

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

**Grade 5**

**2011–12**

**New York State Alternate Assessment**

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 39	<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 in a procedure in order to accomplish a task such as completing a science experiment</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 information 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 on 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>• Make inferences and draw conclusions, on the basis of information from the text, with assistance</li> <li>• Identify information that is implied rather than stated, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources to acquire information</li> <li>• Read to collect facts and ideas</li> <li>• Develop ability to compare and contrast information</li> <li>• Identify main ideas in informational texts</li> </ul>

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

The student will:

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

The student will:

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

The student will:

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

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

**SATs****ELA – Grade 5****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

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

<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 attend to or read a text and identify the title of the text when presented with choices of different text features.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student attending to or reading a text and then selecting the title of the text from three text features (e.g., the title, the table of contents, and a picture from the text)</li> </ul>
SAT11102	The student will locate the school library.	<ul style="list-style-type: none"> <li>Student work product of a map with various locations around the school, and the school library is circled or marked</li> <li>Sequenced, captioned, and dated photographs of the student following specific steps to locate the school library</li> </ul>
SAT11103	The student will recognize that some texts contain factual information by indicating factual texts. (e.g., student selects the autobiography and nonfiction text when given an autobiography, fable, nonfiction text, and fictional story)	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance selecting the factual texts</li> <li>Sequenced, captioned, and dated photographs of the student making choices between texts to indicate which ones contain factual information</li> </ul>
SAT11104A	The student will recognize one fact when shown an illustration containing a graph or a chart.	<ul style="list-style-type: none"> <li>Student work product containing the illustration and the fact that the student identified (reference sources of illustrations may be newspapers, <i>Time for Kids</i> magazine, etc.)</li> </ul>
SAT11104B	The student will recognize one fact when shown a text feature containing factual information.	<ul style="list-style-type: none"> <li>Student work product showing the text feature with the fact highlighted, marked, or circled</li> </ul>
SAT11105	The student will attend to or read to find fact(s) in informational text(s) by identifying fact(s) in text(s).	<ul style="list-style-type: none"> <li>Student work product showing the text(s) with the fact(s) underlined or highlighted</li> <li>Data Collection Sheet of the student performance when identifying fact(s) within text(s) that he or she read or attended to</li> </ul>
SAT11201A	The student will locate and/or use the school library. (e.g., circle the library on a map of the school; use the school library to check out a book of personal interest; go to the library and use the computer to look up information on a topic of interest)	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance locating and/or using the school library</li> <li>Sequenced, captioned, and dated photographs of the student locating the library, looking up weather information, and pointing to the weather for the following day</li> </ul>

SAT11201B	The student will use the school library. (e.g., select from a library shelf and check out a book that is appropriate for personal reading or schoolwork)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using the school library by going to a certain section of the library and then selecting and checking out a book</li> </ul>
SAT11208	The student will locate two or more organizational text features in selected text(s) as requested by the teacher.	<ul style="list-style-type: none"> <li>Student work product with the page numbers of different text features listed after each feature</li> <li>Sequenced, captioned, and dated photographs of the student locating different text features in selected text(s)</li> </ul>
SAT11203A	The student will use the text feature of a simple map of the school building or a shopping mall to find exit(s) and/or restroom(s).	<ul style="list-style-type: none"> <li>Student work product of a map of the school where the student marked the exit(s) and/or restroom(s)</li> </ul>
SAT11203B	The student will use text feature(s) to gather information by answering question(s) or providing detail(s) based on information provided by the feature(s). (e.g., maps, charts, illustrations, bus/train schedules)	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when answering a question or providing a detail to gather information from text feature(s), with an indication of the specific text feature(s) that was used</li> <li>Digital video of the student looking at a map and answering questions based on information on the map, chart, etc.</li> </ul>
SAT11204	The student will recognize facts by indicating facts as requested. (e.g., given a selection of statements, the student circles the fact statements; given a selection of facts and non-facts about a topic, the student selects the facts)	<ul style="list-style-type: none"> <li>Student work product with facts indicated by the student</li> </ul>
SAT11205	The student will read to collect facts about a topic by indicating the facts from the text(s).	<ul style="list-style-type: none"> <li>Student work product that includes a list of facts collected from text(s) read by the student relating to one topic</li> </ul>
SAT11206	The student will recognize main idea(s) in informational text(s) read or listened to. (e.g., student is asked, "What is the main idea of the text we/you just read?" and student selects the main idea from choices that include the main idea and other details; student is asked, "What is the main idea? Underline or highlight the main idea in the text." Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to text(s) read, being given a set of choices, and then eye gazing to the main idea card(s), with assistance given to paste the selected main idea(s) next to the text(s)</li> <li>Student work product that includes the informational text(s) with the main idea(s) underlined, highlighted, circled, etc.</li> </ul>
SAT11207	The student will recognize the similarities or differences between two different topics. (e.g., topics: dog/cats, forest animals/jungle animals, rain/snow)	<ul style="list-style-type: none"> <li>Student work product of a Venn diagram with the similarities or differences between the two topics filled in on the graphic organizer</li> <li>Digital video of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer to show similarities</li> </ul>

SAT11311A	The student will use two or more resources from the school library to find information on topic(s). (e.g., reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance of using two or more resources in the school library to find information, with the resources used, information found by the student, and the topic(s) indicated</li> </ul>
SAT11311B	The student will use a selection of library books to identify information about one topic. (Note: Student will demonstrate 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 from books, with sources listed</li> </ul>
SAT11312	The student will use the school library to acquire information on two or more related topics by collecting information from the text(s) in the reference section and/or from the computer in the school library.	<ul style="list-style-type: none"> <li>Student work product showing the two related topics and the fact(s) or detail(s) the student collected from the school library's resource(s), with a notation of the resource(s) used</li> </ul>
SAT11303	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> <li>Student work product of a map that has various locations around the community, with the public library circled or marked</li> <li>Sequenced, captioned, and dated photographs of the student locating the public library on a map</li> </ul>
SAT11313A	The student will use organizational features to locate facts and/or ideas in informational text(s).	<ul style="list-style-type: none"> <li>Digital video of the student looking at the table of contents and using specific chapter titles and page numbers to find specific facts</li> </ul>
SAT11313B	The student will use text organizational features to locate definitions of vocabulary words given by the teacher.	<ul style="list-style-type: none"> <li>Student work product with the words, definitions, and text features that were used to find the definitions indicated</li> </ul>
SAT11314	The student will use two or more text features to gather similar information for completing a project. (e.g., captions, maps, charts, and/or tables)	<ul style="list-style-type: none"> <li>Digital video of the student looking at the features and selecting the information that is similar to create a collage of information, or placing the similar information in a graphic organizer</li> </ul>
SAT11315	The student will collect facts and/or ideas from two or more texts about a topic and record them on a graphic organizer.	<ul style="list-style-type: none"> <li>Student work product of pictures, illustrations, and/or phrases that outline information gathered from two or more texts</li> </ul>
SAT11307	The student will recognize statements of opinion by indicating opinions as requested. (e.g., the student highlights or underlines the opinion statements in a text; given a selection of statements, the student circles the opinion statements)	<ul style="list-style-type: none"> <li>Student work product with opinions highlighted or underlined</li> <li>Data Collection Sheet of student performance of recognizing statements of opinion</li> </ul>
SAT11308	The student will restate or paraphrase two or more facts and/or ideas collected on a topic.	<ul style="list-style-type: none"> <li>Student work product showing the original facts and/or ideas and the student's restated or paraphrased facts and/or ideas</li> <li>Audio of student restating or paraphrasing facts and/or ideas from a text</li> </ul>
SAT11309	The student will identify main idea(s) in two or more informational texts or articles. (Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> <li>Student work product showing the main idea(s) indicated by the student from different texts or articles relating to animals, sports, etc.</li> </ul>
SAT11310	The student will compare or contrast facts or ideas relating to a single topic. (e.g., student compares or contrasts weather charts from the newspaper, Internet, and TV; using a text about animals, student compares or contrasts facts about different animals' habitats and eating habits)	<ul style="list-style-type: none"> <li>Student work product of a completed graphic organizer comparing or contrasting facts or ideas for a given topic</li> </ul>

