

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

**Grade 6**

**New York State Alternate Assessment**

**GLIs and Essences****ELA – Grade 6****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

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

**AGLIs****ELA – Grade 6****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Reading-Standard 1****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*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 vs. supporting details, 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.

| <b>SATs</b>  |   | <b>ELA – Grade 6</b>   |
|--|---|--|
| <b>Required Component 1—Key Idea: Reading</b>  |   |  |
| <b>Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</b>  |   |  |
| <b>SAMPLE ASSESSMENT TASKS (SATs)</b>  |   |  |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. |   |  |
| <b>SAT Alignment to AGLI</b>   | <b>Sample Assessment Tasks</b>  | <b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>  |
| SAT11101   | The student will locate a book in a school library.   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student locating a book from the school library</li> </ul>   |
| SAT11102   | The student will select an informational text on a specific topic when presented with two or more books on different topics and/or types of text.   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and/or types of texts (e.g., novel, poem, etc.)</li> </ul> |
| SAT11107   | The student will use text feature(s) (e.g., caption, chart, title, etc.) to gather information about a given topic.   | <ul style="list-style-type: none"> <li>Videotape of the student gathering information using text feature(s) about a given topic</li> </ul>   |
| SAT11104A  | The student will attend to or read an informational text and will collect fact(s) by indicating object(s) that relate to a particular topic.<br>(e.g., topic—dogs, facts—need food, need water, some domestic, some wild, etc.)   | <ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic</li> </ul>   |
| SAT11104B  | The student will attend to or read an informational text about a topic and will collect fact(s) by pasting the fact(s) related to the topic on a graphic organizer.   | <ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the topic of the text the student attended to or read with picture(s), word(s), and/or symbol(s) for each fact(s) pasted on the organizer</li> </ul>                                 |
| SAT11105A  | The student will recognize the main idea(s) in an informational text when presented with two or more choices after attending to or reading an informational text.<br>(e.g., directions given to student “What is the main idea of the text we/you just read?”; choices: phrases, key words, etc.; Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> <li>Student work product of the student’s choice of main idea card(s) pasted next to the text</li> </ul>  |
| SAT11105B  | The student will recognize main idea in an informational text by indicating or marking the main idea within the text read or listened to.<br>(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"> <li>Student work product that includes the informational text or article with the main idea underlined, highlighted, circled, etc.</li> </ul>   |

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| SAT11106  | The student will attend to or read information about two topics and recognize the similarities or differences between the two by matching pictures of facts taken from text(s) to correct areas of a Venn diagram.<br>(e.g., plants and animals—similarities: both need water, food, and sunlight; differences: one needs soil, one needs exercise, etc.) | <ul style="list-style-type: none"> <li>• Videotape of the student attending to the text and completing the Venn diagram</li> <li>• Student work product of the Venn diagram</li> </ul>                          |
| SAT11211  | The student will use a selection of library books to identify information about one topic.<br>(Note: student demonstrates use of multiple sources for a single topic)   | <ul style="list-style-type: none"> <li>• Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from books with the sources listed</li> </ul>        |
| SAT11212  | The student will use the school library reference section or computers to acquire information on two or more related topics.  | <ul style="list-style-type: none"> <li>• Student work product showing the resources used, the two related topics, and the facts and details that the student collected</li> </ul>                               |
| SAT11203  | The student will locate the public library using a map of the city or neighborhood.   | <ul style="list-style-type: none"> <li>• Videotape of the student locating the public library</li> <li>• Sequenced, captioned, dated photographs of the student locating the public library on a map</li> </ul> |
| SAT11204  | The student will use text organizational feature(s) to locate facts and/or ideas on a specific topic in informational text(s).  | <ul style="list-style-type: none"> <li>• Videotape or audiotape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts</li> </ul>                  |
| SAT11205  | The student will use text feature(s) such as captions, charts, tables, and/or maps to gather information and use it to answer questions.  | <ul style="list-style-type: none"> <li>• Student work product showing the text feature(s) and the questions the student answered</li> </ul>   |
| SAT11206A | The student will read a short selection about a topic and highlight two or more facts in the reading selection.   | <ul style="list-style-type: none"> <li>• Student work product of text student read with the facts highlighted</li> </ul>  |
| SAT11206B | The student will read an article or passage and identify facts about the topic by answering detail questions.   | <ul style="list-style-type: none"> <li>• Student work product with detail questions answered by the student about the read article or passage</li> </ul>  |
| SAT11207  | The student will recognize opinion statements in a list of statements that include fact and opinion.  | <ul style="list-style-type: none"> <li>• Student work sample showing a list of statements with the opinions marked in an appropriate manner (e.g., bingo marker, pasted symbol, stamp of F/O, etc.)</li> </ul>  |
| SAT11208  | The student will restate or paraphrase facts and/or ideas about a topic after attending to or reading a text about the topic.   | <ul style="list-style-type: none"> <li>• Student work product with the ideas that the student came up with to restate or paraphrase facts and/or ideas about the topic from the text</li> </ul>                 |
| SAT11209  | The student will identify main idea(s) in different informational texts read aloud.<br>(Note: need to use vocabulary specific to main idea)   | <ul style="list-style-type: none"> <li>• Student work product of the main idea in different informational texts circled or marked by the student</li> </ul>   |
| SAT11210  | The student will compare or contrast the facts or ideas collected using multiple sources of information about a topic.<br>(e.g., compare or contrast weather charts from paper, Internet, TV; compare or contrast store circulars for sales, product availability; etc.)  | <ul style="list-style-type: none"> <li>• Student work product of a chart that compares or contrasts facts or ideas from different sources (chart might have three columns—higher, same, lower)</li> </ul>       |

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| SAT11309  | The student will locate and use the school or public library to check out books on a given topic and use the books to answer questions or create a report about the topic.   | <ul style="list-style-type: none"> <li>Student work product of the questions answered or informational report that the student created using the books from the library with the library books notated</li> </ul>   |
| SAT11310A | The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.   | <ul style="list-style-type: none"> <li>Student work product with facts collected from the texts to answer questions about the topic</li> </ul>  |
| SAT11310B | The student will read to collect facts by answering factual questions from two texts after reading the texts on a given topic. (e.g., about animals; weather; transportation, etc.)  | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering the questions about the topic</li> <li>Student work product of the responses the student gave to questions on facts from the text</li> </ul> |
| SAT11303  | The student will identify the main idea and/or supporting details in informational text(s). (Note: need to use vocabulary specific to main idea and/or supporting details)   | <ul style="list-style-type: none"> <li>Student work product of text with main idea and supporting details highlighted, marked, circled, etc.</li> </ul>   |
| SAT11304  | The student will relate facts and/or ideas to a chosen topic by creating a collage.  | <ul style="list-style-type: none"> <li>Student work product of collage with pictures, words, phrases, etc. representing the facts and/or ideas the student selected for the chosen topic</li> </ul>   |
| SAT11305A | The student will distinguish facts from opinions by highlighting or labeling sentences in newspaper articles as fact or opinion.   | <ul style="list-style-type: none"> <li>Student work product with sentences from newspaper articles highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc.</li> </ul>   |
| SAT11305B | The student will distinguish facts from opinions by labeling or marking whether a sentence is a fact or opinion when given a set of statements.  | <ul style="list-style-type: none"> <li>Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly</li> </ul>   |
| SAT11311  | The student will compare and/or contrast two comparable subjects using a graphic organizer. (e.g., Venn diagram, chart, etc.)  | <ul style="list-style-type: none"> <li>Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects</li> </ul>  |
| SAT11307  | The student will use facts to support a main idea by completing graphic organizer using collected facts that support the main idea indicated on the organizer. (Note: need to use vocabulary specific to main idea)  | <ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea</li> </ul>   |
| SAT11308A | The student will draw a conclusion on what is the product (cupcakes) when shown materials (muffin tins, cake mix, egg, water) being used to produce the product.   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs showing student exploring materials, choosing a picture of the product, and completing the product</li> </ul>  |
| SAT11308B | The student will draw a conclusion by indicating the conclusion including specifically why he/she made the conclusion using information from the text to back it up. (e.g., conclusion: the price of gas will continue to rise, because: the cost of a barrel of oil is rising, we use more gas than ever; etc.) | <ul style="list-style-type: none"> <li>Student work product of student conclusion and the information as to why the student came to that conclusion listed underneath it</li> </ul>   |

