

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

Grade 5

New York State Alternate Assessment

GLIs and Essences**ELA – Grade 5****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance 	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas • Develop ability to compare and contrast information • Identify main ideas in informational texts

AGLIs**ELA – Grade 5****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 1****Less Complex****More Complex**

The student will:

- attend to or read to identify text feature(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101)
- locate the school library (11102)
- recognize that some texts contain factual information (11103)
- recognize that illustration(s) and/or other text feature(s) contain factual information (11104)
- attend to or read to find fact(s) in informational text(s) (11105)

The student will:

- locate and/or use the school library (11201)
- locate organizational text features in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11208)
- use text feature(s) such as a caption, map and/or chart to gather information (11203)
- recognize facts (11204)
- read to collect facts about a topic (11205)
- recognize main idea(s) in informational text(s) (11206)
- recognize the similarities or differences between two topics (11207)

The student will:

- use the school library resources to find information (11311)
- use the school library to acquire information on two or more related topics (11312)
- locate the public library (11303)
- use text organizational features to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313)
- use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314)
- collect facts and/or ideas from two or more texts about a topic (11315)
- recognize statements of opinion (11307)
- restate or paraphrase collected facts and/or ideas (11308)
- identify main idea(s) in informational texts (11309)
- compare or contrast facts or ideas pertaining to a single topic (11310)

*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., text feature, informational text, facts, main idea, compare, contrast, 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 5
Required Component 1—Key Idea: Reading		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11101	The student will attend to or read a text and identify the title of the text when presented with choices of different text features.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to or reading a text and then selecting the title of the book from three text features (e.g. the table of contents and a picture from the text)
SAT11102	The student will locate the school library using a map of the building.	<ul style="list-style-type: none"> Videotape of the student locating the school library Sequenced, captioned, dated photographs of the student following specific steps to locate the school library
SAT11103	The student will recognize a text that contains factual information when presented with a nonfiction text and a fable/fairy tale (fictional) text.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance selecting the factual text Sequenced, captioned, dated photographs of the student making choices between two texts to indicate which one contains factual information
SAT11104A	The student will recognize one fact when shown an illustration containing a graph or a chart.	<ul style="list-style-type: none"> Student work product including the illustration and the fact that the student identified (reference sources of illustrations may be newspapers, children's Time magazine, etc.)
SAT11104B	The student will recognize one fact when shown a text feature containing factual information.	<ul style="list-style-type: none"> Student work product showing the text feature with the fact highlighted, marked, or circled
SAT11105	The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read.	<ul style="list-style-type: none"> Student work product showing the text with the facts underlined or highlighted Data Collection Sheet recording student performance when identifying facts within a text being read to him/her
SAT11201	The student will select and check out a book from a library shelf that is appropriate for personal reading or school work.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using the school library by going to a certain section of the library, selecting, and checking out a book
SAT11208	The student will locate two or more organizational text features in a selected text as requested by the teacher.	<ul style="list-style-type: none"> Student work product with the page numbers of different text features listed after each feature Sequenced, captioned, dated photographs of the student locating different text features in a selected text

SAT11203A	The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms.	<ul style="list-style-type: none"> Student work product of a map of the school where the student marked the exits and restrooms indicated on the map
SAT11203B	The student will use text features to gather information by answering questions based on information provided by the features being addressed. (e.g., maps, charts, illustrations, bus/train schedules, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified Videotape of the student looking at a map and answering questions based on information on the map, chart, etc.
SAT11204	The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion.	<ul style="list-style-type: none"> Student work product with statements labeled as fact or opinion
SAT11205	The student will collect facts about a topic based on reading or listening to a text read aloud.	<ul style="list-style-type: none"> Student work product that includes a listing of facts collected from different texts relating to one topic
SAT11206A	The student will recognize main idea in an informational text read or listened to by selecting the main idea from choices including the main idea and other details. (e.g., directions given to student "What is the main idea of the text we/you just read?"; Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea
SAT11206B	The student will recognize main idea in an informational text by indicating or marking the main idea within the text read or listened to. (e.g., directions given to student "What is the main idea? Underline or highlight the main idea in the text."; Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> Student work product that includes the informational text or article with the main idea underlined, highlighted, circled, etc.
SAT11207	The student will recognize the similarities between two different topics. (e.g., topics: dog/cats, forest animals/jungle animals, rain/snow, etc.)	<ul style="list-style-type: none"> Student work product of a Venn diagram with the similarities between the two topics filled in on the graphic organizer Videotape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities
SAT11311	The student will use a selection of library books to identify information about one topic.	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered from books with sources listed
SAT11312	The student will use the school library to acquire information on two or more related topics by collecting information from the text(s) in the reference section and/or computer in the school library.	<ul style="list-style-type: none"> Student work product showing the two related topics and the facts or details the student collected from the school library's resources with a notation of the resource(s) used
SAT11303	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> Videotape of the student locating the public library Sequenced, captioned, dated photographs of the student locating the public library on a map

SAT11313A	The student will use organizational features to locate facts and/or ideas in informational text.	<ul style="list-style-type: none"> Videotape of the student looking at the table of contents and locating specific chapters in the book
SAT11313B	The student will use text features to locate definitions of vocabulary words given by the teacher.	<ul style="list-style-type: none"> Student work product with the words, definitions, and where the definitions were found
SAT11314	The student will use the table of contents, illustrations, and captions in a book to gather information for completing a project.	<ul style="list-style-type: none"> Videotape of the student looking at the table of contents, illustrations, and captions from a book and sequencing the steps for completing a project
SAT11315	The student will collect facts and/or ideas from two or more texts about a topic and record them on a graphic organizer.	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered from two or more texts
SAT11307	The student will recognize statements of opinion in a text read or listened to, containing statements of fact and opinion, by highlighting or underlining the opinion statements in the text.	<ul style="list-style-type: none"> Student work product with opinions highlighted or underlined Data Collection Sheet recording student performance when recognizing statements of opinion
SAT11308	The student will restate or paraphrase two or more facts or ideas he/she collected from a text read aloud by recording his/her restated or paraphrased fact or idea when given the original fact or idea.	<ul style="list-style-type: none"> Student work product showing the original facts or ideas and the student's restated or paraphrased facts or ideas Audiotape of student restating or paraphrasing facts or ideas from a text
SAT11309	The student will identify main idea(s) in two or more informational texts or articles that are about a similar topic. (Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> Student work product showing the main idea(s) indicated by the student from different texts relating to animals, sports, etc.
SAT11310	The student will compare facts or ideas relating to a single topic using a graphic organizer.	<ul style="list-style-type: none"> Student work product of completed graphic organizer comparing facts or ideas for a given topic