**GLIs and Essences****ELA – Grade 5****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. 39	<ul style="list-style-type: none"> <li>• Read, view, and interpret literary 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; for example, read the lines of a play or recite a poem               <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, such as novels, poems, or plays, with assistance</li> <li>• Identify literary elements, such as setting, plot, and character, 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>• Compare characters in literature to people in own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Relate setting, plot, and characters in literature to others' lives and/or to one's own life</li> <li>• Define characteristics of different genres</li> <li>• Record significant details about characters and events in stories</li> <li>• Identify ways in which characters' actions change and develop throughout a story</li> </ul>

<b>AGLIs</b>		<b>ELA – Grade 5</b>
<b>Required Component 1—Key Idea: Reading</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 Reading-Standard 2</b>		
<b>Less Complex</b>	◀ ..... ◀ ..... ◀ ..... ▶ ..... ▶ ..... ▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>attend to or read familiar book(s) (12101)</li> <li>recognize literary term(s) (plot, character and/or setting) in literary text(s) (12108)</li> <li>recognize plot means the sequence of events or action of a narrative (12103)</li> <li>relate text to a personal experience (12104)</li> <li>recognize explicit motive(s) of character(s) (12105)</li> <li>identify the meaning of the term(s) plot, character and/or setting (12106)</li> <li>answer questions about plot, character, and/or setting of text(s) (12107)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>select and read literature with fluency (12201)</li> <li>describe literary terms (plot, character and/or setting) in literary text(s) (12208)</li> <li>demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209)</li> <li>relate text to a personal experience (12204)</li> <li>identify explicit motive(s) of character(s) (12210)</li> <li>identify favorite and/or least favorite part(s) of a story (12206)</li> <li>make prediction(s) about the ending of story (12207)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>make prediction(s) based on clues in the story (12307)</li> <li>relate setting, events, and/or a character to personal experience or the experience of others (12302)</li> <li>identify key details about setting, plot, and/or characters (12303)</li> <li>identify implicit motives of characters (12304)</li> <li>identify change(s) in character(s) in a story (12305)</li> <li>identify characteristics of texts to differentiate genres (12306)</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., literary term, plot, character, setting, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

**SATs****ELA – Grade 5****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 attend to or read familiar nonfiction and/or fiction book(s).	<ul style="list-style-type: none"> <li>• Data Collection Sheet (time-segment) of the amount of time the student spent reading or attending to nonfiction and/or fiction book(s)</li> <li>• Sequenced, captioned, and dated photographs of the student reading or attending to familiar nonfiction and/or fiction book(s)</li> </ul>
SAT12108	The student will recognize literary term(s) (plot, character, and/or setting) in literary text(s). (e.g., labeling picture(s)/text from literary text(s) with the correct term(s) or placing picture(s)/text from literary text(s) next to the term(s) to illustrate them; Note: The assessment needs to use vocabulary specific to the plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of student performance when selecting plot, character, and/or setting and placing them with picture(s)/text from the literary text(s) that illustrate the terms (e.g., “plot” is placed with a picture depicting events in the story; “setting” is placed with text from the story that describes the setting)</li> <li>• Student work product showing the term(s) and the picture(s)/text the student selected from the literary text(s) to represent the term(s)</li> </ul>
SAT12103A	The student will recognize plot as a sequence of events or action in a narrative. (e.g., student places pictures or sentence strips in the correct order based on a narrative when asked, “What was the plot of the story?”; student numbers images of events or actions of a narrative to sequence them; Note: The assessment needs to use vocabulary specific to the plot.)	<ul style="list-style-type: none"> <li>• Student work product of ordered sentence strips or pictures showing the plot of a story read or read aloud</li> </ul>
SAT12103B	The student will recognize the sequence of events in a plot by indicating events from the beginning and ending of a story. (Note: The assessment needs to use vocabulary specific to the plot.)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student looking through a book and then identifying the beginning and the end of the story</li> <li>• Student work product with pictures from the story labeled beginning and end</li> </ul>
SAT12103C	The student will recognize plot as an action of a narrative by selecting two or more pictures, words, symbols, etc. that relate to the plot of the narrative. (Note: The assessment needs to use vocabulary specific to the plot.)	<ul style="list-style-type: none"> <li>• Student work product indicating the story and the two plot pictures the student chose to represent only the plot</li> </ul>

SAT12104A	The student will relate an event in a text to one of his or her own personal experiences by indicating the similarity(ies) between the two.	<ul style="list-style-type: none"> <li>Student work product of the text event and the personal experience, with a similarity indicated</li> </ul>
SAT12104B	The student will compare what happened in a text to him/her using picture(s), word(s), phrase(s), etc. of event(s) from the text and indicating picture(s), word(s), phrase(s), etc. of himself or herself in comparable situation(s).	<ul style="list-style-type: none"> <li>Student work product showing event(s) from the story and event(s) from the student's life (e.g., going camping, going on vacation, attending a birthday party) (Note: Work product may include a semantic feature analysis chart, other graphic organizer, etc.)</li> </ul>
SAT12105	The student will recognize explicit motive(s) of character(s) after having read or listened to a text. (e.g., given character(s) and a set of motive choices, the student selects explicit motive(s); the student draws a line from character(s) to explicit motive(s))	<ul style="list-style-type: none"> <li>Student work product of the selected picture or word that relates to the explicit motive(s) of a character</li> </ul>
SAT12106A	The student will identify the meaning of the term(s) "plot," "character," and/or "setting" by selecting a symbol that represents the plot, character, and/or setting from a story when given a meaning. (Note: The assessment needs to use vocabulary specific to the plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>Student work product of symbols selected that represent plot, character, and/or setting from a story</li> </ul>
SAT12106B	The student will identify the meaning of the term(s) "plot," "character," and/or "setting" by indicating the appropriate meaning for the requested term(s).	<ul style="list-style-type: none"> <li>Student work product of the term(s) and the meaning(s) pasted next to the term(s)</li> <li>Sequenced, captioned, and dated photographs of the student drawing line(s) from the term(s) to the meaning(s) on a worksheet</li> </ul>
SAT12107A	The student will answer questions about plot, character, and/or setting of text(s) by stating, signing, or indicating responses to specific questions or statements. (e.g., "How does the story end?" "Give me three details about the plot." "Who is the character that has a problem in the story?" "Where are the characters and when does [a specific event] occur?" "The main character is _____." Note: The assessment needs to use vocabulary specific to the plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>Student work product that contains questions or statements with the vocabulary and student responses</li> <li>Digital video of the student answering questions or statements about plot, character, and/or setting</li> </ul>
SAT12107B	The student will answer comprehension questions about plot in two or more texts by giving detail(s) about each of the plots. (e.g., "Give me a detail about the plots of [Title of text] and [Title of text]." "Give me two or more details about how the plots progressed." Note: The assessment needs to use vocabulary specific to the plot.)	<ul style="list-style-type: none"> <li>Student work product of story webs showing events in two or more texts, with detail(s) about the plot events</li> <li>Data Collection Sheet of student performance when indicating detail(s) about each of the plot events, with an indication of the texts used to answer the plot questions or statements</li> </ul>
SAT12201	Given different literature choices, the student will select a book and read aloud with fluency during reading time.	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance when selecting and reading fluently at an appropriate reading rate</li> </ul>