**GLIs and Essences****ELA – Grade 6  
(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.**

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

**AGLIs****ELA – Grade 6  
(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**

The student will:

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

The student will:

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

The student will:

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

\*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., literary term, plot, character, setting, genre, prose, 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 6  
(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.

| <b>SAT Alignment to AGLI</b> | <b>Sample Assessment Tasks</b>  | <b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>  |
|------------------------------|---|--|
| SAT12101                     | The student will select and attend to or read literature during the literacy block.   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting and attending to literature</li> <li>Data Collection Sheet (time-segment) recording student's selection as a notation for a date(s) and performance on the amount of time the student read or attended to each book the student chose</li> </ul> |
| SAT12108                     | The student will recognize literary terms (plot, character and/or setting) in a literary text(s) by answering questions using the terms when presented with pictures from the text.<br>(Note: need to use vocabulary specific to plot, character, and/or setting) | <ul style="list-style-type: none"> <li>Videotape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture</li> </ul>  |
| SAT12103                     | The student will recognize plot using pictures or phrase cards to indicate the beginning, middle, and ending sequence when asked "what is the plot of this story?".<br>(Note: need to use vocabulary specific to plot)  | <ul style="list-style-type: none"> <li>Student work product of student-sequenced pictures or phrase cards of the plot (beginning, middle, and end) based on a text</li> </ul>  |
| SAT12104                     | The student will relate an event in a text to one of his/her own personal experience by indicating the similarity(s) between the two.   | <ul style="list-style-type: none"> <li>Videotape or audiotape of the student verbalizing, signing, etc. how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)</li> </ul>   |
| SAT12105                     | The student will recognize explicit motive(s) of a character(s) by selecting an explicit motive given a set of choices.   | <ul style="list-style-type: none"> <li>Student work product of selected pictures or words that relate to the explicit motive(s) of a character(s)</li> </ul>   |
| SAT12106                     | The student will recognize that character(s) change in a story by sequencing pictures to show a character at the beginning and end of the story.<br>(e.g., changes that happen to Pinocchio throughout the story)   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, and sequencing pictures of the character at the beginning and the end of the text to show the change</li> </ul>  |
| SAT12109                     | The student will identify his/her favorite and/or least favorite story by eye gazing to select the picture that represents the story, from a selection of three stories read.   | <ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating his/her favorite and/or least favorite story by selecting the appropriate picture</li> </ul>  |

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| SAT12208A | The student will make prediction(s) based on clues in the story by answering logical prediction questions after reading or listening to the story.   | <ul style="list-style-type: none"> <li>Student work product of answers to prediction questions</li> </ul>  |
| SAT12208B | 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"> <li>Student work product listing the prediction and the clues from the story that lead to the prediction</li> </ul>   |
| SAT12202  | The student will identify his/her favorite and/or least favorite part of a story by drawing picture(s) and/or writing a sentence relating to the part.   | <ul style="list-style-type: none"> <li>Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part within a story</li> </ul>                         |
| SAT12203  | The student will relate a similar setting, event(s), and/or person from his/her experience to a setting, event(s) and/or character in a story that he/she read or listened to.<br>(Note: need to use vocabulary specific to setting, event(s), and/or character)   | <ul style="list-style-type: none"> <li>Student work product of a T-chart with character, setting, and/or event(s) from a story linked with the person, time and location, and/or occurrence from his/her experience</li> </ul> |
| SAT12209  | The student will identify key details about the plot, character(s), and/or the setting of the story by answering questions related to the story.<br>(Note: need to use vocabulary specific to plot, character(s), and/or setting)  | <ul style="list-style-type: none"> <li>Student work product with the questions about plot, character(s), and/or setting answered with details from the story</li> </ul>  |
| SAT12205  | The student will identify the implicit motive(s) of character(s) in text(s) by indicating the appropriate answer(s) given a set of choices.  | <ul style="list-style-type: none"> <li>Student work product showing the text(s) and the character(s) with the implicit motive(s) selected by the student for the character</li> </ul>  |
| SAT12206  | The student will identify a change(s) in a character by role playing to show the change(s) that occurred to a character in a story.  | <ul style="list-style-type: none"> <li>Videotape of the student performing the role of a character that changes within a story</li> </ul>  |
| SAT12207  | The student will identify characteristics of texts to differentiate genres by indicating two or more genres and the characteristics that represent that genre.   | <ul style="list-style-type: none"> <li>Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's characteristics of each</li> </ul>   |
| SAT12301A | The student will explain what happens in a story in sequence by paraphrasing the overall plot of the story or one of the plot events from the story.   | <ul style="list-style-type: none"> <li>Student work product with the paraphrased sequence of the story or event within the story</li> </ul>  |
| SAT12301B | The student will explain what happens in a story in sequence by drawing or selecting pictures showing the overall plot starting at the beginning to how the story ended.   | <ul style="list-style-type: none"> <li>Student work product of the sequenced drawings or selected pictures about the plot</li> </ul>   |
| SAT12311  | The student will provide details about events in a story by answering questions related to the events from the beginning, middle, and/or end of the story.<br>(e.g., who did (event) in the beginning of the story; at the end of the story where did (event) occur; when did (event) happen at the beginning, middle, or end; how did (event) first come about; etc.) | <ul style="list-style-type: none"> <li>Student work product of the student's responses to questions related to events in story</li> </ul>  |

