

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

**High School**

**2011–12**

**New York State Alternate Assessment**

**GLIs and Essences****ELA – HS****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. 66	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research               <ul style="list-style-type: none"> <li>- define a purpose for reading by asking questions about what they need to know for their research</li> </ul> </li> <li>• Use specialized reference sources, such as glossaries and directories</li> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks               <ul style="list-style-type: none"> <li>- demonstrate task awareness by employing flexible strategies</li> </ul> </li> <li>• Skim texts to gain an overall impression and scan texts for particular information               <ul style="list-style-type: none"> <li>- focus on key words and phrases to generate research questions</li> </ul> </li> <li>• Recognize the defining features and structures of informational texts</li> <li>• Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites</li> <li>• Identify and evaluate the validity of informational sources, with assistance</li> <li>• Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</li> <li>• Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies               <ul style="list-style-type: none"> <li>- employ a range of post-reading practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research</li> <li>• Read to collect facts and ideas from multiple sources and interpret data</li> <li>• Demonstrate ability to compare and contrast information from a variety of different sources and begin to analyze this information</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**AGLIs****ELA – HS****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:

- use the school library and/or public library resources to identify a resource with information on a topic (11101)
- attend to or read to collect fact(s) and/or idea(s) about a single topic (11107)
- attend to or read text to distinguish facts from opinions (11103)
- attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104)
- attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108)
- use text feature(s) (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109)

The student will:

- use the school library or public library resources to acquire information (11201)
- identify the best library resource to use to collect facts and/or ideas about a given topic (11209)
- compare and/or contrast information from multiple sources (11203)
- identify statements of fact and/or opinion (11204)
- identify relevant facts and/or data to support given topic (11210)
- draw conclusion(s) based on explicit and/or implicit information (11206)
- interpret information using strategy(s) (11207)
- recognize information that is implied (11208)

The student will:

- use multiple resources in the school and/or public library resources to acquire information and/or research (11306)
- interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302)
- review research data, explicit and/or implicit, and draw conclusion(s) (11307)
- develop opinion(s) based on information (11304)
- support opinion(s) with relevant information (11305)

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

<b>SATs</b>		<b>ELA – HS</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT11101	The student will use the periodical section and computer in the school or public library to identify a resource with information on a specific topic. (e.g., use a local newspaper [both online and in print] to find information about jobs, cultural events, recreation, etc.; use the organization system in the library to locate the call number of a book on animals and also use the computer to locate a Web site with information on animals)	<ul style="list-style-type: none"> <li>Digital video of the student using the periodical section and computer in the library to identify a local newspaper with information on a topic</li> <li>Data Collection Sheet (multi-step) of student performance when using two resources in the school or public library and detailing steps the student took to use the resources to find a resource with information on a topic, including an indication of what resources the student used</li> </ul>
SAT11107A	The student will attend to or read to collect fact(s) and/or idea(s) about a topic by indicating the fact(s) and/or idea(s) for the topic. (e.g., Internet safety, cell phone safety, kitchen safety, skateboarding, caring for a pet)	<ul style="list-style-type: none"> <li>Student work product showing picture(s) or word card(s) that the student chose to make a “fact page” about the topic selected</li> <li>Sequenced, captioned, and dated photographs of the student attending to the text or article, looking at the choices presented, and then choosing the object(s) that reflect fact(s) and/or idea(s) from the text(s) or article(s)</li> </ul>
SAT11107B	The student will attend to or read a source (e.g., local newspaper, bulletin board, brochure, the Internet, etc.) to collect fact(s) and/or idea(s) about a topic of interest in the community. (e.g., jobs, clothing or food sales)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student indicating a topic of interest and then attending to the information and stamping the fact(s) and/or idea(s) presented in the source.</li> </ul>
SAT11107C	The student will attend to or read a biography to collect fact(s) about the individual’s life.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with the biography’s title indicated and spaces for fact(s) from the biography in a section titled “A Fact About (biography subject)”</li> </ul>
SAT11103	The student will attend to or read a text to distinguish the facts from the opinions by indicating each. (e.g., given an advertisement, student underlines the facts and circles the opinions; given sentences from a newspaper editorial, student writes fact or opinion next to each statement)	<ul style="list-style-type: none"> <li>Student work product with opinions circled and facts underlined in the advertisement</li> <li>Student work product of sentences from the editorial with fact or opinion circled, marked, written, etc. next to each sentence or placed on a T-chart</li> </ul>

SAT11104A	<p>The student will attend to or read to distinguish relevant from irrelevant ideas and/or facts about a specific topic as requested.</p> <p>(e.g., Topic—United States holidays/federal holidays, relevant—Independence Day and Memorial Day, irrelevant—Valentine’s Day and Flag Day; sorting a group of pictures, words, or sentence strips into two groups: those that are relevant to the topic of jobs in the community and those that are irrelevant; circling the relevant facts and crossing out the irrelevant facts in an article)</p>	<ul style="list-style-type: none"> <li>• Student work product of a T-chart with the student’s selection of a job and separation of relevant and irrelevant facts and/or ideas</li> <li>• Student work product consisting of a worksheet with relevant facts and/or ideas related to the text marked with a circle and irrelevant facts and/or ideas crossed out</li> </ul>
SAT11104B	<p>The student will attend to or read to distinguish relevant from irrelevant facts in his or her resume by indicating each (relevant or irrelevant) as it applies to a given job description.</p>	<ul style="list-style-type: none"> <li>• Student work product of resume highlighted in two colors to show relevant and irrelevant information</li> </ul>
SAT11108A	<p>The student will attend to or read two recipes to distinguish between similar and dissimilar ingredients and/or steps.</p> <p>(e.g., macaroni and cheese, chocolate chip cookies)</p>	<ul style="list-style-type: none"> <li>• Student work product of recipes highlighted or marked to indicate similarities and differences between the recipes (e.g., macaroni and cheese, chocolate chip cookies)</li> <li>• Student work product showing similarities and differences between two recipes, organized in a T-chart</li> </ul>
SAT11108B	<p>The student will attend to or read texts about a topic to distinguish between similar and dissimilar information by completing a graphic organizer comparing and contrasting information from two sources on a topic.</p> <p>(e.g., climate change, sports team)</p>	<ul style="list-style-type: none"> <li>• Student work product of Venn diagram with similarities of information about a topic in the middle and differences on each side, with sources of information cited</li> </ul>
SAT11109A	<p>The student will use the text feature(s) of a table of contents to find the section and/or page number where information is located in a newspaper, a periodical, or an informational text and then use the section and/or page number to find that information.</p>	<ul style="list-style-type: none"> <li>• Digital video of the student reviewing the newspaper’s table of contents, locating the section and/or page number for the entertainment section, and finding that section in the paper</li> <li>• Student work product that indicates section number and/or page number and lists information found</li> </ul>
SAT11109B	<p>The student will use text feature(s) such as a headline, subhead, photo caption, table of contents, etc. to find information by reviewing the text feature then using it to gather information as requested.</p> <p>(e.g., locates title of newspaper and tells where paper is printed, locates table of contents and circles what page a given chapter starts on, locates a photo caption and answers a question with information from the caption)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student identifying the text feature(s) and using the feature(s) to provide simple information</li> </ul>

SAT11201	The student will use two or more resources from the school or public library reference section to acquire information about a topic(s). (e.g., a favorite movie, a about job/careers, a cultural events, recreation activity in the community, etc. in the community; resources: reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of the student performance when using two resources in the school or public library and performance in acquiring the information, with the resources used noted</li> <li>• Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from resources, with the resources used noted</li> </ul>
SAT11201B	The student will use a computer and a daily newspaper in the school or public library to acquire information about a current event.	<ul style="list-style-type: none"> <li>• Student work product showing the current event and the information the student collected from the school or public library's newspaper and computer</li> </ul>
SAT11209	The student will identify the best library resource to collect facts and/or ideas about a topic, such as WW II, given a minimum of three resources to choose from. (Note: Choices should be one with strong connection to a topic, one with some connection, and one not connected at all.)	<ul style="list-style-type: none"> <li>• Student work product of the topic, the list of resources the student was given, and the resource the student indicated as the best one</li> </ul>
SAT11203A	The student will compare and/or contrast information from two or more informational sources by indicating what is similar and/or what is different about specific information from each source.	<ul style="list-style-type: none"> <li>• Student work product showing the sources and the information from each, with the similarities and/or differences listed (Venn diagram)</li> </ul>
SAT11203B	The student will compare and/or contrast information from local newspaper(s) and the Internet about a specific story about the community, using a graphic organizer.	<ul style="list-style-type: none"> <li>• Student work product of a Venn diagram that shows a comparison and/or a contrast of two stories based on information acquired from both sources</li> </ul>
SAT11204A	The student will identify statements as fact and/or opinion. (e.g., sorting statements into "Fact" and "Opinion" categories after hearing them read aloud, writing "fact" or "opinion" as appropriate next to different statements, highlighting the facts and/or circling the opinions in an editorial)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student looking through a set of statements and then sorting them into two piles on his or her workspace or sorting them onto a T-chart</li> <li>• Student work product with statements of fact labeled as fact and/or statements of opinion labeled as opinion</li> </ul>
SAT11204B	The student will identify statements of fact about jobs in the community during a reading response activity by using a checklist or other strategy.	<ul style="list-style-type: none"> <li>• Student work product of a checklist with statements of fact about jobs in the community clearly identified</li> </ul>
SAT11210A	The student will identify relevant facts and/or data that support a given topic by indicating the facts and/or data that are relevant given a set of choices. (e.g., topic: rapid climate change; student selects facts that support concerns about climate change. Note: Response choices should include relevant and irrelevant choices.)	<ul style="list-style-type: none"> <li>• Student work product with the topic listed and relevant facts and/or data clearly marked and irrelevant facts and/or data not marked</li> </ul>
SAT11210B	The student will identify relevant data from text features (e.g., spreadsheets, graphs, charts) during a reading response activity about jobs in the community, to support one point of view about the topic of jobs.	<ul style="list-style-type: none"> <li>• Student work product of the text features with relevant data clearly marked</li> </ul>

SAT11206	The student will draw conclusion(s) based on explicit and/or implicit facts or data shown on a checklist, table, graph, etc. about a topic. (e.g., jobs in the community, global citizenship, higher education, recreation)	<ul style="list-style-type: none"> <li>• Student work product with facts or data shown and valid conclusion(s) marked from a choice of three</li> </ul>
SAT11207	The student will interpret given information about a topic using a graphic organizer to draw a conclusion. (e.g., December holidays, sports)	<ul style="list-style-type: none"> <li>• Student work product using words, pictures, and/or symbols to represent a conclusion made based on information from a graphic organizer</li> </ul>
SAT11208	The student will recognize information that is implied by attending to a descriptive text and identifying the implied emotion or feelings of the subject of the text.	<ul style="list-style-type: none"> <li>• Student work product that outlines details that lead to implied feelings and the emotion or feelings the subject probably exhibits</li> </ul>
SAT11306	The student will use multiple resources in the school and/or public library to acquire information and/or research information on a specific topic. (e.g., topic: a career in a field of interest to the student; resources: reference book(s), periodical(s), computer(s))	<ul style="list-style-type: none"> <li>• Student work product of the information and/or research the student obtained from the library while researching a field of interest, with multiple sources cited</li> <li>• Student work product that includes the name of the student's chosen topic and the marked or highlighted facts with the sources indicated (e.g., student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts or ideas highlighted)</li> </ul>
SAT11302	The student will interpret facts or data from two or more sources (Internet, magazines, newspapers, etc.) related to music to determine the most popular artist.	<ul style="list-style-type: none"> <li>• Student work product of parts of two or more articles with facts or data highlighted and a conclusion determined by the student about the most popular artist</li> <li>• Student work product of a collage of facts and data on an artist he/she interprets as most popular, with sources cited</li> </ul>
SAT11307	The student will connect explicit and/or implicit research data about the topic of health to draw a conclusion about what constitutes a healthy lifestyle. (e.g., a healthy diet, amount of exercise you should do a day, reducing the risk of heart attack/cancer)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student reviewing research data and indicating a conclusion about the topic</li> <li>• Student work product with research data and the conclusion the student determined based on the data</li> </ul>
SAT11304	The student will develop an opinion based on information about a specific topic (e.g., jobs in the community, recreation, culture) found in a resource(s) (e.g., Internet, newspapers).	<ul style="list-style-type: none"> <li>• Student work product showing the student's opinions and supporting information from sources (e.g., local newspapers, Internet)</li> </ul>
SAT11305	The student will collect relevant facts from current health journals to support the opinion that exercise and a healthy diet increase life expectancy/energy level.	<ul style="list-style-type: none"> <li>• Student work product that shows the opinion(s) and the facts the student collected</li> </ul>

**GLIs and Essences****ELA – HS****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 67	<ul style="list-style-type: none"> <li>• Form opinions and make judgments about the accuracy of information and personal texts</li> <li>• Generate a list of significant questions to assist with analysis of text</li> <li>• Analyze and evaluate nonfiction texts               <ul style="list-style-type: none"> <li>- determine the significance and reliability of information</li> <li>- focus on key words/phrases that signal that the text is heading in a particular direction</li> </ul> </li> <li>• Analyze and evaluate poetry to recognize the use and effect of               <ul style="list-style-type: none"> <li>- rhythm, rhyme, and sound pattern</li> <li>- repetition</li> <li>- differences between language of the poem and everyday language of readers</li> </ul> </li> <li>• Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements</li> <li>• Analyze and evaluate fiction, including               <ul style="list-style-type: none"> <li>- the development of a central idea or theme</li> <li>- the development of characters and their actions</li> <li>- the elements of the plot, such as conflict, climax, and resolution</li> <li>- the significance of the title</li> </ul> </li> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective</li> <li>• Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the validity and accuracy of information</li> <li>• Form opinions and make judgments about literary works</li> </ul>

<b>AGLIs</b>		<b>ELA – HS</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Reading-Standard 3</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 to identify main idea(s) and/or supporting ideas (13106)</li> <li>attend to or read to determine whether supporting details justify a positive evaluation of the main idea (13107)</li> <li>attend to or read to compare related information to help determine validity (13103)</li> <li>recognize personal criteria or opinion about a literary work (13108)</li> <li>use personal criteria to evaluate the quality of literary work(s) (13105)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, comparison/contrast similar texts, data, or personal experience, author’s purpose, different perspectives, etc.) (13205)</li> <li>use a research resource to check reliability of source(s) of informational text(s) (13202)</li> <li>use established criteria to evaluate literary work(s) (13203)</li> <li>indicate a personal opinion about a literary work based on personal criteria (13206)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use strategy(s) to determine validity and/or accuracy of information (e.g., adequate support, comparison/contrast similar texts, data, or personal experience, author’s purpose, different perspectives, reliability of sources, etc.) (13304)</li> <li>use personal and/or established criteria to evaluate quality of literary work(s) (13302)</li> <li>indicate opinion(s) about literary work(s) based on established criteria (13305)</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, literary text (work), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>ELA – HS</b>
<b>Required Component 1—Key Idea: Reading</b>		
<b>Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT13106	The student will attend to or read a text about a specific topic (e.g., jobs in the community, recreation, cultural events, educational opportunities, transportation) to identify the main idea(s) and/or supporting ideas. (e.g., selecting the main idea(s) given a set of choices [words, pictures, symbols, sentences, etc.] and highlighting the main idea(s) and/or circling the supporting ideas within the text(s); Note: The assessment needs to use vocabulary specific to main idea(s) and/or supporting ideas.)	<ul style="list-style-type: none"> <li>• Student work product with the picture or statement that shows the main idea(s) and/or supporting ideas of the topic identified (stamped, marked, underlined), or main idea(s) and/or supporting ideas marked within the text</li> <li>• Data Collection Sheet of the student performance when identifying the main idea(s) and/or supporting ideas from a choice of three different sentence strips (with pictures and/or words)</li> </ul>
SAT13107A	The student will determine whether supporting details justify a positive evaluation of the main idea by indicating the positive details given a set of supporting details (positive and negative) and the main idea. (Note: The assessment needs to use vocabulary specific to supporting details related to a main idea.)	<ul style="list-style-type: none"> <li>• Student work product showing the main idea and highlighting, marking, or circling the supporting details that justify a positive evaluation of the main idea</li> </ul>
SAT13107B	The student will attend to or read the movie section or entertainment section of a newspaper or magazine to determine whether the text (e.g., comments, reviews) is convincing enough to select or reject a particular movie. (Note: The assessment needs to use vocabulary specific to supporting details related to a main idea.)	<ul style="list-style-type: none"> <li>• Student work product indicating what supporting details provided by the reviewer convinced him or her to select or not to select a particular movie</li> </ul>
SAT13103	The student will attend to information about a sport from two sources to determine the validity of statements related to the sport by responding “true” or “false” to statements or questions.	<ul style="list-style-type: none"> <li>• Digital video or audio of the student determining the validity of information about a sport from a text and a movie by indicating true or false to a given statement</li> <li>• Student work product with statements related to the topic labeled “true” or “false” based on information from text and movie</li> </ul>

SAT13108A	The student will recognize his or her personal criteria for or opinion about a text by indicating “like” or “dislike” and citing a reason (e.g., selecting a like or dislike sticker and placing it on a worksheet of symbols for the reasons “happy, sad, scary, boring, etc.”; reasons for liking or disliking work-“I like it because...”; “I think/feel ...[text gave enough information on topic or not]”)	<ul style="list-style-type: none"> <li>• Student work product where the student indicates his or her opinion about a literary work that he/she read or listened to, including why he or she has that opinion</li> <li>• Student work product of personal criteria for “like/dislike” related to the reason stamped on a picture representing the story</li> </ul>
SAT13108B	The student will recognize an opinion about a literary work by completing a reading journal with a personal judgment that explains whether he or she would recommend the literary work.	<ul style="list-style-type: none"> <li>• Student work product of the reading journal entry with the title, author, and personal judgment about the literary work and a “yes” or “no” for recommending it to others</li> </ul>
SAT13105	The student will use personal criteria to evaluate a literary work by answering the question “what did you like about this?”	<ul style="list-style-type: none"> <li>• Student work product showing the picture, symbol, word(s), etc. the student indicated that shows what (criteria) he/she liked</li> </ul>
SAT13205	The student will recognize the strategy used to determine validity and/or accuracy of information by indicating which strategy is being used when presented with different examples of strategies.	<ul style="list-style-type: none"> <li>• Student work product showing how the examples of multiple sets of resources match with adequate support (graphic organizer matches with the information; a personal experience matches with a comparison of information, etc.)</li> </ul>
SAT13202	The student will use a research resource to check the reliability of information presented in a given article by indicating the similar and/or dissimilar information.	<ul style="list-style-type: none"> <li>• Student work product of a T-chart with given article and research resource information being compared</li> </ul>
SAT13203	The student will use a given list of established criteria to evaluate a literary work(s) and indicate an opinion about the work based on the criteria.	<ul style="list-style-type: none"> <li>• Student work product consisting of a list of criteria and the student’s opinion about a piece of work(s) based on responses to how the literary work(s) meets the criteria</li> </ul>
SAT13206A	The student will indicate why he or she likes or dislikes a specific book(s), movie(s), play(s), etc. that he/she has read, watched, listened to, etc.	<ul style="list-style-type: none"> <li>• Digital video or audio of the student selecting a book(s) and indicating that he/she liked it because, for example, it is about animals, or disliked it because, for example, it is scary.</li> </ul>
SAT13206B	The student will indicate an opinion about a literary work using a set of personal criteria by creating and completing a checklist of criteria questions or statements, including overall opinion.	<ul style="list-style-type: none"> <li>• Student work product of the student’s completed checklist of personal criteria evaluating the literary work and an opinion about the work</li> </ul>
SAT13304A	The student will use the strategy of comparing multiple texts to determine validity and/or accuracy of the information by reading or listening to two texts written by different authors on the same topic and comparing the two texts.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer citing the texts used, listing the facts from the text, listing similar or conflicting information found in other texts, and indicating whether information is valid and/or accurate</li> </ul>
SAT13304B	The student will compare information found in two or more different educational or government-sponsored resources or Web sites to determine the validity of the information.	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer or a checklist showing the resources, the comparison of the resources, and indicating the validity of the information</li> </ul>

SAT13302	The student will use personal and/or established criteria to evaluate the quality of literary work(s) by giving reasons why he or she found the work(s) enjoyable or not.	<ul style="list-style-type: none"><li>• Digital video or audio of the student describing (in words, sign language, augmentative communication, etc.) the criteria used to evaluate the literary work(s)</li></ul>
SAT13305	The student will indicate opinion(s) about literary work(s) using established criteria by maintaining a journal of an opinion(s) including a comment(s) for reason, recommendation, etc. for each literary work.	<ul style="list-style-type: none"><li>• Student work product of a reading journal including a criteria checklist in which student records the title, author, and his or her opinion(s) about each work(s) read and indicates the level of recommendation to others for reading the work(s)</li></ul>

**GLIs and Essences****ELA – HS  
(cont'd)****Required Component 2**—Key Idea: Writing**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. 68	<ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> <li>• Select and limit topics for informational writing, with assistance</li> <li>• Analyze data and facts to communicate information</li> <li>• Take notes from written and oral texts, such as lectures and interviews</li> <li>• Use a range of organizational strategies to present information</li> <li>• Apply new information in different contexts and situations</li> <li>• Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> <li>• Define the meaning of and understand the consequences of plagiarism</li> <li>• Use paraphrase and quotation in order to communicate information most effectively</li> <li>• Use charts, graphs, or diagrams to illustrate informational text</li> <li>• Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</li> <li>• Maintain a portfolio that includes informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes using a note-taking process</li> <li>• Write accurate and complete responses to questions about informational material</li> <li>• Identify an appropriate format for sharing information such as outlines and graphic organizers</li> <li>• Write clear, concise, and varied sentences that demonstrate a personal writing style and voice</li> </ul>

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

The student will:

- identify relevant and/or irrelevant idea(s), fact(s), and/or data (21101)
- distinguish between relevant and irrelevant ideas, facts, and/or data (21108)
- connect supporting details to main idea (21109)
- convey answers to literal questions about explicit text (e.g., “who,” “what,” “where,” “when,” and/or “how”) (21110)
- create an organizer to compare facts and/or ideas (21104)
- take notes to record idea(s), fact(s), and/or data (21105)
- create picture(s), symbol(s), object(s), etc. to communicate information (21106)
- summarize informational text in his/her own words (21111)

The student will:

- use the note-taking process to show the relationships among relevant ideas, facts, and/or data (21206)
- compose clear sentences to answer literal questions (e.g., “who,” “what,” “where,” “when,” “how,” and/or “why”) or to present information about explicit informational text (21207)
- use information to support answers to literal questions (21203)
- identify the most appropriate organizational format to share information (21208)
- share information about a comparison and/or contrast (21209)

The student will:

- take accurate notes using a note-taking process (21301)
- compose clear, concise, and complete sentences to answer literal questions (21304)
- compose clear, concise, and complete sentence to present information about informational text (21305)
- use appropriate format(s) for sharing information (e.g., outlines, graphic organizers, semantic webs, etc.) (21306)

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

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

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

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT21101	The student will identify relevant data, fact(s), and/or idea(s) by indicating symbol(s), word(s), picture(s), etc. representing data, fact(s), and/or idea(s) for a topic.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer on which the student placed, glued, or attached data, fact(s), and/or idea(s) relevant to the specific topic</li> </ul>
SAT21108	The student will distinguish between relevant and irrelevant facts and/or data related to his or her life when presented information about himself or herself and other people, by indicating which facts and/or data are relevant (self) and irrelevant (other people).	<ul style="list-style-type: none"> <li>Student work product showing two sorted piles of cards with relevant and irrelevant information printed on them</li> </ul>
SAT21109	The student will connect supporting details to main idea by indicating or selecting the main idea and two or more supporting details and completing a graphic organizer with this information. (Note: The assessment needs to use vocabulary specific to main idea and/or supporting details.)	<ul style="list-style-type: none"> <li>Student work product of a semantic web that shows the connection of the supporting details to the appropriate main idea</li> </ul>
SAT21110	The student will convey answers to literal questions about explicit text.	<ul style="list-style-type: none"> <li>Student work product showing responses the student gave to questions using cards, symbols, or pictures to respond</li> <li>Student work product with written answers to the literal questions</li> </ul>
SAT21104A	The student will create a graphic organizer to compare facts and/or ideas by selecting the most appropriate graphic organizer given a set of choices.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student looking at the data that need to go into a graphic organizer and then selecting the organizer that is most appropriate to compare the facts and/or ideas</li> </ul>
SAT21104B	The student will create an organizer to compare facts and/or ideas about a chosen topic.	<ul style="list-style-type: none"> <li>Student work product of organizer that allows for a comparison of facts and/or ideas about a topic</li> </ul>
SAT21105	The student will take notes to record idea(s), fact(s), and/or data from a text given a set of choices, by selecting or writing those notes that are related to the text. (Note: Symbols, photos, etc. can be used to indicate the idea(s), fact(s) and/or data as notes.)	<ul style="list-style-type: none"> <li>Digital video of the student taking notes about idea(s), fact(s) and/or data from a specific text using symbol(s), photo(s), etc. as a response</li> <li>Student work product of a notes page with the student's selected or written idea(s), fact(s) and/or data on it</li> </ul>

SAT21106	The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or a personal experience/preference. (e.g., selecting or drawing the text-specific information; completing a chart or graphic organizer with the personal information; using the touch screen to communicate information about the student's favorite class(es); creating a pictorial book list to communicate his or her favorite book(s))	<ul style="list-style-type: none"> <li>• Student work product of selected graphic(s) or image(s) using Boardmaker or PECs, Internet picture(s), writing with symbol(s), drawing(s), etc. that give information about a text or personal experience/preference</li> <li>• Data Collection Sheet of the student performance when communicating information by selecting his or her favorite book(s)</li> </ul>
SAT21111	The student will summarize information from an informational text using his or her own words, signing, symbols, pictures, word cards, etc..	<ul style="list-style-type: none"> <li>• Data Collection Sheet of the student performance when selecting the sentence strips that appropriately summarize the informational text</li> <li>• Digital video or audio of the student verbalizing (in words, sign language, augmentative communication, etc.), pointing to, eye gazing to, etc. a summary of an informational text</li> </ul>
SAT21206	The student will show the relationships among relevant ideas, facts, and/or data by recording notes from an informational text.	<ul style="list-style-type: none"> <li>• Student work product of semantic web created or completed by the student with ideas, facts, and/or data and their relationships</li> </ul>
SAT21207	The student will write, record, sign, or state clear sentences to answer literal questions or to present information about explicit informational text.	<ul style="list-style-type: none"> <li>• Student work product showing the sentences the student composed for each of the literal questions</li> <li>• Digital video or audio of the student stating or signing sentences to provide information about explicit informational text</li> </ul>
SAT21203	The student will use facts and/or data to support answers to literal questions or provide details about a topic. (e.g., jobs in the community, outer space, the rainforest)	<ul style="list-style-type: none"> <li>• Student work product of answers to literal questions or detail statements with facts or statistics from a resource paired with the appropriate literal questions or statements they support</li> </ul>
SAT21208	The student will identify the best organizational format to share information. (e.g., given a set of choices [letter, flyer, poster, etc.], select the best way to announce a school play; given a schedule shown in a table format and a letter format, student circles the table format as the best way to share this information)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student looking at the information to be shared, looking at the different formats, and choosing the best organizational format</li> </ul>
SAT21209	The student will share information about a comparison and/or contrast of details, facts, data, etc. by completing a graphic organizer showing the information being compared and/or contrasted.	<ul style="list-style-type: none"> <li>• Student work product of a completed graphic organizer with three details indicating a comparison of the ideas, or information indicating a contrast (differences) between ideas or facts</li> </ul>
SAT21301	The student will take accurate notes from an informational text by using an outline format and providing the main idea along with supporting information.	<ul style="list-style-type: none"> <li>• Student work product of the student's outline with information completed based on an informational text</li> </ul>

SAT21304	The student will compose clear, concise, and complete sentences that answer literal questions about a text.	<ul style="list-style-type: none"> <li>• Audio of the student orally providing clear, concise, and complete sentences answering literal questions</li> <li>• Student work product of clear, concise, and complete written sentences answering literal questions</li> </ul>
SAT21305	The student will compose a clear, concise, and complete sentence to present information about an informational text.	<ul style="list-style-type: none"> <li>• Student work product of clear, concise, and complete sentence created by the student about an informational text</li> </ul>
SAT21306	The student will use appropriate note-taking format(s) for sharing information about a topic of interest to the student by selecting or creating the most appropriate format and completing the information. (e.g., outline, graphic organizer, semantic web)	<ul style="list-style-type: none"> <li>• Student work product of the appropriate note-taking format(s) chosen and completed by the student</li> <li>• Digital video of the student selecting format(s) and using that note-taking format(s) to share information about a topic</li> </ul>

**GLIs and Essences****ELA – HS  
(cont'd)****Required Component 2—Key Idea: Writing****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

<b>ELA Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 69	<ul style="list-style-type: none"> <li>• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</li> <li>• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences</li> <li>• Use strategies designed to influence or persuade in advertisements</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence</li> <li>• Use strategies designed to influence or persuade in advertisements</li> </ul>

<b>AGLIs</b>		<b>ELA – HS (cont'd)</b>		
<b>Required Component 2—Key Idea: Writing</b>				
<b>Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>				
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>				
<b>POSSIBLE ENTRY POINTS for Writing-Standard 3</b>				
<b>Less Complex</b>		◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>	
<p>The student will:</p> <ul style="list-style-type: none"> <li>• make prediction(s) about possible outcome(s) and explain reasoning using evidence (23107)</li> <li>• compose a persuasive, expository, or descriptive piece, about one topic for a particular audience (23108)</li> <li>• recognize the use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103)</li> <li>• share details to develop a description (23109)</li> <li>• share details to develop exposition (23110)</li> <li>• share facts to support an opinion (23111)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• make a prediction about a possible outcome and provide supporting evidence (23206)</li> <li>• indicate an opinion and provide supporting evidence for that opinion (23207)</li> <li>• develop content for a presentation for a particular audience and/or purpose (23208)</li> <li>• identify a persuasive technique used in an editorial or advertising (23203)</li> <li>• use another resource to check the validity of one fact or example in persuasive writing (23209)</li> <li>• compose a persuasive, expository, or descriptive paragraph about a single topic for multiple audiences (23210)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• compose a composition indicating an opinion, arguments for or against, and supporting evidence (23305)</li> <li>• compose a composition predicting various possible outcomes and providing supporting evidence (23306)</li> <li>• identify a hypothesis and it's supporting evidence (23307)</li> <li>• describe persuasive technique(s) used in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23308)</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., audience, compose, persuasive(ion), expository(ion), descriptive(ion), fact, 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 – HS  
(cont'd)****Required Component 2—Key Idea: Writing****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****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>
SAT23107	The student will predict a possible outcome(s) by indicating the outcome(s) and a reason for selecting that outcome(s), having listened to three-quarters (3/4) of a story.	<ul style="list-style-type: none"> <li>Digital video of the student selecting a prediction(s) of a possible outcome(s) and a relevant reason for the prediction(s), when provided three or more pictures or word cards to choose from</li> </ul>
SAT23108A	The student will create a persuasive, expository, or descriptive piece about one topic for one audience using pictures, symbols, word cards, statements, signs, etc.	<ul style="list-style-type: none"> <li>Student work product showing pictures or symbols selected to create a descriptive text to share with the class</li> <li>Sequenced, captioned, and dated photographs of the student creating an expository text using the choices presented to share with a family member</li> </ul>
SAT23108B	The student will compose a paragraph designed to persuade classmates to select the game he/she wants to play during recreation time.	<ul style="list-style-type: none"> <li>Student work product of a persuasive paragraph composed by the student</li> </ul>
SAT23103	The student will recognize the use of persuasion by creating a picture display or collage of persuasion used in our everyday lives.	<ul style="list-style-type: none"> <li>Student work product of picture display a or collage of pictures with examples of persuasion</li> </ul>
SAT23109	The student will share details that describe a person or thing such that another student can determine whom or what he or she is talking about.	<ul style="list-style-type: none"> <li>Digital video of the student sharing symbols or pictures to describe a person or thing to another student and indicating to the other student when he/she has identified the correct person or thing</li> </ul>
SAT23110	The student will share details to develop an exposition about a recipe so that another person could complete the recipe.	<ul style="list-style-type: none"> <li>Student work product of pictures that sequence steps of a recipe so that someone else could complete it</li> </ul>
SAT23111	The student will share facts to support an opinion by collecting information from the Internet, a newspaper, and/or a magazine that supports a given or chosen opinion.	<ul style="list-style-type: none"> <li>Student work product showing the initial opinion and the facts the student located from various sources to support the opinion</li> </ul>
SAT23206	The student will make a prediction about the outcome of a story and provide evidence from the story to support that outcome.	<ul style="list-style-type: none"> <li>Student work product showing symbols, pictures, etc. to indicate the student's prediction and symbols, pictures, etc. representing actual evidence from the story to support the outcome</li> </ul>

SAT23207	The student will indicate an opinion on climate change, popular music, best football team, etc. and provide supporting evidence from current media.	<ul style="list-style-type: none"> <li>Student work product showing the student's opinion and supporting details from media</li> </ul>
SAT23208A	The student will develop content for a PowerPoint presentation by selecting those items from a list (words, pictures, phrases, etc.) that support their purpose and/or audience.	<ul style="list-style-type: none"> <li>Student work product showing content selected for a PowerPoint presentation</li> </ul>
SAT23208B	The student will write an article for the school newspaper (audience: other students) developing the content through a series of revisions (drafts) and creating a final product.	<ul style="list-style-type: none"> <li>Student work product of the article that was created for the school newspaper</li> </ul>
SAT23203A	The student will identify a persuasive technique used in an advertisement from a magazine or newspaper by indicating the specific things in the ad that make it persuasive. (e.g., color, photographs or illustrations, specific words [SALE])	<ul style="list-style-type: none"> <li>Digital video of the student identifying a technique within an advertisement by marking, circling, or otherwise indicating two or more specific things in the ad that make it persuasive</li> </ul>
SAT23203B	The student will identify a persuasive technique used in an editorial of a newspaper to persuade the public. (e.g., symbolism, exaggeration, analogy, irony, labeling)	<ul style="list-style-type: none"> <li>Student work product of the editorial in which the student has highlighted specific words that are used to persuade the public</li> </ul>
SAT23209	The student will use another resource to check the validity of a fact or example in persuasive writing by interviewing a teacher or another adult about the information.	<ul style="list-style-type: none"> <li>Digital video of the student interviewing a teacher or other adult about one fact presented in persuasive writing using the means most appropriate for the student (e.g., voice, speech generating device, signing)</li> </ul>
SAT23210	The student will compose a persuasive, expository, or descriptive paragraph about a single topic given to or chosen by the student to inform multiple audiences (such as the student's class, the principal, and another class).	<ul style="list-style-type: none"> <li>Student work product of the descriptive paragraph about the topic given to or chosen by the student</li> </ul>
SAT23305	The student will compose a composition that indicates an opinion, provides arguments for or against, and provides supporting evidence. (e.g., opinion about the nutritional value of cafeteria food, including arguments for or against healthier cafeteria food and evidence from a health journal and the USDA Web site to support the opinion)	<ul style="list-style-type: none"> <li>Student work product of composition produced using words, symbols, and/or pictures illustrating the opinion statement, arguments, and supporting evidence</li> </ul>
SAT23306	The student will compose a composition that includes a prediction of two possible outcomes regarding a particular topic and evidence to support the prediction of each outcome. (e.g., topic: who will win a particular reality show)	<ul style="list-style-type: none"> <li>Student work product of composition produced using words, symbols, and/or pictures with the student's prediction of possible outcomes and supporting evidence to back up the prediction of outcomes on a single topic</li> </ul>
SAT23307	The student will identify a hypothesis and the supporting evidence that goes with it by selecting each from a set of choices after reading or listening to information.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student selecting choices that indicate a hypothesis and then indicating which choices have information that provides supporting evidence for the selected hypothesis</li> </ul>
SAT23308	The student will describe a persuasive technique(s) or other attempts to persuade in an editorial by indicating an example of the technique(s) using pictures, words, phrases, etc. (e.g., false cause, hasty generalization, plain folks, testimonials)	<ul style="list-style-type: none"> <li>Student work product of a poster showing example of the technique(s) used to persuade in the editorial</li> </ul>



# **Mathematics NYSAA Frameworks**

## **High School**

**2011–12**

**New York State Alternate Assessment**

**MATH – HS****GLIs and Essences**

Required Component 1—Strand: Algebra

Choice Component 1—Band: Variables and Expressions

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 94	A.A.1	Translate a quantitative verbal phrase into an algebraic expression	<ul style="list-style-type: none"> <li>• Translate words into an algebraic expression</li> <li>• Translate an algebraic expression into words</li> </ul>
	A.A.2	Write a verbal expression that matches a given algebraic expression	

**AGLIs****MATH – HS****Required Component 1**—Strand: Algebra**Choice Component 1**—Band: Variables and Expressions**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions****Less Complex****More Complex**

The student will:

- translate verbal or written phrases into algebraic expressions, using numbers and the symbols + and/or – (41103)\*\*
- model numerical expressions involving whole numbers using concrete objects (41104)\*\*\*\*
- compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than, or less than) (41105)
- compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than or not equal) (41106)

The student will:

- translate verbal or written phrases into algebraic expressions using numbers and the symbols +, –, ×, and/or ÷ (41203)\*\*
- translate algebraic expressions that use numbers and the symbols +, –, ×, and/or ÷ into a model or representation of the expression (41204)\*\*\*\*
- evaluate numerical expressions (41206)\*\*\*

The student will:

- translate verbal or written phrases into algebraic expressions using numbers, variables, and the symbols +, –, ×, and/or ÷ (41303)\*\*
- translate algebraic expressions that use numbers and the symbols +, –, ×, and/or ÷ into words (41304)\*\*\*\*
- evaluate and/or simplify algebraic expressions (41305)\*\*\*

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

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

\*\*\* Expression must be presented horizontally, but student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

\*\*\*\* If expression is given in written form, it must be presented horizontally.

<b>SATs</b>		<b>MATH – HS</b>
<b>Required Component 1—Strand: Algebra</b>		
<b>Choice Component 1—Band: Variables and Expressions</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT41103A	<p>The student will translate verbal or written phrases into algebraic expressions using numbers and + or – by writing or selecting the correct translated expression.</p> <p>(e.g., teacher states “Which of these two cards shows four plus two?” <math>4 + 2</math> or <math>1 + 2</math>, student selects the first card; teacher writes “seven plus one,” <math>1 + 5</math> or <math>7 + 1</math>, student circles the second expression; teacher writes “the sum of ten plus three,” <math>4+3</math> or <math>10+3</math>, student indicates second expression; Note: The student must show/select the algebraic expression(s) (which must be horizontal and does not include an = sign) and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>Student work product that shows what a student indicates as correct algebraic expressions based on given verbal (stated/signed) or written phrases translated</li> </ul>
SAT41103B	<p>The student will translate written expressions into algebraic expressions using numbers and + or – in various word problems.</p> <p>(e.g., Paul purchased 2 CDs for \$11.95 and \$15.95—translates into <math>11.95 + 15.95</math>; Mary has cloth for a dress. She has 2 yards and 5 yards—translates into <math>2 + 5</math>; Steve runs 5 miles each day. He has run 3 miles so far—translates into <math>5 - 3</math>; Note: The student must show/select the algebraic expression(s) (which must be horizontal and does not include an = sign) and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>Student work product with written expressions and the student’s translated algebraic expressions</li> </ul>
SAT41104A	<p>The student will model numerical expressions involving whole numbers using concrete objects by placing the concrete objects next to the given expressions.</p> <p>(e.g., Given the expression <math>4 + 1</math>, the student will place four objects and one object next to each other; Given the expression <math>1 + 1 + 2</math>, the student will place one object, plus one object, plus two objects next to each other; Note: The expressions must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being presented with numerical expressions and selecting concrete objects to represent the expressions</li> <li>Digital video showing the student selecting concrete objects to represent the expressions</li> </ul>
SAT41104B	<p>The student will model numerical expressions by touching one or more objects on the left side of desktop, then touching a tactile model of a plus sign, then touching one or more objects on the right side of the desktop when requested to model the expressions one plus one, two plus two, etc.</p> <p>(Note: If the expressions are given in written form they must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of the student performance when modeling the requested expressions of one plus one, two plus two, etc.</li> <li>Digital video showing the student modeling the requested numerical expressions</li> </ul>

SAT41105A	The student will compare sets of objects and indicate one set as greater than, less than, or equal to another set by indicating the correct symbol related to the terms to represent the relationship between the sets of objects.	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of the student performance when comparing different sets of objects and the identified symbols for the relationships</li> <li>• Student work sample showing sets of objects and the symbol the student identified to show the comparison</li> </ul>
SAT41105B	<p>The student will compare quantities of objects using the symbols =, &gt;, or &lt; (related to the terms equal to, greater than, or less than) by indicating comparisons that are correct from a set that also contains incorrect comparisons.</p> <p style="text-align: center;">  </p> <p>(e.g.,                      or                      or                      )</p>	<ul style="list-style-type: none"> <li>• Student work product with the correct comparisons highlighted, marked, or indicated on the worksheet</li> </ul>
SAT41106	<p>The student will compare numerals using symbols =, &gt;, &lt;, or ≠ (related to the terms equal to, greater than, less than or not equal) by selecting or writing the symbol between each two given numerals.</p> <p>(e.g., 25 ? 20; 10 ? 50; 5 ? 1)</p>	<ul style="list-style-type: none"> <li>• Student work product of sets of numbers and symbol cards pasted or written between the numbers</li> </ul>
SAT41203A	<p>The student will translate verbal or written phrases into algebraic expressions using numbers and +, −, ×, and/or ÷ by indicating or writing the translated expression.</p> <p>(e.g., Kelly purchased 4 CDs at \$11.95 each and a CD case for \$4.99—translates to <math>4 \times 11.95 + 4.99</math>; The temperature is 67 degrees. It will rise 17 degrees—translates to <math>67 + 17</math>; 12 boys want to play basketball and need two teams—could be translated into <math>12 \div 2</math>; Note: The student must show/select the algebraic expressions (which must be horizontal and does not include an = sign) and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>• Student work product that shows the related algebraic expressions for the verbal (stated/signed) or written phrases</li> </ul>
SAT41203B	<p>The student will translate written phrases into algebraic expressions using numbers and the symbols +, −, ×, and/or ÷ by rewriting word problems into expressions.</p> <p>(Note: The student must show/select the algebraic expressions (which must be horizontal and does not include an = sign) and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>• Student work product that shows the word problems and the student's written algebraic expression for each problem</li> </ul>
SAT41204A	<p>The student will translate algebraic expressions, verbal or written, into a model of the expression using symbol and number cards and/or concrete objects.</p> <p>(Note: If the expressions are given in written form they must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student being presented with the algebraic expressions and selecting concrete objects and symbols to create models of the expressions</li> </ul>
SAT41204B	<p>The student will translate algebraic expressions into representations of the expressions by indicating or selecting the related pictorial model from a variety of models.</p> <p>(Note: If the expressions are given in written form they must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>• Student work product of the algebraic expressions and the student-selected pictorial model that represents the appropriate translated expressions</li> </ul>

SAT41206A	<p>The student will evaluate numerical expressions to determine the value of them. (e.g., <math>7 + 10</math>—student indicates or writes 17; <math>3 - 1</math>—student indicates or writes 2; <math>8 + 8 + 8</math>—student indicates or writes 24; <math>10 + 1 - 4</math>—student indicates or writes 7; Note: The expressions must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the numerical expressions and the value the student determined for each expression</li> </ul>
SAT41206B	<p>The student will evaluate numerical expressions by filling in or selecting the missing number or symbol. (e.g., <math>10 \_ 1 = 11</math> given <math>&lt;</math>, <math>+</math>, and <math>=</math>; <math>9 - \square = 3</math> given 9, 6, 2; Note: The expressions must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of the student performance when selecting the cards that complete the given expressions correctly</li> </ul>
SAT41303	<p>The student will translate verbal or written phrases of real-life mathematical situations into algebraic expressions using numbers, variables, and the symbols <math>+</math>, <math>-</math>, <math>x</math>, and/or <math>\div</math> by writing or selecting the appropriate expressions. (e.g., Randy purchased three items. He gave the clerk a \$10 bill—could translate to <math>10 - (3a)</math>; 3 equal piles of magazines and 4 equal piles of books—could translate to <math>3m + 4b</math>; Note: The student must show/select the algebraic expressions (which must be horizontal and does not include an <math>=</math> sign) and does not need to solve it.)</p>	<ul style="list-style-type: none"> <li>Student work product of descriptions of real-life situations and the student's written algebraic expressions related to the situations</li> </ul>
SAT41304	<p>The student will translate algebraic expressions that use numbers and the symbols <math>+</math>, <math>-</math>, <math>x</math>, and/or <math>\div</math> into words by verbally stating or signing the expressions presented. (Note: If the expressions are given in written form they must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Digital video of the student verbalizing (in words, sign language, augmentative communication, etc.) or pointing to, eye gazing to, etc. the algebraic expressions that fit real-life mathematical situations</li> </ul>
SAT41305A	<p>The student will evaluate and/or simplify algebraic expressions to find the value of them. (e.g., <math>5 + 5</math>—student indicates or writes 10; <math>20 - 2</math>—student indicates or writes 18; <math>7 + 1 + 1</math>—student indicates or writes 9; <math>2 + 8 - 4</math>—student indicates or writes 6; Note: The expressions must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the algebraic expressions and value the student determined for each expression</li> </ul>
SAT41305B	<p>The student will evaluate algebraic expressions by indicating expressions that have a value equal to 50 from a set of expressions some of which do not equal 50. (e.g., <math>100 - 50</math>; <math>40 + 10</math>; <math>60 - 20</math>; <math>20 + 20</math>; Note: The expressions must be presented horizontally, but the student may put them in a vertical [or working] format in order to figure out the expressions that are equal to 50.)</p>	<ul style="list-style-type: none"> <li>Student work product of student-indicated expressions equal to fifty</li> </ul>

SAT41305C	<p>The student will simplify algebraic expressions by removing parentheses (if applicable), using exponent rule (if applicable), combining like terms (if applicable), and then combining constants (numerals) to evaluate the expressions for their value.</p> <p>(e.g., <math>\square + 10 + 45</math> is the same as <math>\square + \underline{\hspace{1cm}}</math>; <math>30 + 2 + \square</math> is the same as <math>\underline{\hspace{1cm}} + \square</math>)</p> <p>(Note: The expressions must be presented horizontally, but the student may simplify them vertically and does not need to solve them.)</p>	<ul style="list-style-type: none"><li>• Sequenced, captioned, and dated photographs of the student looking at the expressions and choosing the correct simplification from the set of number cards given</li></ul>
-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>GLIs and Essences</b>		<b>MATH – HS</b>	
<b>Required Component 1—Strand: Algebra</b>			
<b>Choice Component 2—Band: Equations and Inequalities</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>		<b>Essence of Indicators</b>
Pg. 94-95	A.A.3	Distinguish the difference between an algebraic expression and an algebraic equation	<ul style="list-style-type: none"> <li>• Translate verbal sentences and situations into mathematical equations and inequalities</li> <li>• Analyze and solve verbal problems involving a variety of solution strategies</li> <li>• Solve systems of equations</li> </ul>
	A.A.4	Translate verbal sentences into mathematical equations or inequalities	
	A.A.5	Write algebraic equations or inequalities that represent a situation	
	A.A.6	Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable	
	A.A.7	Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables	
	A.A.8	Analyze and solve verbal problems that involve quadratic equations	
	A.A.9	Analyze and solve verbal problems that involve exponential growth and decay	
	A.A.10	Solve systems of two linear equations in two variables algebraically	
	A.A.11	Solve a system of one linear and one quadratic equation in two variables, where only factoring is required. <i>Note: The quadratic equation should represent a parabola and the solution(s) should be integers.</i>	

<b>AGLIs</b>		<b>MATH – HS</b>
<b>Required Component 1—Strand: Algebra</b>		
<b>Choice Component 2—Band: Equations and Inequalities</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>when given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern (42104)**</li> <li>solve simple algebraic equations involving addition and/or subtraction (42102)***</li> <li>identify correct number sentences (42105)****</li> <li>compare using the terms equal to, greater than, and/or less than (42106)*****</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, &gt;, and/or &lt;) and equal (=) or not equal (≠) sign (42203)*****</li> <li>solve one-step verbal/written problems using one or more strategies (42204)</li> <li>when given a repeating or growing number pattern, describe or state the rule for the pattern (42205)</li> <li>identify correct number sentences that use any of the symbols +, −, ×, ÷, =, ≠, &gt;, and/or &lt; (42206)****</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, &gt;, &lt;, ≥, and/or ≤) and equal (=) or not equal (≠) sign (42304)*****</li> <li>complete and/or identify correct number sentences that use any of the symbols +, −, ×, ÷, =, ≠, &gt;, &lt;, ≥, and/or ≤ (42306)****</li> <li>solve two or more step verbal/written problems using one or more strategies (42305)</li> <li>solve one-step and/or two-step equations (42303)***</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., pattern (growing, repeating, number, shape, missing element, rule for the pattern), algebraic (or numeric) equation (sentence), strategy, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), 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.

\*\* Missing element (number or shape) to be filled in needs to occur in/near middle and not at the very end or very beginning of the pattern.

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

\*\*\*\* Sentence must be presented horizontally.

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

\*\*\*\*\* The term(s) can be shown in the comparison as the word or the symbol

SATs		MATH – HS
Required Component 1—Strand: Algebra		
Choice Component 2—Band: Equations and Inequalities		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT42104	<p>The student will identify the missing number or shape by indicating or filling in the missing element in a repeating or growing number or shape pattern. (e.g., 1, 2, 3, 1, 2, 3, 1, __, 3—student writes 2;</p>  <p>—student pastes an oval shape in the missing element space; 2, __, 6, 8, 10, 12—with the choices of 2, 7, and 4, student eye gazes to 4; Note: The missing element should occur in/near the middle of the pattern, not at the very end or very beginning; shape patterns should use geometric shapes.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using a concrete object to fill in the missing element in a repeating pattern</li> <li>Student work product of a repeating or growing number or shape pattern for which the student identifies the missing element from a set of choices</li> </ul>
SAT42102	<p>The student will solve algebraic equations involving addition and/or subtraction by indicating the correct number to complete the given equations. (e.g., <math>1 + 2 = \square</math>; <math>\square + 2 = 3</math>; <math>5 + x = 8</math>; <math>10 = a * 2</math> -- directions could state “solve the equations by stating, writing, etc. the number that goes in each box” or “determine the variables to solve the equations” Note: The equations must be presented horizontally, but the student may solve them vertically.)</p>	<ul style="list-style-type: none"> <li>Student work product showing what the student indicates as correct numbers to solve the algebraic equations</li> </ul>
SAT42105A	<p>The student will identify correct number sentences by indicating correct number sentences, given correct sentences and incorrect sentences. (e.g., <math>5 + 8 = 13</math> vs. <math>5 + 10 = 13</math>; Note: The sentence choices must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Digital video of the student indicating which number sentences are correct among correct and incorrect ones</li> <li>Student work product in which the student marked, highlighted, or circled correct number sentences from a set that includes correct and incorrect number sentences</li> </ul>
SAT42105B	<p>The student will identify correct number sentences to solve given problems by selecting a number sentence from a set of two choices. (e.g., the teacher says “I have two and I get one more” and the student picks <math>2 + 1</math>; the teacher says “four plus five equals nine” and the student picks the correct number sentence; Note: The sentence choices must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of the student performance when identifying the correct number sentences for given problems</li> </ul>
SAT42106	<p>The student will compare numbers or objects using the symbols/words for the terms equal to, greater than, and/or less than. (e.g., shown 10 __ 10, the student chooses the “equal to” (=) symbol card; shown 1 CD and 9 CDs, the student chooses the “less than” word card)</p>	<ul style="list-style-type: none"> <li>Student work product showing numbers or objects with the student-indicated symbols/words for greater than, less than, and/or equal to (using the appropriate mathematics terms)</li> </ul>

SAT42203	<p>The student will translate verbal/written sentences into algebraic sentences using the symbols <math>+</math>, <math>-</math>, <math>\times</math>, <math>\div</math>, <math>&gt;</math>, and/or <math>&lt;</math>, as well as equal (<math>=</math>) or not equal (<math>\neq</math>), by indicating or writing the correct sentences. (e.g., teacher writes “ten plus four equals fourteen,” choices presented: <math>1 + 10 = 7</math>, <math>10 + 4 = 14</math>, <math>10 + 44 = 54</math>; verbal [stated/signed]/written sentence “twenty-five minus five equals twenty”—translates to <math>25 - 5 = 20</math>; verbal [stated/signed]/written word problem—“Mary saved \$12. How much more money does she need to purchase a book that costs \$16?”—choices presented: <math>16 - 12 = x</math>, <math>x = \\$4</math> or <math>12 + 16 = x</math>, <math>x = \\$28</math>; Note: The student must show/select the algebraic sentences in a horizontal format.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to or looking at the sentences and the choices and indicating the correct algebraic sentences</li> <li>Student work product of word problems and choices of equations under each with student marks, circles, or highlights on the correct equations for given problems</li> </ul>
SAT42204	<p>The student will solve problems involving one step using one or more strategies. (Note: Possible strategies include a calculator, multiplication table, a number line, base ten blocks, memory strategies; Note: The student may use vertical [working] format to solve the problems.)</p>	<ul style="list-style-type: none"> <li>Student work product of the student’s solutions to one-step problems with the strategy(s) the student used noted by the teacher</li> </ul>
SAT42205	<p>The student will describe a rule for finding the next number in a number pattern. (e.g., for the pattern 2, 5, 8, 11, ?, the rule to find the next number is “add 3 to the preceding number.”)</p>	<ul style="list-style-type: none"> <li>Digital video of the student giving the rule or describing (in words, sign language, augmentative communication, etc.) how to find the next number of a number pattern</li> </ul>
SAT42206	<p>The student will identify correct number sentences that use a variety of symbols by indicating the correct ones with a checkmark, circling, highlighting, etc. (e.g., true: <math>4 = 4</math>, <math>3 &lt; 7</math>, <math>10 \neq 2</math>; not true: <math>1 &gt; 5</math>, <math>1 = 7</math>; Note: The sentence choices must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Student work product indicating correct number sentences with a checkmark, circling, highlighting, etc.</li> </ul>
SAT42304	<p>The student will translate verbal/written sentences into algebraic sentences using any of the symbols <math>+</math>, <math>-</math>, <math>\times</math>, <math>\div</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\geq</math>, and/or <math>\leq</math>, as well as equal (<math>=</math>) or not equal (<math>\neq</math>), by indicating or writing the correct sentences. (e.g., teacher states “Jen had seven books. Barbara gave her some more books. Now Jen has 12 books. Write an equation describing how many books Jen has,” student writes <math>7 + b = 12</math>; teacher writes “three plus what number equals 47,” choices presented: <math>3 + n = 47</math>, <math>47 + n = 3</math>, <math>47 + n = 47</math>; verbal/written sentence “the sum of two numbers is 17”—translates to <math>c + d = 17</math>; verbal [stated/signed]/written sentence “25 divided by what number is the same as five times one”— translates to <math>25 \div x = 5 \times 1</math>; Note: The student must show/select the algebraic sentences in a horizontal format.)</p>	<ul style="list-style-type: none"> <li>Student work product showing algebraic sentences translated from verbal (stated/signed) sentences provided to the student or written on a worksheet</li> </ul>

SAT42306A	<p>The student will complete correct number sentences that use any of the symbols <math>+</math>, <math>-</math>, <math>\times</math>, <math>\div</math>, <math>=</math>, <math>\neq</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\geq</math>, and/or <math>\leq</math> by writing or selecting the missing element that would complete the sentences.</p> <p>(Note: The sentences given for completion must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the number sentences with the missing elements completed by the student</li> </ul>
SAT42306B	<p>The student will identify correct number sentences that use any of the symbols <math>+</math>, <math>-</math>, <math>\times</math>, <math>\div</math>, <math>=</math>, <math>\neq</math>, <math>&gt;</math>, <math>&lt;</math>, <math>\geq</math>, and/or <math>\leq</math> by indicating the ones that are correct given a variety of sentences.</p> <p>(Note: The sentence choices must be presented horizontally.)</p>	<ul style="list-style-type: none"> <li>Student work product of correct number sentences that the student highlighted, circled, eye gazed to, etc.</li> </ul>
SAT42305	<p>The student will solve two-step (or more) written or verbal problems using one or more strategies. (e.g., Randy purchased three items for \$6.00 each. He gave the clerk a \$20 bill. How much change did he receive?—could be written out to solve as <math>3 \times 6 = \square</math>, <math>20 - \square = c</math> or <math>20 - (3 \times 6) = c</math>, <math>20 - 18 = c</math>, <math>c = 2</math>; etc.; possible strategies: calculator, multiplication table, number line, base ten blocks, memory strategies; Note: The student may use vertical [working] format to solve the problems.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the two-step (or more) problems and the work the student did to solve them with the strategy(s) the student used notated by the teacher</li> </ul>
SAT42303	<p>The student will solve one- and/or two-step equations by indicating the value for each equation. (e.g., Dan bought three more than twice as many CDs as Jack bought. Dan bought 13 CDs. How many CDs did Jack buy?—<math>2x + 3 = 13</math>, <math>2x = 10</math>, <math>x = 5</math>; 5 objects cost \$15. How much did the objects cost apiece?— <math>5m = 15</math>, <math>m = 3</math>; Note: The equations must be presented horizontally, but the student may solve it vertically.)</p>	<ul style="list-style-type: none"> <li>Student work product of a mathematics journal of one- and/or two-step equations and the student's solution to these problems</li> <li>Data Collection Sheet (multi-step) of the student performance when solving one- and/or two-step verbal (stated/signed) or written equations with the equations noted</li> </ul>

**GLIs and Essences****MATH – HS  
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 1—Band: Organization and Display of Data**

<b>Math Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>		<b>Essence of Indicators</b>
Pg. 98-99	A.S.1	Categorize data as qualitative or quantitative	<ul style="list-style-type: none"> <li>• Categorize data as qualitative or quantitative</li> <li>• Categorize data as biased or non-biased</li> <li>• Display data in graphs</li> </ul>
	A.S.2	Determine whether the data to be analyzed is univariate or bivariate	
	A.S.3	Determine when collected data or display of data may be biased	
	A.S.4	Compare and contrast the appropriateness of different measures of central tendency for a given data set	
	A.S.5	Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data	
	A.S.6	Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot	
	A.S.7	Create a scatter plot of bivariate data	
	A.S.8	Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line	

<b>AGLIs</b>		<b>MATH – HS (cont'd)</b>		
<b>Required Component 2—Strand: Statistics and Probability</b>				
<b>Choice Component 1—Band: Organization and Display of Data</b>				
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>				
<b>POSSIBLE ENTRY POINTS for Statistics and Probability-Organization and Display of Data</b>				
<b>Less Complex</b>		◀ ..... ◀ ..... ◀ ..... ▶ ..... ▶ ..... ▶	<b>More Complex</b>	
<p>The student will:</p> <ul style="list-style-type: none"> <li>display given data in a simple graph, list, or chart (52103)</li> <li>gather data and/or record data on a list or in a chart (52102)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>display data in a scatter plot (52201)</li> <li>gather data and display it in a graph (52203)**</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify data as qualitative or quantitative (52301)</li> <li>identify data as biased or unbiased (52302)</li> <li>gather data and display it in a bar graph or scatter plot (whichever is more appropriate) (52304)**</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., data, bar graph, scatter plot, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

\*\*Student performance calculation must be based on the knowledge, skills, and understanding demonstrated in gathering of the data and also on displaying the data in the specified format.

**SATs****MATH – HS  
(cont'd)****Required Component 2**—Strand: Statistics and Probability**Choice Component 1**—Band: Organization and Display of Data**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>
SAT52103A	The student will display data that has already been collected by entering the data in a graph, list, or chart.	<ul style="list-style-type: none"> <li>Student work product that shows a graph the student made by gluing, shading, or writing data already collected</li> </ul>
SAT52103B	The student will display data by recognizing a graph or chart that correctly shows a set of data that has been collected.	<ul style="list-style-type: none"> <li>Digital video of the student identifying the graph that matches a given set of data</li> </ul>
SAT52103C	The student will display data already collected in a graph, list, or chart by eye gazing to or responding to yes/no questions, determining if presented data should be included in the display. (e.g., data gathered about daily attendance to be displayed in a list titled "Students Here Today"—teacher indicates John is here today, then asks "does John go on the list?"—student indicates yes or no)	<ul style="list-style-type: none"> <li>Student work product of list, chart, or graph with the presented data that student indicated should be displayed (e.g., pictures of peers on a "Who is Here Today" list)</li> </ul>
SAT52102A	The student will gather data on student and/or teacher responses to a question posed by the teacher by collecting responses using cards, tokens, markers, etc. for appropriate data choices from his or her peers and/or teachers. (e.g., collecting tokens or markers to indicate who is present and/or absent on a given day; collecting green, blue, red, pink, and purple choice cards when asked favorite color; collecting yes/no choices for the question "Is Saturday your favorite day of the week?")	<ul style="list-style-type: none"> <li>Digital video of the student data choice cards when a data question is asked by the teacher</li> <li>Sequenced, captioned, and dated photographs of the student collecting data</li> </ul>
SAT52102B	The student will record given data on a list or in a chart.	<ul style="list-style-type: none"> <li>Student work product of the completed list or chart that the student used to record given data</li> </ul>
SAT52102C	The student will gather data on responses to a question posed ("yes/no" response) and record it on a list or chart by stamping or marking "yes" or "no" for every response.	<ul style="list-style-type: none"> <li>Student work product of the chart with bingo marks to indicate "yes" or "no" responses</li> </ul>
SAT52201	The student will display data in a scatter plot using data that has already been collected.	<ul style="list-style-type: none"> <li>Digital video of the student creating a scatter plot from data that has already been collected</li> <li>Student work product of a scatter plot made using data already collected</li> </ul>

SAT52203	<p>The student will gather data after asking staff and/or peers a specific question and then display the data in a graph. (e.g., question about favorite restaurant, favorite color, etc.; Note: The student must gather the data first and then record it.)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student gathering data and recording it on a graph</li> <li>Student work product of graph student created using data he/she gathered with a notation indicating how the student gathered the data</li> </ul>
SAT52301	<p>The student will identify data sets in graphs, lists, and/or charts as qualitative or quantitative by following the directions to correctly indicate each. (e.g., highlighting qualitative data one color and quantitative data another color using data in graphs taken from <i>USA Today</i>)</p>	<ul style="list-style-type: none"> <li>Student work product with data identified as qualitative or quantitative as requested in directions to student</li> <li>Student work product showing data sets sorted into two categories: qualitative or quantitative</li> </ul>
SAT52302	<p>The student will identify data as biased or unbiased by labeling with word cards or marking different data presented as “biased” or “unbiased.” (e.g., How many hours did you watch television during vacation? Biased Unbiased)</p>	<ul style="list-style-type: none"> <li>Student work product with biased and unbiased data marked as such</li> </ul>
SAT52304	<p>The student will gather data and display the data in a bar graph or scatter plot after selecting a question or being given a specific topic on which to collect data. (Note: The student must gather the data first and then record it.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the question that was asked, the data that was collected, and the scatter plot that represented these data</li> <li>Digital video of the student selecting a question, gathering data, and representing the data in a scatter plot</li> </ul>

**GLIs and Essences****MATH – HS  
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 2—Band: Analysis of Data**

<b>Math Core Curriculum (2005)</b>	<b>Grade Level Indicators (GLI)</b>		<b>Essence of Indicators</b>
Pg.99	A.S.9	Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot	<ul style="list-style-type: none"> <li>Analyze data represented graphically</li> <li>Interpret data represented graphically</li> </ul>
	A.S.10	Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions	
	A.S.11	Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles	
	A.S.12	Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)	
	A.S.13	Understand the difference between correlation and causation	
	A.S.14	Identify variables that might have a correlation, but not a causal relationship	

<b>AGLIs</b>		<b>MATH – HS (cont'd)</b>
<b>Required Component 2—Strand: Statistics and Probability</b>		
<b>Choice Component 2—Band: Analysis of Data</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
The student will: <ul style="list-style-type: none"> <li>recognize data displayed on a simple graph (53102)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>interpret data displayed on a simple graph (53201)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>identify related data displayed on two or more simple graphs (53303)</li> <li>interpret different, but related data sets displayed on one or more simple graphs (53304)</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., data, graph, 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 – HS  
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 2—Band: Analysis of Data****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>
SAT53102A	The student will recognize data in a simple graph by indicating the appropriate graph as requested. (e.g., given a bar graph showing favorite food of class and bar graph showing amount of rain in May, June and July, student is asked to eye gaze to the bar graph that has data on favorite food of class; given two sets of data shown in a table and a pie graph, student is asked to point to the pie graph; Note: Data could be displayed in very bright-colored dots, textured markers, pictures, etc.; graph could be a bar graph, pictograph, pie graph, etc.)	<ul style="list-style-type: none"> <li>• Student work product showing various graphs, the topic, and the graph that the student selected as related to the topic (marked, colored, etc.)</li> <li>• Sequenced, captioned, and dated photographs of the student attending to the data sets presented in a table and a pie graph, and then eye gazing, pointing to, circling, etc. the pie graph</li> </ul>
SAT53102B	The student will recognize data displayed on a simple graph by answering simple question(s) or statement(s) about the data. (e.g., "Was Janet here today?" "The day with the most votes is ____." "How many students are buying hot lunch today?"—simple graph, graph with large textured dots in columns, pictograph with pictures of cats and dogs to show how many pets the class has)	<ul style="list-style-type: none"> <li>• Student work product that shows the graph and the student's answer(s) to the question(s) or statement(s) posed about data displayed on a graph</li> <li>• Sequenced, captioned, and dated photographs of the student selecting the correct answer to a question or statement posed about information displayed on a graph</li> </ul>
SAT53201	The student will interpret data represented on a graph. (e.g., answering question(s) or statement(s) based on a graph, posing a question about the data)	<ul style="list-style-type: none"> <li>• Digital video of the student interpreting data displayed on a graph by answering question(s) or statement(s)</li> <li>• Student work product of question posed by the student about information displayed on a graph</li> </ul>
SAT53303	The student will identify related data displayed on two or more simple graphs by indicating the common element from the data sets. (e.g., bar graph and a frequency chart that show the number of each color of Skittles from two different bags)	<ul style="list-style-type: none"> <li>• Student work product of a journal that includes sets of data displayed on two or more different types of graphs, and student statements about the data</li> </ul>
SAT53304	The student will interpret two different sets of data, each displayed on the same frequency chart or scatter plot, and will answer questions related to the data. (e.g., scatter plot with number of marbles in each student's bag and number of tiger's eye marbles in each student's bag—question: "Whose bag of marbles had the greatest number of tiger's eye marbles?")	<ul style="list-style-type: none"> <li>• Student work product showing the graph of two different sets of data and questions related to the interpretation of the data</li> </ul>



**Science  
NYSAA Frameworks**

**High School**

**2011–12**

**New York State Alternate Assessment**

**GLIs and Essences****SCI – HS****Required Component 1**—Standard: 4 - The Living Environment**Choice Component 1**—Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

<b>Science Core Curriculum</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 9–11	<p><b>1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.</b></p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or hydrotrophic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p><b>1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).</b></p> <p>1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.</p> <p>1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.</p> <p>1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.</p> <p>1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.</p> <p>1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.</p>	<ul style="list-style-type: none"> <li>• Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability</li> <li>• Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis.</li> <li>• Understand that one-celled organisms contain structures to maintain homeostasis</li> </ul>

	<p>1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.</p> <p>1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.</p> <p>1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p> <p>1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p> <p>1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p> <p><b>1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.</b></p> <p>1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>AGLIs</b>		<b>SCI – HS</b>
<b>Required Component 1</b> —Standard: 4 - The Living Environment		
<b>Choice Component 1</b> —Key Idea 1: Living things are both similar to and different from each other and from nonliving things.		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 1</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify a living thing (21104)</li> <li>• identify a non-living thing (21105)</li> <li>• recognize relationships between living and non-living things (21106)</li> <li>• recognize that humans have organs that are connected (21107)</li> <li>• recognize the five senses (21103)</li> <li>• identify a single celled organism (21108)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify relationships within an ecosystem in which living things depend on living and/or non-living things (21201)</li> <li>• identify a group of organs that work together (21205)</li> <li>• identify the five senses (21206)</li> <li>• recognize a one-celled organism or a model of a one-celled organism (21204)</li> <li>• recognize that organisms are made up of cells (21203)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• recognize disruptions in the relationships between living and non-living things within an ecosystem (21301)</li> <li>• describe how humans have system(s) of organs that fulfill certain need(s) (e.g., circulation, respiration, digestion, waste removal) (21302)</li> <li>• describe the purpose and/or use of the senses (21306)</li> <li>• recognize that one-celled organisms have structures that fulfill certain needs (21305)</li> <li>• identify different cells that the human body is made up of (21307)</li> <li>• recognize that cells have structures that fulfill certain needs (21308)</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., living thing, non-living thing, organism, cell, one-celled organism, organ, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>SCI – HS</b>
<b>Required Component 1</b> —Standard: 4 - The Living Environment		
<b>Choice Component 1</b> —Key Idea 1: Living things are both similar to and different from each other and from nonliving things.		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT21104	The student will identify a living thing by indicating the living thing as requested. (e.g., eye gazing to a model of a living thing when presented with choices; responding to a yes/no question “Is this a living thing?” for each item presented; circling only a living thing when given images of a living thing and a non-living thing)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of the student performance when identifying a living thing from a set of choices</li> <li>Student work product showing living thing the student circled, stamped, etc.; “yes” or “no” marked given a living thing and a non-living object</li> </ul>
SAT21105	The student will identify a non-living thing by indicating the non-living thing as requested. (e.g., placing the “non-living” word card in front of the appropriate picture or model)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student given a set of items and placing “non-living” word card in front of a non-living object at a science workstation</li> </ul>
SAT21106A	The student will recognize the relationship between living and non-living things by indicating the living and non-living things that have a relationship. (e.g., a line drawn from a fish to water to show relationship that fish live in water; a blue circle around a human and a blue circle around a house to show the relationship that humans live in houses; given plant with choices of a picture of dirt and Legos, student will match dirt to the plant)	<ul style="list-style-type: none"> <li>Student work product that indicates (e.g., draws lines, circles, shows items matched together) living and corresponding non-living things that have a relationship</li> </ul>
SAT21106B	The student will recognize the relationship between living and non-living things when given groups of living things by indicating the appropriate non-living thing that the groups needs to survive. (e.g., a fish, an octopus, a whale—need water; a tree, a flower—need dirt)	<ul style="list-style-type: none"> <li>Digital video of the student looking at multiple items and selecting the non-living things that the living things need to survive</li> </ul>
SAT21107	The student will recognize that humans have organs that are connected to each other by indicating the organs that are a part of the system. (e.g., making a model of that system showing the connections; labeling the organs that are connected for a specific function; Examples of relationships: circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student making a model of the digestive system</li> <li>Student work product of labeled organs for the respiratory system</li> </ul>

SAT21103	The student will recognize the five senses by indicating the five senses as requested. (e.g., yes/no questions: “Do you see with your eyes?” “Do you hear with your eyes?” “Do you use your sense of touch to tell if something is sweet?”; given a group of word cards [some with senses and some without], the student will select the five sense cards)	<ul style="list-style-type: none"> <li>• Audio of the student responding to the yes/no questions about each of the senses</li> </ul>
SAT21108	The student will identify a single celled organism by indicating it appropriately. (e.g., selecting a picture or representation of an amoeba from other organisms)	<ul style="list-style-type: none"> <li>• Data Collection Sheet of the student performance in identifying a single celled organism via eye gaze when given a choice of amoeba, jelly fish, and algae</li> </ul>
SAT21201	The student will identify relationships within an ecosystem in which living things depend on living and/or non-living things. (e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [non-living things])	<ul style="list-style-type: none"> <li>• Student work product of a collage of pictures showing the pond ecosystem and the living things and/or non-living things on which the fish rely</li> </ul>
SAT21205	The student will identify a group of organs that work together. (e.g., labeling the major organs in a group for the need they fulfill; circling the correct group of organs when presented with different grouped organs; Examples of groups: circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)	<ul style="list-style-type: none"> <li>• Student work product with diagrams of body systems with labels showing some major organs grouped by the need they fulfill</li> </ul>
SAT21206	The student will identify the five senses by indicating the sense associated with a particular action or function. (e.g., when the fire alarm goes off we use our sense of _____; to tell if a rock is hard we use our sense of taste or touch?)	<ul style="list-style-type: none"> <li>• Data Collection Sheet (multi-step) of the student performance when identifying the senses associated with a particular action or function</li> </ul>
SAT21204	The student will recognize a one-celled organism from a group of pictures or objects representing organisms.	<ul style="list-style-type: none"> <li>• Digital video of the student selecting the model of a one-celled organism from a group of pictures or objects representing organisms</li> </ul>
SAT21203	The student will recognize that organisms are made up of cells by selecting a picture or representation of the cells that make up an organism after attending to a video or informational text about the cells.	<ul style="list-style-type: none"> <li>• Data Collection Sheet of the student performance in selecting the picture that represents an organism’s cells after attending to the video or reading about cells</li> </ul>
SAT21301	The student will recognize disruptions in the relationships between living and non-living things by showing cause and effect. (e.g., fire disrupting an ecosystem, water pollution and marine life)	<ul style="list-style-type: none"> <li>• Digital video of the student explaining a poster about disruptions in the relationship between living and non-living things</li> <li>• Student work product in which he or she matches cause and effect of a disruption with result (e.g., not feeding fish = fish dies)</li> </ul>

SAT21302	The student will describe how humans have system(s) of organs that fulfill certain need(s). (e.g., explaining the relationships to the class using a presentation he or she created on the computer; writing a paragraph about a human organ system and the need it fulfills; Examples of systems: circulation—heart and blood vessels move blood through the body; respiration—nose, trachea, and lungs take in oxygen and eliminate carbon dioxide; digestion—stomach and intestine break down food and absorb nutrients from food before it is eliminated; etc.)	<ul style="list-style-type: none"> <li>Digital video of the student delivering (in words, sign language, augmentative communication, etc.) the presentation he or she created on the computer about the respiratory system to the class</li> </ul>
SAT21306	The student will describe the purpose and/or use of the senses by indicating the appropriate purpose or use when given the sense. (e.g., the sense of touch tells us what?—choices presented include an example of what it is used for: if we are in pain, if the room is dark, if the phone is ringing; our sense of smell is used for ____.)	<ul style="list-style-type: none"> <li>Student work product of student matching senses with their particular uses</li> <li>Sequenced, captioned, and dated photographs of student placing word card of purpose of sense by the title of the senses</li> </ul>
SAT21305	The student will recognize that one-celled organisms have structures that fulfill certain needs by indicating the structure when given the organism and function. (e.g., amoeba—pseudopods for movement; euglena—eyespot for light detection/absorption)	<ul style="list-style-type: none"> <li>Student work product showing the organisms and functions each fulfills, matched to the structure that fulfills that need</li> </ul>
SAT21307	The student will identify different cells that the human body is made up of by indicating the appropriate cell given its picture or the specific part of the body the cell comes from. (e.g., nerve cell—brain; blood cell—veins and arteries)	<ul style="list-style-type: none"> <li>Student work product with the cells correctly labeled</li> </ul>
SAT21308	The student will recognize that cells have structures for certain needs by labeling the structures of a plant cell and an animal cell with their appropriate functions. (e.g., chloroplast carries out photosynthesis; mitochondria are the powerhouse of the cell; nucleus is the control center of the cell)	<ul style="list-style-type: none"> <li>Student work product of a diagram of a plant cell and an animal cell with the structures and functions labeled</li> </ul>

**GLIs and Essences****SCI – HS****Required Component 1**—Standard: 4 - The Living Environment**Choice Component 2**—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 19–20	<p><b>7.1 Describe the range of interrelationships of humans with the living and nonliving environment.</b></p> <p>7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.</p> <p>7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients.</p> <p>7.1c Human beings are part of the Earth’s ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.</p> <p><b>7.2 Explain the impact of technological development and growth in the human population on the living and nonliving environment.</b></p> <p>7.2a Human activities that degrade ecosystems result in the loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.</p> <p>7.2b When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.</p> <p>7.2c Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.</p> <p><b>7.3 Explain how individual choices and societal actions can contribute to improving the environment.</b></p> <p>7.3a Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.</p> <p>7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.</p>	<ul style="list-style-type: none"> <li>• Understand that living and non-living things share a strong interdependence in maintaining Earth’s ecosystem. Earth provides various resources to support human populations. Therefore, human activity plays a huge part in renewing or depleting these resources.</li> <li>• Recognize that technological advances and population growth affect both living and non-living environments</li> <li>• Understand that the choices we make now affect future generations</li> </ul>

<b>AGLIs</b>		<b>SCI – HS</b>
<b>Required Component 1</b> —Standard: 4 - The Living Environment		
<b>Choice Component 2</b> —Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 7</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize that living things (including humans) need non-living things (24101)</li> <li>recognize ways that humans use non-living things (24102)</li> <li>recognize ways that human actions affect the environment (24106)</li> <li>recognize impacts that humans have on the Earth’s resources (24107)</li> <li>recognize ways to minimize human impacts on the environment (24108)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify at least one way that people need non-living things (24201)</li> <li>identify at least one way that humans can use non-living things wisely (24203)</li> <li>identify ways that humans can influence the environment (24205)</li> <li>identify at least one way that humans need Earth’s resources (24202)</li> <li>identify at least one way that humans impact the environment (24204)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>describe examples of how living and non-living things are interdependent (24301)</li> <li>demonstrate how humans can minimize their impact by using resources wisely (24307)</li> <li>describe that humans can deplete or ruin resources and they will no longer be available for other people to use (24306)</li> <li>describe multiple ways humans need the Earth’s resources (24308)</li> <li>describe multiple ways that humans impact the Earth’s resources (24309)</li> <li>describe at least one impact on the environment from technology and human populations (24305)</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., living thing, non-living thing, human, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>SCI – HS</b>
<b>Required Component 1—Standard: 4 - The Living Environment</b>		
<b>Choice Component 2—Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT24101	The student will recognize that living things need non-living things to survive by indicating non-living items that living things need. (e.g., given an animal and a plant, student eye gazes to the needed non-living things of sun and water; given humans (a baby and an adult) and a set of choices to select from [choices include needed non-living things—water, sun, air—and non-needed things—television, automobile, video games], student circles the needed non-living things)	<ul style="list-style-type: none"> <li>Student work product of a list of non-living things that most living things need, on which teacher marks items student identifies via eye gaze (e.g., plant → needs water; animal → needs air)</li> <li>Student work product with lines drawn from living things (humans) to non-living items that living things need to survive</li> </ul>
SAT24102A	The student will recognize ways that humans use non-living things by indicating uses of water and metals when presented with choice. (e.g., water: bathing, cooking, drinking; metals: used when building things [bridges, automobiles, housing, etc.], used for making materials [utensils, computers, jewelry, etc.]	<ul style="list-style-type: none"> <li>Digital video of the student pressing a switch when teacher presents a use for “water” and “metals” cards and not hitting the switch when presented with an “incorrect choice” card</li> </ul>
SAT24102B	The student will recognize ways non-living things are used by humans during a daily activity by matching the non-living things with their uses. (e.g., pencil for writing, fork for eating, housing for shelter)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given non-living things used by humans and selecting correct “use” cards from groups of choices and handing them to the teacher</li> </ul>
SAT24106	The student will recognize ways that people’s activities have an affect on the environment by indicating “positive affect” or “negative affect” given examples of activities that have an affect. (e.g., negative effect on the environment: littering, burning trash, running excess water, etc.; positive effect on the environment: using a fuel efficient car, turning off lights and appliances when not using them, promoting green building, etc.)	<ul style="list-style-type: none"> <li>Student work product with the human activities and “negative affect” or “positive effect” words, symbols, etc. placed next to each of the activities</li> </ul>
SAT24107	The student will recognize impacts that humans have on Earth’s resources by participating in recycling and clean-up programs.	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance when participating in clean-up and recycling in community</li> </ul>
SAT24108	The student will recognize ways to minimize human impacts on the environment by indicating activities that have a more positive impact on the environment. (e.g., walking or riding a bike instead of driving; recycling; planting trees)	<ul style="list-style-type: none"> <li>Student work product of a collage of pictures related to ways to minimize impact</li> <li>Sequenced, captioned, and dated photographs of student picking up litter on a class walk and planting a tree</li> </ul>

SAT24201	The student will identify at least one way that people use non-living things by selecting items and explaining why these items are necessary to live. (e.g., food, clothing, shelter)	<ul style="list-style-type: none"> <li>Student work product showing non-living things with sentences dictated by the student explaining why people need the non-living things</li> </ul>
SAT24203	The student will identify one or more ways that non-living resources can be conserved by demonstrating turning lights off and/or turning the computer off at the end of an activity.	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when completing conservation activities throughout the day</li> </ul>
SAT24205A	The student will identify ways that humans influence the environment by matching human actions with their specific positive or negative effect. (e.g., picking up litter = a cleaner park; pollutants dumped into lake = dead fish floating)	<ul style="list-style-type: none"> <li>Student work product showing the human actions matched to their influence on the environment</li> </ul>
SAT24205B	The student will identify ways that humans can influence the environment by answering questions about a human influence. (e.g., population density, land transformation, human access)	<ul style="list-style-type: none"> <li>Student work product answering questions related to a specific human influence topic such as population density and how it influences the environment</li> </ul>
SAT24202	The student will identify at least one way that humans use the Earth's resources by indicating use(s) of wood and water.	<ul style="list-style-type: none"> <li>Digital video of the student naming (in words, sign language, augmentative communication, etc.) at least one way that people use wood and water</li> </ul>
SAT24204	The student will identify at least one way humans impact the environment. (e.g., positive and/or negative impacts such as global warming, deforestation, planting a garden in the city, recycling, etc.)	<ul style="list-style-type: none"> <li>Student work product consisting of a collection of pictures showing at least one way people have impacted (changed) the environment</li> </ul>
SAT24301	The student will describe examples of how living and non-living things are interdependent by writing a paragraph or completing a graphic organizer/diagram/model showing the interdependence.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer or diagram showing the interdependence or a paragraph describing the interdependence between living and non-living things</li> </ul>
SAT24307A	The student will demonstrate one way to minimize human impact on the environment by identifying the PEC symbol for recycling when presented with recyclable items.	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when identifying the PEC symbol for recycling when presented with the various items</li> </ul>
SAT24307B	The student will demonstrate a practice that may minimize human impact on the Earth's resources by participating in a daily recycling program.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student going to different classes to pick up recyclable paper and bringing it to a paper bin</li> </ul>
SAT24306	The student will describe how humans can deplete or ruin resources that will no longer be available for other people to use. (e.g., answering questions about what resources can be used up and how)	<ul style="list-style-type: none"> <li>Digital video of the student answering questions (in words, sign language, augmentative communication, etc.) about what and how resources can be used up</li> </ul>

SAT24308	<p>The student will describe two ways humans use the Earth's resources of water and trees by creating a graphic organizer indicating human needs for a particular resource.</p> <p>(e.g., trees are used for fuel, to create oxygen, and for shelter; water is used for cooking and drinking)</p>	<ul style="list-style-type: none"> <li>• Student work product of graphic organizer indicating or showing two ways humans use the needed resources of water and trees</li> </ul>
SAT24309	<p>The student will describe ways that humans impact Earth's resources by listing examples of the Earth's resources that humans use for energy.</p> <p>(e.g., oil, coal, wood, natural gas)</p>	<ul style="list-style-type: none"> <li>• Student work product listing some of Earth's resources and how they are used for energy</li> </ul>
SAT24305	<p>The student will describe one or more impacts on the environment from the use of motor vehicles and the increasing number of people in cities by answering questions about each.</p>	<ul style="list-style-type: none"> <li>• Student work product of questions relating to impacts that the technological development of cars and the increasing population size are having on the surrounding environment</li> </ul>

**GLIs and Essences****SCI – HS  
(cont'd)****Required Component 2**—Standard: 4 - Physical Setting/Earth Science**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 8–10	<p><b>1.1 Explain complex phenomena, such as tides, variations in day length, solar isolation, apparent motion of the planets and annual traverse of the constellations.</b></p> <p>1.1a Most objects in the solar system are in regular and predictable motion.</p> <ul style="list-style-type: none"> <li>• These motions explain such phenomena as the day, the year, the seasons, phases of the moon, eclipses and tides.</li> <li>• Gravity influences the motions of celestial objects. The force of gravity between two objects in the universe depends on their masses and the distance between them.</li> </ul> <p>1.1b Eight planets move around the sun in nearly circular orbits.</p> <ul style="list-style-type: none"> <li>• The orbit of each planet is an ellipse with the Sun located at one end of the foci.</li> <li>• Earth is orbited by one moon and many artificial satellites.</li> </ul> <p>1.1c Earth's coordinate system of latitude and longitude, with the equator and prime meridian as reference lines, is based upon Earth's rotation and our observation of the Sun and stars.</p> <p>1.1d Earth rotates on an imaginary axis at a rate of 15 degrees per hour. To people on Earth, this turning of the planet makes it seem as though the Sun, the moon, and the stars are moving around Earth once a day. Rotation provides a basis for our system of local time; meridians of longitude are the basis for time zones.</p> <p>1.1e The Foucault pendulum and the Coriolis effect provide evidence of Earth's rotation.</p> <p>1.1f Earth's changing position with regard to the Sun and the moon has noticeable effects.</p> <ul style="list-style-type: none"> <li>• Earth revolves around the Sun with its rotational axis tilted at 23.5 degrees to a line perpendicular to the plane of its orbit, with the North Pole aligned with Polaris.</li> <li>• During Earth's one-year period of revolution, the tilt of the axis results in changes in the angle of incidence of the Sun's rays at a given latitude; these changes cause variation in the heating of the surface. This produces seasonal variation in weather.</li> </ul> <p>1.1g Seasonal changes in the apparent positions of constellations provide evidence of the Earth's revolution.</p> <p>1.1h The Sun's apparent path through the sky varies with latitude and season.</p> <p>1.1i Approximately 70 percent of Earth's surface is covered by a relatively thin layer of water, which responds to the gravitational attraction of the moon and the Sun with a daily cycle of high and low tides.</p>	<ul style="list-style-type: none"> <li>• Understand that most objects in the solar system are in regular and predictable motion. As the Earth revolves around the sun, it rotates (spins) on its axis. Earth's changing position with regard to the Sun and the Moon has noticeable effects. Seasonal changes provide evidence of Earth's revolution around the Sun.</li> <li>• Understand that evidence shows that the universe is vast and very old. Stars, planets, asteroids, comets and meteors are all part of the universe.</li> <li>• Understand that water on Earth moves through the water cycle</li> <li>• Recognize that geologic history can be determined from rocks and fossils</li> </ul>

**1.2 Describe current theories about the origin of the universe and solar system.**

- 1.2a The universe is vast and estimated to be over ten billion years old. The current theory is that the universe was created from an explosion called the Big Bang. Evidence for this theory includes:
- cosmic background radiation
  - a red-shift (the Doppler Effect) in the light from very distant galaxies.
- 1.2b Stars form when gravity causes clouds of molecules to contract until nuclear fusion of light elements into heavier ones occurs. Fusion releases great amounts of energy over millions of years.
- The stars differ from each other in size, temperature, and age.
  - Our Sun is a medium-sized star within a spiral galaxy of stars known as the Milky Way. Our galaxy contains billions of stars, and the universe contains billions of such galaxies.
- 1.2c Our solar system formed about five billion years ago from a giant cloud of gas and debris. Gravity caused Earth and the other planets to become layered according to density differences in their materials.
- The characteristics of the planets of the solar system are affected by each planet's location in relationship to the Sun.
  - The terrestrial planets are small, rocky, and dense. The Jovian planets are large, gaseous, and of low density.
- 1.2d Asteroids, comets, and meteors are components of our solar system.
- Impact events have been correlated with mass extinction and global climactic change.
  - Impact craters can be identified in Earth's crust.
- 1.2e Earth's early atmosphere formed as a result of the outgassing of water vapor, carbon dioxide, nitrogen, and lesser amounts of other gases from its interior.
- 1.2f Earth's oceans formed as a result of precipitation over millions of years. The presence of an early ocean is indicated by sedimentary rocks of marine origin, dating back about four billion years.
- 1.2g Earth has continuously been recycling water since the outgassing of water early in its history. This constant recirculation of water at and near Earth's surface is described by the hydrologic (water) cycle.
- Water is returned from the atmosphere to the Earth's surface by precipitation. Water returns to the atmosphere by evaporation or transpiration from plants. A portion of the precipitation becomes runoff over the land or infiltrates into the ground to become stored in the soil or groundwater below the water table. Soil capillarity influences these processes.
  - The amount of precipitation that seeps into the ground or runs off is influenced by climate, slope of the land, rock type, vegetation, land use, and degree of saturation.
  - Porosity, permeability, and water retention affect runoff and infiltration.
- 1.2h The evolution of life caused dramatic changes in the composition of Earth's atmosphere. Free oxygen did not form in the atmosphere until oxygen-producing organisms evolved.
- 1.2i The pattern of evolution of life-forms on Earth is at least partially preserved in the rock record.
- Fossil evidence indicates that a wide variety of life-forms has existed in the past and that most of these forms have become extinct.
  - Human existence has been very brief compared to the expanse of geologic time.

	<p>1.2j Geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations.</p> <ul style="list-style-type: none"><li>• The characteristics of rocks indicate the processes by which they formed and the environments in which these processes took place.</li><li>• Fossils preserved in rocks provide information about past environmental conditions.</li><li>• Geologists have divided Earth's history into time units based upon the fossil record.</li><li>• Age relationships among bodies of rocks can be determined using principles of original horizontality, superposition, inclusions, cross-cutting relationships, contact metamorphism, and unconformities. The presence of volcanic ash layers, index fossils, and meteoric debris can provide additional information.</li><li>• The regular rate of nuclear decay (half-life time period) of radioactive isotopes allows geologists to determine the absolute age of materials found in some rocks.</li></ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**AGLIs****SCI – HS  
(cont'd)****Required Component 2**—Standard: 4 - Physical Setting/Earth Science**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 1****Less Complex****More Complex**

<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) (31109)</li> <li>recognize the Earth, sun, and/or moon (31110)</li> <li>identify night and/or day (31102)</li> <li>recognize that seasons change over the course of a year (31104)</li> <li>recognize that the moon appears to change shape over the course of a month (31111)</li> <li>recognize patterns of daily and/or monthly changes in their environment (31112)</li> <li>label a diagram of the water cycle (31106)</li> <li>identify fossils as remains of living things (31107)</li> <li>recognize rocks can provide evidence of past conditions (31113)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify stars, planets, asteroids, comets, and/or meteors (31204)</li> <li>recognize the movements of the Earth, moon and sun relative to each other (31202)</li> <li>recognize the Earth spins on its axis (31209)</li> <li>recognize the Earth tilts on its axis relative to the seasons (31210)</li> <li>identify that the moon appears to change shape over the course of a month (31211)</li> <li>identify parts of the water cycle (31205)</li> <li>identify ways that fossils form (31206)</li> <li>identify how fossils can provide evidence of past conditions (31212)</li> <li>identify how rocks can provide evidence of past conditions (31213)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>describe stars, planets, asteroids, comets, and/or meteors (31305)</li> <li>describe the movements of the Earth, moon and sun relative to each other (31302)</li> <li>explain the effects of the Earth spinning on its axis (31301)</li> <li>describe changes in the seasons over the course of a year (31304)</li> <li>describe changes in the moon's shape over the course of a month (31303)</li> <li>describe parts of the water cycle (31307)</li> <li>describe how fossils can provide evidence of past conditions (31310)</li> <li>describe how rocks can provide evidence of past conditions (31311)</li> <li>recognize that the universe is vast and very old (31312)</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., star, planet, asteroid, comet, meteor, water cycle, fossil, living thing, axis, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

**SATs****SCI – HS  
(cont'd)****Required Component 2**—Standard: 4 - Physical Setting/Earth Science**Choice Component 1**—Key Idea 1: The Earth and celestial phenomena can be described by principles of relative motion and perspective.**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>
SAT31109	<p>The student will recognize star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) by indicating the picture(s), symbol(s), model(s), etc. that represents a star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) as requested.</p> <p>(e.g., selecting the model of a planet as requested, given models of a planet, an asteroid, and a comet; pointing to a star in a diagram of a solar system; circling the image of a comet as request from a given set of images)</p>	<ul style="list-style-type: none"> <li>• Student work product of the picture(s), symbol(s), etc. of a star(s), planet(s), asteroid(s), comet(s), and/or meteor(s) that the student marked, circled, eye gazed to, etc.</li> <li>• Data Collection Sheet of student performance when selecting a model of a planet from a choice of planet, asteroid, and comet</li> </ul>
SAT31110	<p>The student will recognize the Earth, sun, and/or moon by indicating the picture, symbol, model etc. that represents the Earth, sun, and/or moon as requested.</p> <p>(e.g., student states/presses the switch to name Earth when presented with a picture of the Earth and asked, "What is the name of this?"; student eye gazes to the word card for sun when presented with a model of the sun and told, "Show me the name of this"; student marks or labels images of the Earth, sun, and/or moon)</p>	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student being presented with the Earth, sun, and/or moon, looking at picture card(s) or model(s), and touching the switch or eye gazing to the name of the item presented</li> <li>• Student work product of pictures of the Earth, sun, and/or moon with Xs marked in blue for the sun, red for the Earth, and/or green for the moon</li> </ul>
SAT31102	<p>The student will identify night and/or day by indicating night and/or day as appropriate.</p> <p>(e.g., when asked to identify day, student points to the day side of Earth on a model of the solar system; when asked to identify night and given two switches, one with a picture of the sun and the word "day" and one with a moon and star picture and the word "night," student touches the switch with the word night)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when selecting or pointing to the day side of Earth</li> <li>• Sequenced, captioned, and dated photographs of the student looking at picture cards of moon and stars and touching the appropriate button on the switch to indicate night</li> </ul>
SAT31104A	<p>The student will recognize that seasons change over the course of a year by selecting a visual representation of each specific season and placing them in the correct sequence.</p>	<ul style="list-style-type: none"> <li>• Student work product of the student identifying pictures of the four seasons (winter, spring, summer, and fall) and placing them in sequential order next to each other</li> </ul>
SAT31104B	<p>The student will recognize that seasons change over the course of a year by matching descriptions of each season with a picture representation and indicating the months the season includes.</p>	<ul style="list-style-type: none"> <li>• Student work product showing a timeline of months divided to show the seasons and description of the season for each time frame</li> </ul>

SAT31111	The student will recognize that the moon appears to change shape over the course of a month by indicating the correct sequenced pictures or model representation of the moon from new moon to full moon and back to new moon when given a correct and incorrect sequence.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being presented with the correct and incorrect sequence of the moon from new moon to full moon and back to new moon, looking at the choices, and eye gazing to, pointing to, etc. the one that is correct</li> </ul>
SAT31112A	The student will recognize patterns of daily changes in the environment by ordering morning, noon, and night.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student arranging pictures of morning, noon, and night in sequential order to recognize patterns of daily changes in the environment</li> <li>Student work product showing pictures student arranged of morning, noon, and night to pattern daily changes</li> </ul>
SAT31112B	The student will recognize patterns of monthly changes in the environment of the northern hemisphere by selecting the typical weather pattern associated with a given month.	<ul style="list-style-type: none"> <li>Student work product with given months and typical weather patterns glued next to them</li> </ul>
SAT31106	The student will label a diagram of the water cycle when shown two or more different diagrams by placing or writing "water cycle" on the appropriate diagram.	<ul style="list-style-type: none"> <li>Student work product showing two or more different diagrams with the word card "water cycle" affixed next to the correct diagram</li> <li>Sequenced, captioned, and dated photographs of the student being shown a plant cycle, a moon cycle, and a water cycle with the student pointing to the water cycle and placing the label "water cycle" on that diagram</li> </ul>
SAT31107	The student will identify fossils as remains of living things by matching evidence of fossils to pictures of the living things they came from. (e.g., piece of amber with an embedded mosquito, rock with a fish/leaf fossil embedded in it)	<ul style="list-style-type: none"> <li>Student work product showing rocks or objects containing fossils and different living things with the two correctly matched together</li> </ul>
SAT31113	The student will recognize that some rocks can provide evidence of past conditions by indicating on a picture which layer of rock would contain the most fossils.	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance indicating the layers of rock in various pictures that contain the most fossils</li> <li>Student work product with the layer of rock containing fossils highlighted or colored</li> </ul>
SAT31204	The student will identify stars, planets, asteroids, comets, and/or meteors. (e.g., sorting planets and stars given a set of choices; labeling stars, planets, asteroids, comets, and/or meteors on a diagram of outer space)	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer of planets and stars with pictures placed in each</li> <li>Student work product in which student labeled stars, planets, asteroids, comets, and/or meteors on a diagram of outer space</li> </ul>

SAT31202	The student will recognize the movements of the Earth and moon relative to each other and to the sun by demonstrating the movement of each on a model or diagram. (e.g., sun is central, Earth moves around the sun, moon moves around the Earth)	<ul style="list-style-type: none"> <li>Digital video of the student participating in a model demonstration</li> </ul>
SAT31209	The student will recognize the Earth spins on its axis by attending to a model of the Earth on its axis and participating in making it move.	<ul style="list-style-type: none"> <li>Data Collection Sheet (time-segmented) of student performance in attending to the model of the Earth and making it move by pushing it or using a switch that rotates the model</li> </ul>
SAT31210A	The student will recognize the Earth's tilt on its axis relative to different seasons by labeling which season it would be in a region of the northern hemisphere given different images of the Earth's tilt.	<ul style="list-style-type: none"> <li>Student work product showing pictures of the Earth at different tilts and the specific season that would be associated with the tilt for a region of the northern hemisphere</li> </ul>
SAT31210B	The student will recognize the Earth's tilt on its axis relative to different seasons by answering questions or responding to statement(s) related to the Earth's tilt relative to the different seasons.	<ul style="list-style-type: none"> <li>Student work product of question or statement responses about the Earth's tilt on its axis relative to different seasons</li> </ul>
SAT31211	The student will identify that the moon appears to change shape over the course of a month by indicating the various phases as requested. (e.g., labeling pictures of various phases of the moon; sequencing pictures of the visible part of the moon)	<ul style="list-style-type: none"> <li>Student work product of the labeled phases of the moon to identify that the moon appears to change shape over the course of a month</li> <li>Student work product showing pictures of the moon the student sequenced from new moon to full moon and back to new moon</li> </ul>
SAT31205	The student will identify parts of the water cycle by labeling each part on a water cycle diagram. (e.g., blank water cycle diagram and choice cards with the various parts of the water cycle presented—student places cards in appropriate locations on the blank water cycle diagram)	<ul style="list-style-type: none"> <li>Student work product with a diagram of the parts of the water cycle labeled by the student (e.g., evaporation, condensation, precipitation, infiltration, run-off)</li> </ul>
SAT31206	The student will identify how fossils are formed by indicating the steps. (e.g., listing two or more steps about how different fossils are formed; showing two steps of how fossils are formed using media such as clay, molding dough, or putty and a leaf and plastic representation of bones).	<ul style="list-style-type: none"> <li>Student work product of the fossils presented and the steps/ways the fossils form indicated by the student</li> <li>Digital video of the student demonstrating steps that show how a leaf and a fish fossil could be formed using the media to create fossils by shaping clay into formation, placing plastic bones and the leaf in, and then removing them to depict the fossils formed</li> </ul>
SAT31212	The student will identify how fossils can provide evidence of past conditions by selecting sentence strips describing past conditions when presented with different fossils.	<ul style="list-style-type: none"> <li>Student work product of the fossils presented and the sentence strips the student selected</li> </ul>
SAT31213	The student will identify how rocks can provide evidence of past conditions by matching different pictures of sedimentary rocks with the fossils they contain to the past conditions in which they were formed.	<ul style="list-style-type: none"> <li>Student work product of the sedimentary rock with fossils matched to the possible conditions during that time</li> </ul>

SAT31305	The student will describe stars, planets, asteroids, comets, and/or meteors by listing characteristics of the structures. (e.g., star's brightness, size, color)	<ul style="list-style-type: none"> <li>• Student work product of a list of characteristics of stars, planets, asteroids, comets, and/or meteors</li> </ul>
SAT31302	The student will describe the movement of the sun, Earth, and moon by creating a visual representation or display. (e.g., model, diagram, manipulatives)	<ul style="list-style-type: none"> <li>• Digital video of the student creating a diagram of the sun, Earth, and moon and their movements relative to each other</li> </ul>
SAT31301	The student will explain the effects of the Earth spinning on its axis by creating a paragraph about the effects of the spinning.	<ul style="list-style-type: none"> <li>• Student work product of the written/created paragraph about the effects of the spinning on the axis</li> </ul>
SAT31304	The student will describe changes in the four seasons by stating or signing two changes that occur when shown pictures representing each of the four seasons.	<ul style="list-style-type: none"> <li>• Digital video or audio of the student describing (in words, sign language, augmentative communication, etc.) different changes that occur as the seasons change over the course of a year</li> </ul>
SAT31303	The student will describe changes in the moon's apparent shape over a one-month period by drawing pictures representing particular shapes and creating a sentence to describe each change that has occurred.	<ul style="list-style-type: none"> <li>• Student work product of the student-drawn pictures of the moon and a sentence describing the changes that occur for each picture</li> </ul>
SAT31307	The student will describe parts of the water cycle by creating a sentence indicating what is occurring in each part of a water cycle diagram.	<ul style="list-style-type: none"> <li>• Student work product of a water cycle diagram with information provided by the student about what is occurring for each part</li> </ul>
SAT31310	The student will describe how fossils can indicate past conditions by matching fossils to the original environment and telling what the fossils indicate about the environment. (e.g., fish fossil matched to water environment using objects or pictures, and sentence "this must have been a wet environment because fish need water"; tropical plant fossil matched to lush forest environment using objects or pictures, and a sentence "this must have been a forest environment because similar plants today are found in the rainforest")	<ul style="list-style-type: none"> <li>• Student work product of fossil pictures glued to pictures of their original environment with sentence strips that describe what the environment was like</li> </ul>
SAT31311	The student will describe how rocks can provide evidence of past conditions by retelling information learned after listening to or reading a book about rock formations.	<ul style="list-style-type: none"> <li>• Audio of the student describing (in words, sign language, augmentative communication, etc.) what some of the lines or patterns in rocks could indicate about the condition of the environment at the time that the rocks were formed</li> </ul>
SAT31312	The student will recognize that the universe is vast and very old by answering questions related to the universe's vastness and age after watching a video or listening to an informational text about it.	<ul style="list-style-type: none"> <li>• Student work product of the questions the student answered about how vast and old the universe is thought to be</li> </ul>

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

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 11–14	<p><b>2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth's plates.</b></p> <p>2.1a Earth's systems have internal and external sources of energy, both of which create heat.</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's interior results in the formation of regions of different densities. These density differences result in motion.</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover.</p> <p>2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.</p> <p>2.1e Weather variables are interrelated. For example:</p> <ul style="list-style-type: none"> <li>• temperature and humidity affect air pressure and probability of precipitation</li> <li>• air pressure gradient controls wind velocity</li> </ul> <p>2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.</p> <p>2.1g Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.</p> <p>2.1h Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1i Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.</p> <p>2.1j Properties of Earth's internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction).</p> <ul style="list-style-type: none"> <li>• Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth's interior is composed of layers that differ in composition and states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth.</li> <li>• Understand how internal forces create landforms that can be broken down by weathering and erosion</li> <li>• Understand how weather and climate are affected by solar radiation, ocean currents, and land masses</li> </ul>

	<p>2.1k The outward transfer of Earth's internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth's surface.</p> <p>2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.</p> <ul style="list-style-type: none"> <li>• These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges.</li> <li>• Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges.</li> <li>• Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</li> </ul> <p>2.1m Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.</p> <p>2.1n Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.</p> <p>2.1o Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.</p> <p>2.1p Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.</p> <p>2.1q Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.</p> <p>2.1r Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.</p> <p>2.1s Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.</p> <p>2.1t Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1u The natural agents of erosion include:</p> <ul style="list-style-type: none"> <li>• <i>Streams (running water)</i>: Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries.</li> <li>• <i>Glaciers (moving ice)</i>: Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains.</li> <li>• <i>Wave Action</i>: Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves.</li> </ul>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>• <i>Wind</i>: Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock.</li> </ul> <p><i>Mass Movement</i>: Earth materials move down slope under the influence of gravity.</p> <p>2.1v Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.</p> <p>2.1w Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater.</p> <p><b>2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.</b></p> <p>2.2a Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in:</p> <ul style="list-style-type: none"> <li>• the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season</li> <li>• characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat.</li> <li>• duration, which varies with seasons and latitude.</li> </ul> <p>2.2b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction.</p> <ul style="list-style-type: none"> <li>• Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul> <p>2.2c A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.</p> <p>2.2d Temperature and precipitation patterns are altered by:</p> <ul style="list-style-type: none"> <li>• natural events such as El Nino and volcanic eruptions</li> <li>• human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.</li> </ul>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

The student will:

- recognize that it feels warmer when in the sunshine than when in the shade (32101)
- recognize appropriate tools for measuring various weather conditions (32106)
- identify weather conditions (32104)
- recognize that land is removed by erosion (32103)
- recognize mountain(s) and valley(s) (32107)

The student will:

- identify the sun as an external source of heat (32201)
- associate the visible presence or absence of the sun with certain weather (32202)
- associate changes in the amount of heat in the atmosphere with changes in seasons (32203)
- identify appropriate tools for measuring various weather conditions (32208)
- associate weather changes with differences in heating (32209)
- identify weather as short-term changes (32210)
- identify that weathering and/or erosion break down the land (32205)
- identify that forces within Earth cause land to be folded into mountains and/or valleys (32204)

The student will:

- describe the sun as an external source of heat (32301)
- describe the relationship between the position of the sun to the Earth with certain weather (32309)
- describe how the amount of heat in the atmosphere changes with seasons (32303)
- use tools to measure various weather conditions (32310)
- describe the relationship between differences in heating and weather and/or climate (32311)
- describe the relationship between differences in heating and climate (32312)
- describe why weathering and erosion break down the land (32313)
- describe that forces within Earth cause land to be folded into mountains and/or valleys (32306)
- recognize that the Earth has internal heat (32304)
- recognize that the Earth's internal heat drives the motion of material inside the Earth (convection currents) (32305)

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

<b>SATs</b>		<b>SCI – HS (cont'd)</b>
<b>Required Component 2</b> —Standard: 4 - Physical Setting/Earth Science		
<b>Choice Component 2</b> —Key Idea 2: Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT32101	The student will recognize that it feels warmer in the sunshine than in the shade by selecting or indicating an area with sunshine when asked "which is a warmer place?"	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student feeling warm parts of the room touched by sunlight and cooler parts of the room not touched by sunlight and going back to the part of the room that is warmest</li> </ul>
SAT32106	The student will recognize tools for measuring different weather conditions by responding yes/no to questions regarding instruments.	<ul style="list-style-type: none"> <li>Digital video of the student responding "yes" or "no" when asked questions such as, "Is this to be used to measure temperature?"</li> </ul>
SAT32104A	The student will identify weather conditions by completing a simple weather calendar or chart. (e.g., use simple calendar or chart and attach or glue weather pictures for each day over a period of one week or one month [if using a calendar or chart over a period of a week or month the dates of submission must be the last date recorded on three separate weeks or months.]	<ul style="list-style-type: none"> <li>Student work product of the daily weather record compiled by the student</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.</p>
SAT32104B	The student will identify weather conditions by labeling pictures of various weather conditions. (e.g., rain, snow, sleet, fog, drizzle)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student labeling pictures on a diagram of various weather conditions</li> <li>Student work product showing various weather pictures and the labels the student provided</li> </ul>
SAT32103	The student will recognize that land is removed by erosion by participating in a demonstration of an erosion technique(s). (e.g., fan blowing sand off a surface, water being poured onto a pile of sand)	<ul style="list-style-type: none"> <li>Student work product of a labeled diagram showing the effects of erosion or where it occurred</li> <li>Digital video of the student participating in a demonstration of an erosion technique(s)</li> </ul>
SAT32107	The student will recognize mountain(s) and valley(s) formation(s) as requested. (e.g., using dirt or sand to make a model of a mountain and a valley; labeling images of a mountain and a valley; responding to simple yes/no questions about a mountain and a valley)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student making mountain(s) and valley(s) out of sand or dirt</li> <li>Student work product showing mountain picture(s) and valley picture(s) and the labels the student provided</li> </ul>

SAT32201	The student will identify the sun as an external source of heat by using a simple chart of the temperature recorded in shade and in sunshine on the same day and answering the question “Why is it warmer here?”	<ul style="list-style-type: none"> <li>Student work product of a chart with differing temperatures and a picture of the sun stamped on warmer temperatures</li> </ul>
SAT32202	The student will associate the presence or absence of the sun and certain weather by identifying possible weather based on the position of sun in relation to the Earth.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given pictures of the sun’s position in relation to the Earth and identifying possible types of weather in different locations around the Earth</li> </ul>
SAT32203	The student will associate changes in the amount of heat in the atmosphere with changes in seasons by making a chart matching the changes of heat in the atmosphere with the season most generally associated with it.	<ul style="list-style-type: none"> <li>Student work product of a chart with the changes in amount of heat in the atmosphere and the appropriate season usually associated with it</li> </ul>
SAT32208	The student will identify tools for measuring weather conditions by matching weather conditions with appropriate tools. (e.g., anemometer = measures wind speed; rain gauge = measures amount of rainfall)	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of student performance when matching tools with the weather condition they measure, with the tools identified noted</li> </ul>
SAT32209	The student will identify weather changes by indicating specific differences in heating that are contributing to the weather changes. (e.g., more sun= hotter= more humidity= rain; less sun=colder=snow)	<ul style="list-style-type: none"> <li>Student work product showing the variations of differences in heating and the weather changes matched to them</li> </ul>
SAT32210	The student will identify weather as short-term changes by charting a minimum of two weather conditions over a specific period of time. (e.g., 5 days charting: sunny, rainy, cloudy [If using a calendar or chart over a period of a week or month, the dates of submission must be the last date recorded on three separate weeks or months.] )	<ul style="list-style-type: none"> <li>Student work product of a student-created calendar showing daily (monthly, seasonal) weather over the course of a week (month, season, etc.)</li> </ul> <p>Note: Two charts must be submitted as Verifying Evidence if work samples are being submitted for both dates of student performance. Two dates on DSS cannot come from a single chart.</p>
SAT32205	The student will identify what weathering and/or erosion does to land by answering comprehension questions about the breaking down of land caused by weathering and/or erosion, after reading/listening to text or watching a video about it.	<ul style="list-style-type: none"> <li>Student work product of comprehension questions regarding weathering and/or erosion changes to land</li> </ul>
SAT32204	The student will identify that forces within Earth cause land to be folded into mountains and/or valleys by naming/indicating the specific forces involved (plate tectonics).	<ul style="list-style-type: none"> <li>Student work product with the forces the student named/indicated when asked about what caused land to be folded into mountains and/or valleys</li> </ul>
SAT32301	The student will describe the sun as a heat source by identifying that light rays from the sun are absorbed by the Earth and reradiated by the Earth as heat.	<ul style="list-style-type: none"> <li>Student work product of a drawing correctly labeled with short wavelength light from the sun and long wavelength radiation from the Earth and a description of the process</li> </ul>

SAT32309	The student will describe the relationship between the Earth's position relative to the sun and different weather changes by answering questions about conditions in the northern hemisphere. (e.g., In the northern hemisphere, January is colder than June.—“How is the Earth tilted in relationship to the sun?”—student indicates Earth tilted away from sun, less heat is absorbed, there are colder temperatures)	<ul style="list-style-type: none"> <li>Student work product of student-answered questions about a given weather condition and the Earth's position in relationship to the sun</li> </ul>
SAT32303	The student will describe how the amount of heat in the atmosphere changes with seasons by writing/creating a paragraph about it, given two consecutive seasons.	<ul style="list-style-type: none"> <li>Student work product of description regarding how the amount of heat is different in the atmosphere between spring and summer</li> </ul>
SAT32310	The student will use various tools to measure weather conditions by demonstrating appropriate use of tools.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using various tools to measure different weather conditions</li> <li>Data Collection Sheet (multi-step) of student performance when using tools to measure weather conditions, indicating the tools used for each date</li> </ul>
SAT32311	The student will describe the relationship between differences in heating and weather. (e.g., given a picture of a thermometer showing a high temperature, ask the student what kind of weather might happen and how it will feel; given a picture of a thermometer showing a low temperature, ask the student what may happen to the weather)	<ul style="list-style-type: none"> <li>Student work product of a flow chart labeled by the student or a paragraph written or created or questions answered indicating the relationship between amount of heat received in an area and the weather in the area</li> </ul>
SAT32312	The student will describe the relationship between differences in heating and climate by creating a graphic representation showing a variety of climates and indicating the relationship between changes in heating for each.	<ul style="list-style-type: none"> <li>Student work product showing different climates and the relationship between difference in heating's effect on that climate</li> </ul>
SAT32313	The student will describe why weathering and erosion break down land by creating a list of why the breakdown occurs at a given location. (e.g., ocean, river/stream, desert, etc.: water moves over harder substances [rock in mountain-weathering] to break them into smaller substances and move them to a new area [sand in deserts—erosion])	<ul style="list-style-type: none"> <li>Student work product of list of whys related to weathering and erosion breaking down land</li> </ul>
SAT32306	The student will describe that forces within the Earth cause land to be folded into mountains by researching the formation of a folded mountain range (Appalachians, Himalayas, etc.) and listing the forces that caused it.	<ul style="list-style-type: none"> <li>Student work product of paragraph about a mountain formation and the forces within Earth that caused it to form</li> </ul>
SAT32304	The student will recognize that the Earth has an internal heat source by eye gazing to or marking the Earth's internal region on a diagram when asked “Where is the Earth's heat source?” or “Where is the hottest part of the Earth?”	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to text about the structure of the Earth and pointing or eye gazing to the inner parts of the Earth when asked about heat source</li> </ul>
SAT32305	The student will recognize the Earth's convection currents by answering question(s) or completing a diagram about the Earth's convection currents after attending to a video or text about the internal heat and how that affects the motion of materials inside the Earth.	<ul style="list-style-type: none"> <li>Student work product of the question(s) or the completed diagram about the Earth's convection currents</li> </ul>



# **Social Studies NYSAA Frameworks**

## **High School**

### **2011–12**

**New York State Alternate Assessment**

**GLIs and Essences****SOC – HS****Required Component 1—Standard: 1-US and NY History****Choice Component 1—Unit 2-Constitutional Foundations**

<b>Social Studies Core Curriculum</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 127	<p><b>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</b></p> <p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> <li>(1) national power—limits and potentials</li> <li>(2) federalism—balance between nation and state</li> <li>(3) the judiciary—interpreter of the Constitution or shaper of public policy</li> <li>(4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual</li> <li>(5) criminal procedures—the balance between the rights of the accused and protection of the community and victims</li> <li>(6) equality—its historic and present meaning as a constitutional value</li> <li>(7) the rights of women under the Constitution</li> <li>(8) the rights of ethnic and racial groups under the Constitution</li> <li>(9) Presidential power in wartime and in foreign affairs</li> <li>(10) the separation of powers and the capacity to govern</li> <li>(11) avenues of representation</li> <li>(12) property rights and economic policy</li> <li>(13) constitutional change and flexibility</li> </ol>	<ul style="list-style-type: none"> <li>• Explain why all nations have established organized governments</li> <li>• Understand how the United States organized its government under a written constitution</li> <li>• Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution</li> <li>• Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights</li> <li>• Explore the powers of the three branches of the federal and state governments</li> <li>• Discuss the importance of elections to the democratic process in the United States at the federal and state levels</li> </ul>

<b>AGLIs</b>		<b>SOC – HS</b>
<b>Required Component 1—Standard: 1-US and NY History</b>		
<b>Choice Component 1—Unit 2-Constitutional Foundations</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for US and NY History-Unit 2</b>		
<b>Less Complex</b>		<b>More Complex</b>
◀.....◀.....◀.....▶.....▶.....▶		
<p>The student will:</p> <ul style="list-style-type: none"> <li>• recognize at least one classroom rule (11106)</li> <li>• recognize examples of governmental laws (11102)</li> <li>• identify the importance of obeying classroom rules and/or governmental laws (11107)</li> <li>• recognize at least one purpose of government (11108)</li> <li>• recognize at least one right guaranteed to citizens (11109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify reason(s) people create governments (11207)</li> <li>• identify who is eligible to vote (11208)</li> <li>• identify at least two rights of citizens guaranteed by the Bill of Rights (11209)</li> <li>• identify the development of the United States Constitution using simple timelines (11210)</li> <li>• identify the three branches of government (11211)</li> <li>• identify the individual purposes of judicial, legislative, and/or executive branches (11212)</li> <li>• explore their rights as citizens (11213)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain why people create governments (11301)</li> <li>• explain why voting is an essential part of a democracy (11302)</li> <li>• compare the responsibilities of New York State government and the responsibilities of the United States government (11303)</li> <li>• compare the responsibilities of the executive, legislative, and/or judicial branches of government (11304)</li> <li>• explain the importance of the Bill of Rights in protecting individual rights (11305)</li> <li>• explain how to protect and secure their rights as citizens (11307)</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., government, law, citizen, Bill of Rights, Constitution, three branches of government, judicial branch, legislative branch, executive branch, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

<b>SATs</b>		<b>SOC – HS</b>
<b>Required Component 1—Standard: 1-US and NY History</b>		
<b>Choice Component 1—Unit 2-Constitutional Foundations</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT11106	The student will recognize at least one classroom rule by indicating a classroom rule as requested. (e.g., selecting a symbol or icon representing the rule from a group of symbols or icons; sorting rules into two categories: classroom and non-classroom rules; responding to a yes/no question about a classroom rule)	<ul style="list-style-type: none"> <li>Student work product including correct and incorrect choices with the rule symbol or icon the student chose marked, or sorted on a T-chart with a classroom rule on one side and a non-classroom rule on the other side</li> <li>Data Collection Sheet of student performance when selecting (via pointing, eye gazing, etc.) a classroom rule</li> </ul>
SAT11102	The student will recognize examples of governmental laws by indicating appropriate examples of governmental laws. (e.g., selecting symbols that represent the laws from a group of governmental laws and non-law choices; responding to simple yes/no questions about examples of governmental laws)	<ul style="list-style-type: none"> <li>Student work product of law symbols that the student selected attached to a worksheet about governmental laws</li> <li>Data Collection Sheet of student performance when indicating (via pointing, eye gazing, etc.) examples of governmental laws including information on the laws that were recognized by the student</li> </ul>
SAT11107A	The student will identify the importance of classroom rules by matching a picture or photograph of appropriate behaviors to its purpose.	<ul style="list-style-type: none"> <li>Student work product that contains a set of rules and icons of appropriate behaviors matched with their purpose</li> </ul>
SAT11107B	The student will identify the importance of governmental laws by matching a picture or photograph representing the laws to its appropriate purpose.	<ul style="list-style-type: none"> <li>Student work product that contains a list of purposes for laws with appropriate matching picture or photographic representation</li> </ul>
SAT11108	The student will recognize at least one purpose of government by indicating one purpose, as requested. (e.g., education, military, safety)	<ul style="list-style-type: none"> <li>Student work product containing pictures of a court and a judge to represent one purpose of government</li> <li>Student work product containing information that shows at least one purpose of government highlighted, marked, circled, etc. when given choices including purpose and distractors</li> </ul>
SAT11109A	The student will recognize the right to vote by participating in a classroom voting activity. (e.g., field trip, party, lunch period activity)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student demonstrating a citizen's right to vote by participating in a classroom voting activity</li> </ul>
SAT11109B	The student will recognize one right guaranteed to citizens by selecting the appropriate picture, symbol, phrase, etc. when given a set of choices.	<ul style="list-style-type: none"> <li>Student work product that contains one right guaranteed to citizens matched to its corresponding picture, symbol, phrase, etc. from a set of at least two pictures</li> </ul>

SAT11207	The student will identify reason(s) why people create governments (e.g., federal and state; state and county) by creating or completing a graphic organizer, list, or story web.	<ul style="list-style-type: none"> <li>• Student work product that contains reason(s) why people create a federal government and a state government</li> </ul>
SAT11208	The student will identify who is eligible to vote by appropriately indicating people's eligibility. (e.g., "Who can vote?"—only boys, citizens of the United States, everyone over 18)	<ul style="list-style-type: none"> <li>• Digital video or audio of the student answering "Wh-" questions regarding voter eligibility</li> <li>• Student work product including questions, choices, and the answers the student chose</li> </ul>
SAT11209	The student will identify at least two rights he or she has that are guaranteed by the Bill of Rights, by selecting sentence strips or pictures that describe or illustrate the rights. (e.g., freedom of speech, freedom of religion)	<ul style="list-style-type: none"> <li>• Student work product of sentence strips or pictures pasted to a worksheet on the Bill of Rights</li> </ul>
SAT11210	The student will identify the development of the United States Constitution by using a simple time line.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student working with a color-coded or picture time line of Constitution development on a classroom wall chart</li> </ul>
SAT11211	The student will identify the executive, legislative, and judicial branches of government. (e.g., creating or completing a graphic organizer with the names of the branches and/or symbols to represent each branch; naming [in words, sign language, augmentative communication, etc.] the three branches when asked, "What are the three branches of government?")	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer with cut and pasted names and/or symbols representing the three branches of government</li> </ul>
SAT11212A	The student will identify the purposes of the judicial, legislative, and/or executive branches of government by indicating purposes when given a specific branch. (e.g., legislative—passing laws and declaring war, executive—implementing laws and enforcing laws)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student being given the branch of government, reviewing the branch given and the choices, then matching its purposes to it</li> <li>• Student work product of a graphic organizer with the branch(es) of government listed with purposes under the branch(es)</li> </ul>
SAT11212B	The student will identify the purposes of the judicial branch by creating a list that describes purposes of courts of law. (e.g., to settle disputes [civil courts] and to determine guilt or innocence of the accused [criminal courts])	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer displaying purposes of courts of law</li> <li>• Student work product showing the judicial branch with purposes highlighted from a selection of five choices including distractors</li> </ul>
SAT11213	The student will explore his or her rights as a citizen by creating a list of citizen rights and/or presenting a list of citizen rights to the class.	<ul style="list-style-type: none"> <li>• Audio of the student sharing a list of citizen rights with the class</li> <li>• Student work product showing a list the student created with two or more citizen rights</li> </ul>

SAT11301	The student will explain why people create governments by responding to specific questions or statements after reading or listening to a chapter about the reasons why the Founding Fathers created a new government.	<ul style="list-style-type: none"> <li>• Student work product listing reasons why the Founding Fathers created a new government</li> </ul>
SAT11302	The student will explain why voting is an essential part of a democracy in a written or created paragraph on voting.	<ul style="list-style-type: none"> <li>• Student work product that contains a paragraph that explains the importance of voting in a democracy</li> </ul>
SAT11303	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government . (e.g., creating or completing a list or graphic organizer showing the comparison of responsibilities related to protection: state responsibilities provide for police protection and fire fighting compared to federal responsibilities which provide for FBI agency and national guard)	<ul style="list-style-type: none"> <li>• Student work product that contains a list or graphic organizer that compares the New York State and federal governments' responsibilities</li> </ul>
SAT11304	The student will compare the responsibilities of the executive, legislative, and/or judicial branches of government by creating a chart with the checks and balances for at least two of the branches of government.	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student creating a checks and balances chart that compares the responsibilities of at least two of the branches of government</li> <li>• Student work product of chart filled in with checks and balances for at least two of the branches of government</li> </ul>
SAT11305	The student will explain the importance of the Bill of Rights by developing a list, paragraph, or completing a graphic organizer that describes how the Bill of Rights protects individual citizen rights.	<ul style="list-style-type: none"> <li>• Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees individual citizen rights</li> </ul>
SAT11307	The student will explain how to protect and secure his or her rights as a citizen by role playing different situations that show how citizens can exercise their rights.	<ul style="list-style-type: none"> <li>• Digital video of the student demonstrating the different role-playing situations that show how citizens can exercise their rights</li> </ul>

<b>GLIs and Essences</b>		<b>SOC – HS</b>
<b>Required Component 1—Standard: 1-US and NYS History</b>		
<b>Choice Component 2—Unit 7(B)-World in Uncertain Times: 1980-Present</b>		
<b>Social Studies Core Curriculum</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 154-155	<p><b>VI. APPROACHING THE NEXT CENTURY 1986 – 1999</b></p> <p>B. The Clinton Presidency</p> <p>1. Domestic issues</p> <p>a. Social concerns</p> <p>(1) Health care</p> <p>(2) Education</p> <p>(3) Welfare reform</p> <p>(4) Stability of the Social Security system</p> <p>b. Economic concerns</p> <p>(1) Role of technologies</p> <p>(2) Impact of the baby boom generation</p> <p>(3) Balanced budget amendment (debate)</p> <p>(4) Market trends: The bull market of the 1990s</p> <p>c. Political concerns</p> <p>(1) Senate Whitewater investigations</p> <p>(2) Gun control</p> <p>(3) Campaign finance reform (debate)</p> <p>d. Impeachment and acquittal</p> <p>2. Foreign policy issues</p> <p>a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat)</p> <p>b. United States in the global economy</p> <p>(1) NAFTA</p> <p>(2) GATT</p> <p>(3) Economic aid to Russia</p> <p>(4) United States trade with China, Japan, and Latin America</p> <p>c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia</p> <p>d. United States—Russian relations; 1990 to the present</p> <p>e. United States—European relations: European Union (EU), NATO</p>	<ul style="list-style-type: none"> <li>• Understand the role of the United States president as the nation’s highest elected leader</li> <li>• Recognize examples of social, political, economic, and international issues with which presidents can become involved</li> <li>• Recognize different circumstances under which presidents become involved with these social, political, economic and international issues</li> <li>• Identify important issues associated with recent presidents</li> <li>• Understand the role of presidential administration’s involvement with key issues/challenges</li> </ul> <p>Please note: the Grade Level Indicators that are covered and assessed in this section of the core curriculum is on all recent and current presidencies (1986-present), not just the Clinton Presidency.</p>

<b>AGLIs</b>		<b>SOC – HS</b>
<b>Required Component 1—Standard: 1-US and NYS History</b>		
<b>Choice Component 2—Unit 7(B)-World in Uncertain Times: 1980–Present</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for US and NY History-Unit 7(B)</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• identify the leader of a class or school (14101)</li> <li>• recognize the United States, Canada, and/or Mexico on a map or globe (14102)</li> <li>• recognize a current event (14105)</li> <li>• utilize media to become aware of current events related to domestic issues (14104)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain how a person becomes the president of the United States (14201)</li> <li>• identify the president of the United States (14202)</li> <li>• identify at least two duties of the president of the United States (14206)</li> <li>• construct a simple timeline of United States presidents (14207)</li> <li>• recognize a foreign issue for the United States (14205)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• explain the duties of the United States president (14306)</li> <li>• identify an example of a domestic and a foreign issue with which a president might become involved (14307)</li> <li>• explain domestic and/or foreign issues (14308)</li> <li>• investigate how a presidential administration has addressed domestic and/or foreign issues (14309)</li> <li>• identify the outcome of significant domestic and/or foreign issues in which a presidential administration has become involved (14310)</li> </ul>

*Please note: The Grade Level Indicators that are covered and assessed in this section of the core curriculum are on all recent and current presidencies (1986–present), not just the Clinton Presidency.*

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

<b>SATs</b>		<b>SOC – HS</b>
<b>Required Component 1—Standard: 1-US and NYS History</b>		
<b>Choice Component 2—Unit 7(B)-World in Uncertain Times: 1980–Present</b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b>		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication.		
<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT14101A	The student will identify the leader of the classroom by selecting the teacher’s picture from several other pictures.	<ul style="list-style-type: none"> <li>Student work product that contains leader pictures that the student circled or marked in the class picture</li> </ul>
SAT14101B	The student will identify the leader of the classroom by pointing or eye gazing to the teacher when asked, “Who is the leader of the class?”	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student identifying the leader of the classroom from others within the room</li> </ul>
SAT14102A	The student will recognize the United States, Canada, and/or Mexico on a map or globe by indicating a country as requested.	<ul style="list-style-type: none"> <li>Student work product showing a map of the northern hemisphere or the world with a marker, sticker, circle, etc. on the United States, Canada, and/or Mexico</li> </ul>
SAT14102B	The student will recognize the United States on a map or globe by indicating which country is the United States.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student recognizing the United States using a map or globe and placing the marker on the United States</li> </ul>
SAT14105A	The student will recognize a photograph of a current event when given two photographs by selecting the photograph of the current event. (e.g., snowstorm, sports event, etc., in a newspaper, magazine, or other media)	<ul style="list-style-type: none"> <li>Digital video of the student selecting or indicating the photograph that depicts a current event</li> <li>Student work product of the current event photograph marked, when given a selection of three photographs</li> </ul>
SAT14105B	The student will recognize a current event by choosing at least one attribute that reflects an occurrence in the current event photograph from a selection of choices.	<ul style="list-style-type: none"> <li>Student work product that contains at least one attribute that reflects the occurrence in the current event photo</li> </ul>
SAT14104	The student will use newspapers, the Internet, magazines, etc., to become aware of current events related to domestic issues by answering “wh-” question(s) or providing detail(s) about the events chosen. (e.g., disability rights, hurricane relief, health care)	<ul style="list-style-type: none"> <li>Student work product showing current events, question(s) answered or detail(s) provided about each, and student responses based on information in the current events</li> <li>Data Collection Sheet of the student performance when locating current events and answering question(s) or providing detail(s) about each</li> </ul>
SAT14201	The student will explain how a person becomes president by creating a list of steps or criteria necessary to be elected president of the United States.	<ul style="list-style-type: none"> <li>Student work product that contains a list of eligibility criteria or sequenced list of the steps necessary to be elected president of the United States</li> </ul>

SAT14202	The student will identify the president of the United States. (e.g., selecting the photo of the president of the United States from an array of photographs; writing the name of the president of the United States)	<ul style="list-style-type: none"> <li>• Student work product including pictures and/or names of world leaders, one of which is the president of the United States, and the picture and/or name the student identified as the United States president circled or marked</li> <li>• Data Collection Sheet of student performance when identifying the president of the United States by writing, circling, pointing to, or verbally (using words, sign language, augmentative communication, etc.) identifying the president</li> </ul>
SAT14206	The student will identify at least two duties that are only the responsibility of the president of the United States. (e.g., marking two duties which are presidential duties when given a checklist with five duties of government officials; listing two duties specific to presidential responsibility)	<ul style="list-style-type: none"> <li>• Student work product of the checklist with appropriate presidential duties selected or marked</li> </ul>
SAT14207	The student will develop a time line of recent United States presidents: 1986–present. (e.g., placing cards showing the years in office with the picture of each president in chronological order; given a mixed-up set of years and president names, student orders the year ranges and each specific president's name on a blank time line wall chart)	<ul style="list-style-type: none"> <li>• Student work product of the time line the student created showing recent presidents and the years they were in office</li> <li>• Digital video of the student creating or placing pictures on a time line showing the years of office for recent United States presidents from 1986–present on the classroom wall chart</li> </ul>
SAT14205	The student will recognize a foreign issue impacting the United States focusing around environmental issues when given a set of choices. (e.g., global warming, ocean pollution, air pollution, depletion of limited natural resources, endangered animal species)	<ul style="list-style-type: none"> <li>• Student work product that contains the appropriate environmental issues that affect the United States indicated by the student</li> </ul>
SAT14306	The student will explain the duties of the president of the United States by creating a list or paragraph or completing a graphic organizer explaining the duties of the president.	<ul style="list-style-type: none"> <li>• Student work product of a completed checklist or a T-chart that explains the duties of the president of the United States</li> </ul>
SAT14307	The student will identify a domestic issue and a foreign issue with which a United States president from 1986–present has become involved by indicating the two issues linked with the appropriate president.	<ul style="list-style-type: none"> <li>• Student work product showing issues the student selected and the president involved</li> <li>• Digital video of the student indicating the domestic and foreign issues associated with the appropriate president</li> </ul>
SAT14308	The student will explain United States domestic issues and/or foreign issues using a graphic organizer. (e.g., domestic issues: health care reform, education, unemployment, energy)	<ul style="list-style-type: none"> <li>• Student work product that contains a graphic organizer listing United States domestic issues and a sentence strip explaining each</li> </ul>
SAT14309	The student will investigate how a presidential administration has addressed issues by answering questions about the issues after reading articles about United States domestic and/or foreign issues that describe presidential involvement.	<ul style="list-style-type: none"> <li>• Audio of the student answering comprehension questions (in words, sign language, augmentative communication, etc.) about how presidential administrations have addressed domestic and/or foreign issues</li> </ul>

SAT14310	The student will identify the outcome of significant domestic and/or foreign issues in which a United States presidential administration (1986–present) became involved.	<ul style="list-style-type: none"><li>• Student work product that contains a description of the outcome of domestic and/or foreign issues in which a United States presidential administration (1986–present) became involved</li></ul>
----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**GLIs and Essences****SOC – HS  
(cont'd)****Required Component 2—Standard: 2-World History****Choice Component 1—Unit 5-Age of Revolution**

<b>Social Studies Core Curriculum</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 108-109	<p><b>G. Economic and social revolutions</b></p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Agrarian revolution</li> <li>3. The British Industrial Revolution               <ol style="list-style-type: none"> <li>a. Capitalism and a market economy</li> <li>b. Factory system</li> <li>c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i></li> <li>d. Changes in social classes</li> <li>e. Changing roles of men, women, and children</li> <li>f. Urbanization</li> <li>g. Responses to industrialization                   <ol style="list-style-type: none"> <li>1) Utopian reform —Robert Owen</li> <li>2) Legislative reform</li> <li>3) Role of unions</li> <li>4) Karl Marx and Friedrich Engel and command economies</li> <li>5) Sadler Report and reform legislation</li> <li>6) Parliamentary reforms—expansion of suffrage</li> <li>7) Writers (Dickens and Zola)</li> <li>8) Global migrations (19<sup>th</sup> century)</li> <li>9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>)</li> </ol> </li> </ol> </li> <li>3. Mass starvation in Ireland (1845-1850)               <ol style="list-style-type: none"> <li>a. Growth of Irish nationalism</li> <li>b. Global migration</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Explain why the vast majority of people were directly involved with agriculture until the 1700s</li> <li>• Explore how advances in science, technology, and industry made farming easier and more productive</li> <li>• Discuss the effects of the Industrial Revolution: people moved from farms to cities, new jobs were created, and family life changed greatly</li> <li>• Summarize how society benefited as a result of the Industrial Revolution</li> <li>• Illustrate how society changed positively and negatively as a result of the Industrial Revolution</li> </ul>

<b>AGLIs</b>		<b>SOC – HS (cont'd)</b>
<b>Required Component 2—Standard: 2-World History</b>		
<b>Choice Component 1—Unit 5-Age of Revolution</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for World History-Unit 5</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize Great Britain on a map or globe (21107)</li> <li>recognize work done on farms (21108)</li> <li>recognize work done in cities and/or factories (21109)</li> <li>distinguish between products that are produced on farms and in factories (21104)</li> <li>identify one reason the growth of factories led to the growth of cities (21110)</li> <li>explore the life of people during the Industrial Revolution (21111)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>identify the natural resources found in Great Britain that helped cause the Industrial Revolution (21205)</li> <li>identify differences between work done on farms and work done in cities (21206)</li> <li>explain why the Industrial Revolution led to the rapid growth of cities (21207)</li> <li>explore what life was like for men, women, and children living in cities during the Industrial Revolution (21208)</li> <li>identify reason(s) that governments began to pass laws to protect and help workers (21209)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>discuss why the ready supply of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution (21305)</li> <li>explore why the Industrial Revolution caused cities to grow and how their growth benefited and/or hurt society (21306)</li> <li>explore what life was like for factory workers and their families living in a city during the Industrial Revolution (21307)</li> <li>discuss the reform movements that began as a result of the Industrial Revolution (21304)</li> </ul>

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., Industrial Revolution, natural resource, government, law, reform movement, 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 SOC – HS (cont'd)

**Required Component 2—Standard: 2-World History**

**Choice Component 1—Unit 5-Age of Revolution**

## 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
SAT21107	The student will recognize Great Britain on a map or globe by indicating its location.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student locating Great Britain by pointing or by using eye gaze to locate it on a map or globe</li> <li>Student work product showing a map of Europe or the world with a marker, sticker, circle, etc. on Great Britain</li> </ul>
SAT21108	The student will recognize work done on farms by drawing a picture or indicating picture(s) or object(s) that show work on farms. (e.g., harvesting crops, driving a tractor, herding animals)	<ul style="list-style-type: none"> <li>Student work product that contains drawn or selected picture(s) of work being done on farms</li> <li>Digital video of the student indicating the picture or object of the farmer doing work on a farm from several choices</li> </ul>
SAT21109	The student will recognize work done in cities and/or factories by indicating a related photograph from a set of various photographs. (Note: The choices should include photographs of some activities not associated with cities or factories, such as harvesting wheat, milking a cow, etc.)	<ul style="list-style-type: none"> <li>Student work product including various photographs and the picture the student circled or marked</li> <li>Sequenced, captioned, and dated photographs of the student selecting photograph of people working in cities and/or factories from a set of photographs</li> </ul>
SAT21104	The student will distinguish between farm and factory products. (e.g., sorting pictures of products produced on farms and in factories into the appropriate category; given a list of various products, student labels the products with "farm" and "factory" as appropriate)	<ul style="list-style-type: none"> <li>Student work product that contains T-chart or other organized format showing sorted farm and factory product pictures, or names sorted into appropriate categories</li> <li>Data Collection Sheet of the student performance when indicating "farm" and "factory" for a set of given products</li> </ul>
SAT21110	The student will identify one reason the growth of factories led to the growth of cities by indicating a picture, word, phrase, etc. that relates to how the growth of factories led to the growth of cities. (e.g., factory workers' tenements, railroads, highways, the availability of jobs)	<ul style="list-style-type: none"> <li>Digital video of the student selecting the picture that shows how the growth of factories led to the growth of cities</li> </ul>
SAT21111	The student will explore the life of people during the Industrial Revolution by creating a collage of pictures showing life during those times. (e.g., living in tenements, working in factories, styles of dress, means of transportation)	<ul style="list-style-type: none"> <li>Student work product that contains a collage of pictures all related to life during the Industrial Revolution</li> </ul>

SAT21205	The student will identify coal, iron ore, and water (rivers and harbors) as the natural resources found in Great Britain that helped cause the Industrial Revolution.	<ul style="list-style-type: none"> <li>• Student work product of map of Great Britain with pictures of resources affixed to it</li> <li>• Sequenced, captioned, and dated photographs of the students selecting and pasting, gluing, or attaching the resources to a map of Great Britain</li> </ul>
SAT21206	The student will identify differences between work done on farms and work done in cities by listing differences on a chart.	<ul style="list-style-type: none"> <li>• Student work product of a T-chart listing differences between work done on farms and work done in cities</li> </ul>
SAT21207	The student will explain why the Industrial Revolution led to the rapid growth of cities by indicating one or more “whys” from a set of choices. (e.g., factory jobs, mechanization of agriculture, need for workers to live near their jobs)	<ul style="list-style-type: none"> <li>• Student work product of the identified “whys” the Industrial Revolution spurred the growth of cities</li> </ul>
SAT21208	The student will explore what life was like for men, women, and children during the Industrial Revolution by indicating a picture(s) that depicts what life was like for each during the Industrial Revolution when given an array of pictures about life in cities (past and present).	<ul style="list-style-type: none"> <li>• Student work product showing pictures the student selected related to life during the Industrial Revolution</li> <li>• Sequenced, captioned, and dated photographs of the student looking at the various pictures and selecting those that relate to life during the Industrial Revolution for men, women, and children</li> </ul>
SAT21209	The student will identify reason(s) why governments began to pass laws to protect and assist factory workers by indicating two or more examples of unsafe working conditions workers faced when employed in factories during the Industrial Revolution. (e.g., poor ventilation, long hours, dangerous machinery, poor wages, disease, child labor)	<ul style="list-style-type: none"> <li>• Student work product of two or more identified examples of unsafe factory working conditions during the Industrial Revolution which lead to governmental controls</li> </ul>
SAT21305	The student will discuss the reasons why the resources of land, labor, and capital helped make Great Britain the birthplace of the Industrial Revolution by writing or creating a paragraph about them.	<ul style="list-style-type: none"> <li>• Student work product of paragraph indicating the reasons why each factor helped make Great Britain the birthplace of the Industrial Revolution</li> </ul>
SAT21306	The student will explore an example of a technological advance from the late eighteenth or early nineteenth century by showing how it caused cities to grow and the benefit the advancement provided to society. (e.g., internal combustion engine, railroads, electricity, mass production)	<ul style="list-style-type: none"> <li>• Student work product that describes a technological advance, indicates how it caused cities to grow, and explains its benefit to society</li> </ul>
SAT21307	The student will explore what life was like for factory workers and their families in a city during the Industrial Revolution using a graphic organizer to organize information about lifestyle and living condition(s).	<ul style="list-style-type: none"> <li>• Student work product that contains a graphic organizer with information about what life was like for factory workers and their families living in New York City during the Industrial Revolution</li> </ul>
SAT21304	The student will discuss reform movement occurrences by answering questions or providing details pertaining to those movements that began as a result of the Industrial Revolution. (e.g., child labor laws, length of work day, factory safety laws, improved sanitation in cities)	<ul style="list-style-type: none"> <li>• Digital video or audio of the student answering questions or providing details to statements posed by the teacher about reform movements that began as a result of the Industrial Revolution</li> </ul>

**GLIs and Essences****SOC – HS  
(cont'd)****Required Component 2—Standard: 2-World History****Choice Component 2—Unit 8-Global Connections and Interactions**

<b>Social Studies Core Curriculum</b>	<b>Grade Level Indicators (GLI)</b>	<b>Essence of Indicators</b>
Pg. 118-119	<p><b>A. Social and political patterns and change</b></p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Population pressures and poverty (China, India, Africa, and Latin America)               <ol style="list-style-type: none"> <li>a. One-child policy—China</li> <li>b. Family planning—India</li> <li>c. Mother Theresa</li> <li>d. Cycles of poverty and disease</li> </ol> </li> <li>3. Migration               <ol style="list-style-type: none"> <li>a. Urbanization</li> <li>b. Global migration</li> </ol> </li> </ol> <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> <li>4. Modernization/tradition—finding a balance               <ol style="list-style-type: none"> <li>a. Japan</li> <li>b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)</li> <li>c. African</li> <li>d. Latin America</li> </ol> </li> <li>5. Scientific and technological advances               <ol style="list-style-type: none"> <li>a. Treatment of infectious diseases</li> <li>b. Improved standard of living</li> </ol> </li> <li>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</li> <li>7. Status of women and children               <ol style="list-style-type: none"> <li>a. Economic issues, e.g., child labor</li> <li>b. Social issues, e.g., abuse and access to education</li> <li>c. Political issues, e.g., participation in the political process</li> </ol> </li> <li>8. Ethnic and religious tensions: an analysis of multiple perspectives               <ol style="list-style-type: none"> <li>a. Northern Ireland</li> <li>b. Balkans: Serbs, Croats, and Muslims</li> <li>c. Sikhs and Tamils</li> <li>d. Indonesian Christians</li> <li>e. China—Tibet</li> <li>f. Indonesia—East Timor</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify the location of continents</li> <li>• Locate countries in Asia, Africa, and Latin America</li> <li>• Explore world population trends (where the trends occur, problems, etc)</li> <li>• Identify industrialized and developing nations</li> <li>• Discuss how ways of life differ among industrialized and developing nations</li> <li>• Recognize efforts to improve standards of living in 21st century developing and overpopulated nations</li> <li>• Understand the political, social, and economic causes of migration within and between selected nations</li> </ul>

<b>AGLIs</b>		<b>SOC – HS (cont'd)</b>
<b>Required Component 2—Standard: 2-World History</b>		
<b>Choice Component 2—Unit 8-Global Connections and Interactions</b>		
<b>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</b>		
<b>POSSIBLE ENTRY POINTS for World History-Unit 8</b>		
<b>Less Complex</b>	◀.....◀.....◀.....▶.....▶.....▶	<b>More Complex</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>locate one country other than the United States on a map (22106)</li> <li>recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (22107)</li> <li>recognize that some countries are overpopulated (22103)</li> <li>identify one issue related to migration (22108)</li> <li>explore the lifestyles of people living in foreign country(s), e.g., Mexico, Russia, China, etc. (22109)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>locate two continents or countries other than North America and the United States on a map or globe (22207)</li> <li>differentiate between continents and/or countries (22208)</li> <li>identify the locations of cities outside the United States on a map or globe (22209)</li> <li>determine the populations of two or more major cities in and/or outside of the United States (22210)</li> <li>identify problems created by migrations (22205)</li> <li>examine how ways of life differ in rural and urban areas in a country other than the United States (22211)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>explain the differences between a developing and a developed country (22305)</li> <li>identify a developed country and/or a developing country (22302)</li> <li>explore how migration may create economic, social, and political problems between countries (22306)</li> <li>investigate how developing countries are using advances in science and technology to address problems created by overpopulation (22307)</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., rural, overpopulation, migration, continent, country, population, developed nation, developing nation, 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

# SOC – HS

(cont'd)

**Required Component 2—Standard: 2-World History**

**Choice Component 2—Unit 8-Global Connections and Interactions**

### 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
SAT22106	The student will locate a country other than the United States on a map or globe by indicating a foreign country. (e.g., placing a sticker on Ireland on a classroom wall map, circling India on a map, pointing to Japan on a globe)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student looking at a map or globe, being given or indicating a country other than the United States to find, then locating the country other than the United States on a map or globe and indicating it (by pointing to, eye gazing to, circling, marking with a sticker, etc.)</li> </ul>
SAT22107	The student will recognize pictures that depict rural life outside the United States by selecting pictures of two or more regions from an array of pictures. (e.g., an African village, a Chinese farm, an Irish sheep farm)	<ul style="list-style-type: none"> <li>Student work product showing pictures selected from grouping</li> <li>Data Collection Sheet of the student performance when selecting the photographs or pictures that depict rural life in two or more regions outside the United States</li> </ul>
SAT22103	The student will recognize that some countries are overpopulated by answering a question about overpopulation after attending to a text or video about life in that country. (e.g., India, Bangladesh)	<ul style="list-style-type: none"> <li>Digital video of the student attending to a story or photographs about life in an overpopulated country, and then answering a question about overpopulation in that country</li> </ul>
SAT22108A	The student will identify one issue related to migration by indicating the phrase or sentence strip that answers the question. (e.g., why the migration occurred, where the migration occurred, challenges faced by the people who migrated)	<ul style="list-style-type: none"> <li>Student work product that contains selected sentences that answer a specific question posed about migration-related issues</li> </ul>
SAT22108B	The student will identify one issue related to migration by selecting at least one picture or sentence strip from an array of choices. (e.g., famine, war, lack of jobs)	<ul style="list-style-type: none"> <li>Student work product of an immigrant group and the reason they migrated</li> </ul>
SAT22109A	The student will explore lifestyles in a foreign country by tasting foods, looking at different clothing styles (photographs or actual examples), and then indicating their favorite of each.	<ul style="list-style-type: none"> <li>Student work product indicating favorite foreign foods and foreign clothing styles during Cultures Month</li> </ul>
SAT22109B	The student will explore lifestyles of people living in other countries by looking at different photographs of jobs done in foreign countries and then indicating which job(s) interest him or her the most.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student exploring a series of photographs of jobs done in other countries and then indicating which job(s) interest him or her the most</li> </ul>

SAT22109C	The student will explore lifestyles in a foreign country by answering simple “wh-” questions or providing details after attending to a text or video about the country.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to a story and answering “wh-” questions or statements about it on a worksheet</li> <li>Student work product of “wh-” questions or statements and the answers the student provided</li> </ul>
SAT22207	The student will locate two continents or countries other than North America and the United States on a map or globe by indicating them.	<ul style="list-style-type: none"> <li>Data Collection Sheet of student performance when indicating on a map or globe two continents or countries other than North America and the United States</li> </ul>
SAT22208	The student will differentiate between continents and/or countries on a map or globe by indicating them accordingly, as requested. (e.g., directions: mark two countries on this map with the “country” sticker and mark two continents with a “continent” sticker; directions: label each of the continents with their appropriate name; directions: state the names of each of the countries that I point to on the map)	<ul style="list-style-type: none"> <li>Student work product of a map with a country labeled with the country sticker and a continent with a continent sticker</li> <li>Student work product with each of the continents labeled with their names</li> </ul>
SAT22209	The student will identify the location of major world cities outside the United States on a map by indicating the location of the cities. (e.g., placing miniature models representing each city on a world map, such as an Eiffel Tower on Paris, Big Ben on London, Colosseum on Rome, or Canals on Venice; pointing to two different cities on a globe; placing a sticker on a city in Europe and a city in South America)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student placing miniature models or pictures representing each city on a world map</li> <li>Student work product of map with pictures of symbols affixed over cities they represent</li> </ul>
SAT22210	The student will determine the populations of two or more major cities, one of which is located outside the United States, by looking up the information in an atlas, encyclopedia, the Internet, or other resource.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using a resource to determine the populations of two or more major world cities</li> <li>Student work product of two or more cities with populations and a list of resources used by the student</li> </ul>
SAT22205	The student will identify problems created by migrations. (e.g., problems: urban poverty, religious/ethnic conflict, forms of discrimination, etc.; given a specific country, student writes or selects sentence strips that indicate problems caused by migration; student answers questions or statements about problems caused by migrations to a country(s))	<ul style="list-style-type: none"> <li>Student work product of pasted sentence strips that identify problems created by migrations to a specific country</li> </ul>

SAT22211	<p>The student will examine how ways of life differ in foreign rural and urban areas by completing a list or graphic organizer regarding lifestyle differences or creating a collage of pictures showing lifestyle differences.</p> <p>(e.g., topics: types of jobs, housing, clothing, schools)</p>	<ul style="list-style-type: none"> <li>• Student work product of lists, graphic organizers, or collages that indicate lifestyle differences related to jobs in rural and urban areas of China</li> </ul>
SAT22305	<p>The student will explain the differences between a developing and a developed country by creating a list or paragraph or completing a graphic organizer explaining the differences.</p>	<ul style="list-style-type: none"> <li>• Student work product of a T-chart that shows descriptions of what a developing and a developed country are like</li> </ul>
SAT22302	<p>The student will identify a developing and/or a developed country by locating the country(s) on a world map or globe.</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet of student performance when indicating a developing and/or developed country by locating it (them) on a world map or globe</li> <li>• Student work product of map with sticker(s) placed by the student indicating developed and/or developing country(s)</li> </ul>
SAT22306	<p>The student will explore social, economic, and political problems between countries created by migration by writing or creating a paragraph about the problems after attending to a text or video about the problems.</p> <p>(e.g., Mexicans to the United States, Arabs to France)</p>	<ul style="list-style-type: none"> <li>• Student work product of a paragraph the student developed identifying problems between countries associated with migration</li> </ul>
SAT22307	<p>The student will indicate how developing nations are using advances in science and technology to address problems created by overpopulation by completing a report form.</p> <p>(e.g., Green Revolution in Asia and Africa, water desalination projects, genetic engineering of plants)</p>	<ul style="list-style-type: none"> <li>• Student work product of a completed form about how developing nations are using advances in science and technology to address problems created by overpopulation</li> </ul>