

**English Language Arts
(ELA)
NYSAA Frameworks
Grade 7**

New York State Alternate Assessment

GLIs and ESSENCES**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 53	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions 	<ul style="list-style-type: none"> • Locate and use school and public library resources with some direction to acquire information • Read to collect facts and ideas from multiple sources and begin to interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts

AGLIs**ELA – Grade 7****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**

Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) use the school library to acquire information on two or more related topics (11111) locate the public library (11103) locate organizational text feature(s) in original format(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104) use text feature(s) such as a caption, chart, table, and/or map to gather information (11105) attend to or read to collect fact(s) and/or idea(s) about a topic (11106) recognize statements of opinion (11107) restate or paraphrase collected fact(s) and/or idea(s) (11108) identify main idea(s) in informational text(s) (11109) compare or contrast facts or ideas pertaining to a single topic (11110) 	<p>The student will:</p> <ul style="list-style-type: none"> locate and use the school library or public library to acquire information (11209) attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210) identify the main idea and/or supporting details in informational text(s) (11203) relate facts and/or ideas to chosen topic (11204) distinguish facts from opinions (11205) compare and/or contrast two comparable subjects (11211) use facts to support a main idea (11207) draw conclusion(s) based on explicit information about a topic (11208) 	<p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) distinguish facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306)

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

SATs**ELA – Grade 7****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101A	The student will locate the school library resources to find information by indicating two or more areas of the library where certain books (e.g., encyclopedias, nonfiction, topic specific books, etc.), magazines and/or the library computer(s) are located.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student going through the process of locating two or more areas where the books, magazines, or computers are located Student work product showing a map of the school library with two areas with resources (books, magazines, and/or library computers) circled, marked, etc.
SAT11101B	The student will use two or more school library resources using book(s), magazine(s), and/or the computer to identify information about one topic.	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered about the topic from resources with the sources listed
SAT11111	The student will use the school library by checking out two or more books on related topics and use the books to create a report, collage, or graphic organizer about the topics. (e.g., related topics—animals in the wild and domesticated animals; planes and trains; etc.)	<ul style="list-style-type: none"> Student work product of the report, collage, or graphic organizer the student created using the books from the library with the library books cited
SAT11103	The student will locate the public library by circling or marking the picture, symbol, or representation of the public library on a community map.	<ul style="list-style-type: none"> Student work product of the map with various locations around the community with the public library circled or marked
SAT11104	The student will locate organizational text feature(s) (e.g., title, table of contents, glossary, etc.) in a text upon request.	<ul style="list-style-type: none"> Videotape of the student locating text feature(s) requested by the teacher
SAT11105A	The student will use a table and/or chart in a text to gather information about the topic being studied.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating information in a table and/or chart and recording it in his/her notes Student work product of the table and/or chart used and the information that was gathered about the topic
SAT11105B	The student will find the chapter and/or page number in a book's Table of Contents to answer question(s).	<ul style="list-style-type: none"> Student work product showing the chapter and/or page numbers the student used to gather information about a specific topic

SAT11106	The student will attend to or read a text to collect fact(s) and/or idea(s) by indicating the fact(s) and/or idea(s) about the specific topic. (e.g., bus schedule facts, animal survival facts, weather facts, etc.)	<ul style="list-style-type: none"> • Student work product of a T-chart with fact(s) and/or idea(s) pasted by student about a bus schedule • Student work product of a weather journal with clipping(s) from a newspaper about weather
SAT11107	The student will recognize the statements which are opinions by indicating the statements of opinion.	<ul style="list-style-type: none"> • Student work product with statements of opinion circled, highlighted, marked, labeled as opinion, etc. by the student
SAT11108	The student will restate or paraphrase collected fact(s) and/or idea(s) about a chosen topic.	<ul style="list-style-type: none"> • Videotape or audiotape of the student restating or paraphrasing fact(s) and/or idea(s) that was collected about a topic
SAT11109A	The student will identify main idea(s) of an informational text(s) read or listened to by indicating the main idea(s) from a set of choices. (e.g., directions given to student “What is the main idea of the text we/you just read?”; choices: phrases, key words, etc.; Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> • Student work product of the main idea(s) that the student indicated for the text(s) • Student work product of student journal/notes page with text title(s) with the main idea(s) indicated
SAT11109B	The student will identify the main idea in an informational text by indicating or marking the main idea within the text read or listened to. (e.g., directions given to student “What is the main idea? Underline or highlight the main idea in the text.”; Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> • Student work product that includes the informational text with the main idea underlined, highlighted, circled, etc.
SAT11110	The student will compare or contrast facts or ideas collected about a topic by placing them in the appropriate areas on a Venn diagram.	<ul style="list-style-type: none"> • Student work product of completed Venn diagram with facts or ideas shown for a specific topic
SAT11209	The student will locate the school library by going to it and checking the weather for the following day in the daily newspaper or on the computer.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student locating the library, looking up the weather information and pointing to the weather for tomorrow
SAT11210A	The student will read or attend to two different informational texts about a similar topic to collect facts and/or ideas about the topic by recording them on a chart, in a list, or create a collage of facts and/or ideas. (e.g., topic—taking care of dogs, facts—eat dog food, need fresh water, go to a vet when sick, need exercise, get groomed, etc.)	<ul style="list-style-type: none"> • Videotape of the student answering “yes/no” questions about the facts and/or ideas then placing them on a felt board • Student work product with facts and/or ideas collected from the topic (e.g., chart with topic, text titles, and the facts or ideas written or affixed to the chart, list containing the facts or ideas collected written in or using pictures, symbols, or representations of the facts or ideas, collage of pictures illustrating the facts or ideas, etc.)