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| SAT12303  | The student will identify a change(s) in a character and/or their personality reflected in the character's actions and/or words by indicating how a character is at the beginning, at the change, and at the end of the story. | <ul style="list-style-type: none"> <li>Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end through the things he/she say or how he/she acts in the story</li> </ul> |
| SAT12304  | The student will make a prediction about a character's actions using details from a story.   | <ul style="list-style-type: none"> <li>Audiotape of the student discussing the details of the story and making a predication about character actions</li> </ul>   |
| SAT12305  | The student will recognize that the same story can be told in different genres by telling how a story written in two different genres is alike.  | <ul style="list-style-type: none"> <li>Videotape or audiotape of the student indicating the similarities of a story from two different genres</li> </ul>  |
| SAT12306  | The student will identify the author's message in a story, play, or movie clip by identifying the correct symbol for the message from a group of symbols.  | <ul style="list-style-type: none"> <li>Student work product of a worksheet with appropriate author's message answers marked</li> </ul>  |
| SAT12307  | The student will explain the author's message using details from a story when asked to indicate the author's message and the details that relate to the message.   | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when answering an author's message question with the correct details indicated</li> </ul>   |
| SAT12308  | The student will distinguish prose from poetry by indicating prose or poetry for each piece in a set of choices.   | <ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating poetry or prose for each piece in a set of choices</li> </ul>  |
| SAT12312A | The student will recognize the poetic element of using rhymes in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.  | <ul style="list-style-type: none"> <li>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</li> </ul>                          |
| SAT12312B | The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.  | <ul style="list-style-type: none"> <li>Student work product of a poem with student highlights on each of the rhyming words</li> </ul>   |
| SAT12310  | The student will identify sensory details in a story or poem by indicating each detail as appropriate.   | <ul style="list-style-type: none"> <li>Student work product of text with red stickers over words related to taste; yellow stickers over sound words</li> </ul>  |

| <b>GLIs and Essences</b>  |  | <b>ELA – Grade 6<br/>(cont'd)</b>   |
|---|--|---|
| <b>Required Component 2—Key Idea: Writing</b>   |  |   |
| <b>Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</b> |  |   |
| <b>ELA Core Curriculum (2005)</b>   | <b>Grade Level Indicators (GLI)</b>  | <b>Essence of Indicators</b>  |
| Pg. 48  | <ul style="list-style-type: none"> <li>• Use at least three sources of information, with appropriate citations, to develop reports</li> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul> | <ul style="list-style-type: none"> <li>• Take notes to record data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information</li> </ul> |

**AGLIs****ELA – Grade 6  
(cont'd)****Required Component 2**—Key Idea: Writing**Choice Component 1**—Standard 1: Students will read, write, listen, and speak for **information and understanding**.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Writing-Standard 1****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*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, explicit text, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

## SATs

# ELA – Grade 6

(cont'd)

**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  |
|-----------------------|--|---|
| SAT21101              | The student will identify the main idea for note-taking from an informational text by selecting the main idea using picture(s) or phrase(s) from a set of choices.<br>(Note: need to use vocabulary specific to main idea)   | <ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when indicating the main idea for note-taking</li> <li>• Student work product that includes the title of the text, choices, and the student's selection of main idea</li> </ul>  |
| SAT21102              | The student will separate main idea(s) from details by sorting pictures, phrases, or symbols into two categories: main idea(s) and details.<br>(Note: need to use vocabulary specific to main idea)  | <ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student being given a pile of cards and the text, then sorting main idea card(s) into one pile and detail cards into another pile</li> <li>• Student work product of a T-chart showing main idea(s) on one side and details on the other</li> </ul> |
| SAT21106              | The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.  | <ul style="list-style-type: none"> <li>• Student work product of the student-summarized information using pictures, symbols, phrases, etc.</li> </ul>   |
| SAT21107              | The student will arrange events in a logical sequence by placing the correct picture from a text with the corresponding time-ordered word.   | <ul style="list-style-type: none"> <li>• Student work product of the words first, next, and last with the student placed pictures next to them</li> </ul>   |
| SAT21105A             | The student will create a picture related to a text by placing stickers or drawing a picture related to information about the topic from the text.<br>(e.g., topic—erosion: stickers of wind, water, removal of soil; topic—pet care: drawing of a person feeding a pet) | <ul style="list-style-type: none"> <li>• Student work product of the topic from a text with stickers or the drawing relating to information from the text</li> </ul>  |
| SAT21105B             | The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or personal experience by completing a chart or graphic organizer with the specific information.  | <ul style="list-style-type: none"> <li>• Student work product of completed chart or graphic organizer that gives information about a text or personal experience</li> </ul>   |
| SAT21201              | The student will identify the main idea from two or more paragraphs of a text(s) that the student has read or listened to.<br>(Note: need to use vocabulary specific to main idea)   | <ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when identifying the main ideas from specific paragraphs of a text</li> </ul>  |

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|-----------|--|--|
| SAT21202  | The student will identify detail(s) and/or example(s) that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and then indicating a choice relating to the detail(s) and/or example(s) from the text</li> </ul>          |
| SAT21208  | The student will recognize the basic relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship.   | <ul style="list-style-type: none"> <li>Videotape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and/or ideas in a text</li> </ul> |
| SAT21209  | The student will identify relevant facts or ideas related to the main idea given a set of choices.<br>(i.e., topic—Types of Pets: relevant—dog, cat, hamster, horse, etc.; irrelevant—what they eat, what type of house they need, etc.; Note: need to use vocabulary specific to main idea)   | <ul style="list-style-type: none"> <li>Student work product of worksheet showing topic, main idea, and the relevant facts or ideas that the student selected</li> </ul>  |
| SAT21210A | The student will create a general statement comparing two things.  | <ul style="list-style-type: none"> <li>Student work product of the comparison between two different animals using words, signing, pictures, or symbols</li> </ul>  |
| SAT21210B | The student will create a general statement contrasting two things.  | <ul style="list-style-type: none"> <li>Videotape or audiotape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.</li> </ul>   |
| SAT21211  | The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least.<br>(Note: need to use vocabulary specific to main idea)  | <ul style="list-style-type: none"> <li>Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text</li> </ul>                         |
| SAT21207  | The student will use one or more steps of the writing process to create a simple paragraph.  | <ul style="list-style-type: none"> <li>Student work product showing all stages of the student's work throughout the writing process</li> </ul>   |
| SAT21301  | The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading, or listening to a text.   | <ul style="list-style-type: none"> <li>Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer</li> </ul>   |
| SAT21308  | The student will recognize relationships between data, facts, and/or ideas from a text by completing a web graphic organizer.  | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas on a felt board web organizer</li> </ul>  |
| SAT21303  | The student will distinguish relevant from irrelevant facts or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which are relevant to the specific topic and those which are irrelevant.<br>(i.e., topic—Pet Care: relevant—grooming, food, vet, etc.; irrelevant—breeds of dogs, types of pets) | <ul style="list-style-type: none"> <li>Videotape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and one for irrelevant facts</li> </ul>   |

|          |   |  |
|----------|---|--|
| SAT21309 | <p>The student will organize the main idea and supporting details or examples into an appropriate organizational format by indicating from a choice of two which format will work best given the main idea and supporting details or examples.</p> <p>(Note: need to use vocabulary specific to main idea and supporting details or examples)</p>   | <ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details or examples</li> </ul>                            |
| SAT21310 | <p>The student will compose the answers to literal questions related to a text in the organizational format of complete answers.</p>  | <ul style="list-style-type: none"> <li>• Student work sample of the student's complete answers to literal questions based on a text (e.g., "How long has Albany been the capital of New York State?" "Albany has been the capital of for 211 years.")</li> </ul> |
| SAT21306 | <p>The student will compare facts by completing a graphic organizer that shows a comparison of factual information.</p> <p>(e.g., Factual information—sizes of cities in New York based on population: T-chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)</p> | <ul style="list-style-type: none"> <li>• Student work product of the student's comparison using a graphic organizer</li> </ul>   |
| SAT21311 | <p>The student will compose a conclusory sentence to compare or contrast two people.</p>  | <ul style="list-style-type: none"> <li>• Student work product of the conclusory sentence indicating the comparison of similar characteristics of the two people or the contrast of different characteristics of two people</li> </ul>                            |

**GLIs and Essences****ELA – Grade 6  
(cont'd)****Required Component 2—Key Idea: Writing****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