GLIs and Essences**ELA – Grade 5
(cont'd)****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives 	<ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to others' lives and/or to one's own life • Define characteristics of different genres • Record significant details about characters and events in stories • Identify ways in which characters' actions change and develop throughout a story

AGLIs		ELA – Grade 5 (cont'd)
Required Component 1—Key Idea: Reading		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Reading-Standard 2		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to or read familiar book(s) (12101) recognize literary term(s) (plot, character and/or setting) in literary text(s) (12108) recognize plot means the sequence of events or action of a narrative (12103) relate text to a personal experience (12104) recognize explicit motive(s) of character(s) (12105) identify the meaning of the term(s) plot, character and/or setting (12106) answer questions about plot, character, and/or setting of text(s) (12107) 	<p>The student will:</p> <ul style="list-style-type: none"> select and read literature with fluency (12201) describe literary terms (plot, character and/or setting) in literary text(s) (12208) demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209) relate text to a personal experience (12204) identify explicit motive(s) of character(s) (12210) identify favorite and/or least favorite part(s) of a story (12206) make prediction(s) about the ending of story (12207) 	<p>The student will:</p> <ul style="list-style-type: none"> make prediction(s) based on clues in the story (12307) relate setting, events, and/or a character to personal experience or the experience of others (12302) identify key details about setting, plot, and/or characters (12303) identify implicit motives of characters (12304) identify change(s) in character(s) in a story (12305) identify characteristics of texts to differentiate genres (12306)

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SATs**ELA – Grade 5
(cont'd)****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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 a familiar nonfiction and/or fiction book.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction book
SAT12108A	The student will recognize literary term(s) (plot, character, and/or setting) by labeling picture(s) from a literary text(s) with the correct term(s). (Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Videotape of the student selecting plot, character, and/or setting and placing it with a picture from the literary text that illustrates it (e.g., plot—with a picture depicting events in the story)
SAT12108B	The student will recognize literary term(s) (plot, character, and/or setting) by placing picture(s) from a literary text(s) next to the term to illustrate it. (Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Student work product showing the term(s) and picture(s) the student selected from the literary text(s) that represent the term(s)
SAT12103A	The student will recognize the sequence of events in a plot by using pictures from the book to identify the beginning and ending of the story. (Note: need to use vocabulary specific to plot)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story Student work product with pictures from the story labeled beginning and end
SAT12103B	The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative. (Note: need to use vocabulary specific to plot)	<ul style="list-style-type: none"> Student work product indicating the story and the two plot pictures the student chose to represent only the plot
SAT12104	The student will relate an event in the plot to a personal experience by drawing or choosing a picture that shows the event and how it relates to his/her own experience.	<ul style="list-style-type: none"> Student work product of the student's drawings or student-selected pictures that show an event from story and a similar event from personal experience
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive, given a set of choices.	<ul style="list-style-type: none"> Student work product of selected pictures or words that relate to the explicit motive(s) of a character

SAT12106	The student will identify the meaning of plot, character, and/or setting by selecting a symbol that represents plot, character, and/or setting, when given a meaning. (Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Student work product of symbols selected that represent plot, character, and/or setting from a story
SAT12107A	The student will answer questions about plot, character, and/or setting of text after attending to a story by indicating the correct answer from a set of choices. (e.g., questions such as, “Was the plot of the story about going to school or going to the movies?”, “Name/Point to two characters from the story.”, “What is the setting for this story?”; Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting pictures or phrases to answer questions specific to plot, character, and/or setting Student work product including plot, character, and/or setting questions with student selected responses
SAT12107B	The student will answer questions about plot, character, and/or setting of text(s) by stating, signing, or writing responses to the specific questions. (e.g., questions such as, “How does the story end?”, “Who is the character in the story that has a problem?”, “Where are the characters and when does __ (event) __ occur?”; Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Student work product including questions and student given responses Videotape of the student answering questions about plot, character, and/or setting
SAT12201	The student will select a book and read aloud with fluency given different literature choices during reading time.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting and reading fluently at an appropriate reading rate
SAT12208	The student will describe literary terms (plot, character, and/or setting) by stating, signing, or pairing cards of literary terms with appropriate examples from literary work(s). (Note: need to use vocabulary specific to plot, character, and/or setting)	<ul style="list-style-type: none"> Videotape of the student describing plot, character, and/or setting as they relate to specific text(s)
SAT12209	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.; Note: need to use vocabulary specific to plot)	<ul style="list-style-type: none"> Videotape of the student telling the story by drawing pictures, selecting pictures, or role playing Data Collection Sheet (multi-step) recording student performance when responding to questions about the plot
SAT12204	The student will relate a text to a personal experience by indicating the similarities between the text and the student’s own personal experience.	<ul style="list-style-type: none"> Student work product of student selected pictures or written text that describes the similarities of items/events from the text and from a personal experience
SAT12210	The student will identify explicit motive(s) of character(s) by completing a chart, diagram, or graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer using pictures or words to show explicit motives
SAT12206A	The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part.	<ul style="list-style-type: none"> Student work product of drawing or pictures identifying his/her favorite part of a story