SAT11210B	The student will read or attend to two or more informational texts about a specific topic and collect facts and/or ideas about the topic by choosing the appropriate word cards, sentence strips, pictures, etc. (Note: choices given should include facts or ideas from the informational texts and some not related or from the texts)	<ul style="list-style-type: none"> Student work product showing the facts and/or ideas that relate to the specific topic collected from the informational texts (e.g., word cards that were chosen affixed to the worksheet, a bingo marker stamped on pictures that relate to the fact collected for the specific topic, etc.)
SAT11203A	The student will identify the main idea and/or supporting details in informational text(s) by indicating the main idea and/or supporting details based on the text(s). (Note: need to use vocabulary specific to main idea and/or supporting details)	<ul style="list-style-type: none"> Student work product of informational text(s) with main idea and/or supporting details highlighted, marked, circled, pasted in the applicable areas on a graphic organizer, etc.
SAT11203B	The student will identify the supporting details in an informational text(s) by stopping when reading or stopping the reader when supporting details are mentioned and marking them in the text. (Note: need to use vocabulary specific to supporting details)	<ul style="list-style-type: none"> Student work product of the highlighted, circled, underlined, etc. supporting details within an informational text(s) completed by the student
SAT11204	The student will relate facts and/or ideas to a chosen topic by creating a collage with the appropriate facts and/or ideas included in the collage.	<ul style="list-style-type: none"> Student work product of the collage with the various facts and/or ideas pasted on it under the topic heading
SAT11205	The student will distinguish facts from opinions by labeling or marking whether a sentence is a fact or opinion when given a set of statements.	<ul style="list-style-type: none"> Student work product with listed statements of fact marked accordingly and statements of opinion marked accordingly
SAT11211	The student will compare and/or contrast two comparable subjects by indicating what is similar and/or what is different about the two subjects. (e.g., subject of transportation by bicycle and car—similarity: both have wheels, can take you somewhere, etc.; difference: a bicycle is self propelled by pedaling, is a slower means of transportation, a car has an engine, can take you longer distances; etc.)	<ul style="list-style-type: none"> Student work product showing the two comparable subjects with the similarity and/or difference listed
SAT11207	The student will use facts to support a main idea by selecting the applicable facts from a set of choices. (Note: need to use vocabulary specific to main idea)	<ul style="list-style-type: none"> Student work product with the main idea listed and the facts that were selected to support the main idea
SAT11208	The student will draw a conclusion(s) based on the explicit information of facts or ideas collected about a chosen topic. (e.g., weather forecasting, plant growth needs, etc.)	<ul style="list-style-type: none"> Student work product detailing source(s), collected facts or ideas, and a statement of conclusion drawn
SAT11301A	The student will use two or more resources (e.g., books in reference section, computer, etc.) from the school library to acquire information on a topic(s).	<ul style="list-style-type: none"> Student work product showing the topic(s) and the facts or details the student collected from the school library's resources

SAT11301B	The student will use the daily newspaper and the computer at the public library to acquire information about a current event.	<ul style="list-style-type: none"> Student work product showing the current event and the information the student collected from the public library's newspaper and computer
SAT11307A	The student will read or attend to a teacher reading three or more informational texts about a single topic to collect facts and/or ideas by displaying the facts and/or ideas in a list or chart.	<ul style="list-style-type: none"> Student work product showing list or chart of facts and/or ideas collected based on three or more informational texts read or attended to
SAT11307B	The student will read three or more informational texts to collect facts and/or ideas about a single topic.	<ul style="list-style-type: none"> Student work product that includes the name of the student's chosen topic, the data collected from each source, and marked or highlighted facts (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, etc.)
SAT11303A	The student will distinguish facts from opinions by sorting statement of each into two different piles representing facts in one and opinions in the other.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student given a set of statements, looking through them, and then sorting them into two piles
SAT11303B	The student will distinguish facts from opinions in the daily paper. (e.g., letters to the editor-opinion, news story-facts, obituary-some facts some opinion, etc.)	<ul style="list-style-type: none"> Student work product of articles selected and clearly marked which is fact and which is opinion (either by article or by paragraph in the article)
SAT11304	The student will distinguish relevant from irrelevant facts and/or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which relevant to the main topic and those which are irrelevant to the main topic. (e.g., Topic—Planets: relevant-names of planet in our solar system, definition of a planet; irrelevant-Earth is third planet from the Sun, Mars may have water)	<ul style="list-style-type: none"> Videotape of the student sorting the piles of cards, pictures, words, strips, etc. into two different piles: one for relevant facts and/or ideas and one for irrelevant facts and/or ideas
SAT11305	The student will distinguish similar and/or dissimilar information from two sources on the same topic by listing these on a graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer that shows similar and/or dissimilar information about the topic
SAT11306	The student will recognize information that is implied by reading his/her schedule and completing the task(s) that is implied. (e.g., schedule has physical education class listed; implied task is put on sneakers, gym clothes, and go to gym; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student reading the schedule and completing the task(s)

GLIs and ESSENCES**ELA – Grade 7
(cont'd)****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 53	<ul style="list-style-type: none"> • Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version 	<ul style="list-style-type: none"> • Compare motives of characters, cause of events, and importance of setting in literature to their own lives • Compare different mediums of a literary work with the written version • Identify poetic elements in order to understand poetry (such as rhyme, rhythm, and repetition) • Recognize the use of literary devices, such as simile and metaphor

AGLIs

ELA – Grade 7

(cont'd)

Required Component 1—Key Idea: Reading

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex



More Complex

Less Complex	◀ ▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • make prediction(s) based on clues in a story (12109) • identify favorite and/or least favorite part(s) of a story (12110) • relate setting, event(s), and/or character(s) to personal experience or the experience of others (12111) • recognize key details about setting, plot, and/or character(s) in a literary story (12112) • recognize characters in multiple literary stories (12113) • identify change(s) in character(s) in a story (12114) • recognize the author's message (12115) • attend to or read different genres of literary stories (12116) 	<p>The student will:</p> <ul style="list-style-type: none"> • tell what happens in a story in sequence (plot) (12201) • provide details about events (plot): "who," "what," "where," "when," and/or "how" (12211) • identify a change in character(s) and/or their personality(s) reflected in their actions and/or words (12203) • identify implicit motive(s) of character(s) (12204) • make prediction(s) or draw conclusion(s) about character(s) or plot based on specific details in story(s) (12205) • recognize the same story can be told in different genres (12206) • explain author's message using details from the story (12207) • distinguish prose from poetry (12208) • recognize poetic element(s) (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12212) • identify details in a story or poem that appeal to the senses (12210) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify cause(s) of event(s) in story(s) (12301) • identify character's motivation (12302) • explain how setting affects the events or characters in a story (12303) • show how one character is similar to or different from another character in the story in actions or words (12304) • compare two versions of the same story: in written text and/or in some other form (e.g., film, cartoon, song, play, etc.) (12309) • read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306) • recognize a simile (comparisons using <i>like</i> or <i>as</i>) in story(s) and/or poetry (12307) • recognize a metaphor (comparisons, without using <i>like</i> or <i>as</i>, of two things that are basically different but have one similarity) in story(s) and/or poetry (12308)

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

ELA – Grade 7 (cont'd)