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

| <b>AGLIs</b>   |   | <b>ELA – Grade 6<br/>(cont'd)</b>  |
|--|---|--|
| <b>Required Component 2—Key Idea: Writing</b>  |   |  |
| <b>Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>   |   |  |
| <b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>   |   |  |
| <b>POSSIBLE ENTRY POINTS for Writing-Standard 2</b>  |   |  |
| <b>Less Complex</b>  | ◀.....◀.....◀.....▶.....▶.....▶   | <b>More Complex</b>  |
| <p>The student will:</p> <ul style="list-style-type: none"> <li>compose story(s) using personal experience(s) (22106)</li> <li>begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)</li> <li>compose response to literary questions about plot, character, and/or setting (22108)</li> <li>identify characteristic(s) of writing style in favorite story(s) (22104)</li> <li>create picture(s), symbol(s), object(s), etc. to communicate a story (22105)</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>compose story(s) with original plot and/or character(s) with some development (22207)</li> <li>use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202)</li> <li>identify details in stories that develop plot (problem/conflict) and/or the character(s) (relationships, motivation) (22203)</li> <li>recognize details of setting in story(s) (22204)</li> <li>compose response to explicit questions about story(s) using related vocabulary (22208)</li> <li>recognize writing style(s) of various author(s) (22206)</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>compose original story(s) with well developed or defined plot, character(s), and/or setting (22306)</li> <li>write responses to story(s) using the writing process (22302)</li> <li>demonstrate an understanding of plot and/or character by using story element vocabulary(22307)</li> <li>use the writing process to develop clear, concise, and/or varied sentences (22304)</li> <li>begin to develop a personal writing style (22305)</li> </ul> |

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., create, compose, literary question, character, plot, setting, 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 6  
(cont'd)****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.

| <b>SAT Alignment to AGLI</b> | <b>Sample Assessment Tasks</b>   | <b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>  |
|------------------------------|--|--|
| SAT22106                     | The student will compose a story relating to a personal experience(s).   | <ul style="list-style-type: none"> <li>Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experience(s)</li> </ul>   |
| SAT22107A                    | The student will begin to use the initial steps of the writing process by using the prewriting and drafting steps of the writing process to create a simple story.   | <ul style="list-style-type: none"> <li>Student work product showing the process, using words, symbols, or other modes, for prewriting and drafting steps of creating a story</li> </ul>  |
| SAT22107B                    | The student will begin to use the initial steps of the writing process by using a graphic organizer as a first step of the writing process for organization and/or brainstorming.  | <ul style="list-style-type: none"> <li>Student work product of the graphic organizer with the beginning information completed by the student</li> </ul>  |
| SAT22108                     | The student will compose a response to literary questions about plot, character, and/or setting for a story using written language or picture symbols.<br>(Note: need to use vocabulary specific to plot, character, and/or setting)                 | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when composing responses to questions about the plot, character, and/or setting in a story</li> <li>Student work product showing the responses the student composed to literary questions</li> </ul>                         |
| SAT22104                     | The student will identify characteristic(s) of writing style in a favorite story(s) by indicating the story(s) with a specific point of view.<br>(e.g., first or third person)   | <ul style="list-style-type: none"> <li>Videotape of the student indicating a text(s) by the characteristic of a writing style with specific point of view</li> </ul>   |
| SAT22105A                    | The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life.<br>(e.g., bottle [infant], favorite toy [toddler], favorite book [school age], etc.) | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline</li> </ul> |
| SAT22105B                    | The student will create picture(s) for a story based on a personal experience.   | <ul style="list-style-type: none"> <li>Student work product of picture(s) showing the story that the student created with a notation to indicate the story</li> </ul>  |

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|----------|---|--|
| SAT22207 | The student will create an original story in which he/she identifies details that develop the plot (problem/conflict) and the character(s) (relationships, motivation, etc.) of the story.                                    | <ul style="list-style-type: none"> <li>• Student work product of a student's original text with words or phrase cards selected for the plot and character(s)</li> </ul>  |
| SAT22202 | The student will edit his/her own text using the writing process.   | <ul style="list-style-type: none"> <li>• Student work product of his/her own text before and after student edits</li> </ul>  |
| SAT22203 | The student will identify details in a story that develop the plot and/or character(s) of the story.<br>(Note: need to use vocabulary specific to plot, and/or character(s))  | <ul style="list-style-type: none"> <li>• Student work product of a graphic organizer of the plot details and/or character traits with details from the story</li> </ul>  |
| SAT22204 | The student will recognize the details of the setting by selecting words or pictures that are used in the story to develop the setting.<br>(Note: need to use vocabulary specific to setting)                                 | <ul style="list-style-type: none"> <li>• Videotape of the student looking at pictures or word cards of possible setting details and selecting those related to the story read</li> </ul>   |
| SAT22208 | The student will create a response to explicit questions by selecting the correct or most appropriate responses from a given set of pictures or words to create applicable responses with vocabulary related to the story(s). | <ul style="list-style-type: none"> <li>• Student work product consisting of responses completed by the student using picture or word cards</li> <li>• Data Collection Sheet recording student performance when selecting related word cards and creating sentences in response to the explicit questions about a specific story</li> </ul> |
| SAT22206 | The student will recognize the writing style(s) of various author(s) by indicating which style is most associated with a particular author.   | <ul style="list-style-type: none"> <li>• Student work product with line drawn from a particular writing style to the author most associated with the style</li> <li>• Videotape of the student being presented with writing style cards and then indicating the writing style that is most associated with an author</li> </ul>            |
| SAT22306 | The student will create an original, well-developed story with a well developed or defined plot, character(s), and/or setting.  | <ul style="list-style-type: none"> <li>• Student work product of a created story with plot, character(s), and/or setting clearly defined or developed</li> </ul>   |
| SAT22302 | The student will write responses to a story using the writing process to answer questions posed by the teacher regarding a story read.  | <ul style="list-style-type: none"> <li>• Videotape of the student using the writing process to develop responses to questions posed by the teacher</li> <li>• Student work product showing the student's written responses to questions with a notation indicating the writing process the student used</li> </ul>                         |
| SAT22307 | The student will demonstrate an understanding of plot and/or character by using the vocabulary to identify the story element(s) that relate to each in a given text.  | <ul style="list-style-type: none"> <li>• Student work product with story element(s) (plot and/or character) defined on the worksheet and an example of plot and/or character from a given text provided next to the definition(s)</li> </ul>   |
| SAT22304 | The student will use one or more steps of the writing process to develop clear, concise, and/or varied sentences.   | <ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise, and/or varied sentences</li> </ul>  |
| SAT22305 | The student will begin to develop a personal writing style using one or more steps of the writing process..   | <ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) he/she used for the beginning development or usage of a particular personal writing style</li> </ul>   |

# **Mathematics NYSAA Frameworks**

## **Grade 6**

**New York State Alternate Assessment**

**MATH – Grade 6****GLIs and Essences****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Systems**

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

**AGLIs****MATH – Grade 6****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Systems****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*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, fraction, integer, percent, 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 integers within range given in AGLI and does not have to include all outlined in range.