SAT12206B	The student will identify his/her favorite or least favorite part of a story by selecting a picture that illustrates the part, when given three or more pictures illustrating different parts of the story.	<ul style="list-style-type: none"> • Student work product of pictures presented with the student's choice marked, circled, highlighted, etc.
SAT12207A	The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction.	<ul style="list-style-type: none"> • Videotape of the student discussing events that have happened and what is a logical action that will happen next • Student work product of word/picture cards selected and pasted on a worksheet about the story
SAT12207B	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 written or drawn prediction for the end of a story
SAT12307A	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	<ul style="list-style-type: none"> • Student work product of answered prediction questions
SAT12307B	The student will make a prediction based on clues from the story by indicating the prediction along with the clues that lead him/her to the prediction made.	<ul style="list-style-type: none"> • Student work product listing the prediction and the clues from the story that lead to the prediction
SAT12302	The student will relate setting, events, and/or a character of a story to personal experience or the experience of a peer by showing the comparisons between the two on a graphic organizer. (Note: need to use vocabulary specific to setting, events, and/or character)	<ul style="list-style-type: none"> • Student work product of completed graphic organizer with similarities indicated between the story and the personal experience for setting, events, and/or a character
SAT12303	The student will identify key details of how characters resolve problems or conflicts in the story. (Note: need to use vocabulary specific to character)	<ul style="list-style-type: none"> • Audiotape of the student providing the details of how the character resolves the problem or conflict • Student work product of a graphic organizer using pictures or words to show characters and how they resolved the problem or conflict
SAT12304	The student will identify the implicit motives of characters in two or more texts by indicating the appropriate answers given a set of choices related to motive.	<ul style="list-style-type: none"> • Student work product showing the texts and the characters with the implicit motives selected by the student for each character
SAT12305	The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes. (Note: choices should include sentence strips that outline changes and some that do not apply)	<ul style="list-style-type: none"> • Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story
SAT12306	The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story. (e.g., Stone Soup in fiction book form and play form—how they are different)	<ul style="list-style-type: none"> • Student work product of chart filled in by student with specific characteristics indicated for each type of genre

GLIs and Essences		ELA – Grade 5 (cont'd)	
Required Component 2—Key Idea: Listening			
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.			
ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators	
Pg. 43	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience 	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion 	

AGLIs		ELA – Grade 5 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 1		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • follow verbal directions having one step (31101) • respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102) • identify factual statements that can be proven true or false (31103) • identify main idea(s) in informational text (31104) • take notes (main idea) during a listening activity(s) (31106) 	<p>The student will:</p> <ul style="list-style-type: none"> • follow two-step verbal directions (31201)** • distinguish between statements of fact and opinion (31207) • distinguish between main idea(s) and supporting detail(s) in informational text (31208) • distinguish relevant details from irrelevant details (31204) • take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31209) • recognize how details are related to main idea(s) and/or each other (31206) 	<p>The student will:</p> <ul style="list-style-type: none"> • follow multi-step verbal directions to perform a task or assignment (31301)** • distinguish between implicit fact and opinion (31305) • identify essential details when note-taking (31303) • identify how details are related to main ideas and each other (31306)

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**Directions must be given as a whole and not broken into steps when given.

SATs

ELA – Grade 5 (cont'd)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT31101A	The student will follow verbal directions that have one step related to a classroom activity. (e.g., open book to information about ____; show me the picture of the ____ in the book; look at the map of New York, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to verbal directions
SAT31101B	The student will follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.	<ul style="list-style-type: none"> Student work product showing the directions and the task the student performed with a notation that the directions were read to the student
SAT31102A	The student will respond to simple yes or no questions related to a text posed by a speaker.	<ul style="list-style-type: none"> Videotape of the student responding to the speaker's questions
SAT31102B	The student will make choices in response to questions posed by a speaker about an article read during the morning routine.	<ul style="list-style-type: none"> Audiotape of the student making choices in response to the speaker's questions
SAT31102C	The student will respond to speaker (e.g., yes or no questions, choices, decisions, etc.) related to the student's personal experiences. (e.g., speaker posed questions "Do you have reading today?", "Which article would you like to listen to?", "Would you like to work on the computer to look up current events?", etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to speaker
SAT31103	The student will identify factual statements that can be proven true or false from a newspaper (magazine) article or other nonfiction text by indicating the factual statements from a set of choices (factual and nonfactual).	<ul style="list-style-type: none"> Student work product of some article text with the factual statements from the text pasted underneath the text
SAT31104	The student will identify the main idea in an informational text using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational text. (Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> Student work product showing the text title, the choices presented to the student and the main idea of the text marked, circled, etc. by the student
SAT31106A	The student will take notes about the main idea of a text while listening to a book on tape about animals by selecting pictures/words that identify the main idea.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text, being presented with choices of notes, and then making a selection that represents the main idea of what is being talked about in the book on tape

SAT31106B	The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards.	<ul style="list-style-type: none"> Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher
SAT31201	The student will follow a two-step verbal direction in order to perform a task or assignment. (e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10; etc.; Note: direction must be given as a whole not broken into steps, when given)	<ul style="list-style-type: none"> Videotape of the student following directions given by the teacher Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31207	The student will distinguish between simple facts and opinions by sorting statements of each from an article read into categories.	<ul style="list-style-type: none"> Student work product with facts in the article underlined and opinions in the article circled Videotape of the student listening to the text or article and creating two piles: one for facts and one for opinions
SAT31208	The student will distinguish between the main idea and supporting detail(s) collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction. (Note: need to use vocabulary to main idea and supporting detail(s))	<ul style="list-style-type: none"> Student work product of a spider graphic organizer that includes the main idea in the middle and the supporting detail(s) that go with the main idea as offshoots
SAT31204	The student will distinguish relevant details from irrelevant details by sorting cards, symbols, or pictures into two different piles representing relevant and irrelevant details after listening to a text. (e.g., topic—pet care: picture cards showing 1.feeding, 2.grooming, 3.types of pets, 4.places to get pets, and 5.exercising pets, pictures 1,2, and 5 are relevant)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols, or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details Student work product with a T-chart showing relevant and irrelevant details sorted into the specific categories
SAT31209	The student will take notes of the main idea and supporting detail(s) during a listening activity by circling the main idea and underlining the supporting detail(s). (Note: need to use vocabulary to main idea and supporting detail(s))	<ul style="list-style-type: none"> Student work product with main idea and supporting details marked on an article that was done while listening to the teacher read it aloud
SAT31206	The student will recognize how details are related to main idea(s) and/or each other, while listening to weekly current event article(s) by grouping main idea with its appropriate supporting details.	<ul style="list-style-type: none"> Student work product of grouped main idea and details
SAT31301	The student will listen and follow multi-step verbal directions to perform a task or assignment. (Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using a meter stick to measure the classroom Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction

SAT31305	The student will distinguish between implicit facts and opinions related to the main idea after listening to an informational text.	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text
SAT31303	The student will identify essential details when note-taking by selecting the essential details related to an article given a set of essential and nonessential article details.	<ul style="list-style-type: none"> • Student work product showing the essential details that the student selected
SAT31306	<p>The student will identify how the supporting details are related to main ideas and the other supporting details in informational texts read by the teacher.</p> <p>(e.g., detail-baseball uniform with an arrow drawn by the student to the main idea-playing baseball and another arrow drawn by the student to the detail-baseball equipment given a set of choices for main idea and details, detail-sharp claws with an arrow drawn by the student to the main idea-why cats are good hunters and another arrow drawn by the student to the detail-eyes that see well in the dark given a set of choices for main idea and details, etc.; Note: need to use vocabulary to main idea and supporting detail(s))</p>	<ul style="list-style-type: none"> • Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea

GLIs and Essences**ELA – Grade 5
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character's motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance 	<ul style="list-style-type: none"> • Respond to text from different genres and authors • Listen to small group and classroom discussions to comprehend literary text • Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in the presentation of literary texts

AGLIs		ELA – Grade 5 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will :</p> <ul style="list-style-type: none"> attend to literary text(s) read in a small group (32101) identify story elements (e.g., character, plot, setting, etc.) (32108) recognize rhyme or rhythm in poetry (32109) recognize different genres shared in small group discussions (32110) recognize simile(s) or personification (32111) respond appropriately to unfamiliar story(s) and/or poem(s) to show comprehension (32112) recognize the author's message (32113) 	<p>The student will:</p> <ul style="list-style-type: none"> respond to different genres read aloud (32201) discuss different genres read aloud to enhance comprehension and/or appreciation (32202) identify the author's message (32206) identify use of rhyme and/or rhythm in poetry (32207) identify similes and personification (32208) 	<p>The student will:</p> <ul style="list-style-type: none"> respond to different genres and authors' works read aloud (32305) take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306) recognize that the author's message may be implied or explicit (32307) recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

*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., story element, simile, personification, author's message, author's purpose, rhyme, rhythm, 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 5
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.****SAMPLE ASSESSMENT TASKS (SATs)**

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
SAT32101A	The student will attend to an oral reading of literary text(s) in a small group.	<ul style="list-style-type: none"> Videotape of the student attending to an oral reading in a small group
SAT32101B	The student will quietly attend to a story during library class.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the story
SAT32108	The student will identify story elements (e.g., plot, setting, characters, etc.) from a literary text that has been read aloud. (Note: need to use vocabulary specific to story elements (e.g., plot, character, setting, etc.))	<ul style="list-style-type: none"> Videotape or audiotape of the student using oral language, pictures, or speech output devices to indicate plot, setting, and/or characters from a literary text
SAT32109A	The student will listen to recognize rhythm in poetry by clapping his/her hands in time, using a switch, making a sound, etc. to indicate when he/she hears rhythm in the poem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating rhythm
SAT32109B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	<ul style="list-style-type: none"> Student work product of poem with student marks, highlights, circles, etc. on each of the rhyming words
SAT32110	The student will recognize different genres that are read aloud by categorizing texts into different genre groups.	<ul style="list-style-type: none"> Student work product of a graphic organizer showing categories of different genres
SAT32111	The student will recognize a simile or personification within a literary text by selecting it from a set of choices.	<ul style="list-style-type: none"> Student work product showing text title, choices presented, and student-indicated choice
SAT32112A	The student will respond appropriately to show comprehension of an unfamiliar story or poem by indicating a feeling or emotion after listening to the new story or poem.	<ul style="list-style-type: none"> Student work product showing the picture that represents the student's emotion or feeling after reading or listening to an unfamiliar story
SAT32112B	The student will respond appropriately to an unfamiliar story or poem by answering comprehension question(s) after listening to the story or poem.	<ul style="list-style-type: none"> Student work product of answered comprehension question(s) related to the unfamiliar text
SAT32113	The student will recognize the author's message from oral reading of a literary text by indicating the appropriate author's message for the story(s) read.	<ul style="list-style-type: none"> Student work product with a line drawn from book title or picture representing the book title of the story to the appropriate author's message