SAT12208	The student will describe literary terms (plot, character, and/or setting) by stating, signing, or pairing cards of literary terms with appropriate examples from literary work(s). (Note: The assessment needs to use vocabulary specific to the plot, character, and/or setting.)	<ul style="list-style-type: none"> <li>Digital video of the student describing (in words, sign language, augmentative communication, etc.) or pointing to, eye gazing to, etc. the terms "plot," "character," and/or "setting" as they relate to specific text(s)</li> </ul>
SAT12209A	The student will demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending. (e.g., student draws or selects pictures showing the plot, role-plays the story through the sequence of events; Note: The assessment needs to use vocabulary specific to the plot.)	<ul style="list-style-type: none"> <li>Digital video of the student telling the story by drawing pictures, selecting pictures, or role-playing</li> <li>Data Collection Sheet (multi-step) of student performance when responding to questions about the plot</li> </ul>
SAT12209B	The student will demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending by logically ordering plot sentence strips/event pictures about a literary text.	<ul style="list-style-type: none"> <li>Student work product of ordered sentence strips/event pictures showing the plot leading to a logical ending</li> </ul>
SAT12204	The student will relate a text to a personal experience by indicating the similarity(s) between the text and the student's own personal experience. (e.g., a vacation, a party experience, a similar family situation)	<ul style="list-style-type: none"> <li>Student work product showing event(s) from the story and event(s) from the student's life, with similarity(s) indicated (Note: Work product may include a semantic feature analysis chart, other graphic organizer, etc.)</li> </ul>
SAT12210	The student will identify explicit motive(s) of character(s) after having read or listened to a text.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer using picture(s) or word(s) to show explicit motive(s)</li> <li>Student work product with the question(s) or detail(s) about explicit motive(s) of character(s) answered using detail(s) from the story</li> </ul>
SAT12206	The student will identify his or her favorite and/or least favorite part(s) of a story. (e.g., student creates a picture showing his or her favorite and/or least favorite part(s); writes a sentence regarding his or her favorite and/or least favorite part(s); given choices from a few very different parts from the story, indicates a representation that identifies his or her favorite and/or least favorite part(s))	<ul style="list-style-type: none"> <li>Student work product of student-created picture or representation (e.g., drawing, selected object) for his or her favorite and/or least favorite part(s)</li> <li>Student work product of picture(s) showing favorite and/or least favorite part(s) of a story that the student selected from a set of choices</li> </ul>
SAT12207A	The student will make a prediction(s) about a logical ending to a story by indicating the appropriate prediction.	<ul style="list-style-type: none"> <li>Digital video of the student discussing events that happened in a story and what is a logical action that will happen next</li> <li>Student work product of prediction word/picture cards selected and pasted on a worksheet about the story</li> </ul>
SAT12207B	The student will indicate prediction(s) of how a story will end by writing or creating picture(s) of his or her prediction(s).	<ul style="list-style-type: none"> <li>Student work product showing the student-written or -drawn prediction(s) for the end of a story</li> </ul>
SAT12307	The student will make prediction(s) based on clues from the story by indicating the prediction(s) along with the clues that lead him/her to the prediction(s) made.	<ul style="list-style-type: none"> <li>Student work product listing the prediction(s) and the clues from the story that lead to the prediction(s)</li> </ul>

SAT12302	The student will relate setting, events, and/or a character of a story to personal experience or the experience of a peer by showing the comparison between the two on a graphic organizer. (Note: The assessment needs to use vocabulary specific to the setting, events, and/or character.)	<ul style="list-style-type: none"> <li>Student work product of completed graphic organizer with similarity(s) indicated between the setting, events, and/or character of a story and the personal experience</li> </ul>
SAT12303A	The student will identify key details about setting, plot, and/or characters by answering questions or providing details related to the story. (Note: The assessment needs to use vocabulary specific to the setting, plot, and/or characters.)	<ul style="list-style-type: none"> <li>Student work product with the questions or details about setting, plot, and/or characters answered using details from the story</li> </ul>
SAT12303B	The student will identify key details of how characters resolve problem(s) or conflict(s) in the story. (Note: The assessment needs to use vocabulary specific to the characters.)	<ul style="list-style-type: none"> <li>Audio of the student providing the details of how the characters resolve the problem(s) or conflict(s)</li> <li>Student work product of a graphic organizer using pictures or words to show characters and how they resolved the problem(s) or conflict(s)</li> </ul>
SAT12304	The student will identify the implicit motives of characters in two or more texts.	<ul style="list-style-type: none"> <li>Student work product showing the texts and the characters with the implicit motives selected by the student</li> <li>Data Collection Sheet (multi-step) of student performance when identifying implicit motives of characters in two or more texts</li> </ul>
SAT12305A	The student will identify change(s) in character(s) in a story by indicating the change(s). (e.g., the student answers question(s) or provides detail(s) specific to a character change; given a character that has a change happen and sentence strips describing the character, the student organizes how the character changes in the story; the student pastes picture(s), word(s), or phrase(s) on a timeline to illustrate change(s) in a character; the student answers question(s) or provides detail(s) specific to a character change; Note: The assessment needs to use vocabulary specific to the character(s).)	<ul style="list-style-type: none"> <li>Student work product of sentence strips affixed to a worksheet that list change(s) the character(s) went through in the story</li> <li>Student work product of a timeline illustrating change(s) the character(s) went through in the story</li> </ul>
SAT12305B	The student will identify change(s) in character(s) by role-playing to show the change(s) that occurred to character(s) in a story.	<ul style="list-style-type: none"> <li>Digital video of the student performing the role of character(s) that change within a story</li> </ul>
SAT12306A	The student will identify characteristics of texts to differentiate genres by indicating two or more genres and the characteristics that represent each 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>
SAT12306B	The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story. (e.g., <i>Stone Soup</i> in literature form and play form—how are they different?)	<ul style="list-style-type: none"> <li>Student work product of a chart filled in by the student with specific characteristics indicated for each type of genre</li> </ul>

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 43	<ul style="list-style-type: none"> <li>• Follow instructions that provide information about a task or assignment</li> <li>• Identify essential details for note-taking</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implicit rather than stated</li> <li>• Connect new information to prior knowledge or experience</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions that provide information about a task or assignment</li> <li>• Identify essential details for note-taking</li> <li>• Distinguish between fact and opinion</li> </ul>