| <b>SATs</b>  |  | <b>MATH – Grade 6</b>  |
|--|--|--|
| <b>Required Component 1—Strand: Number Sense and Operations</b>  |  |  |
| <b>Choice Component 1—Band: Number Systems</b>   |  |  |
| <b>SAMPLE ASSESSMENT TASKS (SATs)</b>  |  |  |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. |  |  |
| <b>SAT Alignment to AGLI</b>   | <b>Sample Assessment Tasks</b>   | <b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>  |
| SAT11105   | The student will identify the first digit of two numbers already rounded to the nearest billion by marking the first digits and compare the numbers by indicating the larger or smaller number as requested.<br>(e.g., rounded numbers: 4,000,000,000; 7,000,000,000; 1,000,000,000; etc.)   | <ul style="list-style-type: none"> <li>Student work product showing the first digit in two rounded numbers marked by the student and indicating the largest or smallest number</li> </ul>  |
| SAT11106A  | The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from least to greatest (or greatest to least).  | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the first digit in the rounded numbers and then the order the student placed them in</li> </ul>                                   |
| SAT11106B  | The student will identify the first digit of three numbers already rounded to the nearest billion by highlighting, circling, or marking and order these numbers by placing them in order from greatest to least.   | <ul style="list-style-type: none"> <li>Student work product showing first digits highlighted, circled, or marked and numbers placed in correct order as requested</li> </ul>   |
| SAT11107A  | The student will recognize 50% represents the same amount as $\frac{1}{2}$ of the whole by sorting items that have $\frac{1}{2}$ written on them into the same pile as items with 50% written on them from a varied set of items.<br>(e.g., choices presented: $\frac{1}{2}$ of a circle, $\frac{1}{4}$ of a square, 50% of a triangle, 75% of a square—the student sorted the circle with $\frac{1}{2}$ written on it and the triangle with 50% written on it into the same pile, etc.) | <ul style="list-style-type: none"> <li>Videotape of the student selecting the items that indicate <math>\frac{1}{2}</math> and indicate 50% and placing them in one pile together separated from the other sets of items</li> </ul>        |
| SAT11107B  | The student will recognize that 50% represents $\frac{1}{2}$ of the whole by looking at a half shape and a whole shape and indicating the half shape when asked, “Where is one half?” and the half shape when asked, “Where is 50 percent?”  | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when identifying the same items when asked two different questions about <math>\frac{1}{2}</math> and 50%</li> </ul>               |
| SAT11107C  | The student will recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole when presented with representations of different percentages (e.g., 50%, 75%, 10%, etc.) by indicating the 50% representation when asked “Which is $\frac{1}{2}$ ?”, “Show me $\frac{1}{2}$ .”, etc.  | <ul style="list-style-type: none"> <li>Student work product showing images of items as 50%, 75%, 10%, etc. and the item the student marked when asked which is <math>\frac{1}{2}</math>, show me <math>\frac{1}{2}</math>, etc.</li> </ul> |

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| SAT11108A | <p>The student will compare integers using positive and/or negative numbers by using a set of stairs as a number line to show higher/greater or lower/lesser position.</p> <p>(e.g., teacher provides: +2 and -3; 0 and -5, +4 and -4, etc.—student places the numbers on the stair number line in the appropriate positions; Note: sets could include any integers between -10 and 10)</p>   | <ul style="list-style-type: none"> <li>Student work product of the placement of different positive and/or negative integers on the number line of “stairs” to compare positions</li> </ul>   |
| SAT11108B | <p>The student will compare integers and/or unit fractions using a number line by indicating two or more integers and/or fractions that are greater or less than a teacher identified integer and/or fraction.</p> <p>(e.g., teacher identifies the integer 4 on the number line that shows integers from -5 to 5 and requests the student to indicate any two integers that are less than 4 on the number line—student circles, highlights, marks, etc. the integers 2 and -1 or 3 and 0 or 2 and 1, etc.; Note: sets could include any integers between -10 and 10)</p> | <ul style="list-style-type: none"> <li>Student work product showing the number line with the teacher identified integer and/or unit fraction including the requested comparison (greater than or less than) and student response of circled, highlighted, etc. integers and/or unit fractions that are greater or less than the identified number</li> </ul> |
| SAT11108C | <p>The student will order three or more integers and/or unit fractions by placing cards or writing numbers on a blank or partially completed number line.</p> <p>(e.g., teacher gives the student the integers 9, 4, and 7—student orders the integer in the sequence of 4, 7, 9 on the number line; Note: sets could include any integers between -10 and 10)</p>  | <ul style="list-style-type: none"> <li>Student work product showing the ordering of integers and/or unit fractions on a blank or partially completed number line</li> </ul>  |
| SAT11205  | <p>The student will identify the first two digits of ten-digit numbers rounded to nearest hundred million by indicating the appropriate digits and then compare these two rounded numbers by indicating greater than, less than, or equal to using the symbols/words.</p> <p>(e.g., rounded numbers: 4,100,000,000; 4,200,000,000; 4,300,000,000; etc.)</p>   | <ul style="list-style-type: none"> <li>Student work product showing the student indicated first two digits in the rounded numbers and greater than, less than, or equal to indicated in between the two numbers</li> </ul>   |
| SAT11206  | <p>The student will identify the first two digits of ten-digit numbers already rounded to the nearest hundred million by indicating the appropriate digits and then order three or more of these numbers in descending or ascending order.</p> <p>(e.g., rounded numbers: 5,300,000,000; 7,100,000,000; 5,500,000,000; etc.)</p>  | <ul style="list-style-type: none"> <li>Student work product with the student indicated first two digits in the rounded numbers and then the correct order of three or more of these numbers</li> </ul>   |
| SAT11207  | <p>The student will identify commonly used percents and their fractional equivalents by drawing a line from one to the other or pasting the percents and fractions next to each other.</p> <p>(e.g., <math>10\% = \frac{1}{10}</math>, <math>25\% = \frac{1}{4}</math>, <math>50\% = \frac{1}{2}</math>, <math>100\% = \frac{5}{5}</math>, etc.)</p>  | <ul style="list-style-type: none"> <li>Student work product showing the student identified the equivalents of a percent to a fraction or vice versa</li> </ul>   |

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|-----------|---|---|
| SAT11208A | The student will order integers by placing symbols or words for integers within the range of $-20$ to $+20$ on a thermometer that already contains some of these integers.<br>(Note: sets could include any integers between $-20$ and $20$ )   | <ul style="list-style-type: none"> <li>Student work product showing that the student filled in the missing integers on a thermometer containing some integers from <math>-20</math> to <math>+20</math></li> </ul>  |
| SAT11208B | The student will compare integers and/or unit fractions by indicating greater than, less than, or equal to using the symbols/words.<br>(Note: sets could include any integers between $-20$ and $20$ )  | <ul style="list-style-type: none"> <li>Student work product with greater than, less than, or equal to indicated for each set(s) of integers and/or unit fractions</li> </ul>  |
| SAT11305  | The student will identify the first three digits of two or more ten-digit numbers already rounded to the nearest ten million by indicating the appropriate digits and then compare by indicating the largest or smallest number.<br>(e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)          | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when indicating the first three digits and then circling the largest or smallest of the numbers</li> <li>Student work product showing the first three digits that the student indicated and the larger or smallest number indicated by the student</li> </ul> |
| SAT11306  | The student will identify the first three digits of three or more ten-digit numbers already rounded to the nearest million by indicating the appropriate digits and then order these numbers by least to greatest (or greatest to least).<br>(e.g., rounded numbers: 5,645,000,000; 2,347,000,000; 4,231,000,000; etc.) | <ul style="list-style-type: none"> <li>Student work product indicating the first three digits in a ten-digit number already rounded to the nearest hundred million by highlighting, circling, underlining, etc. the first three digits and the correct order of three or more of these numbers</li> </ul>   |
| SAT11307A | The student will solve real world problems involving commonly used percents by determining prices in advertisements that indicate a percentage off or savings.  | <ul style="list-style-type: none"> <li>Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item calculated with the percent off</li> </ul>   |
| SAT11307B | The student will solve problems involving commonly used percents by identifying a percentage of “happy” friends versus “tired” friends when given the feelings of ten friends or classmates.  | <ul style="list-style-type: none"> <li>Student work product of a percentage figured out based on a student comparison</li> </ul>  |
| SAT11308A | The student will order integers, fractions, and/or percents given a mixed set of cards by placing cards in ascending or descending order.   | <ul style="list-style-type: none"> <li>Student work product showing the ordered integers, fractions, or percents</li> </ul>   |
| SAT11308B | The student will compare integers, fractions, and/or percents by indicating greater than, less than, or equal to using the symbols/words.   | <ul style="list-style-type: none"> <li>Student work product showing the set(s) of integers, fractions, and/or percents with greater than, less than, or equal to indicated in between the two items</li> </ul>  |