SAT32201	The student will respond to different genres read aloud. (e.g., drama—looking from character to character; poetry—beating the rhythm or expecting rhyme; story—anticipating the next event or the ending, laughing at humor, etc.)	<ul style="list-style-type: none"> Videotape of the student responding appropriately to various genres: drama—looking from character to character; poetry—beating the rhythm or expecting rhyme; story—anticipating the next event or the ending, laughing at humor, etc.
SAT32202	The student will discuss different genres read aloud to enhance comprehension by working with a peer to create a project which documents the genres and discussion points.	<ul style="list-style-type: none"> Student work product of the project completed by the student and the peer depicting the genres and the discussion points
SAT32206	The student will identify the author's message from the oral reading of literary text when given a set of choices.	<ul style="list-style-type: none"> Student work product of the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud
SAT32207A	The student will listen to identify the use of rhyme in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT32207B	The student will identify the use of rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> Student work product of a poem with student highlights on each of the rhyming words
SAT32208	The student will identify similes and personification in literary text.	<ul style="list-style-type: none"> Videotape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the similes and the personification in the text
SAT32305	The student will respond to different genres and authors' works read aloud by writing or creating two or more statements about things he/she liked or disliked.	<ul style="list-style-type: none"> Student work product of different genres and authors' works listed and the like or dislike statements created by the student for each work and genre
SAT32306A	The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.)	<ul style="list-style-type: none"> Videotape or audiotape of the student using natural speech, a speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story
SAT32306B	The student will identify details related to the author's message in a small group setting by answering questions such as, "How did the author get you to understand his message?" and sharing it with the group.	<ul style="list-style-type: none"> Videotape or audiotape of the student using natural speech, a speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group
SAT32307	The student will recognize that an author's message may be implied or explicit by indicating given message(s) as implied or explicit.	<ul style="list-style-type: none"> Student work product showing the given author's message(s) labeled with implicit and explicit
SAT32308	The student will recognize the use of literary devices by listening to a poem and circling and/or underlining two or more examples of rhyme, personification, simile, etc.	<ul style="list-style-type: none"> Student work product of the literary devices circled or underlined

Mathematics NYSAA Frameworks

Grade 5

New York State Alternate Assessment

MATH – Grade 5**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. 55	5.N.1	Read and write whole numbers to millions	<ul style="list-style-type: none"> • Read and write, group, compare, and order whole numbers to millions • Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions • Understand the concept of ratio and express ratios in different forms • Understand that percent means part of 100, and write percents as fractions and decimals
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i>	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using $<$, $>$, or $=$	
	5.N.10	Compare decimals using $<$, $>$, or $=$	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

AGLIs**MATH – Grade 5****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:

- recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109)
- recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110)
- compare two unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and/or $\frac{1}{3}$ using concrete objects (11111)
- order three or more unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11112)
- compare two decimals to the nearest tenth (11113)
- compare three or more decimals to the nearest tenth (11114)
- group objects into equal sets (11107)
- order whole numerals (11108)
- identify whole numbers (11115)

The student will:

- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207)
- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers (11208)
- compare two fractions that have the same denominator (11203)
- order three or more fractions that have the same denominator (11204)
- compare two decimals to the nearest hundredth (11209)
- order three or more decimals to the nearest hundredth (11210)

The student will:

- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306)
- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307)
- demonstrate the concept of ratio (11303)
- demonstrate an understanding that percent means part of 100 (11304)
- order percents (11308)

*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., place value, compare, order, decimal, numeral, fraction, whole number, percent, ratio, 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 5

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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
SAT11109	The student will recognize the first digit of two numbers by marking it and compare the numbers (e.g., 1,000,000 and 3,000,000) by indicating the largest or smallest number as requested.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest or smallest number Student work product with the first digit circled and the largest or smallest number highlighted
SAT11110	The student will recognize the first digit of a number already rounded to the nearest million by marking it and order three or more of these numbers by smallest to largest (or largest to smallest).	<ul style="list-style-type: none"> Student work product showing the first digit in the rounded numbers highlighted by the student and the order in which the student placed them
SAT11111	The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ given picture representations by indicating which representation is the greater or lesser part of the whole.	<ul style="list-style-type: none"> Student work product illustrating that the student indicated that $\frac{1}{2}$ is greater than $\frac{1}{4}$ of a whole object (or that $\frac{1}{4}$ is less than $\frac{1}{2}$ of a whole object)
SAT11112	The student will order three unit fractions using Cuisenaire rods.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering the unit fractions
SAT11113A	The student will compare two decimals to the nearest tenth by indicating greater than, less than, or equal to (using symbols/words) for a set of decimals. (e.g., $0.7 > 0.4$; $0.1 < 0.9$; $0.2 = 0.2$)	<ul style="list-style-type: none"> Student work product showing the sets of decimals and the symbols/words greater than, less than, or equal to
SAT11113B	The student will compare two decimal prices to the nearest tenth by indicating which item costs more (or less). (e.g., a cupcake marked \$0. <u>3</u> 0 or a bag of chips marked \$0. <u>5</u> 0)	<ul style="list-style-type: none"> Student work product showing the item cost to the tenths decimal and a mark on the item that costs more (or less)
SAT11114A	The student will compare three items with decimals to the nearest tenth and place them in order from least to greatest (or greatest to least). (e.g., 0.5, 0.4, and 0.9-least to greatest would be 0.4, 0.5, 0.9; 0.3, 0.7, 0.5-greatest to least would be 0.7, 0.5, 0.3; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering three items from least to greatest (or greatest to least) Student work product of the items placed in order from least to greatest (or greatest to least)