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

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

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

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

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT31101	The student will follow verbal directions that have one step related to a classroom activity. (e.g., "Open the book to information about ____." "Show me the picture of the ____ in the book." "Look at the map of New York." Student completes two or more worksheets or tasks that have one-step directions stated or signed to the student.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when responding to verbal (stated/signed) directions, with the verbal directions for each date indicated</li> <li>• Student work product showing the directions and the task the student performed, with a notation that the directions were read or signed to the student</li> </ul>
SAT31102A	The student will respond to a speaker (e.g., yes-or-no questions, choices, decisions, etc.). (e.g., speaker poses questions related to a text or personal experience, such as "Do you have reading today?" "Which article would you like to listen to?" "Would you like to work on the computer to look up current events?")	<ul style="list-style-type: none"> <li>• Digital video of the student responding to the speaker's questions related to a text or personal experience</li> <li>• Data Collection Sheet of student performance when responding to speaker, with the speaker's questions or requests for the student's response indicated</li> </ul>
SAT31102B	The student will make choices in response to questions posed by a speaker about an article read during the morning routine.	<ul style="list-style-type: none"> <li>• Audio of the student making choices in response to the speaker's questions</li> </ul>
SAT31103	The student will identify factual statements that can be proven true or false. (e.g., student selects the factual statements related to an article/text from a set of choices (factual and nonfactual); student highlights the factual statements in an article read aloud on the computer)	<ul style="list-style-type: none"> <li>• Student work product of article text with the factual statements from the text pasted underneath it</li> </ul>
SAT31104	The student will identify the main idea(s) in an informational text. (e.g., student is asked "What is the main idea? Underline or highlight the main idea in the text." or "What is the main idea of the text we/you just read?" and is given choices that contain phrases, key words, etc.; Note: The assessment needs to use vocabulary specific to the main idea.)	<ul style="list-style-type: none"> <li>• Student work product showing the text title and the main idea of the informational text marked, circled, etc. by the student</li> <li>• Data Collection Sheet of the student performance when identifying main idea</li> </ul>

SAT31106	<p>The student will take notes during listening activity(ies) by selecting those pictures, symbols, words, etc. that illustrate key points in the presentation(s) or text(s) listened to. (Note: Choices presented should include incorrect answers such as minor and unrelated details.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to the text, being presented with choices, and then making selections that represent the main idea</li> <li>Student work product of a T-chart that contains the pictures, symbols, words, etc. that the student selected to illustrate the details of the presentation</li> </ul>
SAT31201	<p>The student will follow two-step verbal directions. (e.g., "Get your reading materials and come to the table." Get out your pencil and write your name on your paper." Get out your math book and open to page 10." Note: The directions must be stated/signed as a whole, not broken into steps when given.)</p>	<ul style="list-style-type: none"> <li>Digital video of the student following directions stated or signed by the teacher</li> <li>Data Collection Sheet of the student performance for each of the steps of the direction indicated, including a notation indicating the two-step directions the student had to follow for each date and that the two-step directions were given as a whole direction</li> </ul>
SAT31207	<p>The student will distinguish between statements of fact and opinion. (e.g., sorting statements of each from an article; labeling statements as fact and opinion)</p>	<ul style="list-style-type: none"> <li>Student work product with facts in the article underlined and opinions in the article circled</li> <li>Digital video of the student being given a variety of statements and creating two piles: one for facts and one for opinions</li> </ul>
SAT31208	<p>The student will distinguish between main idea(s) and supporting detail(s) collected from an informational text. (e.g., completing or creating a graphic organizer to show the distinction; highlighting the main idea and circling a supporting detail in an informational text; Note: The assessment needs to use vocabulary specific to the main idea(s) and supporting detail(s).)</p>	<ul style="list-style-type: none"> <li>Student work product of a spider graphic organizer that includes the main idea(s) in the middle and the supporting detail(s) that go with the main idea as offshoots</li> </ul>
SAT31204	<p>The student will distinguish relevant details from irrelevant details by indicating details as relevant and irrelevant using cards, symbols, pictures, etc. that represent each, given a specific topic. (e.g., student is given the topic of pet care and picture cards showing (1) feeding, (2) grooming, (3) types of pets, (4) places to get pets, and (5) ways to exercise pets; student indicates pictures 1,2, and 5 are relevant)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to the text, then looking at the cards, symbols, or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details</li> <li>Student work product with a T-chart showing relevant and irrelevant details sorted into the specific categories</li> </ul>
SAT31209	<p>The student will take notes of the main idea(s) and supporting detail(s) during listening activity(s). (e.g., circling the main idea(s) and underlining the supporting detail(s); completing a graphic organizer to indicate notes of the main idea(s) and supporting detail(s); Note: The assessment needs to use vocabulary specific to the main idea(s) and supporting detail(s).)</p>	<ul style="list-style-type: none"> <li>Student work product with main idea(s) and supporting detail(s) marked on an article while listening to the teacher read it aloud</li> </ul>

SAT31206	<p>The student will recognize how details are related to main idea(s) and/or each other by grouping main idea(s) with the appropriate supporting details.</p> <p>(Note: The assessment needs to use vocabulary specific to the main idea and/or details.)</p>	<ul style="list-style-type: none"> <li>• Student work product of grouped main idea(s) and details from current event article(s) and/or other informational material(s)</li> </ul>
SAT31301	<p>The student will follow multi-step verbal directions to perform a task or assignment.</p> <p>(Note: The directions must be stated/signed as a whole, not broken into steps when given.)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student using a meterstick to measure the classroom, including a notation indicating that the multi-step directions were given as a whole</li> <li>• Data Collection Sheet of student performance for each of the steps of the direction indicated, including a notation indicating the multi-step directions the student had to follow for each date and that the multi-step directions were given as a whole direction</li> </ul>
SAT31305	<p>The student will distinguish between implicit fact and opinion after listening to an informational text.</p>	<ul style="list-style-type: none"> <li>• Student work product of a completed graphic organizer showing fact(s) and opinion(s) in separate spots, with each relating to the main idea and to details of the text</li> </ul>
SAT31303	<p>The student will identify essential details when note-taking by indicating the essential details related to a text or article.</p> <p>(e.g., given a set of essential and nonessential details from an article, student selects the essential details)</p>	<ul style="list-style-type: none"> <li>• Student work product showing the essential details that the student selected</li> </ul>
SAT31306	<p>The student will identify how supporting details are related to main ideas and other supporting details after listening to two or more informational texts.</p> <p>(e.g., when given a set of pictures of main ideas and details, the student draws an arrow from a picture of a baseball uniform (detail) to a picture of people playing baseball (main idea) and draws another arrow to a picture of baseball equipment (detail); when given a set of choices of main ideas and details, the student draws an arrow from the phrase “sharp claws” (detail) to “why cats are good hunters” (main idea) and draws another arrow to “eyes that see well in the dark” (detail);</p> <p>Note: The assessment needs to use vocabulary specific to the main ideas and supporting details.)</p>	<ul style="list-style-type: none"> <li>• Student work product for each text showing a line drawn from a supporting detail to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea</li> </ul>

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

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

**AGLIs****ELA – Grade 5  
(cont'd)****Required Component 2**—Key Idea: Listening**Choice Component 2**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Listening-Standard 2****Less Complex****More Complex**

The student will :

- attend to literary text(s) read in a small group (32101)
- identify story elements (e.g., character, plot, setting, etc.) (32108)
- recognize rhyme or rhythm in poetry (32109)
- recognize different genres shared in small group discussions (32110)
- recognize simile(s) or personification (32111)
- respond appropriately to unfamiliar story(s) and/or poem(s) to show comprehension (32112)
- recognize the author's message (32113)

The student will:

- respond to different genres read aloud (32201)
- discuss different genres read aloud to enhance comprehension and/or appreciation (32202)
- identify the author's message (32206)
- identify use of rhyme and/or rhythm in poetry (32207)
- identify similes and personification (32208)

The student will:

- respond to different genres and authors' works read aloud (32305)
- take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306)
- recognize that the author's message may be implied or explicit (32307)
- recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., story element, simile, personification, author's message, author's purpose, rhyme, rhythm, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

## SATs

# ELA – Grade 5

(cont'd)