**GLIs and Essences****MATH – Grade 6  
(cont'd)****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations**

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

**AGLIs****MATH – Grade 6  
(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 and/or subtract simple unit fractions ( $\frac{1}{2}, \frac{1}{4}$ ) using one or more strategies (13104)
- compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105)
- add, subtract, multiply and/or divide integers using one or more strategies (13106)
- identify a whole and its parts (13107)

The student will:

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

The student will:

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

\*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., integer, operation, decimal, fraction, strategy, algebraic (or numeric) expression, order of operations, evaluate/solve, 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.

\*\* Expression must be presented horizontally, student may solve it by putting it into a vertical (working format) before indicating the answer.

## SATs

# MATH – Grade 6

(cont'd)

**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              | <p>The student will add and/or subtract simple fractions using a pictorial display.</p> <p>(e.g., addition fraction: picture of <math>\frac{1}{2}</math> pizza + picture of <math>\frac{1}{4}</math> pizza =, choices presented to the student picture of <math>\frac{4}{4}</math> pizza or picture of <math>\frac{3}{4}</math> pizza, the student select the picture of <math>\frac{3}{4}</math> pizza)</p> | <ul style="list-style-type: none"> <li>Student work product of illustrating simple addition and/or subtraction of fractions using pictorial displays where the student selects the answer from a choice of two</li> </ul>  |
| SAT13105              | <p>The student will order percents 10, 25, 50, and 100 and their decimal or fractional equivalents.</p> <p>(e.g., 10% - <math>\frac{1}{10}</math>; 25% - <math>\frac{1}{4}</math>; 50% - <math>\frac{1}{2}</math>; 100% - <math>\frac{5}{5}</math>;</p> <p>(Note: ordering problems shown (in total) must include all of the percents and decimal or fractional equivalents)</p>                             | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it</li> <li>Student work product showing percent and decimal or fraction cards placed in ascending order</li> </ul>   |
| SAT13106A             | <p>The student will add, subtract, multiply, and/or divide integers using one or more strategies on a given worksheet.</p> <p>(Note: possible strategies – calculator, multiplication table, number line, base ten blocks, memory strategies, etc.)</p>  | <ul style="list-style-type: none"> <li>Student work product of completed worksheet with the strategy(s) used by the student notated by the teacher</li> </ul>  |
| SAT13106B             | <p>The student will use a beginning strategy of addition using manipulatives by adding one more to a given set of objects.</p>   | <ul style="list-style-type: none"> <li>Videotape of the student adding one more item to a set of objects to show addition</li> </ul>   |
| SAT13107              | <p>The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of objects.</p>   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole</li> <li>Student work product showing a whole object and part of an object with whole pasted underneath the whole object and also showing parts that would make the whole object pasted underneath the whole object shown</li> </ul> |

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| SAT13203  | <p>The student will add, subtract, multiply, and/or divide fractions with a common denominator using one or more strategies.<br/>(Note: possible strategies – fraction models, pictorial display, calculators, etc.)</p>   | <ul style="list-style-type: none"> <li>• Student work product indicating the student's solution to the given problem with the strategy(s) used by the student notated by the teacher</li> </ul>  |
| SAT13204A | <p>The student will relate fractions to decimal money amounts using one or more strategies.<br/>(e.g., <math>\frac{10}{100} = \frac{1}{10} = \\$0.10</math>; <math>\frac{2}{10} = \\$0.20</math>; <math>\frac{5}{10} = \\$0.50</math>;<br/>organizing equivalent amounts in chart with columns labeled Fraction and Decimal; Note: possible strategies – fraction models with 10 x 10 grids, calculators, etc.)</p>  | <ul style="list-style-type: none"> <li>• Videotape of the student relating a given fraction to its monetary equal using a number line divided into tenths and labeled with money equivalents</li> <li>• Student work product showing lines drawn between a fraction and its decimal money equivalent with notation indicating strategy(s) used</li> </ul>                          |
| SAT13204B | <p>The student will relate fractions (as tenths) to their percent equivalents using one or more strategies.</p>  | <ul style="list-style-type: none"> <li>• Student work product of a T-chart with fractions on one side and the percent equivalents written or pasted next to the correct fractions with notation indicating strategy(s) used</li> <li>• Student work product showing lines drawn between a fraction and its percent equivalent with notation indicating strategy(s) used</li> </ul> |
| SAT13303  | <p>The student will add, subtract, and/or multiply fractions using one or more strategies.<br/>(Note: possible strategies – fraction models, pictorial display, calculators, etc.)</p>   | <ul style="list-style-type: none"> <li>• Student work product indicating the student's solution to the given problems and the strategy(s) notated by the teacher</li> </ul>  |
| SAT13304A | <p>The student will solve numerical expressions involving two or more steps using appropriate order of operations by indicating solutions to numerical expressions presented.<br/>(Note: expression must be presented horizontally, student may solve it vertically)</p>   | <ul style="list-style-type: none"> <li>• Student work product showing a set of simple numerical expressions (using whole numbers and 2 or more operations) and the student's answer when solving these expressions</li> </ul>  |
| SAT13304B | <p>The student will evaluate multi-step numerical expressions in correct order of operations by indicating which operation to apply first by circling the first operation within the expression.<br/>(e.g.,<br/> <math display="block">(3 + 4) + 2 =</math> <math display="block">\textcircled{(3 + 4)} + 2 =</math> <math display="block">7 + 2 = 9</math> <br/>(Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to figure out the operation that applies first)</p> | <ul style="list-style-type: none"> <li>• Videotape of the student indicating the correct order of operations given simple whole number expressions</li> </ul>  |

**GLIs and Essences****MATH – Grade 6  
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 1—Band: Variables and Expressions**

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

| <b>AGLIs</b>  |   | <b>MATH – Grade 6<br/>(cont'd)</b>   |                     |  |
|---|---|--|---------------------|--|
| <b>Required Component 2—Strand: Algebra</b>   |   |  |                     |  |
| <b>Choice Component 1—Band: Variables and Expressions</b>   |   |  |                     |  |
| <b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>  |   |  |                     |  |
| <b>POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions</b>  |   |  |                     |  |
| <b>Less Complex</b>   |   | ◀.....◀.....◀.....▶.....▶.....▶  | <b>More Complex</b> |  |
| <p>The student will:</p> <ul style="list-style-type: none"> <li>• use whole numbers and the symbol + and/or – to translate verbal/written expression(s) into numerical expression(s) (41104)**</li> <li>• find the value of numerical expression(s) involving whole numbers (41105)***</li> <li>• compare using the term(s) equal to, greater than, and/or less than (41106)</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• use numerals and the symbols +, –, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)**</li> <li>• evaluate numerical expressions (41202)***</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)**</li> <li>• evaluate and/or simplify algebraic expressions (41302)***</li> </ul> |                     |  |

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., algebraic (or numeric) expression, whole number, evaluate/solve in algebra AGLIs (find the value), numeral, variable, operation, 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.

\*\* Student must show/select the numeric/algebraic expression. For the translated expression to be considered correct it must be horizontal and does not include an = sign. Also, the student only needs to translate the verbal/written expression and does not need to solve it.

\*\*\* Expression must be presented horizontally, student may solve it by putting it into a vertical (working format) before indicating the answer.

**SATs****MATH – Grade 6  
(cont'd)****Required Component 2**—Strand: Algebra**Choice Component 1**—Band: Variables and Expressions**SAMPLE ASSESSMENT TASKS (SATs)**

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

| <b>SAT Alignment to AGLI</b> | <b>Sample Assessment Tasks</b>  | <b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>   |
|------------------------------|---|---|
| SAT41104A                    | The student will use whole numbers and + or – to translate verbal/written expression(s) by indicating the correct numerical expression. (e.g., expression: “I had five pencils and gave a friend three of them.”-choices: $5 + 3$ , $5 - 3$ , $5 - 2$ ; expression: “seven minus four”-choices: $4+7$ , $7-4$ , $7-3$ ; expression: “10 plus 10”-choices: $10-0$ , $1+10$ , $10+10$ ; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve) | <ul style="list-style-type: none"> <li>• Videotape of the student listening to the verbal expression or being given the written expression and choosing or writing the correct numerical expression that goes with the verbal/written expression</li> </ul> |
| SAT41104B                    | The student will use whole numbers and + or – to translate verbal/written expression(s) in word problem(s) into numerical expression(s). (e.g., problem: “Kelly ran 4 miles on Tuesday and ran 3 miles on Wednesday.”- translation “ $4+3$ ”; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)   | <ul style="list-style-type: none"> <li>• Student work product with verbal expression(s) given or the written expression(s) and the student's translated numerical expression(s)</li> </ul>  |
| SAT41105A                    | The student will find the value of numerical expression(s) that use the addition symbol and/or the subtraction symbol. (Note: expression must be presented horizontally, student may solve it vertically)   | <ul style="list-style-type: none"> <li>• Student work product containing numerical expression(s) with value(s) indicated by the student</li> </ul>  |
| SAT41105B                    | The student will find the value of numerical expression(s) using manipulatives. (e.g., $2 + 3 = \underline{\quad? \quad}$ ; Note: expression must be presented horizontally, student may solve it vertically)   | <ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student solving numerical expression(s) using sets of blocks or stickers</li> </ul>   |
| SAT41106A                    | The student will compare sets of numbers or items using the symbol/word for the term(s) equal to, greater than and/or less than. (e.g., shown 2 $\underline{\quad}$ 2, the student chooses the equal to (=) symbol card; shown 3 CDs and 6 CDs, the student chooses the less than word card; etc.)  | <ul style="list-style-type: none"> <li>• Student work product showing sets of numerals or items with the student indicated symbol/word for greater than, less than, and/or equal to (using the appropriate mathematics terms)</li> </ul>                    |

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| SAT41106B | <p>The student will compare numbers or items using term(s) equal to, greater than, or less than by demonstrating or completing the requested comparison (“show me...”).</p> <p>(e.g., requested comparison “equal to”: shown a picture of two pencils and requested “show me an equal set”, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils; requested comparison “greater than”: given the number 4 and requested to “show me a number that is greater than 4”, the student indicates the number 10 from a set of choices; etc.)</p> | <ul style="list-style-type: none"> <li>• Student work product showing the given numbers or items and the requested comparison indicated with the demonstrated or completed comparison by the student</li> </ul>   |
| SAT41203A | <p>The student will use numerals and +, −, ×, and/or ÷ to translate verbal/written expressions into numerical expressions.</p> <p>(e.g., the teacher states “one plus nine”, student writes <math>1 + 9</math>; the teacher writes “six minus two”, student writes <math>6 - 2</math>; the teacher states or writes “I bought 2 fiction books, each costing \$4.00 and one map book costing \$2.00.”, the student writes <math>(2 \times 4.00) + 2.00</math>; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve)</p>      | <ul style="list-style-type: none"> <li>• Student work product that shows the related numerical expressions for given verbal/written expressions</li> </ul>  |
| SAT41203B | <p>The student will use numerals and +, −, ×, and/or ÷ to translate verbal/written expressions by indicating the correct numerical expression from a set of choices.</p> <p>(e.g., expression: “10 plus 7”; choices presented: 7-10, 1+7, 10+7; “I bought 4 oranges, each costing \$1.00, and 1 sandwich costing \$3.00.”; choices presented: <math>(4 \times 1) + 3</math>; <math>4 + 1 + 3</math>; <math>4 + (4 + 4) + 2</math>; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve)</p>                                 | <ul style="list-style-type: none"> <li>• Sequenced, captioned, dated photographs of the student listening to the verbal expressions or looking at the written expressions and choosing the correct numerical expressions from the set of three numerical expressions</li> </ul> |
| SAT41203C | <p>The student will use numerals and +, −, ×, and/or ÷ to translate verbal/written expressions from word problems into a numerical expression.</p> <p>(e.g., Ann Marie has 2 pencil’s and was given 2 more—translates into <math>2 + 2</math>; Jamie has 5 books and Joe takes 2 of her books—translates into <math>5 - 2</math>; Note: student must show/select the numerical expression (which must be horizontal and does not include an = sign) and does not need to solve the problem)</p>  | <ul style="list-style-type: none"> <li>• Student work product with the verbal expressions given or the written expressions and the student’s translated numerical expressions</li> </ul>  |

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| SAT41202  | <p>The student will evaluate numerical expressions to find the value of them.<br/>(e.g., <math>1 + 3</math>—student indicates or writes 4; <math>10 - 2</math>—student indicates or writes 8; <math>4 + 2 + 3</math>—student indicates or writes 9; <math>1 + 5 - 2</math>—student indicates or writes 4; etc.; Note: expression must be presented horizontally, student may solve it vertically)</p>  | <ul style="list-style-type: none"> <li>Student work product showing the numerical expressions and the value the student determined for each expression</li> </ul>   |
| SAT41303  | <p>The student will use numerals, variables, and operation symbols to translate verbal/written expressions into algebraic expressions.<br/>(e.g., teacher says “six plus how many” and the student writes or selects the expression that shows “<math>6 + ?</math>”; teacher writes “ten minus some number” and the student writes or selects the expression that shows “<math>10 - n</math>”; teacher writes or says “the sum of a number plus 3” and the student writes or selects the expression that shows “<math>a + 3</math>”; Note: student must show/select the algebraic expression (which must be horizontal and does not include an = sign) and does not need to solve)</p> | <ul style="list-style-type: none"> <li>Student work product showing the algebraic expressions written or selected by the student</li> </ul>   |
| SAT41302A | <p>The student will evaluate and/or simplify algebraic expressions to find the value of them.<br/>(e.g., <math>1 + 3</math>—student indicates or writes 4; <math>10 - 2</math>—student indicates or writes 8; <math>4 + 2 + 3</math>—student indicates or writes 9; <math>1 + 5 - 2</math>—student indicates or writes 4; etc.; Note: expression must be presented horizontally, student may solve it vertically)</p>  | <ul style="list-style-type: none"> <li>Student work product showing the algebraic expressions and value the student determined for each expression</li> </ul>   |
| SAT41302B | <p>The student will evaluate algebraic expressions by indicating expressions that have a value equal to ten.<br/>(e.g., choices given: <math>4 + 6</math>; <math>1 + 2</math>; <math>6 - 3</math>; <math>2 + 8</math>; Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to figure out the expressions that are equal to ten)</p>   | <ul style="list-style-type: none"> <li>Student work product of showing the algebraic expressions that the student indicated had a value equal to ten</li> </ul>   |
| SAT41302C | <p>The student will simplify algebraic expressions by removing parenthesis (if applicable), using exponent rule (if applicable), combining like terms (if applicable), then combining constants (e.g., numerals) to evaluate the expressions for their value.<br/>(e.g.,<br/><math>\square + 10 + 2</math> is the same as <math>\square + \underline{\quad}</math>;<br/><math>4 + 2 + \square</math> is the same as <math>\underline{\quad} + \square</math>;<br/>Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to simplify the expressions)</p>  | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the expressions and following the correct simplification process in order to evaluate the expressions for their value</li> </ul> |

# MATH – Grade 6

(cont'd)

## GLIs and Essences

**Required Component 2—Strand: Algebra**

**Choice Component 2—Band: Equations and Inequalities**

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

**AGLIs****MATH – Grade 6  
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 2—Band: Equations and Inequalities****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

\*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., algebraic (or numeric) equation (sentence), whole number, evaluate/solve in algebra AGLIs (find the value), numeral, variable, operation, 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.

\*\* Student must show/select the numeric/algebraic equation (sentence). For the translated equation to be considered correct it must be horizontal.

\*\*\* Equation must be presented horizontally, student may solve it by putting it into a vertical (working format) before indicating the answer.

# MATH – Grade 6

(cont'd)

## SATs

**Required Component 2—Strand: Algebra**

**Choice Component 2—Band: Equations and Inequalities**

### SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that 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  |
|-----------------------|---|---|
| SAT42104A             | <p>The student will use whole numbers, the + or - operation symbol, and the equal sign to create algebraic equation(s) when given verbal or written sentence(s).</p> <p>(e.g., four plus six equals ten would be translated as <math>4+6=10</math>; two pens plus two pens equals four would be translated as <math>2+2=4</math>; etc.; Note: for accuracy student needs to show/select the equation in a horizontal format)</p>  | <ul style="list-style-type: none"> <li>Student work product of the written sentence(s) and the students' translation under the sentence(s)</li> </ul>   |
| SAT42104B             | <p>The student will place numbers and + or – and = symbol cards in order to form an algebraic equation when the teacher verbalizes or writes sentence(s).</p> <p>(e.g., the teacher says, signs, or writes, “two plus three equals five.”-the student selects the 2, 3, and 5 number cards and the + and = symbol cards and organizes them into the equation <math>2+3=5</math>; Note: for accuracy student needs to show/select the equation in a horizontal format)</p>   | <ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to or looking at the verbal or written sentence and then selecting and ordering the set of number and symbol cards correctly</li> </ul> |
| SAT42102              | <p>The student will identify the numeric sentence(s) that are correct by indicating each correct one.</p> <p>(e.g., <math>1 + 3 = 4</math> or <math>2 + 3 = 6</math>;<br/><math>4 + 4 = 18</math> or <math>10 + 1 = 11</math>; etc.; Note: sentence choices for selection must be presented horizontally)</p>   | <ul style="list-style-type: none"> <li>Student work product of correct sentence(s) highlighted, circled, marked, etc. by the student</li> </ul>   |
| SAT42105              | <p>The student will solve simple equation(s) involving addition and/or subtraction.</p> <p>(Note: equation must be presented horizontally, student may solve it vertically)</p>   | <ul style="list-style-type: none"> <li>Student work product with addition and/or subtraction equation(s) solved by the student</li> </ul>   |
| SAT42203              | <p>The student will use numerals, variables, and the symbols (+, –, ×, or ÷) and equal sign (=) to translate verbal or written sentences involving one or more steps into algebraic equations.</p> <p>(e.g., teacher writes “seven plus what number equals 17”, choices presented <math>17 + n = 17</math>, <math>7 + n = 17</math>, <math>17 + n = 7</math>; verbal/written sentence “10 minus a number is 8”—translates to <math>10 - a = 8</math>; verbal/written sentence “2 plus 4 plus what number equals 12”—translates to <math>2 + 4 + b = 12</math>; Note: for accuracy student needs to show/select the equation in a horizontal format)</p> | <ul style="list-style-type: none"> <li>Student work product showing algebraic equations translated by the student from verbal or written sentences</li> </ul>   |
| SAT42202A             | <p>The student will solve one-step equations (using addition, subtraction, multiplication, and/or division) by filling in missing number(s).</p>  | <ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) recording student performance when indicating the missing</li> </ul>  |

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|           | (e.g., $1 + 2 = \square$ , $\square + 2 = 10$ , $15 - 7 = \square$ , etc.; directions could state “solve the equations by finding the missing number” or “solve the equations by stating, writing, etc. the number that goes in the box”; Note: equation must be presented horizontally, student may solve it vertically)  | <p>number in each of the simple equations</p> <ul style="list-style-type: none"> <li>• Student work product showing student solution (number missing) for each of the equations</li> </ul>  |
| SAT42202B | The student will solve one-step equations using addition, subtraction, multiplication, and/or division. (Note: equation must be presented horizontally, student may solve it vertically)   | <ul style="list-style-type: none"> <li>• Student work product showing the one-step equations that the student solved</li> </ul>   |
| SAT42303  | The student will translate verbal or written sentences involving two steps into algebraic equations. (e.g., the teacher states/writes “6 plus 1 plus 5 equals 12” and the student shows or selects indicates $6 + 1 + 5 = 12$ ; the teacher says “I have three cupcakes, I make three more. I eat two. I have four left.” and the student shows or selects indicates $3 + 3 - 2 = 4$ ; the teacher writes “Erik bought 2 CDs for \$10.00 each and 1 pack of gum for \$2.00. His total came to \$22.00.” and the student shows or selects $(2 \times 10) + 2 = 22$ ; Note: for accuracy student needs to show/select the equation in a horizontal format) | <ul style="list-style-type: none"> <li>• Videotape of the student listening to or looking at the verbal or written sentences and indicating the correct algebraic equations</li> <li>• Student work product including the written sentences with the two steps that the student translated</li> </ul> |
| SAT42304  | The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers or writing the answers in the appropriate space. (Note: equation must be presented horizontally, student may solve it vertically)   | <ul style="list-style-type: none"> <li>• Student work product indicating that the student solved two-step algebraic equations by indicating the answer</li> </ul>   |