SAT11114B	The student will compare three items with decimals to the nearest tenth by indicating the one with greatest (or least) decimal value. (e.g., 0.5, 0.1, and 0.9-student circles 0.9 for the greatest decimal value; 0.8, 0.2, and 0.5-student highlights 0.2 for the least decimal value; etc.)	<ul style="list-style-type: none"> Student work product showing the three sets of tenths place decimals with the student indicated decimal of the greatest (or least) decimal value
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student grouping different sets of objects into two equal sets
SAT11107B	The student will divide a set of six objects into three equal groups of two or two equal groups of three.	<ul style="list-style-type: none"> Videotape of the student grouping the object into two equal sets
SAT11108A	The student will order whole numerals by placing three or more number cards in the correct counting order. (e.g., on a blank number line, order number cards one through five; on a worksheet, place number cards 10 through 20 in order; etc.; Note – cards should be presented out of order)	<ul style="list-style-type: none"> Student work product of sets of number cards placed in correct counting order
SAT11108B	The student will order whole numerals by placing or writing three or more consecutive numbers in proper sequence given a set of numbers or number line with missing sequences of numbers. (e.g., given 1,2,_____, 6-student fills in 3, 4, and 5; given 10, __, __, __, __-student fills in 11, 12, 13, and 14; etc.)	<ul style="list-style-type: none"> Student work product including the student placed or written numbers (three or more) in the appropriate sequence
SAT11108C	The student will order three or more nonconsecutive numbers by placing number cards in order or reordering the numbers from smallest to largest.	<ul style="list-style-type: none"> Student work product showing the student reordered numbers or number cards in the correct sequence from smallest to largest number
SAT11115A	The student will identify whole numbers by naming numbers upon request. (e.g., teacher points to the number, student verbalizes, signs, or hits the appropriate switch to name the requested number)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when naming the requested numbers
SAT11115B	The student will identify whole numbers by indicating the whole numbers in a group of fractions and whole numbers.	<ul style="list-style-type: none"> Student work product showing the whole numbers highlighted, circled, underlined, etc. by the student
SAT11207	The student will identify by indicating the two first digits of a millions number rounded to the nearest hundred thousand and then compare to find the largest number by indicating the largest of two or more numbers. (e.g., 1,100,000, 1,200,000 and 1,300,000)	<ul style="list-style-type: none"> Student work product where the student highlighted, circled, underlined, etc. the first two digits in a rounded number and indicated the largest of the numbers

SAT11208	The student will identify by marking the first two digits of a seven-digit number already rounded to the nearest hundred thousand and then order three or more of these numbers by placing them in order from least to greatest (or greatest to least).	<ul style="list-style-type: none"> Student work product showing the first two digits in a rounded number circled by the student and in the order in which the student placed them
SAT11203A	The student will compare two fractions that have the same denominator and indicate the smaller (or larger) of the two.	<ul style="list-style-type: none"> Student work product indicating the student's choice of the smallest (or largest) fraction
SAT11203B	Given two fractions that have the same denominator, the student will compare the fractions and write or place cards using the symbols/words to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> Student work product showing the fractions with the symbols/words written in or cards placed in between the two fractions
SAT11204A	The student will order representations of three or more fractions with the same denominator from least to greatest (or greatest to least).	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering the fractions and then writing them in order on the board
SAT11204B	The student will order fractions by taking a pizza divided into eight pieces and order $\frac{1}{8}$, $\frac{3}{8}$, and $\frac{4}{8}$ in increasing order.	<ul style="list-style-type: none"> Videotape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order
SAT11209	The student will compare two decimals to the nearest hundredth by indicating the larger (or smaller) of the two decimals.	<ul style="list-style-type: none"> Student work product indicating either the larger (or smaller) decimals depending on what is requested
SAT11210	The student will order three or more decimals to the nearest hundredth by listing prices (given to the nearest cent and written using \$0.00 format) of items from an advertisement(s) in order from least to greatest cost (or greatest to least cost). (e.g., decimals to the nearest hundredth: $\$.75$, $\$.73$, $\$.79$, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook including pictures of items and their prices put in order from the least to greatest cost (or greatest to least cost)
SAT11306	The student will identify the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.)	<ul style="list-style-type: none"> Videotape or audiotape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number
SAT11307	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand by marking them and then ordering three or more of these numbers from smallest to largest (or largest to smallest).	<ul style="list-style-type: none"> Student work product showing the first three digits in a rounded number circled by the student and then ordered smallest to largest (or largest to smallest)
SAT11303	The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball.	<ul style="list-style-type: none"> Student work product of a worksheet including the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets"
SAT11304	The student will demonstrate an understanding of percent by finding samples of an advertisement(s) using percents and will shade hundredths charts to represent the value of the percent.	<ul style="list-style-type: none"> Student work product showing matches between the percents that the student found in the advertisement(s) and a representative hundredths chart correctly shaded

SAT11308A	The student will order percents by selecting or indicating three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest (or greatest to smallest).	<ul style="list-style-type: none">• Student work product showing the percents of coupons that the student cut out and placed in percentage order
SAT11308B	The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from highest to lowest (or lowest to highest).	<ul style="list-style-type: none">• Videotape or audiotape of the student being presented with his/her last three percentages on a test or worksheet and indicating the percentage order

MATH – Grade 5

(cont'd)

GLIs and Essences

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. 56	5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology</i>	<ul style="list-style-type: none"> • Use a variety of strategies to multiply and divide one-, two- and three-digit numbers • Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply, and divide decimals to thousandths
	5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology</i>	
	5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis	
	5.N.19	Simplify fractions to lowest terms	
	5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	
	5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	
	5.N.22	Add and subtract mixed numbers with like denominators	
	5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	

AGLIs**MATH – Grade 5
(cont'd)****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, subtract, and/or multiply whole numbers using one or more strategies (13104)
- add decimals to tenths using one or more strategies (13105)
- recognize a whole and/or its parts (13106)

The student will:

- add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)
- add and/or subtract decimals to tenths using two or more strategies (13205)
- connect written and/or pictorial representations of fractions with denominators up to two (13203)
- identify a whole and its parts (13206)

The student will:

- add and/or subtract fractions using one or more strategies (13303)
- add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (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, strategy, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

MATH – Grade 5

(cont'd)