**Required Component 2—Key Idea: Listening**

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

### SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will attend to an oral reading of literary text(s) in a small group.	<ul style="list-style-type: none"> <li>Digital video of the student attending to an oral reading in a small group</li> </ul>
SAT32101B	The student will quietly attend to a story during library class.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segment) of student performance of the amount of time the student attended to the story</li> </ul>
SAT32108	The student will identify story elements (e.g., plot, setting, characters, etc.) from literary text(s) that have been read aloud. (Note: The assessment needs to use vocabulary specific to the story elements [e.g., plot, character, setting, etc.] )	<ul style="list-style-type: none"> <li>Digital video or audio of the student using oral language, pictures, or speech output devices to indicate elements (plot, setting, characters, etc.) from a literary text</li> </ul>
SAT32109A	The student will recognize rhythm in poetry by clapping his or her hands in time, using a switch, making a sound, etc. to indicate when he or she hears rhythm in the poem.	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when indicating rhythm</li> </ul>
SAT32109B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	<ul style="list-style-type: none"> <li>Student work product of the poem with student marks, highlights, circles, etc. on each of the rhyming words</li> </ul>
SAT32110	The student will recognize different genres that are read aloud by categorizing texts into different genre groups.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer showing categories of different genres</li> <li>Data Collection Sheet of student performance when categorizing texts, with the genre groups indicated</li> </ul>
SAT32111	The student will recognize simile(s) or personification within a literary text. (e.g., student selects it from a set of choices, student circles it within a text)	<ul style="list-style-type: none"> <li>Student work product showing text title, choices presented, and student-indicated choice</li> </ul>
SAT32112A	The student will respond appropriately to show comprehension of unfamiliar story(s) and/or poem(s) by indicating a feeling or emotion after listening to the new story(s) and/or poem(s).	<ul style="list-style-type: none"> <li>Student work product showing the picture that represents the student's emotion or feeling after reading or listening to an unfamiliar story or poem</li> </ul>
SAT32112B	The student will respond appropriately to unfamiliar story(s) and/or poem(s) by answering comprehension question(s) or by providing detail(s) after listening to the story(s) and/or poem(s).	<ul style="list-style-type: none"> <li>Student work product of answered comprehension question(s) or detail(s) related to the unfamiliar text</li> </ul>

SAT32113	The student will recognize the author's message from oral reading of literary text(s) by indicating the appropriate author's message for the text(s) read.	<ul style="list-style-type: none"> <li>Student work product with a line drawn from the book title or a picture representing the book title to the appropriate author's message</li> </ul>
SAT32201	The student will respond to different genres read aloud. (e.g., drama: looking from character to character; poetry: beating the rhythm or expecting rhyme; story: anticipating the next event or the ending, laughing at humor)	<ul style="list-style-type: none"> <li>Digital video of the student responding appropriately to various genres—drama: looking from character to character; poetry: beating the rhythm or expecting rhyme; story: anticipating the next event or the ending, laughing at humor, etc.</li> </ul>
SAT32202	The student will discuss different genres read aloud to enhance comprehension by working with a peer to create a project that documents the genres and discussion points.	<ul style="list-style-type: none"> <li>Student work product of the project completed by the student and his or her peer to depict the genres and the discussion points</li> </ul>
SAT32206	The student will identify the author's message from the oral reading of literary text.	<ul style="list-style-type: none"> <li>Student work product of the student's choices of the author's message from a set of various choices appropriate for the text that was read aloud</li> </ul>
SAT32207A	The student will identify the use of rhyme in poetry. (e.g., pointing to or stamping the piece to indicate that he or she hears a rhyme in the poem; highlighting the rhyming words)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to the poem and then indicating when the rhyme was heard by marking with a stamper the specific spot(s) in the poem</li> </ul>
SAT32207B	The student will identify the use of rhythm in poetry by indicating the specific rhythm that was used in a piece of poetry.	<ul style="list-style-type: none"> <li>Student work product of a poem with student-selected rhythm that was part of the poem</li> </ul>
SAT32208	The student will identify similes and personification after listening to literary text.	<ul style="list-style-type: none"> <li>Digital video of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand) in order to indicate the similes and the personification in the text</li> </ul>
SAT32305	The student will respond to different genres and authors' works read aloud by writing or creating two or more statements about things he or she liked or disliked.	<ul style="list-style-type: none"> <li>Student work product of different genres and authors' works listed and the like or dislike statements created by the student for each work and genre</li> </ul>
SAT32306A	In a small group setting, the student will identify the author's purpose or message and indicate the details that helped him/her identify it. (e.g., identifies whether the purpose was to persuade, entertain, instruct, etc.; identifies the message by telling the moral of the story)	<ul style="list-style-type: none"> <li>Digital video or audio of the student using natural speech, a speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story</li> </ul>
SAT32306B	The student will identify details related to the author's purpose or message in a small group setting by answering question(s) such as, "How did the author get you to understand his purpose or message?" and sharing the details with the group.	<ul style="list-style-type: none"> <li>Digital video or audio of the student using natural speech, a speech generating device, or a physical response to indicate details about the author's purpose or message by answering question(s) and sharing his or her answer with the group</li> </ul>
SAT32307	The student will recognize that an author's message may be implied or explicit by indicating given message(s) as implied or explicit.	<ul style="list-style-type: none"> <li>Student work product showing the given author's message(s) labeled "implicit" and "explicit"</li> </ul>
SAT32308	The student will recognize the use of literary devices by listening to a poem and indicating two or more examples of rhyme, personification, simile, etc.	<ul style="list-style-type: none"> <li>Student work product of the literary devices circled or underlined</li> </ul>



# **Mathematics NYSAA Frameworks**

## **Grade 5**

**New York State Alternate Assessment**

**MATH – Grade 5****GLIs and Essences**

Required Component 1—Strand: Number Sense and Operations

Choice Component 1—Band: Number Systems

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 55	5.N.1	Read and write whole numbers to millions	<ul style="list-style-type: none"> <li>• Read and write, group, compare, and order whole numbers to millions</li> <li>• Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions</li> <li>• Understand the concept of ratio and express ratios in different forms</li> <li>• Understand that percent means part of 100, and write percents as fractions and decimals</li> </ul>
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i>	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using $<$ , $>$ , or $=$	
	5.N.10	Compare decimals using $<$ , $>$ , or $=$	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

**AGLIs****MATH – Grade 5****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Systems****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems****Less Complex****More Complex**

The student will:

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

The student will:

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

The student will:

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

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

## SATs

## MATH – Grade 5

**Required Component 1**—Strand: Number Sense and Operations

**Choice Component 1**—Band: Number Systems

**SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11109	<p>The student will recognize the first digit of two numbers already rounded to the nearest million by indicating each digit and compare the two numbers (e.g., 1,000,000 and 3,000,000).</p> <p>(e.g., highlighting the first digit of each number and then circling the largest or smallest number, as requested; circling the first digit of each number and then filling in “greater than” or “less than”)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student indicating the first digit in the rounded numbers and indicating the largest or smallest number</li> <li>Student work product with the first digit in two rounded numbers circled and a “greater than” or “less than” symbol between the two numbers</li> </ul>
SAT11110	<p>The student will recognize the first digit of a number already rounded to the nearest million by indicating it and order three or more of these numbers from least to greatest (or greatest to least).</p>	<ul style="list-style-type: none"> <li>Student work product showing the first digit in the rounded numbers highlighted by the student and the order in which the student placed them</li> </ul>
SAT11111	<p>The student will compare two unit fractions when given picture representations or object representations by indicating which representation is the greater or lesser part of the whole.</p>	<ul style="list-style-type: none"> <li>Student work product illustrating that the student indicated that <math>\frac{1}{2}</math> is greater than <math>\frac{1}{4}</math> of a whole object (or that <math>\frac{1}{4}</math> is less than <math>\frac{1}{2}</math> of a whole object) using picture or object representations</li> </ul>
SAT11112	<p>The student will order three unit fractions when given picture representations or object representations (e.g., Cuisenaire rods).</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student ordering the unit fractions</li> </ul>
SAT11113A	<p>The student will compare two decimals to the nearest tenth by indicating greater than, less than, or equal to (using symbols/words) for a set of decimals. (e.g., <math>0.7 &gt; 0.4</math>; <math>0.1 &lt; 0.9</math>; <math>0.2 = 0.2</math>)</p>	<ul style="list-style-type: none"> <li>Student work product showing the set(s) of decimals and the symbol(s)/word(s) “greater than,” “less than,” or “equal to”</li> </ul>
SAT11113B	<p>The student will compare two decimal prices to the nearest tenth by indicating which item costs more (or less). (e.g., a cupcake marked \$0.<u>3</u>0 or a bag of chips marked \$0.<u>5</u>0)</p>	<ul style="list-style-type: none"> <li>Student work product showing the item cost to the tenths decimal and a mark on the item that costs more (or less)</li> </ul>

SAT11114	The student will compare three or more decimals to the nearest tenth by indicating a requested order or indicating which decimal in a set is the greatest (or least). (e.g., given 0.5, 0.4, and 0.9, the student orders them from least to greatest: 0.4, 0.5., 0.9; given 0.3, 0.7, 0.5, the student orders them from greatest to least: 0.7, 0.5, 0.3; given 0.5, 0.1, and 0.9, the student circles 0.9 as having the greatest decimal value; given 0.8, 0.2, and 0.5, the student highlights 0.2 as having the least decimal value)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student ordering three decimal items from least to greatest (or greatest to least)</li> <li>Student work product showing the three tenths-place decimals with the student-indicated decimal of the greatest (or least) decimal value</li> </ul>
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same number of objects on a second tray.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student grouping different sets of objects into two equal sets</li> </ul>
SAT11107B	The student will divide a set of six objects into three equal groups of two or into two equal groups of three.	<ul style="list-style-type: none"> <li>Digital video of the student grouping the objects into two equal sets</li> </ul>
SAT11108A	The student will order whole numerals as requested. (e.g., on a blank number line, student orders number cards 1 through 5; on a worksheet, student places number cards 10 through 20 in order; Note: Cards should be presented out of order.)	<ul style="list-style-type: none"> <li>Student work product of sets of number cards placed in correct counting order</li> <li>Data Collection Sheet of the student performance when ordering whole numerals, with an indication of the numerals the student ordered</li> </ul>
SAT11108B	The student will order whole numerals by indicating the proper sequence of two or more numbers when given a set of numbers or a number line with missing sequences of numbers. (e.g., given 1, 2, __, 4, 5, __, the student fills in 3 and 6; given 10, __, __, the student fills in 11 and 12)	<ul style="list-style-type: none"> <li>Student work product including the student-placed or -written numbers (two or more) in the appropriate sequence</li> </ul>
SAT11115A	The student will identify whole numbers as requested. (e.g., teacher points to the number, student verbalizes [in words, sign language, augmentative communication, etc.], points, eye gazes, etc. to name the requested number)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student performance when naming (in words, sign language, augmentative communication, etc.), pointing to, eye gazing to, etc. the requested numbers</li> </ul>
SAT11115B	The student will identify whole numbers by indicating the whole numbers in a group of fractions and whole numbers.	<ul style="list-style-type: none"> <li>Student work product showing the whole numbers highlighted, circled, underlined, etc. by the student</li> </ul>
SAT11207	The student will identify the first two digits of a millions number rounded to the nearest hundred thousand by indicating the appropriate digits and compare two or more of these numbers. (e.g., rounded numbers: 1,100,000, 1,200,000, and 1,300,000)	<ul style="list-style-type: none"> <li>Student work product where the student highlighted, circled, underlined, etc. the first two digits in the rounded numbers and indicated the largest or smallest of the numbers or indicated "greater than," "less than," or "equal to" between the numbers</li> </ul>

SAT11208	The student will identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand by indicating the appropriate digits and order three or more of these numbers from least to greatest (or greatest to least).	<ul style="list-style-type: none"> <li>Student work product showing the first two digits in the rounded numbers circled by the student and the numbers in the order in which the student placed them</li> </ul>
SAT11203	The student will compare two fractions that have the same denominator. (e.g., student circles the smaller [or larger] of two fractions as requested; fills in “greater than” or “less than”)	<ul style="list-style-type: none"> <li>Student work product indicating the student’s choice of the smallest (or largest) fraction</li> <li>Student work product showing the fractions with the comparison symbol/word written in or the comparison card placed in between the two fractions</li> </ul>
SAT11204A	The student will order three or more fractions with the same denominator from least to greatest (or greatest to least).	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance when ordering fractions, with an indication of the fractions the student ordered</li> </ul>
SAT11204B	The student will order fractions by taking a pizza divided into eight pieces and ordering $\frac{1}{8}$ , $\frac{3}{8}$ , and $\frac{4}{8}$ in increasing order.	<ul style="list-style-type: none"> <li>Digital video of the student being given the divided pizza and ordering the fractions in increasing order</li> </ul>
SAT11209	The student will compare two decimals to the nearest hundredth. (e.g., by selecting the larger [or smaller] of the two decimals, by filling in “greater than” or “less than”)	<ul style="list-style-type: none"> <li>Student work product indicating either the larger (or smaller) decimal, depending on what is requested</li> <li>Student work product showing the decimals, with the symbol/word written in or comparison card placed in between the two decimals</li> </ul>
SAT11210A	The student will order three or more decimals to the nearest hundredth from least to greatest (or greatest to least). (e.g., given 0.55, 0.52, and 0.59, the student orders them from least to greatest: 0.52, 0.55, 0.59; given 0.37, 0.31, 0.35, the student orders them from greatest to least: 0.37, 0.35, 0.31)	<ul style="list-style-type: none"> <li>Student work product showing the three hundredths-place decimals the student placed from least to greatest (or greatest to least)</li> <li>Data Collection Sheet of student performance when ordering decimals, with an indication of the decimals the student ordered</li> </ul>
SAT11210B	The student will order three or more decimals to the nearest hundredth by listing prices (given to the nearest cent and written using \$0.00 format) of items in order from least to greatest (or greatest to least). (e.g., decimals to the nearest hundredth: $\underline{\$0.75}$ , $\underline{\$0.73}$ , $\underline{\$0.79}$ )	<ul style="list-style-type: none"> <li>Student work product of a scrapbook that contains pictures of items and their prices put in order from the least to greatest (or greatest to least)</li> </ul>
SAT11306	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000)	<ul style="list-style-type: none"> <li>Digital video or audio of the student being presented with a rounded number and the student stating, signing, etc. the first three digits in the number</li> </ul>
SAT11307	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand by indicating the appropriate digits and order three or more of these numbers from least to greatest (or greatest to least).	<ul style="list-style-type: none"> <li>Student work product showing the first three digits in the rounded numbers circled by the student and then the correct order of three or more of these numbers</li> </ul>

SAT11303	The student will demonstrate the concept of ratio by indicating the appropriate ratio. (e.g., the student watches a classmate shoot baskets with a basketball and observes how many baskets the classmate makes compared to the number of attempts, then selects the appropriate ratio)	<ul style="list-style-type: none"> <li>• Student work product of a worksheet that contains the ratio that the student indicated for “total baskets made” listed next to “total attempts at making baskets”</li> </ul>
SAT11304	The student will demonstrate an understanding that percent means part of 100 by indicating the appropriate representation. (e.g., given an advertisement(s) using a percent, the student shades a hundredths chart to represent the value of the percent)	<ul style="list-style-type: none"> <li>• Student work product showing the percent found in the advertisement(s) and a representative hundredths chart correctly shaded or selected by the student</li> </ul>
SAT11308A	The student will order percents as requested. (e.g., given three coupons with different percents, the student orders the percents as requested; given 25%, 15%, 100%, and a partially complete percentage chart, the student places the three in the appropriate order)	<ul style="list-style-type: none"> <li>• Student work product showing the coupons that the student cut out and placed in percentage order</li> <li>• Data Collection Sheet of student performance when ordering percents, with an indication of the percents the student ordered</li> </ul>
SAT11308B	The student will order the percents of his or her last three grades (e.g., 70, 80, 90) from highest to lowest (or lowest to highest).	<ul style="list-style-type: none"> <li>• Digital video or audio of the student being presented with his or her last three percents on a test or worksheet and indicating the percent order</li> </ul>

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

<b>AGLIs</b>		<b>MATH – Grade 5</b>			
<b>Required Component 1—Strand: Number Sense and Operations</b>					
<b>Choice Component 2—Band: Operations</b>					
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>					
<b>POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations</b>					
<b>Less Complex</b>				<b>More Complex</b>	
<p>The student will:</p> <ul style="list-style-type: none"> <li>• add, subtract, and/or multiply whole numbers using one or more strategies (13104)</li> <li>• add decimals to tenths using one or more strategies (13105)</li> <li>• recognize a whole and/or its parts (13106)</li> </ul>		<p>The student will:</p> <ul style="list-style-type: none"> <li>• add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)</li> <li>• add and/or subtract decimals to tenths using two or more strategies (13205)</li> <li>• connect written and/or pictorial representations of fractions with denominators up to two (13203)</li> <li>• identify a whole and its parts (13206)</li> </ul>		<p>The student will:</p> <ul style="list-style-type: none"> <li>• add and/or subtract fractions using one or more strategies (13303)</li> <li>• add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)</li> </ul>	

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

**SATs****MATH – Grade 5****Required Component 1**—Strand: Number Sense and Operations**Choice Component 2**—Band: Operations**SAMPLE ASSESSMENT TASKS (SATs)**

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

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT13104	The student will add, subtract, and/or multiply whole numbers using one or more strategies. (Note: Possible strategies include a calculator, multiplication table, a number line, Touch Math, manipulatives, memory strategies, etc.)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when adding, subtracting, and/or multiplying, with the use of a strategy(s) indicated</li> <li>• Student work product with the strategy(s) used indicated on the work product or listed next to the solved problem(s)</li> </ul>
SAT13105A	The student will add decimals to tenths using one or more strategies. (Note: Possible strategies include hundredths chart, Cuisenaire rods, a calculator, memory strategies, a number line, etc.)	<ul style="list-style-type: none"> <li>• Student work product of decimals to tenths the student added and a teacher notation of the strategy(ies) that the student used</li> </ul>
SAT13105B	The student will show addition of decimals to tenths using a number line.	<ul style="list-style-type: none"> <li>• Student work product showing a number line used to add decimals as a strategy to figure out the answer</li> </ul>
SAT13106A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole, as requested.	<ul style="list-style-type: none"> <li>• Student work product with whole item labeled or marked as whole and/or parts of a whole item labeled or marked as parts</li> </ul>
SAT13106B	The student will recognize the parts of a whole by matching together or indicating two or more parts of a broken object to make a whole. (e.g., two halves of a circle to make a whole circle, two parts of a hot dog to make a whole hot dog, three parts of a triangle to make a whole triangle)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object</li> <li>• Data Collection Sheet of student performance when placing together two or more parts of a broken object to make a whole object</li> </ul>
SAT13106C	The student will recognize a whole shape or object when given a whole and a part by indicating the whole upon request.	<ul style="list-style-type: none"> <li>• Student work product showing a set of items in whole form and part form with a student mark on the whole form</li> </ul>
SAT13204A	The student will add, subtract, multiply, and/or divide whole numbers using two or more strategies. (Note: Possible strategies include concrete objects, tally marks, fact tables, mental math, Touch Math, a number line, a calculator, etc.)	<ul style="list-style-type: none"> <li>• Digital video of the student using a number line to solve a problem and then entering the same problem into a calculator to check his or her answer</li> <li>• Data Collection Sheet of student performance when adding, subtracting, multiplying, and/or dividing, with the use of the two strategies indicated</li> </ul>

SAT13204B	The student will add and/or subtract whole numbers using concrete objects and reverse the problem to check the answer.	<ul style="list-style-type: none"> <li>Student work product illustrating that the student solved addition and/or subtraction problem(s) and a notation indicating the use of concrete objects and showing the reversing strategy</li> </ul>
SAT13205	The student will add and/or subtract decimals to tenths using two or more strategies. (Note: Possible strategies include hundredths chart, Cuisenaire rods, a calculator, etc.)	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when adding and/or subtracting decimals to tenths, with the use of the two strategies indicated</li> </ul>
SAT13203	The student will connect written and/or pictorial representations of fractions with denominators up to two digits by matching pictorial representations or written fractions that have appropriate denominators to the given fractions.	<ul style="list-style-type: none"> <li>Student work product containing lines drawn from pictures of fractions to the written fractions with denominators up to two digits</li> <li>Student work product containing pictures of fractions with denominators up to two digits written or pasted next to the specific fraction picture</li> </ul>
SAT13206	The student will identify a whole object upon request and indicate the parts of the whole object requested. (e.g., the student puts a stamp on a whole circle and then matches three thirds of a circle together to make a whole circle)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student selecting the whole from a group and then looking at a set of objects divided into thirds and matching the three parts together to make the whole object</li> <li>Student work product showing (1) a whole object and part of an object, with the word "whole" pasted underneath the whole object and (2) pasted below that, parts selected by the student that would make the object whole</li> </ul>
SAT13303A	The student will add and/or subtract fractions using one or more strategies. (Note: Possible strategies include fraction models, pictorial display, a calculator, etc.)	<ul style="list-style-type: none"> <li>Student work product of addition and/or subtraction of fractions with student solution(s) and a teacher notation of the strategy(s) that the student used</li> </ul>
SAT13303B	The student will add and/or subtract fractions involving halves and fourths using a ruler showing halves and fourths of an inch.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student drawing a line segment that is <math>2\frac{1}{2}</math> inches long and adding another segment that is <math>\frac{1}{4}</math> inch long to get a segment that is <math>2\frac{3}{4}</math> inches long</li> </ul>
SAT13303C	The student will measure two different lengths of ribbon (e.g., $1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will use a yardstick to indicate how long the ribbons are when added together.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student measuring the pieces of ribbon, adding them together to form a longer segment by using a yardstick, and stating or signing how long the ribbon is</li> </ul>
SAT13304	The student will add, subtract, multiply, and/or divide decimals to tenths using one or more strategies. (Note: Possible strategies include hundredths chart, Cuisenaire rods, a calculator, etc.)	<ul style="list-style-type: none"> <li>Student work product of the student-solved addition, subtraction, multiplication, and/or division problem(s) with decimals to tenths and a teacher notation of the strategy(ies) that the student used</li> </ul>

# MATH – Grade 5

(cont'd)

## GLIs and Essences

Required Component 2—Strand: Geometry

Choice Component 1—Band: Geometric Relationships

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

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

The student will:

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

The student will:

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

The student will:

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

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

# MATH – Grade 5 (cont'd)

## SATs

**Required Component 2**—Strand: Geometry

**Choice Component 1**—Band: Geometric Relationships

### SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101A	The student will sort triangles from quadrilaterals when given a variety of shapes. (Note: A variety of shapes should include other shapes in addition to the triangles and quadrilaterals, or a variety of different types of triangles and quadrilaterals.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student sorting quadrilaterals into one pile, triangles into another pile, and the remainder of shapes into a third pile, if applicable</li> </ul>
SAT31101B	The student will sort triangles from quadrilaterals on a worksheet by following directions on how to mark each shape (e.g., circle quadrilaterals and underline triangles).	<ul style="list-style-type: none"> <li>Student work product showing quadrilaterals that were circled and triangles that were underlined by the student</li> </ul>
SAT31102A	The student will count the number of sides and/or angles of a variety of triangles and/or quadrilaterals.	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when counting the number of sides and/or angles on a variety of triangles and/or quadrilaterals</li> </ul>
SAT31102B	The student will count how many sides a variety of triangles and/or quadrilaterals each have, and label each shape with the correct number.	<ul style="list-style-type: none"> <li>Student work product showing the number of sides the student counted for each quadrilateral and/or triangle on the worksheet</li> </ul>
SAT31103A	The student will identify geometric shapes upon request from a choice of different shapes. (e.g., "Show me the ___ [circle, square, triangle, etc.]." "Give me the ___." "Mark the ___.")	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to the teacher's request and showing, pointing, or eye gazing to the requested shape from a set of choices</li> </ul>
SAT31103B	The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.	<ul style="list-style-type: none"> <li>Student work product showing a variety of geometric shapes with lines drawn to each name or with names written or pasted next to the corresponding shapes</li> </ul>
SAT31201	The student will classify quadrilaterals by properties of side lengths and/or angles. (e.g., by sorting or labeling them into groups such as four equal side lengths=squares, two equal side lengths on top and bottom and two equal side lengths on each side=rectangles; by gluing the shapes in the correct column [square, rhombus, rectangle, parallelogram])	<ul style="list-style-type: none"> <li>Student work product with the two classifications of quadrilaterals and the shapes labeled with their specific name or sorted under the correct heading (e.g., four equal sides, parallel sides are equal)</li> <li>Student work product of a table with the quadrilaterals sorted into their appropriate columns by angles and sides</li> </ul>

SAT31204A	The student will recognize, name, draw, compare, and/or sort congruent figures. (e.g., given a shape, the student selects another shape that is congruent; given a shape, the student draws a shape that is congruent; given a shape and then a pile of shapes, the student sorts the pile into those that are congruent and not congruent to the first shape)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating from a collection of shapes the shape that is congruent to one presented by the teacher</li> <li>• Student work product of a starting shape and the two groups of shapes congruent and not congruent</li> </ul>
SAT31204B	The student will compare sets of figures and answer whether they are congruent or not congruent.	<ul style="list-style-type: none"> <li>• Student work product of sets of figures with student indicating yes or no next to each set to indicate whether they are congruent or not</li> </ul>
SAT31205	The student will recognize that the sum of the interior angles of a quadrilateral is 360 degrees by adding the interior angles of two or more different quadrilaterals or responding to a question about the sum. (e.g., question such as “What do you know about the sum of the angles?” “What is the common sum for the different quadrilaterals?” “Each of these quadrilaterals is different, but what is the sum of the angles regardless of the type of quadrilateral?”)	<ul style="list-style-type: none"> <li>• Student work product of various quadrilaterals, where the student shows the addition of the four angles and the sum of 360 degrees</li> <li>• Data Collection Sheet of student performance when answering a question about the sum of angles in two or more different quadrilaterals, with the quadrilaterals and question the student responded to indicated</li> </ul>
SAT31301	The student will classify triangles by properties of their angles and/or sides. (e.g., the student groups pictures of triangles within the school and/or community according to similar properties [equilateral, isosceles, etc.]; given a variety of triangles, the student sorts or labels as appropriate)	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to their similarities of side lengths and/or angles</li> <li>• Sequenced, captioned, and dated photographs of the student sorting right triangles into one pile and acute triangles into another pile</li> </ul>
SAT31306	The student will sort quadrilaterals by properties of their angles and/or sides. (e.g., student uses cutout quadrilaterals to complete a T-chart; student follows direction on how to mark each of the different quadrilaterals)	<ul style="list-style-type: none"> <li>• Student work product of a T-chart with different quadrilaterals pasted into the appropriate categories</li> <li>• Student work product showing squares that were circled and diamonds (kites) that were underlined by the student</li> </ul>
SAT31307A	The student will recognize, name, draw, compare, and/or sort similar triangles and identify their corresponding parts. (e.g., the student places labels next to a variety of triangles and color-codes the corresponding parts for each type of triangle; the student draws triangles and places stickers to indicate their corresponding parts)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating from a collection of triangles the names of each one and pointing to their corresponding parts</li> <li>• Student work product of student-drawn triangles with each of the corresponding parts marked</li> </ul>
SAT31307B	The student will sort similar triangles and identify their corresponding angles by circling, highlighting, etc. the angles that are the same degree(s).	<ul style="list-style-type: none"> <li>• Student work product including a variety of triangles sorted by the student with student’s identification of corresponding angles</li> </ul>

SAT31307C	The student will compare similar triangles and identify by marking the corresponding parts that match (e.g., length of sides, similar angles).	<ul style="list-style-type: none"> <li>• Student work product indicating the student's identification of the corresponding parts that match</li> </ul>
SAT31308	The student will recognize that the sum of the angles of a triangle is 180 degrees by adding up the angles for two or more different triangles or responding to a question about the sum of the angles for two or more different triangles. (e.g., questions such as "What do you know about the sum of the angles?" "What is the common sum for the different triangles?" "Each of these triangles is different, but what is the sum of the angles regardless of the type of triangle?")	<ul style="list-style-type: none"> <li>• Student work product including two or more different triangles and the addition problems that show the sum of interior angles to be 180 degrees</li> <li>• Data Collection Sheet of student performance when answering a question about the sum of angles for two or more different triangles with the triangles and question the student responded to indicated</li> </ul>
SAT31309A	The student will recognize, name, draw, compare, and/or sort congruent quadrilaterals and identify their corresponding parts. (e.g., the student places labels next to a variety of quadrilaterals and color-codes the corresponding parts for each type of quadrilateral; the student draws congruent quadrilaterals and places stickers to indicate their corresponding parts)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating from a collection of quadrilaterals the names of each one and pointing to their corresponding parts</li> <li>• Student work product of student-drawn quadrilaterals, with each of the corresponding parts marked</li> </ul>
SAT31309B	The student will recognize two or more congruent quadrilaterals as requested and identify their corresponding sides and/or angles.	<ul style="list-style-type: none"> <li>• Student work product showing selected quadrilaterals as requested by the teacher and the student's indication of the corresponding sides and/or angles</li> </ul>
SAT31309C	The student will sort congruent quadrilaterals and identify their corresponding sides and/or angles by circling, highlighting, etc. the sides that are the same lengths and/or angles that are the same degree(s).	<ul style="list-style-type: none"> <li>• Student work product including a variety of quadrilaterals sorted by the student with student's identification of corresponding parts</li> </ul>

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

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

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

The student will:

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

The student will:

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

The student will:

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

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

**SATs****MATH – Grade 5  
(cont'd)****Required Component 2**—Strand: Geometry**Choice Component 2**—Band: Coordinate Geometry**SAMPLE ASSESSMENT TASKS (SATs)**

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

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