SATs

Required Component 1—Key Idea: Reading

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12109	The student will make a prediction(s) and indicate the clues from the story that led him/her to make that predication(s).	<ul style="list-style-type: none"> Audiotape of the student stating prediction(s) and clues from story that led to the prediction
SAT12110A	The student will identify the picture, symbol, or phrase that represents his/her favorite part(s) from a story read or listened to.	<ul style="list-style-type: none"> Student work product of stamped part(s) of the story that are his/her favorite
SAT12110B	The student will identify his/her favorite and/or least favorite part(s) of a story by drawing a picture and/or writing a sentence relating to the part.	<ul style="list-style-type: none"> Student work product showing the drawing and/or sentence that the student created to indicate his/her favorite or least favorite part(s) within a story
SAT12111	The student will relate a similar setting, event(s), and/or person(s) from his/her experience to a setting, event(s) and/or character(s) in a story that he/she read or listened to. (Note: need to use vocabulary specific to setting, event(s), and/or character(s))	<ul style="list-style-type: none"> Student work product of a T-chart with character(s), setting, and/or event(s) from a story linked with the person(s), time and location, and/or occurrence(s) from his/her experience
SAT12112	The student will recognize key details by completing a graphic organizer using key details about the setting, plot, and/or character(s) in a literary story. (e.g., key details about a character-has a sister, is the youngest, etc.; Note: need to use vocabulary specific to plot, character(s), and/or setting)	<ul style="list-style-type: none"> Student work product of the completed graphic organizer
SAT12113	The student will recognize different characters from multiple stories by indicating or matching the correct character with the title of the story. (Note: need to use vocabulary specific to characters)	<ul style="list-style-type: none"> Student work product of the characters linked to the correct story title for each character
SAT12114	The student will identify change(s) in a character(s) in a story by pasting picture(s), word(s), or phrase(s) on a timeline to illustrate change(s). (Note: need to use vocabulary specific to character(s))	<ul style="list-style-type: none"> Student work product of timeline illustrating change(s) the character(s) went through in the story

SAT12115	The student will recognize the author's message in a story or a play by identifying a symbol specific to the message from a group of symbols.	<ul style="list-style-type: none"> Student work product of PECs, Boardmaker symbols, etc. selected or marked indicating the author's message
SAT12116	The student will attend to or read literary stories from two or more different genres.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance of the amount of time the student attended to or read a fictional story and a poem
SAT12201	The student will tell what happens in a story by sequencing pictures, statements, phrases, etc. that illustrate events in the story.	<ul style="list-style-type: none"> Student work product of pictures, statements, phrases, etc. sequenced to tell events in story
SAT12211	The student will provide details about events in a story by answering questions related to the events from the beginning, middle, and/or end of the story. (e.g., who did (event) in the beginning of the story; at the end of the story where did (event) occur; when did (event) happen at the beginning, middle, or end; how did (event) first come about; etc.)	<ul style="list-style-type: none"> Student work product of the student's responses to questions related to events in story
SAT12203	The student will identify a change in a character(s) reflected in their actions by identifying the change and different ways the character(s) behaved at select points in the story.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the change and actions of a character(s) at select points in the story Student work product including the change that the character(s) went through and the actions that reflect this change
SAT12204	The student will identify the implied motive(s) of a character(s) in a story read or listened to by selecting it from a set of possible choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting the correct implied motive(s) of a given character(s)
SAT12205	The student will make a prediction(s) about a character's actions or the next thing that will occur in the plot using details from a story.	<ul style="list-style-type: none"> Audiotape of the student discussing details of the story and making a predication about character actions or plot
SAT12206	The student will recognize that the same story can be told in different genres by indicating which stories written in two different genres are alike given a set of three or more choices.	<ul style="list-style-type: none"> Videotape or audiotape of the student indicating which two out of three genres are the same story
SAT12207	The student will explain the author's message using details from a story listened to or read.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when answering questions about author's message using his/her device, stating, signing, etc.
SAT12208	The student will distinguish prose from poetry by indicating prose or poetry for each piece of work in a set of choices.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating poetry or prose for each piece from a set of choices
SAT12212A	The student will recognize the poetic element of repetition in choral reading by inserting the repetition of a poem at the appropriate time during the reading.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using a communication device to insert the repetition in a choral reading of a poetry selection
SAT12212B	The student will recognize the poetic element of using rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> Student work product of a poem with student highlights on each of the rhyming words

SAT12210	The student will identify the details in a story or poem that appeal to the senses by selecting those words (in text or picture format) that relate to color, texture, taste, or smell.	<ul style="list-style-type: none"> • Videotape of the student selecting words that provide details about sensory experiences • Student work product of the words that illustrate sensory experiences affixed to a worksheet
SAT12301	The student will identify the cause(s) of event(s) in a story by matching pictures of the event(s) with those thing(s) that precipitated them.	<ul style="list-style-type: none"> • Student work product of a graphic organizer including the event(s) in the story and the thing(s) that lead to or caused the event(s) to take place
SAT12302	The student will identify a character's motivation by answering question(s) posed by a teacher about a character's motivation in a story read or listened to.	<ul style="list-style-type: none"> • Student work product of question(s) about a character's motivation answered by the student
SAT12303	The student will explain how setting affects the events or characters in a story by listing the setting and providing a sentence(s) about the relationship between the two.	<ul style="list-style-type: none"> • Student work product showing the setting and the student created sentence(s) about how the setting affects the events or characters in the story
SAT12304	The student will show how characters in a story are similar to or different from each other by completing a Venn diagram.	<ul style="list-style-type: none"> • Student work product of a Venn diagram that shows character similarities or differences
SAT12309A	The student will compare two versions of a story by indicating how a familiar story from different genres is alike using a graphic organizer. (e.g., textual versions, poems, plays, etc.)	<ul style="list-style-type: none"> • Student work product of a completed graphic organizer comparing the two genres of the same story • Videotape or audiotape of the student identifying the pair and explaining the similarities between the play version and the textual version of the same story
SAT12309B	The student will compare two versions of the same story by telling how a book version and a film version of the story are similar.	<ul style="list-style-type: none"> • Audiotape of the student giving details that are similar in the movie as compared to the book
SAT12306	The student will read a simple poetry piece that uses rhyme, rhythm, and/or repetition and answer question(s) related to understanding the poetry piece after reading the piece.	<ul style="list-style-type: none"> • Student work product with the poetry piece read by the student and the answer(s) to questions regarding understanding
SAT12307A	The student will recognize a simile in a story(s) and/or poem by raising his or her hand when a simile is heard.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when recognizing the simile with a raised hand
SAT12307B	The student will recognize a simile in a story(s) and/or poem by indicating or marking the simile within the piece read or listened to.	<ul style="list-style-type: none"> • Student work product that includes the story(s) and/or poem with the simile underlined, highlighted, circled, etc.
SAT12308	The student will recognize a metaphor in a story(s) and/or poem by circling, highlighting, or marking the metaphor from the story given a set of choices.	<ul style="list-style-type: none"> • Student work product with the story(s) and/or poem title, the choices, and the metaphor the student marked

GLIs and ESSENCES**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	<ul style="list-style-type: none"> • Identify essential information for note-taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multi-step directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker's voice quality and delivery impact communication, with assistance 	<ul style="list-style-type: none"> • Listen to and follow multi-step directions that provide information about a task or assignment • Identify essential information for note-taking • Draw conclusions on the basis of explicit information

AGLIs

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

POSSIBLE ENTRY POINTS for Listening-Standard 1

Less Complex



More Complex

<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow one-step directions to perform a task or assignment (31101) respond to speaker (e.g., yes or no questions, choice decisions, etc.) (31102) distinguish between fact and opinion (31106) identify how details are related to main idea(s) and/or each other (31104) take notes (main idea) during a listening activity(s) (31107) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow two-step directions that provide information about a task or assignment (31201)** draw conclusion(s) on the basis of explicit information and/or relationships within information (31202) take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31204) 	<p>The student will:</p> <ul style="list-style-type: none"> listen to and follow multi-step directions that provide information about a task or assignment (31305)** listen to a presentation and identify essential information via note-taking (31306) draw conclusion(s) on the basis of explicit information and relationships within the information presented during a listening activity(s) (31307) identify essential detail(s) when note-taking (31304)
--	--	--

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

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

SATs**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****SAMPLE ASSESSMENT TASKS (SATs)**

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101A	The student will listen to and follow the one-step directions to place story pictures that will be used in a sequencing activity on a table.	<ul style="list-style-type: none"> • Videotape of the student listening to the directions and placing the story pictures on the table • Data Collection Sheet recording student performance when responding to verbal directions
SAT31101B	The student will listen to and follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.	<ul style="list-style-type: none"> • Student work product showing the directions and the task the student performed with a notation that the directions were read to the student
SAT31102A	The student will answer yes or no or true or false to questions about factual information in a text presented by the teacher.	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when responding to different questions about factual information presented to the student • Student work product including questions related to factual information in text and student responses
SAT31102B	The student will respond to speaker (e.g., yes or no questions, choices, decisions, etc.) related to the student's personal experiences. (e.g., speaker posed questions "Do you have reading today?", "Which article would you like to listen to?", "Would you like to work on the computer to look up current events?", etc.)	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance when responding to speaker
SAT31106A	The student will distinguish between fact and opinion by listening to an editorial from a newspaper and an informational piece from the Internet then indicating which one is fact-based and which one is opinion-based.	<ul style="list-style-type: none"> • Audiotape of the student listening to the two different pieces and indicating which is fact-based and which is opinion-based
SAT31106B	The student will distinguish between fact and opinion by sorting or indicating statements of each after listening to a text or article.	<ul style="list-style-type: none"> • Student work product with fact in the article underlined and opinion in the article circled • Videotape of the student listening to the text or article and creating two piles: one for facts and one for opinions

SAT31104A	The student will identify how the details are related to the main idea(s) by matching up or drawing a line from the details to the related main idea(s) given choices of different main ideas. (Note: need to use vocabulary specific to main idea and details)	<ul style="list-style-type: none"> Student work product of a supporting detail with a line drawn to the correct main idea
SAT31104B	The student will recognize how details are related to main idea(s) and/or each other, while listening to weekly current event article(s) by grouping main idea with its appropriate supporting details. (Note: need to use vocabulary specific to main idea and details)	<ul style="list-style-type: none"> Student work product of grouped main idea and details
SAT31107	The student will take notes during a listening activity by selecting those pictures, symbols, words, etc. that illustrate key points in the presentation(s) or text(s) listened to. (Note: choices presented should include non-choices such as, minor and unrelated details)	<ul style="list-style-type: none"> Student work product of a T-chart that contains the pictures, symbols, words, etc. that the student selected to illustrate the details of the presentation
SAT31201	The student will listen to and follow two-step verbal directions that provide information about a task or assignment. (e.g., get your communication board and come to the table for reading group; Note: direction must be given as a whole not broken into steps)	<ul style="list-style-type: none"> Videotape of the student following the two-step directions and completing the task Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31202A	The student will draw a conclusion(s) after listening to explicit information presented by a speaker by indicating a response from three options or words that describe a possible conclusion of the lecture.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when drawing conclusions based on factual information given a set of responses to choose from
SAT31202B	The student will draw a conclusion(s) based on their daily schedule using PEC symbols to respond to questions, such as, "If you just finished "reading", what are you going to do?"	<ul style="list-style-type: none"> Videotape of the student using PEC symbols to draw a conclusion based on a question
SAT31204A	The student will take notes about the main idea(s) and supporting detail(s) during a listening activity by writing or selecting the appropriate word or picture cards and placing them on a worksheet in the correct locations. (Note: need to use vocabulary specific to main idea and supporting details)	<ul style="list-style-type: none"> Student work product of the worksheet the student completed with the main idea in one part and the supporting detail(s) in another part
SAT31204B	The student will take notes on a graphic organizer showing main idea(s) and supporting detail(s) collected while listening to a text(s) or presentation(s). (Note: need to use vocabulary specific to main idea and supporting details)	<ul style="list-style-type: none"> Student work product of completed graphic organizer with main idea(s) and supporting detail(s) from text(s) or presentation(s) listened to

SAT31305	The student will listen to and follow multi-step verbal directions that provide information about a given task or assignment. (Note: direction must be given as a whole not broken into steps)	<ul style="list-style-type: none"> • Student work product with multi-step directions that were followed by the student to complete the task • Videotape of the student listening to the multi-step directions and following them as directed to complete a task
SAT31306	The student will listen to a presentation and identify essential information from a presentation by taking notes about information from the speaker's presentation.	<ul style="list-style-type: none"> • Videotape of the student taking notes during the presentation • Student work product of notes taken by the student during the presentation with the most essential information highlighted or underlined
SAT31307	The student will draw a conclusion(s) based on explicit information and a relationship within the information about various career paths after listening to speakers.	<ul style="list-style-type: none"> • Student work product of a graphic organizer showing the conclusion(s) the student drew and the relationship of information presented about different career paths
SAT31304	The student will identify essential detail(s) when note-taking by selecting the essential detail(s) related to an article given a set of essential and nonessential article details.	<ul style="list-style-type: none"> • Student work product showing the essential detail(s) that the student selected

GLIs and ESSENCES**ELA – Grade 7
(cont'd)****Required Component 2—Key Idea: Listening****Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 57	<ul style="list-style-type: none"> • Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance 	<ul style="list-style-type: none"> • Respond to and interpret texts from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend literary text • Recognize how the author's use of repetition, rhythm, rhyme, and/or figures of speech affect the listener's understanding of literary text

AGLIs		ELA – Grade 7 (cont'd)
Required Component 2—Key Idea: Listening		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to different genres that are read aloud (32106) recognize rhyme and/or rhythm in poetry (32102) identify story elements (e.g., character, plot, setting, etc.) (32107) take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108) recognize the use of literary device(s) (e.g., rhyme, rhythm, personification, and/or simile, etc.) to enhance appreciation of literature (32109) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize the author's purpose (32205) identify details that imply information about a character (32206) recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203) recognize that the author's message may be explicit (stated) or implicit (not stated) (32207) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305) begin to interpret text(s) using inferences about character(s) (32302) identify literary device(s) in text(s) to support interpretations of story(s) and/or poem(s) (32303) recognize how the author's use of literary device(s) affects a listener's understanding of literary text (32306)

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

SATs

ELA – Grade 7 (cont'd)

Required Component 2—Key Idea: Listening

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

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will attend to literary texts in two or more different genres read aloud in a small group by demonstrating appropriate attending behavior. (e.g., attending behavior may include eye contact, remaining in seat, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student demonstrating appropriate attending behavior to oral readings in a small group
SAT32106B	The student will attend to stories from different genres read aloud during library class.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the stories
SAT32102A	The student will recognize beginning rhythm by clapping his/her hands or nodding his/her head to the cadence of a poem as it is being read.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing beginning rhythm through demonstrating the cadence in a poem
SAT32102B	The student will recognize rhyme in poetry read aloud by indicating the rhyming words.	<ul style="list-style-type: none"> Student work product of poem with student highlights, marks, underlines, etc. on each of the rhyming words
SAT32107	The student will identify story elements by responding to questions about a story read aloud. (Note: need to use vocabulary specific to story elements (e.g., plot, character, setting, etc.))	<ul style="list-style-type: none"> Student work product of the story elements questions answered about a story Videotape of the student using symbols or speech output devices to answer story elements questions about a story
SAT32108	The student will take part in a small group discussion by asking or responding to a question about the author's message or purpose.	<ul style="list-style-type: none"> Videotape or audiotape of the student taking part in the discussion and answering or posing a follow-up question related to the author's message
SAT32109A	The student will recognize the use of literary device(s) in a literature piece listened to by indicating example(s) of rhyme, rhythm, personification, and/or simile.	<ul style="list-style-type: none"> Student work product of the literature piece with the literary device(s) circled or underlined within the poem Student work product of the literary device(s) example(s) from the poem the student selected
SAT32109B	The student will recognize the use of the literary device of personification by indicating when he/she recognizes personification in a literature piece.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing personification in a literary story

SAT32205	The student will recognize the author's purpose after listening to a story by selecting the most appropriate author's purpose choice from a given set.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the story, being presented with the choices, and selecting the author's purpose choice card
SAT32206	The student will identify details from a story that imply information about a character by indicating the specific details in the story that provide the implied details about a selected character.	<ul style="list-style-type: none"> Student work product with text highlighted, marked, etc. by the student that imply specific information about a specific character
SAT32203	The student will recognize that the author's use of literary devices affects appreciation by indicating a preference for one of two literary texts based on style and give reason for choice. (e.g., use of rhythm, use of colorful language, use of humor, etc.)	<ul style="list-style-type: none"> Student work product of pictures representing different texts with different styles - The student indicates his/her preferred text by placing a sticker on the text and selecting the reason for the choice from his/her PEC symbols
SAT32207	The student will recognize that the author's message may be explicit or implicit by indicating a statement of the author's message as explicit or implicit.	<ul style="list-style-type: none"> Student work product with statement of the author's message labeled or written next to the message as explicit or implicit
SAT32305A	The student will recognize how the author's style affects comprehension by selecting the author's style utilized in the story discussed and indicate a way it affects comprehension after listening to class lectures.	<ul style="list-style-type: none"> Videotape or audiotape of the student verbalizing, signing, or using symbols to indicate the author's style and indicate how it affects comprehension
SAT32305B	The student will recognize how the author's style affects comprehension by indicating a particular style and express appreciation of one text over another having the same theme. (e.g., style: precise language vs. extensive description, etc.)	<ul style="list-style-type: none"> Audiotape of the student indicating his/her opinion regarding a text based on the preferred style, including his/her reasoning
SAT32302	The student will begin to interpret a story(s) listened to using information inferred about the character(s) by completing if-then statement(s) about the character(s).	<ul style="list-style-type: none"> Student work product with completed if A then B statements about the character(s) from the story(s) that was listened to
SAT32303	The student will identify the literary device(s) in a story(s) and/or poem(s) that support a given interpretation by indicating the used device(s) related to the interpretation of the story and/or poem.	<ul style="list-style-type: none"> Student work product of a given interpretation of the story(s) and/or poem(s) with the student indicated literary device(s) that were used in the story and/or poem to come to that interpretation
SAT32306	The student will recognize how the author's use of literary device(s) affects a listener's understanding by listening to a literary text using the sound device and tapping the rhythm with a pencil and select a picture of what the tap or rhythm suggests from a set of choices. (e.g., poems using sound devices, "The Highwayman" by Alfred Noyes-where the rhythm of the poem reflects a horses gallop)	<ul style="list-style-type: none"> Videotape of the student listening to the poem, tapping out the rhythm while listening to it, and then selecting the picture that represents what the tap or rhythm was portraying

Mathematics NYSAA Frameworks

Grade 7

New York State Alternate Assessment

GLIs and ESSENCES**MATH – Grade 7****Required Component 1—Strand: Number Sense and Operations****Choice Component 1—Band: Number Theory**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 74	7.N.8	Find the common factors and greatest common factor of two or more numbers	<ul style="list-style-type: none"> • Given two or more numbers, find the common factors, greatest common factor, multiples, and least common multiple • Determine the prime factorization of a given number and write in exponential form
	7.N.9	Determine multiples and least common multiple of two or more numbers	
	7.N.10	Determine the prime factorization of a given number and write in exponential form	

AGLIs		MATH – Grade 7		
Required Component 1—Strand: Number Sense and Operations				
Choice Component 1—Band: Number Theory				
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*				
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Theory				
Less Complex		◀.....◀.....◀.....▶.....▶.....▶	More Complex	
<p>The student will:</p> <ul style="list-style-type: none"> • show multiplication of whole numbers less than 10 with or without manipulatives (12104) • multiply and/or divide whole numbers less than 10 (12105) • show addition of two or more whole numbers with or without manipulatives (12106) • add and/or subtract one- or two-digit whole numbers (12107) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify two whole numbers that when multiplied result in a given number using one or more strategies (12201) • identify a missing factor when given one factor and the resulting product using one or more strategies (12204) • on a number line of whole numbers from 1 to 10, identify which numbers are prime numbers (12203) 	<p>The student will:</p> <ul style="list-style-type: none"> • identify whole number factors of one or more whole numbers from 1 to 20 using one or more strategies (12303) • identify a pair of factors of one or more whole numbers from 1 to 20 (12302) 		

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

SATs		MATH – Grade 7	
Required Component 1—Strand: Number Sense and Operations			
Choice Component 1—Band: Number Theory			
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	
SAT12104A	The student will show multiplication of whole numbers under 10 using objects, pictures, number line, etc. (e.g., given $2 \times 3 =$, student shows $\cdot \cdot \times \cdot \cdot \cdot = \cdot \cdot \cdot \cdot \cdot \cdot$)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem Student work product showing stickers the student placed under problem to show multiplication 	
SAT12104B	The student will show multiplication when given the whole number problem(s) by placing objects in each of the egg carton cups, such as 2 objects in 3 egg carton cups (2×3), 1 object in 4 egg carton cups (1×4), etc.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when multiplying numbers using objects and the egg carton cup Sequenced, captioned, dated photographs of the student placing objects in egg cups to show multiplication 	
SAT12105A	The student will multiply and/or divide whole numbers less than 10 by answering problem(s) on a worksheet.	<ul style="list-style-type: none"> Student work product of multiplication and/or division problem(s) answered by the student on a worksheet 	
SAT12105B	The student will divide even whole numbers less than 10 by 2 by separating a group of objects into two equal groups.	<ul style="list-style-type: none"> Videotape of the student dividing a group of objects into two equal groups 	
SAT12106A	The student will show addition of two or more whole numbers using objects, pictures, tally marks, number line, etc. (e.g., given $2 + 3 + 1 =$, student shows $// + /// + / = /////$)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student manipulating objects, pictures, and/or a number line to show the problem Student work product showing tally marks the student made under the problem to show addition 	
SAT12106B	The student will show addition of two or more whole numbers by placing the correct number of objects under each addend and then grouping them together to show the addition. (e.g., $2+3=5$, student selects two objects, then selects three objects for a group, then groups those objects together to show the answer)	<ul style="list-style-type: none"> Videotape of the student placing objects under each addend and then combining them to show addition 	
SAT12107	The student will add and/or subtract one- or two-digit whole numbers by filling in answer(s) on a worksheet. (e.g., $1+3=$; $12+1=$; $4+10=$; $11+11=$; etc.)	<ul style="list-style-type: none"> Student work product showing addition and/or subtraction of one- or two-digit whole numbers 	

SAT12201	The student will identify a pair of numbers that when multiplied, result in a given number using one or more strategies. (e.g., $? \times ? = 6$; $? \times ? = 12$; etc.; Note: possible strategies—concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	<ul style="list-style-type: none"> Student work product showing the blank numbers and the answer with the student indicated numbers to go in the blanks with the strategy the student used notated by the teacher
SAT12204	The student will identify the missing factor when given one factor and the product using one or more strategies. (e.g., $4 \times ? = 20$; $1 \times ? = 2$; $3 \times ? = 9$; etc.; Note: possible strategies—concrete objects, tally marks, mental math, calculator, etc.)	<ul style="list-style-type: none"> Videotape of the student finding the missing factor using one or more strategies with the strategy the student used notated by the teacher
SAT12203	The student will identify which numbers are prime numbers on a number line from 1 to 10 by indicating the prime numbers.	<ul style="list-style-type: none"> Student work product of highlighted, marked, circled, etc. numbers on the number line
SAT12303	The student will find the whole number factors for one or more whole numbers from 1 to 20 using a calculator or a number line. (e.g., factors of 6 = 1, 2, 3, and 6; factors of 12 = 1, 2, 3, 4, 6, 12; factors of 20 = 1, 2, 4, 5, 10, 20)	<ul style="list-style-type: none"> Student work product showing two or more of the factors of, for example, three numbers from 1 to 20 with the strategy the student used indicated by the teacher
SAT12302	The student will identify a pair of factors of one or more whole numbers from 1 to 20.	<ul style="list-style-type: none"> Student work product showing examples of pairs of factors of several whole numbers from 1 to 20

GLIs and ESSENCES**MATH – Grade 7
(cont'd)****Required Component 1—Strand: Number Sense and Operations****Choice Component 2—Band: Operations**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 75	7.N.11	Simplify expressions using order of operations. <i>Note: Expressions may include absolute value and/or integral exponents greater than 0</i>	<ul style="list-style-type: none"> • Simplify expressions using order of operations • Add, subtract, multiply, and divide integers • Determine the square root of a number • Classify irrational numbers
	7.N.12	Add, subtract, multiply, and divide integers	
	7.N.13	Add and subtract two integers (with and without the use of a number line)	
	7.N.14	Develop a conceptual understanding of negative and zero exponents with a base of ten and relate to fractions and decimals (e.g., $10^{-2} = .01 = \frac{1}{100}$)	
	7.N.15	Recognize and state the value of the square root of a perfect square (up to 225)	
	7.N.16	Determine the square root of non-perfect squares using a calculator	
	7.N.17	Classify irrational numbers as non-repeating/non-terminating decimals	

AGLIs		MATH – Grade 7 (cont'd)
Required Component 1—Strand: Number Sense and Operations		
Choice Component 2—Band: Operations		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations		
Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> • add integers from -10 to +10 using one or more strategies (13103)** • simplify a numerical expression involving three whole numbers using the same or different operations throughout (13102)*** • identify a whole and its parts (13104) 	<p>The student will:</p> <ul style="list-style-type: none"> • add and/or subtract integers from -20 to +20 (13203)** • using the order of operations, simplify numerical expressions (not including those with parentheses) of whole numbers (13202)*** 	<p>The student will:</p> <ul style="list-style-type: none"> • add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives (13303) • simplify expressions using order of operations (13302)***

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

**Task and evidence may demonstrate knowledge, skills, and understanding of integers within range given in AGLI and does not have to include all outlined in range.

*** Expression must be presented horizontally, student may simplify it by putting it into a vertical (working format) and does not need to solve it.

MATH – Grade 7

(cont'd)

SATs

Required Component 1—Strand: Number Sense and Operations

Choice Component 2—Band: Operations

SAMPLE ASSESSMENT TASKS (SATs)

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

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13103A	The student will add integers between -10 and +10 using one or more strategies, such as a number line, counter chips, calculator, etc. (Note: sets could include any integers between -10 to +10)	<ul style="list-style-type: none"> Student work product showing the answered addition problems with a notation by the teacher indicating the strategy the student used (a number line, counters, calculator, etc.)
SAT13103B	The student will add positive integers by adding one more object to a group of objects, using a number line. (Note: sets could include any integers between -10 to +10)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using a number line with one object placed at the number 1, then, placing another object on the number line at the number two (to add one) and indicating the total by touching the number
SAT13102A	The student will simplify a numerical expression involving addition of three numbers. (e.g., $3 + 1 + 4$ is the same as $___ + 4$, choice cards presented to student 1 or 4-student chooses 4; $1 + 1 + 1$ is the same as $___ + 1$, choice cards presented to student 4 or 2-student chooses 2; etc.; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	<ul style="list-style-type: none"> Student work product of simplified addition expression
SAT13102B	The student will simplify a numerical expression involving subtraction of three numbers. (e.g., $10 - 2 - 2$ is the same as $___ - 2$; $7 - 5 - 0$ is the same as $___ - 0$; etc.; Note: student must simplify the expression and does not need to solve it)	<ul style="list-style-type: none"> Student work product of showing simplified subtraction expression
SAT13102C	The student will simplify a numerical expression of three numbers using different operations. (e.g., $5 + 5 - 6$ is the same as $___ - 6$; $8 - 4 + 6$ is the same as $___ + 6$; etc.; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	<ul style="list-style-type: none"> Student work product of simplified expression
SAT13104A	The student will identify a whole and its parts when given choices by selecting the requested whole and its parts then placing the parts on the whole or next to the whole that they make.	<ul style="list-style-type: none"> Student work product with one column indicating whole and another column indicating parts

SAT13104B	The student will identify a whole and its parts by selecting or indicating a whole upon request and then indicating the parts that make up the whole requested from a variety of parts.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting a whole as requested and then selecting the parts for the requested whole
SAT13203A	The student will add integers between -20 to +20 to find the sum. (e.g., $15 + 5 = \underline{\quad}$; $1 + -2 = \underline{\quad}$; $4 + 10 = \underline{\quad}$; $-5 + -3 = \underline{\quad}$; etc.; Note: sets could include any integers between -20 to +20)	<ul style="list-style-type: none"> Student work product showing addition problem(s) and the sum
SAT13203B	The student will subtract integers between -20 to +20 to find the remainder. (e.g., $10 - 8 = \underline{\quad}$; $1 - 2 = \underline{\quad}$; $20 - 10 = \underline{\quad}$; $-10 - -10 = \underline{\quad}$; etc.; Note: sets could include any integers between -20 to +20)	<ul style="list-style-type: none"> Student work product showing subtraction problem(s) and the remainder
SAT13203C	The student will add and/or subtract integers from -20 to +20 to find the sum and/or remainder. (Note: sets could include any integers between -20 to +20)	<ul style="list-style-type: none"> Student work product showing addition and/or subtraction problem(s)
SAT13203D	The student will add and/or subtract integers between -20 to +20 answering questions related to temperature. (e.g., low temp of day + ? = high temp; high temp of day – low temp of day = degree of difference; 10 degrees + 2 degrees = ?; etc.)	<ul style="list-style-type: none"> Student work product of answers to questions related to temperature involving addition and/or subtraction
SAT13202A	The student will use the order of operations to simplify numerical expressions of whole numbers. (e.g., Given $3 + 4 - 2$, the student provides “7 – 2”; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	<ul style="list-style-type: none"> Student work product showing the order of operations process the student used to simplify the numerical expressions
SAT13202B	The student will use the appropriate order of operations to simplify the numerical expressions after being given shopping scenarios including two or more of one item and one or more of another item. (e.g., School store: 2 pencils @ 5¢ each and 1 pen @ 50¢, student creates or selects “ $0.05 + 0.05 + 0.50$ ” to “ $0.10 + 0.50$ ”; Music on-line: 5 songs @ \$1 each and 2 albums @ \$10 each, student creates or selects “ $1 + 1 + 1 + 1 + 1 + 10 + 10$ ” to “ $5 + 20$ ”; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	<ul style="list-style-type: none"> Student work product of a scrapbook showing shopping activities where student simplified numerical expressions of the items presented

SAT13303	The student will add, subtract, multiply, and/or divide integers with or without the use of a number line, counters, or other manipulatives on a worksheet.	<ul style="list-style-type: none"> • Student work product showing the answered addition, subtraction, multiplication, and/or division problem(s) with a notation by the teacher indicating whether the student did or did not use a number line, counters, or other manipulative • Student work product of a record of plays that happened in a football game, showing positive and negative yardage gained, with number sentences that indicate amounts such as total number of yards gained and/or lost; starting and finishing yard line
SAT13302	The student will simplify expressions using order of operations. (e.g., 4 books @ \$2 each plus 2 pens @ 50¢, $(4 \times 2) + (2 \times 0.50)$ is the same as $8 + 1$; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)	<ul style="list-style-type: none"> • Videotape of the student being given expressions and going through the order of operations to simplify the expressions

GLIs and ESSENCES**MATH – Grade 7
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 1—Band: Collection, Organization, and Display of Data**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 78	7.S.1	Identify and collect data using a variety of methods	<ul style="list-style-type: none"> Using a variety of methods, identify, collect, and display data in graphs
	7.S.2	Display data in a circle graph	
	7.S.3	Convert raw data into double bar graphs and double line graphs	

AGLIs		MATH – Grade 7 (cont'd)		
Required Component 2—Strand: Statistics and Probability				
Choice Component 1—Band: Collection, Organization, and Display of Data				
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*				
POSSIBLE ENTRY POINTS for Statistics and Probability-Collection, Organization, and Display of Data				
Less Complex		◀ ◀ ◀ ▶ ▶ ▶	More Complex	
<p>The student will:</p> <ul style="list-style-type: none"> gather data and record it on a list or in a chart (51103)** organize data and represent it using a simple graph (51104)** recognize a question that could be answered by gathering data (51105) 	<p>The student will:</p> <ul style="list-style-type: none"> pose a question, gather data appropriate to the question and record the data in an organized way (51203)*** organize data and represent it using a table, pictograph or a bar graph (51204)** 	<p>The student will:</p> <ul style="list-style-type: none"> pose a question, gather data appropriate to the question and record the data using a table or frequency chart (51303)*** organize data and represent it using two or more different methods (51304)** 		

*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, pictograph, frequency chart, 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/organizing of the data and also on recording/representing the data in the specified format.

***Student performance calculation must be based on the knowledge, skills, and understanding demonstrated in posing a question for collection of data, gathering of the data and also on recording the data in the specified format.

SATs**MATH – Grade 7
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 1—Band: Collection, 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.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT51103	The student will gather and record data on a list or chart in response to a question posed by the teacher or another student. (e.g., which peers are in class today; how many boys and girls are in a class; how many peers have sisters, brothers, are only children; how many peers have pet(s): dog, cat, other; etc.; Note: student must gather the data first and then record it)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student gathering pictures of present or absent peers and then creating a picture board listing pictures of peers who are in class that day Student work product of a chart that shows how many boys and/or how many girls are in a class with a notation indicating how or what the student did to gather the attendance data
SAT51104A	The student will organize data given to him or her and represent it on a simple graph using colored dots. (e.g., student sorts people in class and graphs, could be boys/girls/staff or those with blonde hair, brunette hair, or red hair; Note: student must decide how to organize data first and then represent it)	<ul style="list-style-type: none"> Student work product of student filled in graph and the given or specified data
SAT51104B	After recording the temperatures for a given time period, the student will organize the data and display the temperatures in a simple graph, such as a bar graph or line graph. (Note: student must decide how to organize data first and then represent it)	<ul style="list-style-type: none"> Student work product showing the organized temperatures displayed in a bar graph or line graph
SAT51105	The student will recognize a question that could be answered by collecting data through selecting the appropriate question when presented with different sentence questions.	<ul style="list-style-type: none"> Videotape of the student selecting the question he/she wants to present as a question to collect data when presented with sentence questions Student work product showing two or more sentence questions and the student indicated (circled, marked, eye gazed to with teacher mark on response, etc.) question that can be answered by collecting data
SAT51203	The student will pose a question that could be answered by collecting data, gather the data and record it in a graph or chart. (e.g., Question asked: "How many pockets do you have?" or "What did you eat for breakfast?"; Note: student must pose the question first, then gather the data and then	<ul style="list-style-type: none"> Student work product that shows the question asked, the data collected, and a pictograph representing that data

	record it)	
SAT51204	The student will organize a set of related and unrelated data cards by sorting the appropriate data and representing that data using table, pictograph, or bar graph. (Note: student must decide how to organize data first and then represent it)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the data and placing it in the table Student work product that shows the related and unrelated data sorted on a T-chart and then displayed on a table, pictograph or bar graph
SAT51303	The student will pose a question based on a topic of interest, collect responses, and organize the responses on a table or frequency chart. (Note: student must pose the question first, then gather the data and then record it)	<ul style="list-style-type: none"> Student work product of a diary of the student's project in which the student posed a question, collected information, and recorded the information on a table or frequency chart
SAT51304	The student will organize a set of data previously collected and will represent it using two or more different methods. (e.g., methods: a frequency chart and a bar graph; Note: student must decide how to organize data first and then represent it)	<ul style="list-style-type: none"> Student work product of the frequency chart and of the bar graph

GLIs and ESSENCES**MATH – Grade 7
(cont'd)****Required Component 2—Strand: Statistics and Probability****Choice Component 2—Band: Analysis of Data**

Math Core Curriculum (2005)	Grade Level Indicators (GLI)		Essence of Indicators
Pg. 78	7.S.4	Calculate the range for a given set of data	<ul style="list-style-type: none"> Read and interpret data represented graphically
	7.S.5	Select the appropriate measure of central tendency	
	7.S.6	Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)	

AGLIs		MATH – Grade 7 (cont'd)
Required Component 2—Strand: Statistics and Probability		
Choice Component 2—Band: Analysis of Data		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Statistics and Probability-Analysis of Data		
Less Complex	◀ ◀ ◀ ▶ ▶ ▶	More Complex
The student will: <ul style="list-style-type: none"> recognize data displayed on a simple graph (53102) 	The student will: <ul style="list-style-type: none"> read and/or interpret data displayed on pictograph(s) and/or bar graph(s) (53201) 	The student will: <ul style="list-style-type: none"> read and/or interpret data displayed on pictograph(s), bar graph(s), and/or frequency chart(s) (53301)

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

SATs**MATH – Grade 7
(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.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT53102A	<p>The student will recognize data on a simple graph by attending to data in the graph and indicating the appropriate requested choice from a set of choices.</p> <p>(e.g., the student is asked to identify data on peer preferences, is presented with two graphs: one on student attendance and on one types of candy they like; student indicates appropriate graph)</p>	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to a graph and then selecting (eye gazing, pointing to, circling, etc.) the graph that shows the data requested Student work product of different displayed data and the one that the student indicated as representing the data requested
SAT53102B	<p>The student will recognize data on a simple graph by attending to the teacher placing data into a graph.</p> <p>(e.g., data could be displayed in very bright colored dots, textured markers, pictures, etc.)</p>	<ul style="list-style-type: none"> Data Collection Sheet (time-segmented) recording student performance when attending to the teacher filling in basic data on a graph
SAT53201A	<p>The student will read and/or interpret data to answer simple question(s) related to data displayed in pictograph(s) and/or bar graph(s).</p> <p>(e.g., Questions: "Which category has the most?"; "How many more in one category when compared to another category?"; "How many objects are there all together in two categories?"; etc.)</p>	<ul style="list-style-type: none"> Student work product showing the pictograph(s) and/or bar graph(s), question(s), and/or answer(s) based on data from the pictograph(s) and/or bar graph(s)
SAT53201B	<p>The student will interpret a stacking block graph of his/her attendance in a month by indicating which day of the week he/she was present most.</p>	<ul style="list-style-type: none"> Videotape of the student looking at a stacking block graph of his/her monthly attendance and signing, stating, or placing a sticker on, the day of the week that he/she was present most of the time
SAT53301	<p>The student will read and/or interpret data by stating a conclusion or answering question(s) based on data displayed on pictograph(s), bar graph(s), and/or frequency chart(s).</p> <p>(e.g., Bar graph of a person's earnings from a job over a week and the student's calculations of the total weekly earnings)</p>	<ul style="list-style-type: none"> Student work product showing the pictograph(s), bar graph(s), or frequency chart(s) and the student's conclusion(s) or response(s) to question(s) related to the data