SATs

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
SAT13104	The student will solve addition, subtraction, and/or multiplication problems using one or more strategies. (Note: possible strategies—calculator, multiplication table, number line, Touch Math, manipulatives, memory strategies, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding, subtracting, and/or multiplying using a calculator to help figure out the answer Student work product with the strategy(s) used indicated on the work product or listed next to the solved problems
SAT13105	The student will show addition of decimals to tenths using a number line.	<ul style="list-style-type: none"> Student work product showing a number line used to add decimals as a strategy to figure out the answer
SAT13106A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.	<ul style="list-style-type: none"> Student work product with whole items labeled or marked as whole and/or parts of a whole item labeled or marked as parts
SAT13106B	The student will recognize the parts of a whole by matching or indicating the two parts of a broken object together to make a whole. (e.g., two halves of a circle to make a whole circle, two parts of a hot dog to make a whole hot dog, etc.)	<ul style="list-style-type: none"> 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
SAT13106C	The student will recognize a whole shape or object when given a whole and a part by indicating the whole upon request.	<ul style="list-style-type: none"> Student work product showing a set of items in whole form and part form with student marks on the whole form
SAT13204A	The student will add, subtract, multiply, and/or divide whole numbers using two or more strategies. (Note: possible strategies—concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	<ul style="list-style-type: none"> Videotape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer
SAT13204B	The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer.	<ul style="list-style-type: none"> Student work product illustrating that the student solved addition and subtraction problems using two different strategies to check the answer
SAT13205	The student will solve addition and/or subtraction of decimals to tenths using two different strategies. (Note: possible strategies—hundredths chart, Cuisenaire rods, calculator, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies

SAT13203	The student will connect written and/or pictorial representations of fractions with denominators up to two by matching pictures of or written fractions with appropriate denominators to the given fractions.	<ul style="list-style-type: none"> • Student work product including lines drawn from pictures of fractions to the written fractions with the appropriate denominators up to two • Student work product including pictures of fractions with appropriate denominators up to two written or pasted next to the specific fraction picture
SAT13206	The student will identify a whole object upon request and match parts of the broken object together to make the whole object. (e.g., three thirds of a circle to make a whole circle)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the whole from a group, then looking at a set of objects divided into thirds and matching the three parts together to make the whole object
SAT13303A	The student will add and/or subtract fractions using one or more strategies. (Note: possible strategies—fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> • Student work product of addition and/or subtraction fraction problems with student solutions and a teacher notation of the strategy(s) that the student used
SAT13303B	The student will add and/or subtract fractions involving halves and fourths using a ruler showing halves and fourths of an inch.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student drawing line segments, such as $2\frac{1}{2}$ inches long and adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long
SAT13303C	The student will measure two different lengths of ribbon (e.g., $1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will state or sign how long the ribbon is when added together by using a yardstick.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student measuring the pieces of ribbon, adding them together to form a longer segment by using a yardstick, and stating or signing how long the ribbon is
SAT13304	The student will add, subtract, multiply, and/or divide decimals to tenths using one or more strategies. (Note: possible strategies—hundredths chart, Cuisenaire rods, calculator, etc.)	<ul style="list-style-type: none"> • Student work product of the student solving addition, subtraction, multiplication, and/or division problems with decimals to tenths and a teacher notation of the strategy(s) that the student used

MATH – Grade 5

(cont'd)

GLIs and Essences

Required Component 2—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 57-58	5.G.2	Identify pairs of similar triangles	<ul style="list-style-type: none"> • Identify pairs of similar triangles and the ratio of their corresponding sides • Classify triangles and quadrilaterals by properties of their angles and sides • Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees • Identify pairs of congruent triangles and their corresponding parts
	5.G.3	Identify the ratio of corresponding sides of similar triangles	
	5.G.4	Classify quadrilaterals by properties of their angles and sides	
	5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	
	5.G.6	Classify triangles by properties of their angles and sides	
	5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	
	5.G.8	Find a missing angle when given two angles of a triangle	
	5.G.9	Identify pairs of congruent triangles	
	5.G.10	Identify corresponding parts of congruent triangles	

AGLIs**MATH – Grade 5
(cont'd)****Required Component 2—Strand: Geometry****Choice Component 1—Band: Geometric Relationships****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships****Less Complex****More Complex**

The student will:

- sort triangles from quadrilaterals (31101)
- count the number of sides and/or angles of triangles and/or quadrilaterals (31102)
- identify geometric shapes (31103)

The student will:

- classify quadrilaterals by properties of their angles and/or sides (31201)
- recognize, name, draw, compare, and/or sort congruent figures (31204)
- recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)

The student will:

- classify triangles by properties of their angles and/or sides (31301)
- sort quadrilaterals by properties of their angles and/or sides (31306)
- recognize, name, draw, compare, and/or sort similar triangles and identify their corresponding parts (31307)
- recognize that the sum of the angles of a triangle is 180 degrees (31308)
- recognize, name, draw, compare, and/or sort congruent quadrilaterals and identify their corresponding parts (31309)

*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., quadrilateral, triangle, geometric shape, congruent figure, 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.

MATH – Grade 5

(cont'd)

SATs

Required Component 2—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

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
SAT31101A	The student will sort triangles from quadrilaterals when given a variety of shapes. (Note – variety of shapes should include other shapes in addition to the triangles and quadrilaterals or a variety of different types of triangles and quadrilaterals)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile and a third pile with the remainder of the shapes, if applicable
SAT31101B	The student will sort triangles from quadrilaterals on a worksheet by following directions on how to mark each shape (e.g., circle quadrilaterals and underline triangles, etc.).	<ul style="list-style-type: none"> Student work product showing quadrilaterals that were circled and triangles that were underlined by the student
SAT31102A	The student will count the number of sides of a variety of quadrilaterals.	<ul style="list-style-type: none"> Videotape or audiotape of the student counting the number of sides on a variety of quadrilaterals
SAT31102B	The student will count how many sides each shape has from a variety of triangles and/or quadrilaterals and label each shape with the correct number.	<ul style="list-style-type: none"> Student work product showing the number of sides the student counted for each quadrilateral and/or triangle on the worksheet
SAT31103A	The student will identify geometric shapes upon request from a choice of different shapes. (e.g., show me the ___ [circle, square, triangle, etc.]; give me the ___; mark the ___; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the teacher's request and showing, pointing, or eye gazing to the requested shape from a set of choices
SAT31103B	The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.	<ul style="list-style-type: none"> Student work product showing a variety of geometric shapes with lines drawn to each name or names written or pasted next to the corresponding shapes
SAT31201A	The student will classify quadrilaterals by property of side length by sorting them into two groups when given a set of quadrilaterals. (e.g., four equal side lengths=squares, two equal sides lengths on top and bottom and two equal sides lengths on each side=rectangle, etc.)	<ul style="list-style-type: none"> Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading (e.g., four equal sides, parallel sides are equal, etc.)
SAT31201B	The student will classify quadrilaterals by properties of their angles and sides (square, rhombus, rectangle, parallelogram, etc.) by gluing the shapes in correct column.	<ul style="list-style-type: none"> Student work product of a table with the quadrilaterals sorted into their appropriate columns by angles and side properties (e.g., four equal angles and sides)

