about a personal experience by selecting sentence strips that describe the student's favorite day. | <ul style="list-style-type: none"> Student work product of the student's story using sentence strips |
| SAT22208 | The student will compose a story having a simple plot, setting, and/or character(s) for a story journal using pictures, symbols, etc. | <ul style="list-style-type: none"> Student work product of the student's created story with pictures, symbols, etc. for the story |
| SAT22209 | The student will retell the plot of a story using the event(s) of a story. | <ul style="list-style-type: none"> Videotape or audiotape of the student retelling an event(s) of a story using images or a speech generating device |
| SAT22210 | The student will compose comprehension question(s) about literary text(s) by writing or selecting phrase or symbol cards for "wh" questions. | <ul style="list-style-type: none"> Student work product of composed "wh" comprehension questions about literary text read |

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| SAT22205 | The student will respond to stories by relating a character or an event in stories to a person or event he/she knows or knows about. | <ul style="list-style-type: none"> • Student work product showing the connections between the person or event and a character or event in the stories (student can use a graphic organizer, images, speech generating device, etc.) |
| SAT22211 | The student will begin to use the writing process to draft a story outline. | <ul style="list-style-type: none"> • Student work product of a drafted story outline |
| SAT22304 | The student will write a story about something the student knows about that has a plot, setting, characters, and make-believe details. | <ul style="list-style-type: none"> • Student work product of a story that the student created from personal experiences and some enhancements with story elements of plot, setting, character, and other details |
| SAT22302 | The student will edit his/her own text using the writing process. | <ul style="list-style-type: none"> • Student work product of his/her own text before and after student edits |
| SAT22305 | The student will compose complete sentences to answer comprehension questions about a literary text. | <ul style="list-style-type: none"> • Student work product with complete sentences answering comprehension questions about a literary text |
| SAT22306 | The student will compose a complete sentence indicating a reaction to a literary text. | <ul style="list-style-type: none"> • Student work product with a student composed complete sentence indicating a reaction to text read or read aloud |

Mathematics NYSAA Frameworks

Grade 4

New York State Alternate Assessment

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

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

AGLIs**MATH – Grade 4****Required Component 1**—Strand: Number Sense and Operations**Choice Component 1**—Band: Number Systems**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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 whole numbers/numerals within range given in AGLI and does not have to include all outlined in range.

| SATs | | MATH – Grade 4 | |
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| Required Component 1—Stand: Number Sense and Operations | | | |
| Choice Component 1—Band: Number Systems | | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication. | | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies | |
| SAT11107A | When given two whole numbers, the student will compare them and indicate, circle, or select the number that is higher/greater than or lower/less than the other number. (e.g., 4 and 2-student response 4 is higher than 2, 10 and 15-student response 10 is less than 15, etc.; Note: sets could include any numbers between 0 and 19) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when comparing different sets of numbers • Student work product showing questions (greater than or less than), numbers given, and student selection | |
| SAT11107B | The student will compare his/her own biographical information to that of peers by ordering them in descending order. (e.g., student compares the number of people in his/her family to the number of people in peers' families: Note: sets could include any numbers between 0 and 19) | <ul style="list-style-type: none"> • Student work product showing a list of student names and the comparison of information by ordering the information from most to fewest | |
| SAT11108A | The student will put three or more numbers in correct order. (e.g., 12, 7, and 15; 4, 8, 6, and 10; etc.; Note: sets could include any numbers between 0 and 19) | <ul style="list-style-type: none"> • Student work product of a set of three or more mixed-up numbers that the student reordered in correct order | |
| SAT11108B | The student will order three whole numbers by taking large-sized, cut-out numerals of 1, 2, and 3 and giving a numeral to the first, second, and third child in line (students represent a number line). | <ul style="list-style-type: none"> • Videotape of the student taking the numerals 1, 2, and 3 and giving them to the appropriate students standing in line | |
| SAT11103 | The student will demonstrate the commutative property of addition by showing that the answer for $2 + 1$, $3 + 2$, etc. is the same as the answer for $1 + 2$, $2 + 3$, etc. using manipulatives. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student working with a set of manipulatives to show the commutative property | |
| SAT11109 | The student will demonstrate an understanding that a decimal represents a part of a whole by matching decimals to pictures of tenths and/or hundredths charts shaded to represent decimals less than 1. | <ul style="list-style-type: none"> • Student work product showing the student matching decimals to the correct models | |

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| SAT11110 | The student will read, write, and/or name decimals to the tenths place with or without the use of manipulatives by indicating the correct designation when given different decimals to the tenths place. (e.g., given .4 student circles four tenths; given .8 student highlights eight tenths; given .3 student pastes a word card that states three tenths; given .1 student states or signs one tenth, etc.) | <ul style="list-style-type: none"> • Student work product showing the decimal designations the student indicated for the specific decimals to the tenths place • Videotape of the student stating or signing the decimal designations for the decimals to the tenths place |
| SAT11106A | The student will identify a selection of numerals between 0 and 19. (e.g., 1–10, 10–15, 1 and 2, etc.; Note: numerals could include any numbers between 0 and 19) | <ul style="list-style-type: none"> • Student work product showing a set of items and the numeral the student indicated the set represents • Sequenced, captioned, dated photographs of the student identifying (eye gazing, pointing to, selecting, etc.) the numerals asked for |
| SAT11106B | The student will identify the numeral 1 upon request when given three large cut-out numerals of 1, 3, and 5. | <ul style="list-style-type: none"> • Videotape of the student selecting the numeral 1 upon request from the choices presented |
| SAT11106C | The student will identify a numeral requested from a set of numerals between 0 and 19. (e.g., when shown the numeral 3, the student will state or sign “three”; when teacher states or signs “show me the numeral five” the student selects the 5 from a set of numeral cards; etc.; Note: numerals could include any numbers between 0 and 19) | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying numerals between 0 and 19 |
| SAT11207 | The student will compare two whole numbers between 0 and 100 by using the words or symbols “equal to,” “greater than,” or “less than” to describe how the number of objects in one set compares to the number of objects in another set. (e.g., 25 and 52; 42 and 12; etc.; Note: sets could include any numbers between 0 and 100) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (words/symbols) • Videotape or audiotape of the student verbalizing or indicating the phrase that correctly compares the sets of objects |
| SAT11208 | The student will order three or more whole numbers 0 to 100 by placing the numbers in order from least to greatest (or greatest to least). (Note: sets could include any numbers between 0 and 100) | <ul style="list-style-type: none"> • Videotape of the student ordering three or more numbers • Student work product indicating the order in which the student placed the numbers |
| SAT11209 | The student will compare two unit fractions by indicating which fraction is smaller or larger when given two unit fractions, such as $\frac{1}{3}$, $\frac{1}{2}$. | <ul style="list-style-type: none"> • Student work product indicating (via marking, circling, eye gazing to, underlining, etc.) which unit fractions the student compared and chose as smaller or larger depending on what is requested |
| SAT11210 | The student will order three or more unit fractions by placing measuring cups ($\frac{1}{3}$, $\frac{1}{2}$, $\frac{3}{4}$) in order along the table or workspace. | <ul style="list-style-type: none"> • Videotape of the student ordering measuring cups |

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| SAT11211 | The student will read, write, and/or name decimals to the hundredths place in the context of money with or without the use of manipulatives using sales fliers or items with an amount associated with them. (e.g., read the prices correctly or write the price of an item when the price is read to the student, etc.; Note: sales fliers need to include cents for item prices (\$4.00 not just \$4)) | <ul style="list-style-type: none"> Videotape or audiotape of the student verbalizing to the teacher the prices of the items Student work product showing the created or written prices of an item, given a written out description of prices (e.g., bananas are two dollars and twenty-eight cents would be \$2.28) |
| SAT11206 | The student will identify numerals by indicating the numerals requested from number cards or a number line (0-100). (Note: numerals could include any numbers between 0 and 100) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the requested numbers from a set of manipulatives |
| SAT11308 | The student will compare two whole numbers 0 to 1,000 by using the words or symbols “equal to,” “greater than,” or “less than” to describe how the number of objects in one set compares to the number of objects in another set. (e.g., 10 and 100; 300 and 200; etc.; Note: sets could include any numbers between 0 and 1,000) | <ul style="list-style-type: none"> Student work product showing the phrases or symbols that the student indicated given different sets of numbers Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors (words/symbols) |
| SAT11309 | The student will order three or more whole numbers 0 to 1,000 by placing three numbers in order from least to greatest (or greatest to least). (e.g., 1000, 10, 1, and 100; 50, 150, and 5, etc.; Note: sets could include any numbers between 0 and 1,000) | <ul style="list-style-type: none"> Student work product indicating the order that the student placed the numbers Data Collection Sheet (multi-step) recording student performance when ordering different sets of three or more numbers |
| SAT11310A | The student will compare fractions with the same denominator by placing them on a number line or identifying where they go on a number line. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing fractions on a number line |
| SAT11310B | The student will compare fractions by indicating the fraction that is larger when given two fractions such as $\frac{3}{5}$ and $\frac{5}{5}$. | <ul style="list-style-type: none"> Student work product indicating fractions presented to the student and the fraction that the student indicated as being larger |
| SAT11311 | The student will indicate the order from smallest to largest of three fractions (e.g., $\frac{2}{6}$, $\frac{5}{6}$, $\frac{3}{6}$). | <ul style="list-style-type: none"> Videotape or audiotape of the student ordering fractions from smallest to largest |
| SAT11305 | The student will compare two decimals to the hundredths place by indicating which written coin amounts, using correct currency symbols (\$0.00), is more. | <ul style="list-style-type: none"> Student work product indicating coin amounts given and the student’s mark on the one that is more |
| SAT11306 | The student will order three or more decimals to the hundredths place in the context of money (\$.00 cent amounts). (e.g., place the prices of three items from a sales flyer in order from least to greatest or greatest to least; such as \$.25, \$.29, \$.27) | <ul style="list-style-type: none"> Student work product showing the order of the decimals indicated by the student |

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| SAT11307A | <p>The student will identify numerals 0 to 1,000 by indicating the numerals requested from a set of number cards or on a number line. (e.g., teacher states or signs “fifty” and the student selects the card with that numeral; teacher states or signs “seventy-five” and the student points that numeral on a number line; Note: numerals could include any numbers between 0 and 1,000)</p> | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when identifying numerals |
| SAT11307B | <p>The student will identify numerals 0 to 1,000 by writing or indicating the numerals to indicate how many items are in a given set. (e.g., the student is given twenty-five blocks and the student writes 25 next to the items; the student is given 100 CDs and the student circles 100 on a number line; etc.; Note: numerals could include any numbers between 0 and 1,000)</p> | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student writing or indicating the numeral of a given sets of items |

| GLIs and Essences | | MATH – Grade 4 | |
|---|-------------------------------------|---|--|
| Required Component 1—Strand: Number Sense and Operations | | | |
| Choice Component 2—Band: Operations | | | |
| Math Core Curriculum (2005) | Grade Level Indicators (GLI) | | Essence of Indicators |
| Pg. 46-47 | 4.N.14 | Use a variety of strategies to add and subtract numbers up to 10,000 | <ul style="list-style-type: none"> • Use a variety of strategies to add and subtract whole numbers to 10,000 • Multiply and divide one- and two-digit numbers • Add and subtract proper fractions with common denominators • Add and subtract decimals to tenths and hundredths using a hundredths chart |
| | 4.N.15 | Select appropriate computational and operational methods to solve problems | |
| | 4.N.16 | Understand various meanings of multiplication and division | |
| | 4.N.17 | Use multiplication and division as inverse operations to solve problems | |
| | 4.N.18 | Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping) | |
| | 4.N.19 | Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping) | |
| | 4.N.20 | Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000 | |
| | 4.N.21 | Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders) | |
| | 4.N.22 | Interpret the meaning of remainders | |
| | 4.N.23 | Add and subtract proper fractions with common denominators | |
| | 4.N.24 | Express decimals as an equivalent form of fractions to tenths and hundredths | |
| | 4.N.25 | Add and subtract decimals to tenths and hundredths using a hundredths chart | |

AGLIs**MATH – Grade 4****Required Component 1**—Strand: Number Sense and Operations**Choice Component 2**—Band: Operations**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations****Less Complex****More Complex**

The student will:

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

The student will:

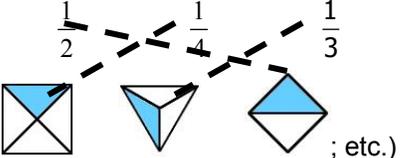
- add and/or subtract, one and/or two-digit whole numbers (13206)
- multiply and/or divide one and/or two-digit whole numbers (13207)
- select the appropriate operation to solve problems using two or more of the four operations (13208)
- use the appropriate operation to solve problems using two or more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

The student will:

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

*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, decimal, 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.

| SATs | | MATH – Grade 4 |
|--|---|---|
| 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. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT13106 | The student will solve simple one-digit addition and/or subtraction problems using a set of concrete objects. | <ul style="list-style-type: none"> Student work product showing simple addition or subtraction problems and the objects that the student used to solve the problems |
| SAT13102 | The student will multiply and/or divide one-digit numbers. | <ul style="list-style-type: none"> Student work product with answers to simple multiplication or division problems |
| SAT13103 | The student will select the operation (addition) needed to find the total value of items contained in a list of purchases or (subtraction) needed to find the amount of money left after a purchase using an advertisement brochure or catalog. | <ul style="list-style-type: none"> Videotape of the student being presented with the problem and selecting the appropriate operation from a set of word cards |
| SAT13104A | The student will use the appropriate operation to solve a problem after selecting the operation given a set of operation choices. (e.g., choose to subtract the costs of two items from a starting amount of money to find the amount of money, if any, that will remain) | <ul style="list-style-type: none"> Student work product showing the student selecting and then using subtraction to find the amount, if any, of money that remains |
| SAT13104B | The student will use the appropriate operation to solve word problems. | <ul style="list-style-type: none"> Student work product of solved word problems |
| SAT13105A | The student will recognize a whole shape or object when given a whole and a half by indicating the whole upon request. | <ul style="list-style-type: none"> Student work product showing a set of items in whole form and half form with student marks on the whole form |
| SAT13105B | The student will recognize the parts of a whole by matching together or indicating two or more parts of the broken object to make a whole. (e.g., two halves of a circle to make a whole circle; four quarters of a square to make a whole square; etc.) | <ul style="list-style-type: none"> Student work product showing the parts matched or indicated that make up the whole object Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object |
| SAT13206 | The student will add and/or subtract one and/or two-digit whole numbers. | <ul style="list-style-type: none"> Student work product consisting of a worksheet showing addition and/or subtraction of one and/or two-digit numbers |
| SAT13207 | The student will multiply and/or divide one and/or two-digit whole numbers. | <ul style="list-style-type: none"> Student work product consisting of a worksheet showing multiplication and/or division of one and/or two-digit whole numbers |

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| <p>SAT13208A</p> | <p>The student will select which operations make true number sentences when given a set of operation symbols (e.g., +, -, x). (e.g., 5 ___ 2 ___ 3 = 13; 4 ___ 1 ___ 1 = 2; 7 ___ 0 ___ 2 = 2; etc.)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the operations needed to complete the number sentence, then checking their work using a calculator |
| <p>SAT13208B</p> | <p>The student will select the appropriate operation to solve word problems involving two or more steps.</p> | <ul style="list-style-type: none"> Student work product showing the word problem and the equation the student came up with to solve the problem |
| <p>SAT13209</p> | <p>The student will solve word problems that involve making purchases of three or more items by selecting addition and multiplication operations.</p> | <ul style="list-style-type: none"> Student work product showing the word problem and the multiplication and addition of the items to solve the problem |
| <p>SAT13210</p> | <p>The student will indicate which unit fraction goes with a pictorial representation. (e.g., fraction and representation examples: $\frac{1}{2}$ <input type="checkbox"/> is one half of <input type="checkbox"/> $\frac{1}{4}$ <input type="checkbox"/> is one quarter of <input type="checkbox"/> or  ; etc.)</p> | <ul style="list-style-type: none"> Videotape of the student working with a pictorial representation and selecting the unit fraction that is appropriate |
| <p>SAT13303</p> | <p>The student will add and/or subtract two fractions with the same denominator.</p> | <ul style="list-style-type: none"> Student work product of the addition of two fractions with the same denominator |
| <p>SAT13304</p> | <p>The student will add and/or subtract decimals to tenths and hundredths using a hundredths chart (a 10 x 10 grid). (e.g., tenths examples—.01 +.01, .10 +.10, .25 +.10; hundredths examples—.001 + .001, .005 + .005)</p> | <ul style="list-style-type: none"> Student work product showing a 10 x 10 grid with the first addend colored in one color and the second addend colored in with another color and the sum of the two indicated |

MATH – Grade 4**GLIs and Essences****Required Component 2—Strand: Measurement****Choice Component 1—Band: Units of Measurement**

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

AGLIs**MATH – Grade 4****Required Component 2—Strand: Measurement****Choice Component 1—Band: Units of Measurement****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Measurement—Units of Measurement****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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, mass, capacity, volume, 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.

| SATs | | MATH – Grade 4 | |
|--|--|---|--|
| Required Component 2—Strand: Measurement | | | |
| Choice Component 1—Band: Units of Measurement | | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. | | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies | |
| SAT21101A | The student will order objects according to length from shortest to longest by placing objects under the numbers 1 through 3 (1 being the shortest, 3 being the longest). | <ul style="list-style-type: none"> Student work product showing the objects the student ordered according to length (shortest to longest) | |
| SAT21101B | The student will order peers by height using a height chart to determine who in the class is the tallest and shortest. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest | |
| SAT21102 | The student will recognize the difference in length between standard units of measurement by placing them in order from smallest unit to largest. (e.g., inch, foot, yard) | <ul style="list-style-type: none"> Videotape of the student ordering units of measure from an inch to a yard | |
| SAT21107 | The student will compare two objects according to the attributes of mass by indicating which object has more mass or less mass. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when comparing the mass of different sets of two objects Student work product showing objects and student marks indicating which object has more mass | |
| SAT21108 | The student will order three items that are significantly different in mass by placing objects from lightest to heaviest (or heaviest to lightest). | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering items according to mass | |
| SAT21105 | The student will identify the appropriate measuring tool to measure a given series of items. (e.g., poster – ruler; car – scale; salt – measuring spoon, etc.) | <ul style="list-style-type: none"> Student work product of the items and appropriate measuring tools indicated or marked by the student | |
| SAT21109A | The student will measure the desktop or workspace first using hand-spans and then using a ruler. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when measuring the desktop or workspace using non-standard and standard units of measurement | |
| SAT21109B | The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed. | <ul style="list-style-type: none"> Videotape of the student using a scale to measure weight | |
| SAT21109C | The student will use standard tools of measurement during cooking activities. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using standard tools during a cooking activity | |

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|----------|--|--|
| SAT21206 | The student will use a ruler to measure and identify lengths to the nearest whole standard unit given a variety of objects or items on a worksheet. | <ul style="list-style-type: none"> • Student work product listing or showing the measured items and the appropriate lengths |
| SAT21207 | The student will use a scale to measure and identify the mass of objects measured in grams. (e.g., block, banana, orange, shoe, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when using a scale to measure and identify the mass of the objects • Student work product with items and mass (in grams) of each item as determined by the student |
| SAT21208 | The student will use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams and indicate or select the object with more or less mass. | <ul style="list-style-type: none"> • Videotape of the student using a scale to measure the mass of objects and then marking which has more mass or less mass |
| SAT21209 | The student will select and use the appropriate tool for measuring a liquid and will identify the capacity (volume) of the liquid measured by recording it on a worksheet using the appropriate units for volume. | <ul style="list-style-type: none"> • Student work product with tools the student selected and used and the capacities (in volume units) of different liquids recorded by the student |
| SAT21210 | The student will use appropriate tools to measure (measuring spoons, cups, beakers, etc.) and compare the capacity (volume) of two or more amounts measured in standard units by indicating which set of compared liquids has more (or less) capacity. | <ul style="list-style-type: none"> • Videotape of the student using the appropriate tools to measure the capacity of objects and then marking which has more or less capacity |
| SAT21304 | The student will measure the lengths of the sides of classroom objects (e.g., desk, blackboard, shoe, etc.) using a meter stick or ruler and will compare the lengths by placing objects in order of length. | <ul style="list-style-type: none"> • Student work product of a scrapbook containing pictures of classroom objects placed in order by their length |
| SAT21305 | The student will weigh a set of familiar objects in kilograms and order them according to their mass. | <ul style="list-style-type: none"> • Student work product of a list of five or more objects and their mass in order from least to greatest |
| SAT21306 | The student will recognize, name, and use appropriate tools by selecting a tool from a set, indicating the tool's name, demonstrating how to use it, and recording the measurement in standard units for capacities (volumes), length, and/or mass. | <ul style="list-style-type: none"> • Videotape of the student selecting, naming, and using the appropriate tools to measure the capacity, length, and/or mass of objects then recording measurement on a chart |

MATH – Grade 4**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. 49 | 4.M.8 | Make change, using combined coins and dollar amounts | <ul style="list-style-type: none"> • Make change, using combined coins and dollar amounts • Calculate elapsed time in hours and half hours (not crossing A.M./P.M.) and in days and weeks, using a calendar |
| | 4.M.9 | Calculate elapsed time in hours and half hours, not crossing A.M./P.M. | |
| | 4.M.10 | Calculate elapsed time in days and weeks, using a calendar | |

AGLIs**MATH – Grade 4****Required Component 2—Strand: Measurement****Choice Component 2—Band: Units/Estimation****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Measurement-Units/Estimation****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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., analog clock) 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.

SATs**MATH – Grade 4****Required Component 2—Strand: Measurement****Choice Component 2—Band: Units/Estimation****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|--|---|
| SAT22105 | The student will recognize and select a requested coin (quarter, nickel, penny, and/or dime) from a set of coins and match the specific coin to its value on a chart of coin values. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the quarter from a set of coins when asked for the quarter and indicating the correct value amount on the chart |
| SAT22102 | The student will recognize the value of a collection of two or more of the same coins. (e.g., value of two quarters, three pennies, four dimes, etc.) | <ul style="list-style-type: none"> Student work product indicating the recognition of values made by the student |
| SAT22103 | The student will recognize the value of a collection of two or more coins of different values needed to purchase items with a given price. | <ul style="list-style-type: none"> Student work product showing the given prices and coins student selected by values to equal the prices |
| SAT22104A | The student will recognize the days of the week when given the days of the week and distracters. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the days of the week Student work product showing cards with days of the week pasted |
| SAT22104B | The student will recognize the correct days of the week by selecting the requested days and placing them on a wall calendar. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the correct days of the week and placing them on the wall calendar |
| SAT22201 | The student will determine change after a purchase using values under \$1.00 when given a total amount available and a total cost. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs showing the student making change using coins |
| SAT22202 | The student will make change using the least number of coins. (e.g., given change from \$1.00 for purchase of \$.75, \$.50, \$.65) | <ul style="list-style-type: none"> Student work product of the change problem with the student answer and some choices that the student selected to get the answer with the least amount of coins |
| SAT22204 | The student will order the days of the week and place activity cards on the days they generally occur. (e.g., library on Monday, pizza for lunch on Friday, etc.) | <ul style="list-style-type: none"> Student work product of the days of the week in order and activities placed on the days they generally occur |
| SAT22205 | The student will tell time to the hour, half hour, quarter-hour, and/or minute using an analog clock. | <ul style="list-style-type: none"> Student work product consisting of a worksheet with a variety of clocks with the time indicated underneath each clock |

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|-----------|--|---|
| SAT22301 | The student will make change using coins and/or dollar amounts based on a purchase. (e.g., give change from a quarter for an item that costs \$0.17; give change from a dollar for an item that costs \$0.82; give change from \$5.00 for an item that costs \$3.50) | <ul style="list-style-type: none"> Videotape of the student making change for a specific purchase |
| SAT22302A | The student will use a monthly calendar and place pictures and/or symbols of special events or activities that will be occurring on the correct day within the chart. (e.g., holiday, doctor appointment, birthdays, etc.) | <ul style="list-style-type: none"> Student work product of a calendar with special events or activities indicated <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> |
| SAT22302B | The student will use a monthly calendar of special events or activities to write the date they occur on a separate worksheet. | <ul style="list-style-type: none"> Student work product of a given activity and event and the student recorded date it is to occur from the students monthly calendar |
| SAT22303A | The student will relate the length of time a specific activity (e.g., reading, music, break, etc.) is scheduled for using a daily schedule to indicate the duration (e.g., 35 minutes) next to the activity. | <ul style="list-style-type: none"> Student work product of a daily schedule with the student recorded length of time each activity will run for in a given day <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> |
| SAT22303B | The student will relate time to activities by using a monthly calendar to determine how many weeks, and/or days are left until a special event occurs. | <ul style="list-style-type: none"> Videotape of the student using a calendar to determine how much time is left until an event occurs |

Science NYSAA Frameworks

Grade 4

New York State Alternate Assessment

GLIs and Essences**SCI – Grade 4****Required Component 1**—Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry)**Choice Component 1**—Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

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

AGLIs**SCI – Grade 4**

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

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)***POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 1****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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., event, object, observation, 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.

| SATs | | SCI – Grade 4 |
|--|--|---|
| Required Component 1 —Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry) | | |
| Choice Component 1 —Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. | | |
| 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. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT11104A | The student will interact with a variety of objects that have different characteristics using his/her sense(s). (e.g., objects such as— leaf, flower, sandpaper, cotton, silk, soil, fur; texture characteristics such as— rough, smooth, bumpy, prickly; object characteristics such as—warm, cool, etc.) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when the student holds, feels and/or smells different objects using his/her sense(s) |
| SAT11104B | The student will interact with three or more sensory items after each object is put into his/her hand by listening to it, touching it, looking at it, or tasting it. (e.g., smell-lemons, taste-sweet/sour, hear-drums, feel-rough/smooth, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student interacting with objects |
| SAT11104C | The student will interact with objects by selecting an object of the same texture as a given textured object. | <ul style="list-style-type: none"> Student work product showing matching textured papers Videotape of the student selecting matching textured items |
| SAT11105A | The student will observe which objects float when placed in water. | <ul style="list-style-type: none"> Videotape of the student observing a scientific investigation of objects placed in a tank of water |
| SAT11105B | The student will observe weather events over a period of time. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student observing an approaching storm Data Collection Sheet (time-segment) recording student performance when observing weather over a 1 day period. |
| SAT11106 | The student will recognize objects with similar characteristics when given a set of objects. (e.g., two blue squares are grouped together because they are all a similar color and shape. The student would circle which objects belong to that group: choices given blue square, yellow circle, blue square, green triangle) | <ul style="list-style-type: none"> Videotape of the student selecting objects Student work product showing the grouped items and the items the student selected as belonging to the group |
| SAT11107 | The student will recognize objects with different characteristics from a given set of objects. (e.g., three red circles are grouped together by shape and color. The student would circle objects different from that group: choices given red circle, black triangle, red circle, orange heart) | <ul style="list-style-type: none"> Student work product showing the grouped items and the items the student chose as not belonging to the group |

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| SAT11203 | The student will identify similarities by indicating two or more similarities of a given set of objects or events. (e.g., orange, apple, cookie—food, round; elephant, hippopotamus, giraffe—animals, large; etc.) | <ul style="list-style-type: none"> • Student work product showing the objects or events with the similarities indicated (circled, highlighted, written, etc.) • Sequenced, captioned, dated photographs or videotape of the student labeling sets of objects or events with symbol or word cards of the similarities |
| SAT11204 | The student will identify differences by indicating two or more differences of a given set of objects or events. (e.g., two different types of leaves, two different animals, blizzard vs. hurricane, etc.) | <ul style="list-style-type: none"> • Student work product showing the objects or events with the differences written or selected for each set • Videotape of the student identifying differences by stating or signing the differences between the two items or events |
| SAT11205A | The student will sort objects into groups according to similar physical characteristics. (e.g., similarities when sorting by texture and color, weight and height, shape and size, etc.) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs or videotape of the student sorting the objects by similar physical characteristics |
| SAT11205B | The student will sort objects by two or more similarities given a group of objects. (e.g., items (orange, plum, apple) are sorted together which are a similar shape (round) and are all food; items (picture frame, window, book) are sorted together which are a similar shape (rectangle) and are all non-living; etc.) | <ul style="list-style-type: none"> • Student work product of items sorted by similarities under the correct heading (Similar and Not Similar) |
| SAT11206 | The student will sort boughs by their different physical characteristics, given a group of tree boughs (pines, maples). | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs (1. Examining boughs; 2. Separating boughs into groups according to leaf shape and coloration; 3. Finished product of groups) |
| SAT11303 | The student will describe what happens to objects when they are placed in water. (e.g. boats float, rocks sink) | <ul style="list-style-type: none"> • Student work product showing what the student marked or indicated that the objects did when placed in water • Data Collection Sheet (multi-step) recording student responses to the teacher's questions about what happened to a specific object when it was placed in water |
| SAT11302A | The student will ask questions related to the weekly science experiment that he/she observed. (e.g., questions such as—Did it work? What happened? Why did it happen? How long did it take? etc.) | <ul style="list-style-type: none"> • Audio- or videotape of the student asking questions about a science experiment |
| SAT11302B | The student will ask questions about why an unusual event shown in a picture happened. (e.g. a picture of a car in a river) | <ul style="list-style-type: none"> • Audiotape of the student looking at a picture and asking questions about the event in the picture |

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| SAT11304 | The student will sort items found in nature by similarities and differences. (e.g., rocks, twigs, insects, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating a poster board showing items sorted according to the similarities and differences (plants, seeds, rocks, insects, etc.) Videotape of the student reporting on similarities and differences between the items |
| SAT11305A | The student will recognize similarities and differences by sorting objects into their category using distinguishing characteristics. (e.g., tree limbs of pine and oak: similarities both are from trees and are from a living object, differences texture and size; two different types of pines: similarities same type of tree and needles are maintained all year, differences needle size [short, long] and where it grows best) | <ul style="list-style-type: none"> Audio- or videotape of the student placing objects into groups by their similarities and differences from the same category with distinguishing characteristics |
| SAT11305B | The student will recognize similarities and differences, by answering questions, such as “why are these similar (different)?” or “what makes these similar (different)?” (e.g., blue sweater, red T-shirt, green coat: similarities they are all clothing and worn on the top part of your body; differences they are all different colors and a coat is worn outside to keep us warm) | <ul style="list-style-type: none"> Student work product showing the items, and the questions the student answered about similarities and differences between the objects |

GLIs and Essences**SCI – Grade 4**

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

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

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

| AGLIs | | SCI – Grade 4 |
|---|--|--|
| Required Component 1 —Standard: 1-Analysis, Inquiry, and Design (Scientific Inquiry) | | |
| Choice Component 2 —Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity. | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs)* | | |
| POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2 | | |
| Less Complex | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
| <p>The student will:</p> <ul style="list-style-type: none"> recognize scientific tool(s) used in a simple investigation (12101) attend to someone conducting a single step for a simple investigation (12102) complete a single step of a simple investigation (12103) recognize the general outcome of the procedure (12104) | <p>The student will:</p> <ul style="list-style-type: none"> identify the purpose of common tool(s) and/or material(s) needed for a simple investigation (12201) complete two steps of a simple investigation (12202) recognize the planning steps of a simple investigation (12203) identify specific results of the investigation (12206) sequence the steps of a familiar investigation (12205) identify tools needed in a simple investigation (12207) identify materials needed in a simple investigation (12208) | <p>The student will:</p> <ul style="list-style-type: none"> gather common tools and materials that will be needed for a simple investigation (12305) plan a simple investigation (12302) implement the steps of a simple investigation (12303) report specific results of a simple investigation (12306) |

*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., scientific tool, investigation, 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.

SATs**SCI – Grade 4**

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

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|---|---|
| SAT12101A | The student will recognize scientific tool(s) by selecting the scientific tool(s) used in a simple investigation when given a choice of classroom and scientific tools. (e.g., simple investigation of air temperature at various times in a day: pencil vs. thermometer, simple investigation of distance traveled by an object: chalk vs. yardstick, etc.) | <ul style="list-style-type: none"> Student work product with the student circled scientific tool(s) for a specific investigation (e.g., the thermometer for the temperature investigation, the yardstick for the distance investigation, etc.) Data Collection Sheet (multi-step) recording student performance when selecting scientific tool(s) |
| SAT12101B | The student will recognize scientific tool(s) that was used after observing a simple investigation. | <ul style="list-style-type: none"> Student work product with pictures of tools, some used, and some not used, where the student circles the scientific tool(s) that was used in the investigation |
| SAT12101C | Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer. | <ul style="list-style-type: none"> Videotape of the student selecting the tool to investigate water temperature |
| SAT12102 | The student will attend by watching the teacher complete a single step of a simple investigation. | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance in attending to the teacher completing a single step for a simple investigation |
| SAT12103 | The student will complete a single step of a simple investigation that involves two or more steps. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student placing salt in a tin can after the teacher placed ice in the tin can to discover how dew or frost are formed |
| SAT12104 | The student will recognize the outcome of an investigation once it is complete by selecting a picture or symbol representing the result. | <ul style="list-style-type: none"> Student work product where the student selects the correct picture or symbol depicting the outcome of a simple investigation and glues it onto the worksheet Data Collection Sheet recording student performance selecting the appropriate outcome given a set of choices |
| SAT12201A | The student will identify one purpose of a tool or material used in an investigation, given three or more choices. | <ul style="list-style-type: none"> Videotape of student selecting one purpose of a thermometer (investigate water temperature) Student work product showing a list of tools and purposes with lines drawn by the student to match them up |

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| SAT12201B | The student will identify the purpose of a common tool, when given the purpose and a choice of tools to select from. (e.g., “tells which is heavier” scale) | <ul style="list-style-type: none"> Student work product where the student circles or places a thumbprint on the correct tool |
| SAT12202A | The student will complete two steps of a simple experiment. (e.g., sinking and floating - step one: identify the objects to use, step two: put the objects in a bucket, and step three: observe the results) | <ul style="list-style-type: none"> Videotape of the student completing two steps of a three step experiment |
| SAT12202B | The student will complete two steps of a simple investigation by following visual or oral directions. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) of student completing two steps of a simple investigation Sequenced, captioned, dated photographs of a snowfall investigation: <ol style="list-style-type: none"> Student getting a yardstick (gathering material) Student placing yardstick in the snow Student observing teacher placing red mark on the yardstick at snow level |
| SAT12203 | The student will recognize the planning steps of a simple investigation, by selecting from a sequence of three photos, which photo shows the planning stage. | <ul style="list-style-type: none"> Student work product indicating where student selects the appropriate photo on a worksheet Data Collection Sheet of student selecting photo of planning stage |
| SAT12206 | The student will identify the results of a simple investigation by selecting the card that illustrates the result when given three picture cards. | <ul style="list-style-type: none"> Student work sample with the picture card representing the results glued in the results space Data Collection Sheet where student identifies the card that illustrates the result of a simple investigation |
| SAT12205 | The student will sequence steps of a simple investigation by placing photographs of him/her involved in actual investigation in the correct order. | <ul style="list-style-type: none"> Student work product of photographs sequenced to show steps of a simple investigation |
| SAT12207 | The student will identify tools needed to perform a simple investigation given the investigation procedures. (e.g., balance, beaker, thermometer) | <ul style="list-style-type: none"> Student work product showing a variety of tools – The student circles the tools needed for the investigation Videotape of the student identifying the tools needed for the investigation |
| SAT12208 | The student will identify materials needed to perform a simple investigation given the investigation procedures. (e.g. salt, water, celery, sugar) | <ul style="list-style-type: none"> Videotape of the student identifying materials needed for the investigation Student work product showing a variety of materials – The student circles the materials needed for the investigation |
| SAT12305 | The student will gather tools and materials needed to conduct an investigation by placing them in a bin, when given the investigation. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) where the student gathered each tool and material needed for each step is recorded Videotape of the student gathering tools and materials needed to conduct the procedure |
| SAT12302 | The student will plan a simple investigation by determining the steps needed to test a given hypothesis. (e.g., the object will sink) | <ul style="list-style-type: none"> Student work product showing student drawings of steps of the investigation |

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| SAT12303 | The student will implement steps of a simple investigation by performing an experiment to test if ice melts in the refrigerator. | <ul style="list-style-type: none"> • Videotape of the student performing the steps of the simple investigation • Data Collection Sheet (multi-step) where each step of the investigation would be a step on the chart |
| SAT12306A | The student will report the results of a simple investigation by creating a simple data table/graph. (e.g., using a simple tally to illustrate results, placing objects on a bar graph according to results) | <ul style="list-style-type: none"> • Student work product that contains student created pictures that illustrate the results of the experiment |
| SAT12306B | The student will report the results of an investigation at its conclusion. | <ul style="list-style-type: none"> • Videotape of the student activating a voice output device, given two choices to report the results of an investigation to the class |

SCI – Grade 4**GLIs and Essences**

Required Component 2—Standard: 4-The Living Environment

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

| Science Core Curriculum | Grade Level Indicators (GLI) | Essence of Indicators |
|-------------------------|--|---|
| Pg. 18–19 | <p>3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.</p> <p>3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • wings, legs, or fins enable some animals to seek shelter and escape predators • the mouth, including teeth, jaws and tongue, enables some animals to eat and drink eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings • claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food • some animals have parts that are used to produce sounds and smells to help the animal meet its needs • the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change) <p>3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.</p> <ul style="list-style-type: none"> • roots help support the plant and take in water and nutrients • leaves help plants utilize sunlight to make food for the plant • stems, stalks, trunks, and other • similar structures provide support for the plant • some plants have flowers • flowers are reproductive structures of plants that produce fruit which contains seeds • seeds contain stored food that aids in germination and the growth of young plants <p>3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p> <ul style="list-style-type: none"> • seeds disperse by a plant’s own mechanism and/or in a variety of ways that can include wind, water, and animals • leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture • animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration <p>3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.</p> <p>3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment.</p> <p>3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.</p> | <ul style="list-style-type: none"> • Understand that animals and plants have different structures that are essential for growth, reproduction, and survival • Understand that animals and plants adapt to their environment |

AGLIs**SCI – Grade 4****Required Component 2**—Standard: 4-The Living Environment**Choice Component 1**—Key Idea 3: Individual organisms and species change over time.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 3****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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., plant, animal, organism, 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.

| SATs | | SCI – Grade 4 |
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| Required Component 2—Standard: 4-The Living Environment | | |
| Choice Component 1—Key Idea 3: Individual organisms and species change over time. | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT22105A | The student will distinguish between plants and animals. (e.g., flowers, trees, cats, humans, etc.) | <ul style="list-style-type: none"> • Student work product of a scrapbook containing labeled pages with pictures of plants and animals on correct pages |
| SAT22105B | The student will distinguish between plants and animals by sorting a group of pictures into categories. | <ul style="list-style-type: none"> • Student work product in which the student glues pictures of plants on one side of the page labeled plants and pictures of animals on the other side of the page labeled animals • Sequenced, captioned, dated photographs of the student completing the activity <ol style="list-style-type: none"> 1. All pictures 2. Partially complete 3. Finished 4. Final product |
| SAT22106A | The student will identify basic structures of a plant (or a animal) by selecting the appropriate structure from a group of the different structures. | <ul style="list-style-type: none"> • Videotape of the student selecting a structure from a group when the structure is named |
| SAT22106B | The student will identify basic plant or animal structures by labeling a diagram of a plant (or animal) with the basic structures. | <ul style="list-style-type: none"> • Student work product with labels placed on basic structures |
| SAT22107 | The student will identify animals found in different environments. (e.g., fish – water, bear – woods, etc.) | <ul style="list-style-type: none"> • Student work product of the environment given with the animal pasted next to it |
| SAT22104A | Given a set of animals or plants, the student will recognize the environment in which it is typically found. (e.g., cactus – desert, penguin – Antarctica, whale – ocean, etc.) | <ul style="list-style-type: none"> • Sequence, captioned, dated photographs of the student completing a diorama of the environment in which the animals or plants live |
| SAT22104B | Given a tree and a fish bowl, the student will recognize the environment in which a bird is found by placing the bird in the tree. | <ul style="list-style-type: none"> • Videotape of the student placing animals into appropriate habitats |

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| SAT22204 | The student will identify the function of a plant or animal structure, given a list of structures. (e.g., wings – for flying, roots – for taking in water, etc.) | <ul style="list-style-type: none"> • Student work product where the student glues a picture or symbol to fill in the blank (e.g., birds have wings in order to <u>fly</u>; plants have roots in order to <u>take in water</u>) • Student work product where the student matches (draws lines to) function with a structure • Video- or audiotape of the student providing verbal answers to questions regarding the function of a plant or animal structure |
| SAT22205 | The student will associate characteristic features of animals that help them survive in their environment, given an environment and a list of animal characteristics. (e.g., thick fur, padded feet, brown eyes – Which helps a polar bear survive in the arctic?) | <ul style="list-style-type: none"> • Student work product where a variety of characteristics are listed – Student places an X on those characteristics that help an animal survive in its environment |
| SAT22203 | The student will identify the part that is missing on a diagram of a specific plant or animal. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the correct picture card to complete a diagram • Student work product with the missing part drawn or glued onto the worksheet |
| SAT22303 | The student will identify the different plant structures used in reproduction or growth. | <ul style="list-style-type: none"> • Student work product with reproductive or growth parts labeled • Videotape of the student naming the reproductive or growth parts of a model or poster of a plant |
| SAT22304A | The student will recognize how animals adapt to their environment by selecting an adaptation that occurs during a certain time of year. (e.g., animals get thicker fur in winter, bears hibernate, birds fly south, etc.) | <ul style="list-style-type: none"> • Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (winter) <ol style="list-style-type: none"> 1. Animal fur gets __ (thicker/thinner) 2. Birds ____ (fly south/ hibernate) 3. Bears ____ (hibernate /fly south) |
| SAT22304B | The student will recognize how animals adapt to their environment by indicating an adaptation or survival technique given different animals. (e.g., a chameleon changes color to match its environment, some insects look like a stick or dead leaf matching their environment, etc.) | <ul style="list-style-type: none"> • Student work product showing a specific animal and its survival technique |

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

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

AGLIs**SCI – Grade 4****Required Component 2**—Standard: 4-The Physical Setting/Earth Science**Choice Component 2**—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 2****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

*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., weather conditions, deposition, erosion, wind vane, forms of water, 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.

| SATs | | SCI – Grade 4 |
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| Required Component 2—Standard: 4-The Physical Setting/Earth Science | | |
| Choice Component 2—Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT32106A | The student will identify one component of daily weather by recording the weather (e.g., temperature, sunny, cloudy, or precipitation) on a daily weather chart. | <ul style="list-style-type: none"> Student work product of a daily chart with a picture that indicates the temperature component as hot/cold/warm/cool <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> |
| SAT32106B | The student will identify one component of weather for that day, when given two switches with weather choices, by hitting the appropriate switch. | <ul style="list-style-type: none"> Videotape of the student making weather choices |
| SAT32102 | The student will identify tools used to measure weather conditions from a group of tools or pictures of weather and non-weather tools. | <ul style="list-style-type: none"> Student work product with weather tools circled Sequenced, captioned, dated photographs of the student selecting a weather tool from a choice of two items |
| SAT32107 | The student will recognize erosion by selecting pictures that show erosion. | <ul style="list-style-type: none"> Student work product with pictures that the student selected to show erosion |
| SAT32108 | The student will recognize deposition by selecting pictures that show deposition. (e.g., sand dune, delta, etc.) | <ul style="list-style-type: none"> Sequenced, captioned dated photographs of the student selecting pictures of a sand dune or delta from a series of pictures |
| SAT32104 | The student will recognize storms (extreme natural events) by selecting pictures that show storms. (e.g., thunderstorm, blizzard, hurricane, etc.) | <ul style="list-style-type: none"> Student work product with pictures that the student selected Videotape of the student selecting storm pictures |
| SAT32109 | The student will recognize liquid forms of water by selecting pictures that represent “liquid” water (e.g., water in a glass, river, ocean, etc.) when given pictures of liquids and solids. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting liquid water Student work product of picture cards selected by the student to represent a liquid water |
| SAT32201 | The student will distinguish between various weather conditions by labeling pictures of the weather conditions. | <ul style="list-style-type: none"> Student work product showing student performance when labeling pictures as sunny or cloudy, hot or cold, rainy or dry |

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| SAT32202 | The student will recognize that a thermometer indicates how hot or cold something is by indicating the general temperature (hot/cold) on a thermometer picture when shown pictures of extreme weather or environments. (e.g., arctic snowstorm, sun drenched desert, etc.) | <ul style="list-style-type: none"> Student work product of a thermometer picture colored in to indicate the general temperature for a weather picture attached |
| SAT32209A | The student will recognize the purpose of a wind vane by selecting a wind vane when asked which tool indicates the direction of the wind. | <ul style="list-style-type: none"> Student worksheet with pictures of tools circled by the student that indicate the tools that tell wind direction |
| SAT32209B | The student will recognize that a wind vane indicates the direction from which the wind is blowing, by selecting the correct wind vane to show wind direction. (e.g., using a fan to produce wind or going outside—matching pictures of wind direction to wind vane direction) | <ul style="list-style-type: none"> Videotape of the student making or using a wind vane and indicating the direction of the wind Student work product where student draws a wind vane to show wind direction at the present time |
| SAT32210A | The student will identify evidence of erosion by selecting those stones which have been eroded by water. (e.g., selection of round smooth stones instead of rough jagged stones) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting stones smoothed by water erosion |
| SAT32210B | The student will identify evidence of erosion after observing investigations that involve erosion by indicating the before and after pictures showing evidence of erosion. | <ul style="list-style-type: none"> Videotape of the student observing an investigation and pointing to the before and after pictures showing evidence of erosion |
| SAT32211 | The student will identify evidence of deposition left as a result of the process of erosion. | <ul style="list-style-type: none"> Student work product with the deposition labeled Videotape of the student identifying (pointing to) the deposition after an erosion investigation |
| SAT32212 | The student will recognize liquid and solid forms of water by categorizing pictures of various forms of water. (e.g., glass of water, lake, ice, snowman) | <ul style="list-style-type: none"> Student work product with pictures of water glued under specific headings of liquids and solids |
| SAT32206 | The student will attend to an investigation about water evaporating. | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) charting the student attending to the investigation about water evaporating |
| SAT32207 | The student will attend to an investigation about water freezing. | <ul style="list-style-type: none"> Data Collection Sheet (time-segment) charting the student attending to the investigation about water freezing |
| SAT32208 | The student will recognize that natural events change land by matching pictures of land changes and pictures of natural events that could have caused them. (e.g., earthquakes leave fissures (cracks) in the land, glaciers carve out lakes, flooding caused by heavy rain, etc.) | <ul style="list-style-type: none"> Student work product with land changes and the picture or name of the natural event that may have caused it pasted next to each other |

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| SAT32308 | The student will describe multiple elements of daily weather by charting at least two weather conditions each day. (e.g., sunny/hot, rainy/windy/cold, etc.) | <ul style="list-style-type: none"> Student work product-chart of daily weather conditions <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> |
| SAT32302 | The student will identify the temperature by reading or selecting and recording the temperature indicated on a thermometer. | <ul style="list-style-type: none"> Student work product-weekly chart of daily temperature <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading, recording and charting the temperature |
| SAT32303 | The student will identify the wind direction by using a wind vane to indicate the direction of the wind. | <ul style="list-style-type: none"> Student work product-weekly chart with the direction of the wind recorded for each day <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS can not come from a single chart.</p> |
| SAT32309 | The student will identify what happens to soil or rock during erosion by labeling the various pictures with “moved away” where appropriate. | <ul style="list-style-type: none"> Student work product of the erosion process with pictures labeled moved away or the pictures of erosion circled |
| SAT32310 | The student will identify that material is being “added to” during deposition by describing what happens to soil or rock during this process. | <ul style="list-style-type: none"> Videotape of students modeling what happens to soil at the delta of a river during deposition and then explaining the deposition process |
| SAT32305 | The student will identify the gas form of water by labeling a diagram indicating water vapor as the gaseous form of water. | <ul style="list-style-type: none"> Videotape of the student indicating water vapor between evaporation and cloud formation on a large wall diagram of the water cycle |
| SAT32306 | The student will recognize that water can change forms by participating in an investigation that takes water from its solid state to its gaseous state and label each state as it occurs. | <ul style="list-style-type: none"> Videotape of the student hitting a voice output device as each stage takes place “It is all solid.” “It is all liquid.” “It is all gas.” Teacher places ice in pan (solid), applies heat (liquid), continues to apply heat (gas) Data Collection Sheet or student work product with three steps indicating that student labeled each stage: 1 for a solid, 2 for a liquid, 3 for a gas |
| SAT32307 | The student will describe how an extreme natural event changes the environment by creating a poster or a paragraph that describes the event and the changes. (e.g., Winds of a hurricane topple trees. Lightening from a thunderstorm starts forest fires. Fire clears land.) | <ul style="list-style-type: none"> Student work product of the natural event and the change that occurred from it |

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