SAT31204A	The student will recognize a shape from a set of three or more shapes that is congruent to a given shape.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher
SAT31204B	The student will compare sets of figures and answer whether they are congruent (yes), or not congruent (no).	<ul style="list-style-type: none"> Student work product of sets of figures with student indicating yes or no next to each set to indicate congruent or not
SAT31205	The student will recognize that the sum of the interior angles of a quadrilateral is 360 degrees by adding the interior angles to find the sum.	<ul style="list-style-type: none"> Student work product where the student shows the addition of the four angles and the sum of 360 degrees
SAT31301A	The student will classify triangles by properties by grouping pictures of triangles within the school and/or community according to similar properties of side length and/or angles. (e.g., equilateral triangle, isosceles triangle, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to their similarities of side length or angles
SAT31301B	The student will classify triangles by sorting a variety of triangles into right triangles and acute triangles.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile
SAT31306	The student will sort cutout paper quadrilaterals by properties of the angles and/or sides using a T-chart.	<ul style="list-style-type: none"> Student work product of a T-chart with different quadrilaterals pasted into the appropriate categories
SAT31307A	The student will sort similar triangles and identify their corresponding angles by circling, highlighting, etc. the angles that are the same degree(s).	<ul style="list-style-type: none"> Student work product including a variety of triangles sorted by the student with student's identification of corresponding angles
SAT31307B	The student will compare similar triangles and identify by marking the corresponding parts that match (e.g., length of side, similar angles, etc.).	<ul style="list-style-type: none"> Student work product indicating the student's identification of the corresponding parts that match
SAT31308	The student will recognize that the sum of the angles of a triangle is 180 degrees by adding up the angles of different triangles then responding to a question about the sum of the triangles. (e.g., questions such as, "What do you know about the sum of the angles?", "What is the common sum for the different triangles?", "Each of these triangles is different, but what is the sum of the angles regardless of the type of triangle?")	<ul style="list-style-type: none"> Student work product including various triangles, the addition problems that show the sum of interior angles to be 180 degrees, and the student response that all sum to 180 degrees
SAT31309	The student will name and draw or create congruent quadrilaterals and identify their corresponding sides and/or angles.	<ul style="list-style-type: none"> Student work product showing the named and drawn or created congruent quadrilaterals and the student's indication of the corresponding sides and/or angles

GLIs and Essences**MATH – Grade 5
(cont'd)****Required Component 2—Strand: Geometry****Choice Component 2—Band: Coordinate Geometry**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 58	5.G.12	Identify and plot points in the first quadrant	<ul style="list-style-type: none"> Identify and plot points in the first quadrant Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes)
	5.G.13	Plot points to form basic geometric shapes (identify and classify)	
	5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	

AGLIs**MATH – Grade 5
(cont'd)****Required Component 2—Strand: Geometry****Choice Component 2—Band: Coordinate Geometry****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry****Less Complex****More Complex**

The student will:

- use single-digit whole numbers to locate a position on a number line (33101)

The student will:

- use a letter and a number to locate areas on a map (33202)

The student will:

- identify and plot points in the first quadrant of a coordinate plane (33303)
- locate and plot points on a coordinate plane to form rectangles (33304)

*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., coordinate, coordinate system, 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 5 (cont'd)

Required Component 2—Strand: Geometry

Choice Component 2—Band: Coordinate Geometry

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
SAT33101A	The student will locate positions on a number line by identifying the numbers that name the positions of objects placed on the number line. (e.g., first, tenth, fourth, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the correct number that represents the position on a number line of objects placed on it
SAT33101B	The student will use whole numbers to locate positions on a number line by taking a large, cut-out numerals and giving it to the students standing in a straight line (e.g., first student, second student, etc. on the student number line).	<ul style="list-style-type: none"> Videotape of the student taking the number one to the first student, the number two to the second student, etc. in the student number line
SAT33101C	The student will locate a position for whole numbers on a number line by pasting or writing in whole numbers on positions that locate placement of the number on the number line.	<ul style="list-style-type: none"> Student work product showing the numbers pasted or written on a number line to show the number position
SAT33202A	The student will locate, by coordinates, two or more areas (e.g., cafeteria, gymnasium, etc.) on a map of the school building with letters across the top (or side) and numbers down the side (or top).	<ul style="list-style-type: none"> Student work product of a grid with coordinates and locations of school rooms with student-indicated locations
SAT33202B	The student will place a marker on the coordinates of a position (letter and number) on a Battleship game board to identify a given position.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates
SAT33202C	The student will identify, place, or draw an object on a grid using the coordinates (letter and number) of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., 5 by 5 grid with a house at (B,1); a bear at (A,5); a star at (D,2), etc.)	<ul style="list-style-type: none"> Student work product with questions about locations of objects answered with the letter and number for each object
SAT33303	The student will identify and plot markers in the first quadrant on a checkerboard grid to identify a given position.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating and plotting a position in the first quadrant when given specific coordinates
SAT33304	The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle.	<ul style="list-style-type: none"> Videotape or audiotape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle