

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

Grade 8

New York State Alternate Assessment

GLIs and Essences ELA – Grade 8

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 |
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| Pg. 59 | <ul style="list-style-type: none"> • Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment • Preview informational texts 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, or unclear information • Formulate questions to be answered by reading informational text • 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 to acquire information • Read to collect facts and ideas from multiple sources and 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 8****Required Component 1—Key Idea: Reading****Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 1****Less Complex****More Complex**

The student will:

- locate the school library or public library (11101)
- attend to or read multiple informational texts to collect facts and/or ideas (11107)
- attend to or read to collect fact(s) and/or idea(s) about a chosen topic (11102)
- identify the main idea and/or supporting details in informational text(s) (11103)
- relate fact(s) and/or idea(s) to chosen topic (11104)
- compare and/or contrast two comparable subjects using a chart and/or graphic organizer (11105)
- use facts to support a main idea (11106)

The student will:

- use the school library and/or public library resources to acquire information (11201)
- collect facts and/or ideas from more than one text (11202)
- distinguish facts from opinions (11203)
- distinguish the relevant from the irrelevant facts and/or ideas (11204)
- distinguish similar and/or dissimilar information from a variety of sources about the same topic (11205)
- recognize information that is implied (11206)
- recognize the difference between implicit and explicit information (11209)
- draw conclusion(s) based on explicit information about a topic (11208)

The student will:

- use multiple resources in the school library and/or public library to acquire information (11309)
- identify the best library resources to use to collect facts and/or ideas about a given topic (11310)
- compare and/or contrast information from multiple sources (11303)
- identify statements of fact and opinion (11311)
- identify relevant facts and/or data to support a given topic (11305)
- draw conclusion(s) based on explicit and/or implicit information (11306)
- interpret information (11307)
- use multiple informational texts (print, nonprint, etc.) to collect facts and/or ideas about a single topic (11312)

*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., informational text, facts, main idea vs. supporting details, compare, contrast, graphic organizer, 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 8 |
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| Required Component 1—Key Idea: Reading | | |
| Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding. | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student’s specific needs, abilities, and/or mode of communication. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT11101 | The student will locate the school or public library by marking the location on a map or going to the library when requested. | <ul style="list-style-type: none"> • Videotape of the student locating the school or public library • Sequenced, captioned, dated photographs of the student locating the school or public library on a map |
| SAT11107A | The student will attend to the teacher reading or will read three or more informational texts, collect facts, then display the facts in a list, chart, or collage. | <ul style="list-style-type: none"> • Student work product showing list, chart, or collage of facts collected |
| SAT11107B | The student will attend or 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 chosen topic, a list of facts (some from text some not), and student marks or highlights on facts that relate (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.) |
| SAT11102 | The student will attend to or read text(s) to collect fact(s) or idea(s) about a chosen topic by indicating a fact or idea from the text(s) given a set of choices. (e.g., topic-weather, facts-picture of different types of weather, definitions for different types of clouds, etc.) | <ul style="list-style-type: none"> • Videotape of the student attending to or reading text(s), being presented with two choices, and eye gazing to or selecting the fact or idea that came from the text • Student work product showing the topic and the fact or idea card(s) selected that relate to the text(s) read or attended to |
| SAT11103A | The student will identify the main idea and/or supporting details in informational text(s) by indicating the main idea and/or supporting details as requested. (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 and/or supporting details) | <ul style="list-style-type: none"> • Student work product of text with main idea and/or supporting details highlighted, marked, circled, etc. |
| SAT11103B | Student will identify the main idea and/or supporting details in an informational text(s) by completing a spider-web organizer with word or picture cards or writing the information in the appropriate areas. (Note: need to use vocabulary specific to main idea and/or supporting details) | <ul style="list-style-type: none"> • Student work product of completed spider-web organizer page for an informational text(s) |

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| SAT11104A | The student will relate fact(s) and/or idea(s) to the chosen topic by indicating object(s), symbol(s), drawing(s), or picture(s) that are related to the topic. (e.g., topic-kitchen; student is presented with: We cook here; We sleep here; We wash dishes here; There are appliances; and It has a couch; the student is then asked “Select one fact about a kitchen?”) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when answering yes or no question(s) about whether an object matched the topic Student work product of a collage of object(s), symbol(s), drawing(s), or picture(s) that relate to the topic |
| SAT11104B | The student will relate fact(s) and/or idea(s) to the chosen topic by selecting object(s) needed to go swimming and placing the object(s) in an empty swim bag after listening to a book about Olympic swimmers. | <ul style="list-style-type: none"> Videotape of the student relating fact(s) in a book about swimmers to actual swimming object(s) |
| SAT11105 | The student will compare and/or contrast two comparable subjects by placing pictures, words, or phrase cards in correct sections of a Venn diagram or other comparison chart. | <ul style="list-style-type: none"> Student work product of completed Venn diagram similarity(s) in the middle and/or a difference on each side or other type of comparison chart |
| SAT11106 | The student will use facts to support a main idea by completing a graphic organizer using collected facts that support the main idea indicated on the organizer. (Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> Student work product of a graphic organizer with the main idea indicated and the facts that the student selected to support the main idea |
| SAT11201A | The student will use two or more school library resources using book(s), magazine(s), and/or the computer to acquire 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 |
| SAT11201B | The student will use the school and/or public library resources by checking the weather for the following day in the daily newspaper and on the computer. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking up the weather information in the newspaper and on the computer and recording the weather for tomorrow from the two resources |
| SAT11202 | The student will collect facts and/or ideas on a topic from two or more texts (textbooks, the Internet, library sources, etc.). | <ul style="list-style-type: none"> Student work product of facts and/or ideas collected about a topic and their sources cited on a worksheet |
| SAT11203A | The student will distinguish facts from opinions by highlighting or labeling sentences in an informational text as fact or opinion. | <ul style="list-style-type: none"> Student work product with sentences in the informational text highlighted green for facts and yellow for opinions, labeled with word cards indicating fact or opinion, etc. |
| SAT11203B | The student will distinguish facts from opinions by indicating 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 |
| SAT11204A | The student will distinguish irrelevant from relevant facts and/or ideas by sorting a group of pictures, words, or sentence strips into two groups: those which are relevant to the topic and those which are not. (e.g., Topic—Civil Rights Movement: relevant-Martin Luther King, Jr., bus boycott, <i>Brown vs. Board. of Ed.</i> ; irrelevant-Dr. Martin Luther King was married and had four children, many African Americans worked as domestic help or in factories) | <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 |

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| SAT11204B | The student will distinguish relevant from irrelevant facts and/or ideas gathered from an informational text. | <ul style="list-style-type: none"> Student work product consisting of a worksheet with relevant facts and/or ideas related to the text marked with a red sticker and irrelevant facts and/or ideas marked with a green sticker |
| SAT11205 | The student will identify similar and/or dissimilar information from two newspaper articles on the same topic. | <ul style="list-style-type: none"> Student work product of a worksheet with similar facts listed and/or dissimilar facts listed |
| SAT11206 | The student will recognize information that is implied by reading his/her schedule and completing the task that is implied. (e.g., schedule has reading class listed; implied task get the reading station box, reading book, and go to reading room or station; etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reading the schedule and completing the task |
| SAT11209 | The student will recognize the difference between implicit and explicit information by labeling given statements as implicit or explicit after listening to an informational text. | <ul style="list-style-type: none"> Student work product with information from text and the labeled statements with implicit and explicit depending on the statement |
| SAT11208 | The student will draw a conclusion based on explicit information read or attended to about a chosen topic. (e.g., possibility of favorite football or baseball team winning the Super Bowl or World Series, endangered species future, etc.) | <ul style="list-style-type: none"> Student work product statement of the conclusion drawn based on the explicit information |
| SAT11309 | The student will use multiple resources (dictionary, encyclopedia, Internet, etc.) in the school and/or public library to collect fact(s) and/or idea(s) about a single topic. | <ul style="list-style-type: none"> Student work product that includes the name of the student's chosen topic, 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, etc.) |
| SAT11310 | The student will select the best library resources to use to collect facts on a topic given a choice of four. (Note: choices should be two with strong connection to a topic, one with some connection and one not connected at all) | <ul style="list-style-type: none"> Videotape of the student being given or choosing a topic, listening to what each resource is about, and selecting the resources that have the best information about the topic |
| SAT11303 | 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"> Student work product showing the sources and the information from each with the similarities and/or differences listed (Venn diagram) |
| SAT11311 | The student will identify statements of fact and opinion after each is read by sorting statements of each into two different piles or labeling each as fact or opinion. | <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 Student work product with statements of fact labeled as fact and statements of opinion labeled as opinion |

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| SAT11305 | <p>The student will identify the facts and/or data that are relevant to the topic when presented with a topic and various facts and/or data, some of which would not be relevant to the topic.</p> <p>(e.g., Topic—Planets: relevant-names of planets in our solar system, definition of a planet, size of each of the planets; irrelevant-stars are made up of gases, Mars may have water)</p> | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when selecting the appropriate facts and/or data that are relevant to the given topic • Student work product showing the topic and facts and/or data sorted into relevant and irrelevant columns |
| SAT11306 | <p>The student will draw a conclusion and indicate specifically why he/she made the conclusion using explicit and/or implicit information from the text to back it up.</p> | <ul style="list-style-type: none"> • Student work product of a specific conclusion and the information as to why the student came to that conclusion listed underneath it |
| SAT11307 | <p>The student will interpret a given set of information by answering questions related to the information.</p> | <ul style="list-style-type: none"> • Student work product showing the information presented to the student and the answers to the questions that are related to this information |
| SAT11312 | <p>The student will use multiple informational texts to collect two or more facts and/or ideas on a given topic.</p> | <ul style="list-style-type: none"> • Student work product of graphic organizer with the facts and/or ideas collected with the sources for each indicated |

GLIs and Essences

ELA – Grade 8 (cont'd)

Required Component 1—Key Idea: Reading

Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

| ELA Core Curriculum (2005) | Grade Level Indicators (GLI) | Essence of Indicators |
|----------------------------|--|---|
| Pg. 60 | <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - question the writer's assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented | <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented |

AGLIs**ELA – Grade 8
(cont'd)****Required Component 1—Key Idea: Reading****Choice Component 2—Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 3****Less Complex****More Complex**

The student will:

- attend to or read to identify the main idea(s) (13108)
- attend to or read to identify similar information in two sources (13102)
- attend to or read to compare similar information to find differences in two sources (13109)
- attend to or read to identify author's purpose (13104)
- attend to or read to identify personal experience similar to text (13105)
- attend to or read to recognize difference(s) in perspective(s) (e.g., cultural or historical) on an issue presented in one or more texts (13110)
- recognize personal criteria used to evaluate or opinions about specific text(s) (13111)

The student will:

- identify the main idea and/or supporting ideas (13208)
- recognize relative importance of supporting details (13202)
- determine whether supporting details justify a positive evaluation of the main idea (13209)
- compare supporting details within text to help determine validity (13210)
- compare author's information with personal experience on same topic to determine accuracy (13211)
- recognize that various perspectives may alter opinions about a literary or informational text (13206)
- use personal criteria to evaluate quality of literary work(s) (13207)

The student will:

- recognize a strategy to determine validity and/or accuracy of information (e.g., adequate support, compare/contrast similar texts, data or personal experience, author's purpose, different perspectives, etc.) (13304)
- use established criteria to evaluate literary work(s) (13302)
- indicate a personal opinion about a literary work based on personal criteria (13305)

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

SATs

ELA – Grade 8

(cont'd)

Required Component 1—Key Idea: Reading

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.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|---|
| SAT13108A | The student will attend to or read text(s) to identify the main idea(s) by indicating the choice (word, picture, symbol, sentence, etc.) that reflects the main idea. (Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to or reading a text(s) and identifying the main idea from a set of choices |
| SAT13108B | The student will attend to or read text(s) to identify the main idea(s) by indicating the main idea(s) within the text(s). (Note: need to use vocabulary specific to main idea) | <ul style="list-style-type: none"> Student work product showing the text(s) with main idea highlighted, marked, circled, etc. in the text(s) |
| SAT13102A | The student will attend to or read to identify similar information in two sources and indicate "yes" or "no" to question(s) about the texts. (e.g., answering questions such as: Are the numbers (data) the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.) | <ul style="list-style-type: none"> Audiotape of the student indicating yes or no to the specific question(s) posed about information in two texts or articles |
| SAT13102B | The student will attend to or read to identify similar information in two sources and indicate the information that is similar in the sources. (e.g., highlighting the data that is the same in each source; marking a fact stated in one article and a similar fact from an Internet source, etc.) | <ul style="list-style-type: none"> Student work product showing similar information from the two sources highlighted |
| SAT13109 | The student will attend to or read two articles (newspaper, Internet, etc.) on a similar subject, compare the information and indicate how or what information is different. | <ul style="list-style-type: none"> Student work product with chart comparing the information from the two articles and the differences highlighted, marked, etc. |
| SAT13104 | The student will attend to or read literature to identify the author's purpose by selecting the choice (word, picture, phrase, etc.) that reflects the author's purpose. | <ul style="list-style-type: none"> Videotape of the student attending and selecting the card that represents the author's purpose |
| SAT13105 | The student will attend to or read a text and identify personal experiences similar to the text. (e.g., weekend activities, hobbies, types of pets, etc.) | <ul style="list-style-type: none"> Student work product showing personal experience word, picture, or sentence cards indicated by the student matched to similar information from the text |

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| SAT13110 | The student will recognize the perspective of two or more texts read or attended to about a historical event by indicating how they are different in perspective. (e.g., civil rights movement—newspaper article from the time and an account(s) by African American citizens, etc.) | <ul style="list-style-type: none"> • Videotape of the student reading or attending to two or more texts about a similar topic and then ask the student to indicate the difference in perspective • Student work product consisting of a worksheet on which the student has indicated perspectives and a difference |
| SAT13111 | The student will recognize his/her personal criteria for “like/dislike” of a story by selecting a stamp and stamping it on a worksheet of symbols for the reasons “happy, sad, scary, boring, etc.” | <ul style="list-style-type: none"> • Student work product of personal criteria for “like/dislike” related to the reason stamped on a picture representing the story |
| SAT13208A | The student will identify the main idea and/or supporting details in 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 text(s) with main idea and/or supporting details highlighted, marked, circled, pasted in the applicable areas on a graphic organizer, etc. |
| SAT13208B | The student will identify the supporting details in 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 a text(s) completed by the student |
| SAT13202 | The student will recognize the relative importance of supporting details by answering specific questions related to character development. (Note: need to use vocabulary specific to supporting details) | <ul style="list-style-type: none"> • Student work product showing the questions the student answered about character development in a story using details from the story |
| SAT13209 | The student will determine whether supporting details justify a positive evaluation of the main idea by marking the positive details given a set of supporting details (positive and negative) and the main idea. (Note: need to use vocabulary specific to main idea and/or supporting details) | <ul style="list-style-type: none"> • Student work product showing the main idea and the supporting details that positively support the main idea highlighted, marked, circled, etc. |
| SAT13210 | The student will compare the validity of supporting details by matching them to similar information in other parts of the text. (Note: need to use vocabulary specific to supporting details) | <ul style="list-style-type: none"> • Student work product of documentation of a detail and the multiple places it is found in a text |
| SAT13211 | The student will compare the author’s facts about a topic with their own personal experience and indicate if the author’s facts are accurate. | <ul style="list-style-type: none"> • Student work product of a graphic organizer created or completed by the student showing similarities of facts presented by the author to the student’s own experience and a response of yes or no to accuracy |
| SAT13206 | The student will recognize that various perspectives may alter opinions about a literary text or informational text by collecting opinions of like or dislike and why, from classmates about a text listened to during reading. | <ul style="list-style-type: none"> • Student work product showing the text listened to and the tallies of like or dislike recorded next to the text title and the reason given by students |

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| SAT13207 | <p>The student will use personal criteria to evaluate the quality of literary work(s) by giving reason(s) why he/she found the work enjoyable.</p> <p>(e.g., I like the rhythm of poem; the author talked a lot about how things looked so I could imagine them; the author used a lot of colorful words; etc.)</p> | <ul style="list-style-type: none"> • Videotape or audiotape of the student describing the criteria used to evaluate the literary work(s) |
| SAT13304 | <p>The student will recognize a strategy to determine the validity of information by selecting those strategy(s) that provide for the strongest support of the author's perspective.</p> <p>(e.g., data in text, references to other texts, expert testimony, etc.; Note: include items that support and items that don't support in choices)</p> | <ul style="list-style-type: none"> • Audiotape of the student answering questions that are related to the author's perspective and selecting items that validate the information presented by the author |
| SAT13302 | <p>The student will use established criteria to evaluate literary work(s) by completing the information in a given criteria worksheet.</p> | <ul style="list-style-type: none"> • Student work product showing the established criteria and the information that the student used from the literary work(s) to evaluate it |
| SAT13305A | <p>The student will indicate a personal opinion about a literary work from a set of personal criteria.</p> <p>(e.g., checking off each personal criteria achieved by the literary work and indicating whether he/she likes it or not; etc.)</p> | <ul style="list-style-type: none"> • Student work product of a student-developed personal criteria checklist with marks made on it by the student to indicate which criteria the literary work related to – The student indicates at the bottom of the checklist a specific opinion about the work |
| SAT13305B | <p>The student will indicate a personal opinion about a literary work from a set of personal criteria by writing the title of a book he/she read and circling the rating(s) on a Book Review form that he/she created.</p> | <ul style="list-style-type: none"> • Student work product showing the student opinion about the literary work on the student Book Review form |

GLIs and Essences**ELA – Grade 8
(cont'd)****Required Component 2—Key Idea: Writing****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. 61 | <ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing | <ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines and graphic organizers • Write clear, concise, and varied sentences, developing a personal writing style and voice |

AGLIs

ELA – Grade 8 (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

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| <p>The student will:</p> <ul style="list-style-type: none"> connect details to main idea example(s) using a graphic organizer (21101) convey answers to literal questions about explicit text (“who,” “what,” “where,” “when,” and/or “how”) (21108) create a graphic organizer to record facts and/or ideas (21103) take notes to record data, fact(s), and/or idea(s) (21104) organize notes logically about a topic (21105) summarize informational text in own words (21109) create picture(s), symbol(s), object(s), etc. to communicate information (21107) | <p>The student will:</p> <ul style="list-style-type: none"> use a note-taking process, to record data, facts, and/or ideas (21201) recognize the relationship among the facts and/or ideas (e.g., importance, cause and/or effect, support, opposition, etc.) (21202) take notes distinguishing between relevant and irrelevant ideas, facts, or data (21206) takes notes identifying the main idea and/or its supporting details or examples (21204) compare and/or contrast facts, ideas, and/or data (21205) | <p>The student will:</p> <ul style="list-style-type: none"> use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301) compose clear sentences to answer literal questions or to present information (“who,” “what,” “where,” “when,” “how,” and/or “why”) about explicit informational text (21306) use information to support answers to literal questions (21303) use an outline or other organizer to share information (21304) compare and contrast ideas, facts, and/or data from informational text(s) (21307) |
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*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, informational text, compare, contrast, explicit text, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs**ELA – Grade 8
(cont'd)****Required Component 2**—Key Idea: Writing**Choice Component 1**—Standard 1: Students will read, write, listen, and speak for **information and understanding**.**SAMPLE ASSESSMENT TASKS (SATs)**

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

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|--|--|
| SAT21101 | The student will connect details to main idea by indicating or selecting from a set of choices the main idea and two or more supporting details completing a graphic organizer with this information. (Note: need to use vocabulary specific to main idea and supporting details) | <ul style="list-style-type: none"> Student work product of a graphic organizer completed by the student with the main idea and supporting details added in the appropriate spots |
| SAT21108A | The student will convey answers to literal questions about an explicit text (who, what, where, when and/or how) from a set of choice for each question. (e.g., "News to You" worksheets with questions, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student answering specific literal questions using his/her PECs or Boardmaker sheets |
| SAT21108B | The student will convey answers literal questions about explicit text by writing single words, phrases, and/or short sentences for each question. | <ul style="list-style-type: none"> Student work product with literal questions and student written answers next to each |
| SAT21103 | The student will create a graphic organizer to record facts and/or ideas from a text by selecting the information boxes that would best represent the facts and/or ideas in the text. | <ul style="list-style-type: none"> Student work product of the information boxes student selected to use in the creation of his/her graphic organizer to record facts and/or ideas from a text |
| SAT21104 | The student will take notes to record data, fact(s), and/or idea(s) from a text by selecting only those notes that are related to the text. | <ul style="list-style-type: none"> Videotape of the student reading or attending to a text and then looking at note cards and indicating those that relate to the text |
| SAT21105A | The student will organize a series of notes logically about a topic discussed in class. | <ul style="list-style-type: none"> Student work product showing the series of notes placed in logical order by the student |
| SAT21105B | The student will organize notes about the life cycle of a living thing in logical sequence from the first stage to the last stage. (e.g., butterfly, duck, spider, frog, etc.) | <ul style="list-style-type: none"> Student work product showing how the student organized notes about the stages of a life cycle in logical, sequential order Data Collection Sheet (multi-step) recording student performance when organizing notes about the stages of a life cycle of a living thing from first to last stage |

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|-----------|---|---|
| SAT21109 | The student will summarize key points from an informational text using his/her own words, signing, symbols, pictures, etc. | <ul style="list-style-type: none"> • Videotape or audiotape of the student summarizing key points from an informational text in his/her own words or interpretation of the key points • Student work product of a summary that the student provided |
| SAT21107A | The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text read or listened to by selecting or drawing the text specific information. | <ul style="list-style-type: none"> • Student work product of selected graphic(s) or image(s) using Boardmaker or PECs, Internet picture(s), writing with symbol(s), or drawing(s), etc. that give information about a text |
| SAT21107B | The student will create picture(s), symbol(s), object(s), etc. to communicate information about a text or personal experience by completing a chart or graphic organizer with the specific information. | <ul style="list-style-type: none"> • Student work product of completed chart or graphic organizer that gives information about a text or personal experience |
| SAT21107C | The student will create picture(s) to communicate information by selecting picture(s) to communicate information about the student's favorite activity(s) in school using the touch screen. | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when communicating information by selecting his/her favorite activity(s) |
| SAT21201 | The student will use the note-taking process of placing data, facts, and/or ideas on a graphic organizer while looking through, reading or listening to a text. | <ul style="list-style-type: none"> • Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer |
| SAT21202 | The student will recognize the relationship between facts and/or ideas in a text by selecting the graphic organizer that shows the relationship. | <ul style="list-style-type: none"> • Videotape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and/or ideas in a text |
| SAT21206 | The student will take notes on a graphic organizer to distinguish between relevant and irrelevant ideas, facts, or data provided in a text by listing each in the specified column or area on the graphic organizer. (e.g., Text—Landforms: relevant-mountains, valleys, etc.; irrelevant-valleys formed by erosion, there are four mountain ranges in NY) | <ul style="list-style-type: none"> • Student work product of notes on a graphic organizer and relevant ideas, facts, or data listed in one column and irrelevant ideas, facts, or data listed in another column |
| SAT21204 | The student will take notes by identifying the main idea and/or its supporting details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases to choose from and placing them on a notes page. (Note: need to use vocabulary specific to main idea and/or supporting details or examples) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student being given the text, looking at the choices, and making decisions relating to the main idea and/or supporting details or examples from the text; then placing his/her choices on a notes page • Student work product of notes page created by the student showing the main idea and/or supporting details specific to the text |
| SAT21205A | The student will compare and/or contrast facts or ideas by completing a chart or other graphic organizer after reading or listening to an informational text. | <ul style="list-style-type: none"> • Student work product of a graphic organizer with the facts or ideas comparing the information |

| | | |
|-----------|---|--|
| SAT21205B | The student will compare and/or contrast data about a specific topic in a chart. (e.g., the sale of apples in New York compared to other states; number of people in New York compared to other states; etc.) | <ul style="list-style-type: none"> Student work product of a chart with headings for New York and another state and under each the data specific to the state and one statement about how they compare |
| SAT21301 | The student will use note-taking process to demonstrate relationships among data, facts, and/or ideas from multiple informational texts by sorting them into common topics and placing the relevant information on a notes page. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics and placing them on a notes page |
| SAT21306A | The student will compose clear sentences to answer literal questions using information from explicit information text. (e.g., possible literal questions presented: “Why did the American colonies revolt against Great Britain?” “How did the American colonies manage to win their independence from such a powerful country as Great Britain?” “What is an effect of the rising or lessening cost of gas?”) | <ul style="list-style-type: none"> Student work product of student-composed clear sentences for each literal question asked, based on an explicit informational text |
| SAT21306B | The student will compose clear sentences to respond to literal questions or provide information about an explicit informational text read or listened to. | <ul style="list-style-type: none"> Student work product of clear sentences providing information or answering questions about an explicit informational text |
| SAT21303A | The student will answer literal questions using the main idea and/or one or more supporting details from a text to validate his/her response. | <ul style="list-style-type: none"> Videotape or audiotape of the student using the information in the main idea and any supporting details to appropriately answer specific literal questions |
| SAT21303B | The student will use information from a text to answer literal questions by answering the questions and indicating information (e.g., page number, phrase or word from text, etc.) within the text that supports the answer to each of the literal questions. | <ul style="list-style-type: none"> Student work product of the literal questions with the student answers and information from within the text that supports the answers |
| SAT21304 | The student will use an outline or other organizer by selecting a graphic organizer that is most appropriate for sharing three or more relevant details from a text when given a set of graphic organizers. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student being presented with the information from a text and a set of choices and then selecting the appropriate graphic organizer to present the specific relevant details from a text |
| SAT21307 | The student will compare and contrast ideas, facts, and/or data on a graphic organizer to indicate similarity(s) and difference(s) found in an informational text. | <ul style="list-style-type: none"> Student work product of the ideas, facts, or data presented on a graphic organizer to indicate a comparison (similarity) of the information and contrast of the information (difference) related to a specific idea |

| GLIs and Essences | | ELA – Grade 8 (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. | | | |
| ELA Core Curriculum (2005) | Grade Level Indicators (GLI) | Essence of Indicators | |
| Pg. 62 | <ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation | <ul style="list-style-type: none"> • State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for a written presentation on the basis of audience, purpose, and content | |

AGLIs**ELA – Grade 8
(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.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Writing-Standard 3****Less Complex****More Complex**

The student will:

- recognize appropriate prediction(s) based on text about possible outcome(s) (23101)
- recognize concept(s) of audience, purpose, and/or content in text (23102)
- recognize that opinion-based writing requires facts, examples, or reasons to support an opinion (23103)
- identify relevant and/or irrelevant information (23104)
- identify facts and/or opinions (23105)
- indicate an opinion about a text (23107)

The student will:

- make prediction(s) about possible outcome(s) and/or explain reasoning using evidence (23208)
- compose persuasive, expository, or descriptive sentence(s) about one topic for a particular audience (23209)
- recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203)
- share details to develop a description (23210)
- share details to develop exposition (23211)
- share facts to support an opinion (23212)
- use another resource to check the validity of one fact or example in persuasive writing (23213)

The student will:

- make a prediction about a possible outcome and provide supporting evidence (23306)
- indicate an opinion and provide supporting evidence for that opinion (23307)
- develop content for a composed presentation for a particular audience and/or purpose (23308)
- identify persuasive technique(s) in an editorial or advertising (23309)
- use multiple resources to check the validity of fact(s) or example(s) in persuasive writing (23310)
- recognize one strategy that is necessary for effective persuasion, exposition (informational), and/or description (23311)
- compose a persuasive, expository (informational), or descriptive paragraph for a particular audience (23312)

*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), 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 8 (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.

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|--|
| SAT23101 | The student will recognize an appropriate prediction(s) of a story or text by selecting a possible outcome(s) from several given possibilities. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the appropriate prediction(s) based on possible outcome(s) |
| SAT23102 | The student will recognize the concept of audience by indicating the appropriate audience that goes with a specific text. | <ul style="list-style-type: none"> Student work product of picture(s) or symbol(s) that represent the text and student selected picture(s) or symbol(s) representing the audience to go with the text |
| SAT23103 | The student will recognize that opinion-based writing requires facts to support the opinion by selecting two or more corresponding statements of fact to support a given opinion about an illustration depicting a situation. (e.g., FACTS: "The man is in snowstorm with no coat." and "The temperature is ten degrees." supports an OPINION: "The man is cold.") | <ul style="list-style-type: none"> Videotape of the student being presented with an illustration and opinion and then selecting the basis for that opinion from provided fact sentence strips, two or more which coincide with the illustration (e.g., man is in snowstorm with no coat and the temperature is ten degree=the man is cold.) |
| SAT23104 | The student will identify relevant and/or irrelevant information when presented with a main idea and details from a text, some of which are not pertinent. (e.g., Topic—Plant Care: relevant- soil condition, quantity of water, type of plant; irrelevant- mom grows plants, plastic pot or glass pot) | <ul style="list-style-type: none"> Student work product of a main idea and details with a circle drawn around the relevant information and/or an 'X' placed over the irrelevant information |
| SAT23105A | The student will identify facts and/or opinions by indicating fact or opinion for each of the statements. | <ul style="list-style-type: none"> Student work product showing statements with fact or opinion written, circled, etc. for each statement |
| SAT23105B | The student will identify facts by indicating which two pictures out of five pictures show factual events or the details of facts. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting two pictures that show factual events or the details of facts from a choice of five different pictures |
| SAT23107A | The student will indicate an opinion about a text by writing one opinion about the text. | <ul style="list-style-type: none"> Student work product with written opinion about the text |
| SAT23107B | The student will indicate an opinion by tapping his/her finger on the picture to indicate a favorite recipe when given a cookbook with pictures of recipes. | <ul style="list-style-type: none"> Videotape of the student indicating his/her opinion of a favorite recipe |

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| SAT23107C | The student will indicate an opinion about a text by hitting a switch or responding to a teacher posed question “what do you think about this text?” | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating his/her opinion about a text |
| SAT23208 | The student will predict an outcome of a story by indicating the prediction and indicating evidence from the story to support the prediction. | <ul style="list-style-type: none"> Videotape of the student selecting a prediction from a series of pictures and selecting evidence (picture(s), word(s), sentence(s), etc.) to support prediction |
| SAT23209 | The student will create persuasive sentence(s) appropriate for a particular audience about a selected topic. (e.g., teacher, parent, principal, another student, editor of the local/school newspaper, etc.) | <ul style="list-style-type: none"> Student work product of a letter the student wrote to the principal about school lunch |
| SAT23203 | The student will recognize the use of persuasion by locating an example of persuasion in a magazine(s) advertisement. | <ul style="list-style-type: none"> Videotape of the student looking through magazine(s) to indicate an advertisement to show persuasion Student work product of a collage of persuasive advertisements from a magazine(s) |
| SAT23210 | The student will share details that provide enough description about an object or event that another person can identify the item or event being described. | <ul style="list-style-type: none"> Audiotape of the student providing details to another student or teacher to get them to recognize what the student is talking about |
| SAT23211 | The student will share details to develop an exposition by selecting words, phrases, or sentence cards that are applicable for an expository writing about a topic. | <ul style="list-style-type: none"> Student work product of the topic with the chosen word, phrase, or sentence cards for an expository type writing |
| SAT23212 | The student will share facts to support an opinion by communicating facts collected from a resource to support a given opinion. | <ul style="list-style-type: none"> Videotape of the student providing facts that the student collected to another student or teacher and indicating the source of these facts for the given opinion |
| SAT23213 | The student will use an additional resource to validate a fact(s) found in a persuasive writing about a topic of interest to the student. (e.g., encyclopedia, Internet, reference book to validate fact(s) in newspaper editorial article, advertising pamphlet, etc.) | <ul style="list-style-type: none"> Videotape of the student highlighting the fact(s) in the persuasive writing and then looking up information in a resource to validate the fact(s) Student work product of a worksheet the student completes providing a fact(s) from the persuasive writing, the resource(s) used to validate fact(s), and a statement of validation from the resource(s) |
| SAT23306 | The student will make a prediction and provide supporting evidence from the story or text that led him/her to make that predication. | <ul style="list-style-type: none"> Audiotape of the student stating predictions and supporting evidence from story or text that led to the prediction |
| SAT23307 | The student will indicate an opinion and its supporting evidence by creating a paragraph in which he/she states an opinion and provides supporting evidence. | <ul style="list-style-type: none"> Student work product of a student-written paragraph(s) with the opinion and the factual supporting evidence to support the specific opinion |
| SAT23308 | The student will select a topic, collect facts, and make posters to be used in a presentation to the class. | <ul style="list-style-type: none"> Student work product of posters showing the facts and details that the student will share in his/her presentation to the class |

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| SAT23309 | The student will identify one or more persuasive techniques when given an editorial or advertisement. (e.g., comparison, exaggeration, etc.) | <ul style="list-style-type: none"> • Videotape or audiotape of the student pointing out or otherwise indicating the specific persuasive technique(s) used in the advertisement or editorial |
| SAT23310 | The student will use two or more resources to check the validity of facts and/or examples provided in a persuasive writing by matching the persuasive writing fact or example with the facts collected from the different sources. | <ul style="list-style-type: none"> • Student work product that includes the persuasive fact or example with the facts collected from each source and the sources indicated |
| SAT23311 | The student will recognize one strategy that is necessary for effective persuasion, exposition, and/or description by selecting a strategy applicable for a type of writing from a set of choices. | <ul style="list-style-type: none"> • Student work product of the matched strategy to the applicable type of writing |
| SAT23312A | The student will compose an expository or descriptive paragraph to share with a given audience. | <ul style="list-style-type: none"> • Student work product of created paragraph in an expository or descriptive writing style appropriate for a specific audience |
| SAT23312B | The student will compose a persuasive paragraph to convince the class to have a bake sale and give the money earned to charity rather than saving it for something for the classroom or school. | <ul style="list-style-type: none"> • Student work product of a persuasive paragraph • Audiotape of the student presenting his/her persuasive paragraph to the class |

Mathematics NYSAA Frameworks

Grade 8

New York State Alternate Assessment

MATH – Grade 8**GLIs and Essences****Required Component 1—Strand: Geometry****Choice Component 1—Band: Geometric Relationships**

| Math Core Curriculum (2005) | Grade Level Indicators (GLI) | | Essence of Indicators |
|------------------------------------|-------------------------------------|---|--|
| Pg. 86 | 8.G.1 | Identify pairs of vertical angles as congruent | <ul style="list-style-type: none"> • Identify pairs of vertical, supplementary, and complementary angles and calculate the missing angle measurements when given two intersecting lines and an angle • Determine angle pair relations and calculate the missing angle measurement when given two parallel lines cut by a transversal |
| | 8.G.2 | Identify pairs of supplementary and complementary angles | |
| | 8.G.3 | Calculate the missing angle in a supplementary or complementary pair | |
| | 8.G.4 | Determine angle pair relationships when given two parallel lines cut by a transversal | |
| | 8.G.5 | Calculate the missing angle measurements when given two parallel lines cut by a transversal | |
| | 8.G.6 | Calculate the missing angle measurements when given two intersecting lines and an angle | |

AGLIs**MATH – Grade 8****Required Component 1—Strand: Geometry****Choice Component 1—Band: Geometric Relationships****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships**

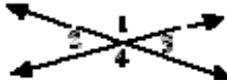
| Less Complex | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
|--|---|--|
| <p>The student will:</p> <ul style="list-style-type: none"> identify congruent shapes and/or congruent angles (31104) identify parallel line segments (31105) identify shapes that contain angles (31103) | <p>The student will:</p> <ul style="list-style-type: none"> identify pairs of congruent angles (31201) identify pairs of vertical angles and determine if they are congruent (31204) determine the measure of the missing angle when given the measure of one of a pair of vertical angles (31203) | <p>The student will:</p> <ul style="list-style-type: none"> identify pairs of supplementary angles (31301) calculate the missing angle of a pair of supplementary angles (31302) |

*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., congruent figure/shape/angle, parallel line segment, vertical angles, supplementary angles, 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 8****Required Component 1—Strand: Geometry****Choice Component 1—Band: Geometric Relationships****SAMPLE ASSESSMENT TASKS (SATs)**

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

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|--|---|
| SAT31104A | The student will identify congruent angles when shown an angle by indicating a congruent angle from a variety of choices. (e.g., shapes with angles and food with angles; Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting, eye gazing to or pointing to, etc. the angle that is congruent to the given angle from two or more choices Videotape of the student being presented with an angle and two or more choice angles and then when asked "which angle is a congruent angle?", the student eye gazes to the appropriate angle choice |
| SAT31104B | The student will identify congruent shapes when shown a shape by indicating a congruent shape from a variety of choices. (e.g., geometric shapes of triangle, octagon, circle with various choices next to each shape; shape on top of page with congruent shapes circled below; Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Student work product showing given shape and next to the shape the congruent shape the student chose Videotape of the student being presented with a shape and two or more choice shapes and then when asked "which shape is a congruent shape?", the student eye gazes to the appropriate shape choice |
| SAT31104C | The student will identify congruent shapes by placing them on top of one another to see which are congruent. (Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Student work product of congruent shapes paired together on a worksheet |
| SAT31104D | The student will identify congruent shapes and/or angles by sorting a variety of examples into two categories congruent and not congruent. (e.g., T-chart with a shape on top with "congruent" and "not congruent" listed above each column; Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Student work product showing two columns: one column with congruent shapes and/or angles grouped together and another column with not congruent shapes and/or angles grouped together |
| SAT31105 | The student will identify parallel line segments by indicating whether segments are parallel. (e.g., through yes/no responses, marking or labeling the parallel segments, etc.) | <ul style="list-style-type: none"> Student work product of a worksheet with different line segments drawn on it and the ones marked, highlighted, etc. that the student identified as parallel |
| SAT31103 | The student will identify shapes with angles by marking or indicating shapes with angles when given shapes with and without angles. (e.g., by eye gazing, touch screen, and other modes of communication the shapes with angles) | <ul style="list-style-type: none"> Student work product containing multiple shapes with student markings that show only those shapes that contain an angle(s) Videotape of the student being presented with two shapes and when asked "which shape has an angle?", the student eye gazes to the appropriate shape |

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| SAT31201A | The student will identify pairs of congruent angles by placing them on top of each other to see which are congruent. (Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Videotape of the student pairing angles and indicating which are congruent Student work product of congruent angles paired together on a worksheet |
| SAT31201B | The student will identify pairs of congruent angles by indicating the congruent angles from a set of choices. (Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting, eye gazing to or pointing to, etc. the angle that is congruent to the given angle to make a pair from a set of three or more angles Videotape of the student being presented with an angle and two or more choice angles and then when asked “which angle is a congruent angle?”, the student eye gazes to the appropriate angle choice |
| SAT31204 | The student will identify pairs of vertical angles, determine if the angles are congruent, and then mark those that are. (Note: need to use vocabulary specific to congruent) | <ul style="list-style-type: none"> Student work product of pictures of vertical angles with a check mark placed next to the angles that are congruent |
| SAT31203 | The student will determine the measure of the missing angle when given one measure of a pair of vertical angles by selecting or writing the measure for the corresponding vertical angle.  (e.g., Given the measure of angle 1 as 130 degrees, what is the measure of the other vertical angle, angle 4?) | <ul style="list-style-type: none"> Student work product of pictures selected by the student indicating the measure of the missing angle when given the measure of one of a pair of vertical angles |
| SAT31301A | The student will identify pairs of supplementary angles by selecting or drawing pairs of supplementary angles given angles with a variety of degrees. | <ul style="list-style-type: none"> Student work product of pictures selected by the student of supplementary angles Student work product of pairs of supplementary angles drawn by the student |
| SAT31301B | The student will identify pairs of supplementary angles by putting together a puzzle with pieces containing supplementary angles. (e.g., Student correctly identifies the piece with the angle that fits with a given angle) | <ul style="list-style-type: none"> Videotape of the student putting a puzzle together with pieces that contain supplementary angles |
| SAT31302 | The student will calculate the missing angle of a pair of supplementary angles. | <ul style="list-style-type: none"> Student work product indicating the measure of the missing angle of a pair of supplementary angles calculated by the student |

MATH – Grade 8

(cont'd)

GLIs and Essences

Required Component 1—Strand: Geometry

Choice Component 2—Band: Transformational Geometry

| Math Core Curriculum (2005) | Grade Level Indicators (GLI) | | Essence of Indicators |
|-----------------------------|------------------------------|--|--|
| Pg. 86 | 8.G.7 | Describe and identify transformations in a plane, using proper function notation (rotations, reflections, translations, and dilations) | <ul style="list-style-type: none"> Describe, identify, and draw transformations in a plane (rotations, reflections, translations, and dilations) Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation |
| | 8.G.8 | Draw the image of a figure under rotations of 90 and 180 degrees | |
| | 8.G.9 | Draw the image of a figure under a reflection over a given line | |
| | 8.G.10 | Draw the image of a figure under a translation | |
| | 8.G.11 | Draw the image of a figure under dilation | |
| | 8.G.12 | Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation | |

| AGLIs | | MATH – Grade 8 (cont'd) | |
|--|--|--|---------------------|
| Required Component 1—Strand: Geometry | | | |
| Choice Component 2—Band: Transformational Geometry | | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs)* | | | |
| POSSIBLE ENTRY POINTS for Geometry-Transformational Geometry | | | |
| Less Complex | | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
| <p>The student will:</p> <ul style="list-style-type: none"> identify or interpret images resulting from translations using one or more types of models (32102) recognize the image of a figure or shape that has been rotated, translated, dilated, or reflected (32103) | <p>The student will:</p> <ul style="list-style-type: none"> identify or interpret images resulting from translations and/or reflections using one or more types of models (32202) | <p>The student will:</p> <ul style="list-style-type: none"> identify and interpret images resulting from translations, reflections, rotations, and/or dilations (32302) | |

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

MATH – Grade 8

(cont'd)

SATs

Required Component 1—Strand: Geometry

Choice Component 2—Band: Transformational Geometry

SAMPLE ASSESSMENT TASKS (SATs)

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

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT32102 | The student will identify images showing translations by selecting a translated image or item for each translation from a group of images or items. (e.g., slide (move) an object (counter, checker) from one place to another on the work surface, responding to "left," "right," etc.) | <ul style="list-style-type: none"> • Videotape of the student selecting an object on work surface showing translations • Student work product of a journal showing the initial position of shapes and the translations |
| SAT32103A | The student will recognize a figure (letter, drawn object, etc.) when the figure is dilated by matching the original figure to the dilated figure given a couple of choices showing the figure differently. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student looking at the given image and then selecting the enlarged version of it |
| SAT32103B | The student will recognize an image of figure or shape that has been rotated, translated, dilated, or reflected by eye gazing to, pointing to, or circling the corresponding shape before the transformation. | <ul style="list-style-type: none"> • Student work product showing the shapes that the student placed together, lines drawn connecting the matched shapes, shapes that are marked with the same color, etc. |
| SAT32103C | The student will recognize figure or shape that has been rotated, translated, dilated, or reflected by attending to the teacher transforming the figure or shape both before and after, then repeating what the teacher modeled. | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording performance of the student attending to the shape before the transformation and after the shape transformation and repeating the transformation |
| SAT32202A | The student will identify images showing translations and/or reflections using models, manipulatives, and/or pictures by selecting the image of the translations or reflections. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting shapes and its translated/reflected partner |
| SAT32202B | The student will interpret images that have been translated and/or reflected by naming the specific transformation for each of the images. | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when naming the transformation when the teacher slides and/or flips shapes on a board or grid |
| SAT32302 | The student will identify and interpret translations, reflections, rotations, and/or dilations using models, manipulatives, and/or pictures by labeling the transformation when the teacher slides, flips, turns, and/or dilates shapes on a board. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student making a repeating shape pattern by using reflections and rotations as directed by teacher • Data Collection Sheet (multi-step) recording student performance when labeling the transformations appropriately |

GLIs and Essences**MATH – Grade 8
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 1—Band: Variables and Expressions**

| Math Core Curriculum (2005) | Grade Level Indicators (GLI) | | Essence of Indicators |
|------------------------------------|-------------------------------------|--|---|
| Pg. 84 | 8.A.1 | Translate verbal sentences into algebraic inequalities | <ul style="list-style-type: none"> • Translate verbal sentences into algebraic inequalities • Write verbal expressions that match given mathematical expressions • Determine the relationship between a description of a situation and its graph • Use physical models to perform operations with polynomials |
| | 8.A.2 | Write verbal expressions that match given mathematical expressions | |
| | 8.A.3 | Describe a situation involving relationships that matches a given graph | |
| | 8.A.4 | Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship | |
| | 8.A.5 | Use physical models to perform operations with polynomials | |

MATH – Grade 8 (cont'd)

AGLIs

Required Component 2—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:

- compare quantities of objects using the symbols ($=$, $>$, or $<$) related to the terms (equal to, greater than, or less than) (41103)
- compare numerals using the symbols ($=$, $>$, $<$, or \neq) related to the terms (equal to, greater than, less than, or not equal) (41104)
- translate verbal/written sentences into algebraic sentences using numerals and the symbols $+$, $-$, $=$, and/or \neq (41105)**
-

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$ (41203)**
- identify correct number sentences that use any of the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$ (41204)***
- evaluate numerical expressions (41205)****

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, $<$, \geq , and/or \leq (41304)**
- complete and/or identify correct number sentences that use any of the symbols $+$, $-$, \times , \div , \neq , $>$, $<$, \geq , and/or \leq (41305)***
- create verbal expressions that match given mathematical expressions (41306)***
- evaluate and/or simplify algebraic expressions (41307)****

*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) sentence, algebraic (or numeric) expression, 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 sentence. For the translated sentence to be considered correct it must be horizontal.

*** Sentence/Expression must be presented horizontally.

**** Expression must be presented horizontally, 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.

SATs**MATH – Grade 8
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 1—Band: Variables and Expressions****SAMPLE ASSESSMENT TASKS (SATs)**

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

| SAT Alignment to AGLI | Sample Assessment Tasks | POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies |
|------------------------------|---|---|
| SAT41103A | The student will compare quantities of objects when given two sets of objects using the symbols for the terms greater than ($>$), less than ($<$), or equal to ($=$) by placing the correct symbol between the sets. | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when comparing different sets and the identified symbol for each set Student work sample showing sets of numbers and the symbol the student identified to show the comparison |
| SAT41103B | The student will compare quantities of objects by indicating the correct set to complete the statement when presented with a given set and the symbols for the terms less than ($<$), greater than ($>$), or equal to ($=$). (e.g., presented with '2 books $<$ '— student chooses between 7 books or 1 book; etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the appropriate set Student work product showing the given sets and symbols and the set the student chose to complete the expression |
| SAT41104 | The student will compare two numerals and select the correct symbol ($<$, $>$, $=$, or \neq) related to the terms less than, greater than, equal to, or not equal. (e.g., $10 ? 4$; $2 ? 6$; $3 ? 1$, etc.) | <ul style="list-style-type: none"> Student work product of sets of numbers and symbol cards pasted between the numbers |
| SAT41105 | The student will translate two or more simple verbal/written sentences into algebraic sentences using numerals and symbols ($+$, $-$, $=$, and/or \neq) by writing equations in journal. (e.g., teacher states or signs: "four plus three is equal to seven", student writes $4 + 3 = 7$; teacher writes "one apple plus two apples is not equal to four apples", student writes $1 + 2 \neq 4$; etc.; Note: student must show/select the algebraic sentence in a horizontal format) | <ul style="list-style-type: none"> Student work product of a student journal containing verbal/written sentences given by the teacher and the student's translation using numerals and symbols |
| SAT41203 | The student will translate verbal/written sentences into algebraic sentences using the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$ by indicating or writing the correct sentence. (e.g., written sentence: "John has four pencils, he buys three more which is less than 10 pencils." and the student writes or selects " $4 + 3 < 10$ ", etc; Note: student must show/select the algebraic sentence in a horizontal format) | <ul style="list-style-type: none"> Student work product of written sentences and the student's translated sentences Videotape of the student listening to the verbal sentences and indicating the correct sentences |
| SAT41204 | The student will identify correct number sentences that use $+$, $-$, \times , \div , \neq , $>$, and/or $<$ | <ul style="list-style-type: none"> Student work product with the correct number sentences identified |

| | | |
|-----------|---|--|
| | <p>given a set of choices. (e.g., $3+5>8$; $5-3\neq 8$; $3-8>5$; Note: sentence must be presented horizontally)</p> | |
| SAT41205 | <p>The student will evaluate numerical expressions by filling in or selecting the missing number or symbol.</p> <p>(e.g., $3 _ 5 = 8$ given $<$, $+$, and $=$; $5 - \square = 3$ given 4, 7, 2; $10 - 2 = \square$ given 10, 3, 8; etc.; Note: expression must be presented horizontally, student may solve it vertically)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the given expression and with choice cards available to him/her selecting the card that correctly completes the expression Student work product showing the numerical expression and the number or symbol the student selected to complete the expression |
| SAT41304 | <p>The student will translate verbal or written sentences into algebraic sentences using the symbols $+$, $-$, \times, \div, \neq, $>$, $<$, \geq, and/or \leq.</p> <p>(e.g., teacher writes or states “20 plus 14 is not equal to 30”, student writes or selects “$20 + 14 \neq 30$”; teacher writes or states “seven is less than ten”, student writes or selects “$7 < 10$”; teacher writes or states “the temperature is 32 degrees. It will fall by 10 degrees. This is less than the high of 45 degrees”, student writes or selects “$32 - 10 < 45$”; Note: student must show/select the algebraic sentence in a horizontal format)</p> | <ul style="list-style-type: none"> Student work product showing algebraic sentences translated from verbal sentences read to the student |
| SAT41305A | <p>The student will complete number sentences that use various mathematical symbols by filling in the missing element(s) in the sentences.</p> <p>(e.g., $4 _ 4 > 10$—student choices presented $+$, $-$, or \times; $9 _ 5$—student choices presented $>$ or \leq; etc.; Note: sentence must be presented horizontally)</p> | <ul style="list-style-type: none"> Student work product showing the number sentences with the missing elements filled in by the student |
| SAT41305B | <p>The student will identify correct number sentences that use any of the symbols $+$, $-$, \times, \div, \neq, $>$, $<$, \geq, and/or \leq by pointing to, circling, eye gazing to, etc. the ones that are correct given a variety of sentences.</p> <p>(Note: sentence must be presented horizontally)</p> | <ul style="list-style-type: none"> Student work product of the student pointed to, circled, eye gazed to, etc. correct number sentences |
| SAT41306 | <p>The student will create verbal expressions when given written mathematical expressions.</p> <p>(e.g., $x+10$—the student states, signs, etc. the sum of a number plus ten; Note: expression must be presented horizontally)</p> | <ul style="list-style-type: none"> Audiotape of the student giving verbal expressions for given mathematical expressions |
| SAT41307A | <p>The student will evaluate and/or simplify algebraic expressions to find the value of them.</p> <p>(e.g., $1 + 3$—student indicates or writes 4; $10 - 2$—student indicates or writes 8; $4 + 2 + 3$—student indicates or writes 9; $1 + 5 - 2$—student indicates or writes 4; etc.; Note: expression must be presented horizontally, student may solve it vertically)</p> | <ul style="list-style-type: none"> Student work product showing the algebraic expressions and value the student determined for each expression |

| | | |
|-----------|---|---|
| SAT41307B | <p>The student will evaluate algebraic expressions by indicating expressions that have a value equal to 20.</p> <p>(e.g., choices given: $10 + 10$; $4 + 14$; $18 - 2$; $2 + 18$; Note: expression must be presented horizontally, student may put it in a vertical (or working format) in order to figure out the expressions that are equal to 20)</p> | <ul style="list-style-type: none"> • Student work product of student-indicated expressions equal to twenty |
| SAT41307C | <p>The student will simplify algebraic expressions by removing parenthesis (if applicable), using exponent rule (if applicable), combining like terms (if applicable), then combining constants (e.g., numerals) to evaluate the expressions for their value.</p> <p>(e.g., $\square + 50 + 5$ is the same as $\square + \underline{\hspace{1cm}}$; $1 + 20 + \square$ is the same as $\underline{\hspace{1cm}} + \square$; Note: expression must be presented horizontally, student may simplify it vertically and does not need to solve it)</p> | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student looking at the expression and choosing the correct simplification from the set of number cards |

MATH – Grade 8

(cont'd)

GLIs and Essences

Required Component 2—Strand: Algebra

Choice Component 2—Band: Patterns, Relations and Functions

| Math Core Curriculum (2005) | Grade Level Indicators (GLI) | | Essence of Indicators |
|-----------------------------|------------------------------|--|--|
| Pg. 85 | 8.A.15 | Understand that numerical information can be represented in multiple ways, arithmetically, algebraically, and graphically | <ul style="list-style-type: none"> Understand, create, and interpret numerical information using equations, tables of values, and graphs Correctly use the terminology function, relation, domain, and range |
| | 8.A.16 | Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line | |
| | 8.A.17 | Define and use correct terminology when referring to a function (domain and range) | |
| | 8.A.18 | Determine if a relation is a function | |
| | 8.A.19 | Interpret multiple representations using equation, table of values, and graph | |

AGLIs**MATH – Grade 8
(cont'd)****Required Component 2—Strand: Algebra****Choice Component 2—Band: Patterns, Relations and Functions****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Algebra-Patterns, Relations and Functions****Less Complex****More Complex**

The student will:

- recognize repeating patterns in nature, art, music, or literature (43105)
- duplicate or extend repeating patterns in nature, art, music, or literature (43106)
- when given a repeating or growing number and/or shape pattern, duplicate the pattern (43107)
- when given a repeating number and/or shape pattern, extend the pattern (43108)

The student will:

- when given a growing number and/or shape pattern, extend the pattern (43203)
- when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern (43204)**

The student will:

- when given a number and/or shape pattern in the form of a list or table, extend the pattern (43305)
- when given a number and/or shape pattern in the form of a list or table, fill in the missing element in the pattern (43306)**
- create a number and/or shape pattern (43307)
- identify the rule for a number pattern (43308)

*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., duplicate pattern, extend patten, fill in missing element in the pattern, number/shape pattern, repeating pattern, growing pattern, rule for a pattern, 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 to be filled in needs to occur in/near middle and not at the very end or very beginning of the pattern.

MATH – Grade 8

(cont'd)

SATs

Required Component 2—Strand: Algebra

Choice Component 2—Band: Patterns, Relations and Functions

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 |
|-----------------------|--|---|
| SAT43105A | The student will recognize repeating patterns in literature by attending to a story containing repeating patterns as it is read by the teacher. | <ul style="list-style-type: none"> Data Collection Sheet (time-segmented) recording student performance when attending to a repeating pattern in the story attended to with the story pattern notated by the teacher Videotape of the student attending to the repeating pattern in the story |
| SAT43105B | The student will recognize repeating patterns by indicating through facial expression, vocalization, body movement, etc. patterns of sensations when touching patterns of textures or listening to patterns of sounds. (e.g., textures: cotton/sandpaper, leaf/rock; sounds: piano/drum, triangle/symbol) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recognizing a textured patterns or sound patterns Data Collection Sheet (multi-step) recording student performance when recognizing varying patterns of textures or sounds |
| SAT43105C | The student will recognize repeating patterns in nature, art, music, or literature by indicating which is a repeating pattern given a set of choices for each pattern presented. (e.g., Which pattern is a repeating pattern? a aa a aa a aa <u>or</u> a aa aaa aaaa ?; blue, green, red, blue, green, red <u>or</u> blue, red, red, blue, green, green ?) | <ul style="list-style-type: none"> Student work product showing repeating pattern choices with a highlight, mark, circle, etc. on the repeating patterns |
| SAT43106A | The student will duplicate simple A-B texture patterns by indicating through facial expression, vocalization, body movement, yes or no response, etc. a texture pattern that would duplicate the original patterns. (e.g., cotton/sandpaper, leaf/rock etc.) | <ul style="list-style-type: none"> Videotape of the student presented with a pattern (A-B), then presented with the same pattern (A-B), and then a different pattern as the student answers through a yes or no response if the last pattern is the same as the A-B pattern |
| SAT43106B | The student will duplicate repeating patterns by performing movements in time to drummed patterns in music pieces. | <ul style="list-style-type: none"> Videotape or audiotape of the student duplicating the pattern in drummed music |
| SAT43106C | The student will duplicate or extend repeating patterns in nature, art, music, or literature by duplicating or extending as requested. (e.g., Given the drum pattern: beat, beat beat, beat, beat beat — what would come next? or create the same drum pattern.) | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance of the repeating patterns that the student duplicated or extended |
| SAT43107 | The student will duplicate the pattern when given a repeating or growing number and/or shape | <ul style="list-style-type: none"> Videotape of student using the Simon |

| | | |
|-----------|--|--|
| | <p>pattern by duplicating the given patterning. (e.g., repeating: 10, 20, 30, 10, 20, 30—student duplicates exactly as pattern is presented; growing: 2, 4, 6, 8—student duplicates the growing by two pattern with different numbers; Note: shape patterns to include geometric shapes)</p> | <p>game</p> <ul style="list-style-type: none"> Student work product showing original pattern and student's duplicated pattern |
| SAT43108 | <p>The student will extend the pattern when given a repeating number and/or shape pattern by extending the number or shape pattern with what would come next. (e.g., number: 1, 2, 1, 2, _?_; 3, 2, 1, 3, 2, 1, _?_; shape: ; Note: shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product of repeating number patterns with a line filled in by the student at the end of the pattern to extend it |
| SAT43203 | <p>The student will extend the pattern when given a growing number or shape pattern by extending the number or shape pattern with what would come next. (e.g., 4, 8, 12, 16, _?_; 2, 5, 8, _?_; ; Note: shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product of a growing number or shape pattern with the student using shapes or number stickers to extend the pattern |
| SAT43204A | <p>The student will fill in the missing element in a repeating number and/or shape pattern. (e.g., 4, 1, 4, 1, __, 1; 8, 6, 7, 8, __, 7; ; etc.; Note: missing element to occur in/near middle, not at very end or very beginning and shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product of repeating number patterns with the missing element filled in by the student |
| SAT43204B | <p>The student will fill in the missing element in a growing number and/or shape pattern. (Note: missing element to occur in/near middle not at very end or very beginning and shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product of a growing number and/or shape pattern with the missing element completed |
| SAT43204C | <p>The student will fill in the missing element in a growing or repeating number and/or shape pattern. (Note: missing element to occur in/near middle not at very end or very beginning and shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product of a growing or repeating number and/or shape pattern with the missing element completed |
| SAT43305 | <p>The student will extend the pattern when given a number and/or shape pattern in the form of a list or table by indicating the next number or shape as appropriate. (Note: shape patterns to include geometric shapes)</p> | <ul style="list-style-type: none"> Student work product indicating the extended pattern in the list or table |
| SAT43306 | <p>The student will fill in the missing element in the pattern when given a number and/or shape pattern in the form of a list or table. (Note: missing element to occur in/near middle, not at very end or very beginning and shape</p> | <ul style="list-style-type: none"> Student work product indicating the filled in missing elements in the pattern shown in a list or table |

| | patterns to include geometric shapes) | |
|-----------|---|---|
| SAT43307A | The student will create a number and/or shape pattern and then will extend the pattern two or three more times. | <ul style="list-style-type: none"> • Student work product showing a numeric and/or shape pattern created by the student and then extended by the student |
| SAT43307B | The student will create a number and/or shape pattern for the teacher to extend and/or duplicate. | <ul style="list-style-type: none"> • Student work product showing a numeric and/or shape pattern created by the student and then extended or duplicated by the teacher with a notation indicating which part was done by the student and which part by the teacher |
| SAT43308 | The student will identify the rule for a number pattern by describing the rule for finding the next element in the pattern. | <ul style="list-style-type: none"> • Videotape or audiotape of the student describing the rule for finding the next element of a number pattern |

Science NYSAA Frameworks

Grade 8

New York State Alternate Assessment

GLI and Essences**SCI – Grade 8****Required Component 1**—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)**Choice Component 1**—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

| Science Core Curriculum | Grade Level Indicators (GLI) | | Essence of Indicators |
|-------------------------|------------------------------|---|--|
| Pg. 5 | S2.1 | <p>Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.</p> <p>S2.1a demonstrate appropriate safety techniques</p> <p>S2.1b conduct an experiment designed by others</p> <p>S2.1c design and conduct an experiment to test a hypothesis</p> <p>S2.1d use appropriate tools and conventional techniques to solve problems about the natural world, including:</p> <ul style="list-style-type: none"> • measuring • observing • describing • classifying • sequencing | <ul style="list-style-type: none"> • Use appropriate techniques, tools, and safety procedures to design and conduct scientific investigations • Record quantitative and qualitative data |
| | S2.2 | <p>Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.</p> <p>S2.2a include appropriate safety procedures</p> <p>S2.2b design scientific investigations (e.g., observing, describing, and comparing; collecting samples; seeking more information, conducting a controlled experiment; discovering new objects or phenomena; making models)</p> <p>S2.2c design a simple controlled experiment</p> <p>S2.2d identify independent variables (manipulated), dependent variables (responding), and constants in a simple controlled experiment</p> <p>S2.2e choose appropriate sample size and number of trials</p> | |
| | S2.3 | <p>Carry out research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation.</p> <p>S2.3a use appropriate safety procedures</p> <p>S2.3b conduct a scientific investigation</p> <p>S2.3c collect quantitative and qualitative data</p> | |

AGLIs**SCI – Grade 8**

Required Component 1—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 1—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)***POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 2****Less Complex****More Complex**

The student will:

- recognize one technique for conducting scientific investigations (12105)
- recognize tool(s) used for scientific investigations (12106)
- recognize a safety hazard associated with a scientific investigation (12103)
- recognize result(s) of an investigation (12107)

The student will:

- identify simple techniques used during scientific investigations (12201)
- identify tools needed for a scientific investigation (12202)
- identify a safety procedure for a scientific investigation (12203)
- conduct all steps of a simple scientific investigation (12204)
- identify result(s) of an investigation (12207)

The student will:

- design a simple scientific investigation (12303)
- gather tool(s) needed for a scientific investigation (12307)
- implement a technique that is appropriate to answer a specific question (12308)
- use appropriate safety procedures during a scientific investigation (12302)
- recognize independent variables, dependent variables, and constants in a simple investigation (12304)
- record result(s) of an investigation (data) (12309)
- record qualitative and quantitative results of an investigation (12305)

*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., scientific tool, scientific investigation, independent variable, dependent variable, constant, qualitative result, quantitative result, 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 – Grade 8**

Required Component 1—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 1—Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

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 |
|------------------------------|---|---|
| SAT12105A | The student will recognize a technique for conducting scientific investigations by correctly indicating the ones showing the scientific technique being performed. (e.g., technique—a picture of a scientist filling a graduated cylinder; non-technique—a picture of a chef cooking) | <ul style="list-style-type: none"> Student work product showing the student selecting from words, photographs, and/or symbols representing one technique for conducting scientific investigations |
| SAT12105B | The student will recognize one technique of scientific investigations by performing one technique for each of the scientific investigations. (e.g., testing if objects are attracted to a magnetic by picking them up with the magnet; testing if objects will sink or float by placing different objects in water; etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student demonstrating the technique of using a magnet to figure out what objects are attracted to a magnet and placing objects in water to see if they sink or float |
| SAT12106 | The student will recognize tool(s) used for two or more scientific investigations by selecting from the tool appropriate for the given investigations. (e.g., scientific investigation: temperature of water in different situations and air temperature at different times of the day - choices measuring cup and thermometer - student picks up the thermometer; scientific investigation: distance an item will travel when rolled down an inclined plane and distance an item will travel when thrown – choices: ruler and pencil – student circles ruler; etc.) | <ul style="list-style-type: none"> Student work product demonstrates correctly selecting appropriate tool to conduct specified investigations |
| SAT12103 | The student will recognize a safety hazard associated with a scientific investigation by indicating the picture, word, phrase, etc. from a choice that shows an unsafe practice. (e.g., loose hair, baggy clothes, drinking from a beaker, test tube pointing toward student's face, etc.) | <ul style="list-style-type: none"> Student work product showing the student selecting photographs representing safety hazards |

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| SAT12107 | The student will recognize the result(s) of an investigation observed by correctly indicating a representation of the result(s) of an investigation given a set of choices. (e.g., the plant wilted, the water froze, the rock sunk, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student reaching for the unhealthy plant (rather than healthy plant) following an investigation of a lack of water on plants |
| SAT12201 | The student will identify two or more simple techniques used during scientific investigations that were observed by naming the techniques. (e.g., filling a graduated cylinder, weighing an object on a balance, reading a thermometer, etc.) | <ul style="list-style-type: none"> Videotape showing the student naming (verbally, written, using augmented communication) two or more techniques used after observing scientific investigations |
| SAT12202 | The student will identify two or more tools needed for a scientific investigation by indicating the appropriate tools given the scientific investigation. (e.g., scientific investigation: mixing vinegar and baking soda; tools presented: beaker, graduated cylinder, balance, microscope, eye dropper, etc.) | <ul style="list-style-type: none"> Student work product showing the two or more selected (scribed, written, using augmented communication) scientific tools |
| SAT12203A | The student will identify which safety procedure is being followed during an observed scientific investigation. (e.g., wearing goggles, apron, tying back hair, following directions, etc.) | <ul style="list-style-type: none"> Videotape showing the student indicating (verbally, written, using augmented communication) the safety procedure used in the scientific investigation observed |
| SAT12203B | The student will identify which safety procedure for a scientific investigation is being followed by indicating the safety procedure given a set of choices. (e.g., wearing goggles, apron, tying back hair, following directions, etc.) | <ul style="list-style-type: none"> Student work product indicating which safety procedure is being followed when presented with photographs showing safe and unsafe practices being followed in a scientific investigation |
| SAT12204 | The student will conduct all steps of a simple scientific investigation. (e.g., sink/float, ball/cube on ramp, freeze/melt temperatures, etc.) | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance on all steps of the investigation with the scientific investigation notated by the teacher |
| SAT12207 | The student will identify the result of an investigation by naming or selecting the appropriate result for a given investigation. (e.g., plant with no water = unhealthy; beach ball on top of water floats) | <ul style="list-style-type: none"> Student work product showing the correctly named or selected result from a list, photographs, or symbols that depict the results of an investigation |
| SAT12303 | The student will design a simple scientific investigation that is appropriate to answer a specific question. (e.g., what will happen if we deprive a plant of light—student indicates steps to design the investigation) | <ul style="list-style-type: none"> Student work product showing the design of a simple scientific investigation that is appropriate to answer a specific question (showing by words, drawings, symbols or computer graphics) |
| SAT12307 | The student will gather tool(s) needed for a given scientific investigation from a choice of objects. (e.g., The student gathers materials (from a set of scientific tools) such as a ruler to do an experiment to measure the growth of a plant.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the tools gathered by the student for the investigation |

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| SAT12308 | The student will implement a technique that is appropriate to answer a specific question. (e.g., placing a magnet over two different piles of objects to see which one is attracted to the magnet or placing one plant in darkness, one in light to see which remains healthy) | <ul style="list-style-type: none"> Videotape of the student implementing a technique that is appropriate to answer a specific question |
| SAT12302 | The student will demonstrate correct safety procedures for a scientific investigation by wearing goggles, lab coat, tying back hair, following directions, etc. | <ul style="list-style-type: none"> Data Collection Sheet recording performance of the student using safety procedures for a scientific investigation Sequenced, captioned, dated photographs of the student wearing goggles while conducting an investigation |
| SAT12304 | The student will recognize the independent variables, dependent variables, and constants in a simple investigation he/she has observed, performed, or designed. | <ul style="list-style-type: none"> Student work product showing the named or selected independent variable, dependent variable, and constant in an investigation as they design or perform it |
| SAT12309 | The student will record the result(s) in the form of data from an investigation by indicating the appropriate data. (e.g., investigation: distance a ball traveled when rolled down an inclined plane – choices: 2 feet or 2 inches) | <ul style="list-style-type: none"> Student work product showing data indicated by the student for the investigation |
| SAT12305 | The student will record both quantitative and qualitative results of an investigation observed by completing a graph, chart or list. (e.g., ice left at room temperature melts [qualitative] and changes from 0°C to room temperature [quantitative]) | <ul style="list-style-type: none"> Student work product (graph, chart, list, drawings, photograph) showing the qualitative and quantitative results of an investigation |

GLI and Essences**SCI – Grade 8
(cont'd)****Required Component 1**—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)**Choice Component 2**—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

| Science Core Curriculum | Grade Level Indicators (GLI) | Essence of Indicators |
|-------------------------|---|--|
| Pg. 5–6 | <p>S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis.</p> <p>S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships</p> <p>S3.1b generate and use scales, create legends, and appropriately label axes</p> <p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p> <p>S3.2a accurately describe the procedures used and the data gathered</p> <p>S3.2b identify sources of error and the limitations of data collected</p> <p>S3.2c evaluate the original hypothesis in light of the data</p> <p>S3.2d formulate and defend explanations and conclusions as they relate to scientific phenomena</p> <p>S3.2e form and defend a logical argument about cause-and-effect relationships in an investigation</p> <p>S3.2f make predictions based on experimental data</p> <p>S3.2g suggest improvements and recommendations for further studying</p> <p>S3.2h use and interpret graphs and data tables</p> <p>S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.</p> | <ul style="list-style-type: none"> • Organize data (results) using graphs, diagrams, tables, and models • Draw conclusions based on data from an investigation |

| AGLIs | | SCI – Grade 8 (cont'd) |
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| Required Component 1 —Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry) | | |
| Choice Component 2 —Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs)* | | |
| POSSIBLE ENTRY POINTS for Analysis, Inquiry, and Design (Scientific Inquiry)-Key Idea 3 | | |
| Less Complex | ◀.....◀.....◀.....▶.....▶.....▶ | More Complex |
| <p>The student will:</p> <ul style="list-style-type: none"> recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models (13101) recognize the cause of an event (13104) recognize the effect of an event (13105) demonstrate a cause and effect relationship (13106) recognize whether an event is possible based on the results of the investigation (13107) | <p>The student will:</p> <ul style="list-style-type: none"> record results of an investigation in a graph, diagram, table, or model (13201) identify simple trends in the results of investigations (13202) identify the cause and effect relationships of an event (13204) identify a conclusion based on the results of an investigation (13205) | <p>The student will:</p> <ul style="list-style-type: none"> compare results of investigation(s) using graphs, diagrams, tables, or models (13304) describe simple trends in the results of investigations (13302) explain a conclusion based on the results of an investigation (13303) predict future event(s) based on results of the investigation (13305) |

*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., cause and effect, event, investigation, simple trend, 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 – Grade 8
(cont'd)**

Required Component 1—Standard: 1 - Analysis, Inquiry, and Design (Scientific Inquiry)

Choice Component 2—Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

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 |
|------------------------------|---|--|
| SAT13101A | <p>The student will recognize the results of investigations presented using concrete objects, graphs, diagrams, tables, or models by answering a question regarding the shown results.</p> <p>(e.g., investigations: the distance objects travel - the student point to the place on the graph where the object traveled after a specific period of time)</p> | <ul style="list-style-type: none"> Student work product showing marks that the student (or teacher marks for student) made indication of the results of an investigation on a graph |
| SAT13101B | <p>The student will recognize the results of investigations shown using stacking blocks by determining which set of blocks shows the result that is the most or least, highest or lowest, etc. of the investigation variables as requested.</p> <p>(e.g., investigations: measurements of snow fall at certain times of the day – results presented using stacking blocks for each inch measured: five blocks, two blocks, one block - student chooses the result showing five stacking blocks when asked to indicate the result showing the most snow fall measured)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student determining the applicable set of stacking blocks that demonstrate the results of investigations as requested |
| SAT13104 | <p>The student will recognize the cause of an event by selecting from two choices the one which is the logical cause.</p> <p>(e.g., choose between a heat lamp and a ball of ice which caused candle wax to melt)</p> | <ul style="list-style-type: none"> Data Collection Sheet recording the performance of the student's selection of the cause |
| SAT13105 | <p>The student will recognize the effect of an event by selecting from two choices that which is the logical effect.</p> <p>(e.g., choose between steam and ice when water is heated)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the effect of an event <ol style="list-style-type: none"> The student looking at the event and effect choices The student making a selection from word cards The student placing the choice onto a worksheet |
| SAT13106 | <p>The student will demonstrate a cause and effect relationship by operating the appropriate device.</p> <p>(e.g., given a light switch and a doorbell button, ask the student which would be used to turn on a light.)</p> | <ul style="list-style-type: none"> Videotape of the student demonstrating the cause and effect relationship |

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| SAT13107 | The student will recognize whether an event is possible when shown the results of an investigation by indicating yes or no. (e.g., Investigation: chart the rise in temperature as ice melts at room temperature; event posed- "Is it possible to save a snowball in your room?") | <ul style="list-style-type: none"> Student work product showing the student's selection of the possible results of the investigation |
| SAT13201 | The student will record the results of an investigation in a graph, diagram, table, or model. (e.g., In the classroom, the student will place colored bingo chips on a pre-designed diagram of the classroom layout indicating the desks of students with red shirts, blue shirts, and green shirts.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student recording the results of the investigation in a graph, diagram, table, or model |
| SAT13202 | The student will identify simple trends in the results of investigations by answering questions regarding trends using previously recorded data. (e.g., using previously recorded data about temperatures in the month of July, ask the student to identify the trend by eye gazing to the next temperature he/she would expect in July; etc.) | <ul style="list-style-type: none"> Student work product showing trends indicated by the student |
| SAT13204 | The student will identify the cause and effect relationships of an event by selecting the relationships from a set of choices. (e.g., given two series of pictures – heat lamp, ice cube, puddle and Sun, box, road and car – the student will select the series that shows a cause and effect relationship) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when the student selects by eye gaze, pointing, augmented communication, or verbalizing the cause and effect relationships |
| SAT13205 | The student will identify a conclusion based on the results of the investigation by selecting from two or more choices, one of which illustrates the results. (e.g., after completing an investigation looking at what plants need to grow and given photographs or actual objects of water and a rock, students will select the correct object based on the outcome of the experiment) | <ul style="list-style-type: none"> Videotape of the student selecting from a list, photographs, or symbols representing different conclusions which is the correct conclusion based on the results of the investigation |
| SAT13304 | The student will compare the results of an investigation using a table to show the comparison. (e.g., temperature results: students will record the temperature of the classroom at 10:00 A.M. and 2:00 P.M. and compare the morning temperature to the afternoon temperature – warmer/colder) | <ul style="list-style-type: none"> Student work product showing the student's comparison indicating warmer or colder at each time of day on the table |
| SAT13302 | The student will describe simple trends by comparing results of investigations repeated several times using graphs to record the results and answering questions about the trends in the results. (e.g., students will record the temperature of the classroom in a cooperative learning group at 10:00 A.M. and 2:00 P.M. daily for 5 days, the group will construct individual graphs of each day's results, and the student will describe the trends in the results of the investigation) | <ul style="list-style-type: none"> Videotape of the student looking at the results of the graphs and describing the trends of the investigations based on the teacher questions |

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| SAT13303 | <p>The student will explain a conclusion based on the results of an investigation.</p> <p>(e.g., using the results of an investigation in which weight was a determining factor in distance traveled by a car coasting down a hill, the student will point to or eye gaze to the heaviest car as the car that traveled the farthest and create or write a sentence(s) explaining a conclusion given specific results; or answer questions about possible conclusions)</p> | <ul style="list-style-type: none">• Data Collection Sheet recording student performance when answering questions about possible conclusions by pointing to different objects• Student work product of explained conclusion regarding specific results of an investigation |
| SAT13305 | <p>The student will predict future event(s) based on the results of an investigation when given the results by indicating a prediction after reviewing the given results.</p> <p>(e.g., results given: the temperature of the classroom at 10:00 A.M. and 2:00 P.M. daily collected over 5 days - the student will predict tomorrow's temperatures)</p> | <ul style="list-style-type: none">• Student work product of given temperature results and the student's recording of a weather prediction for the next day |

GLI and Essences**SCI – Grade 8
(cont'd)****Required Component 2—Standard: 4 - The Living Environment****Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.**

| Science Core Curriculum | Grade Level Indicators (GLI) | Essence of Indicators |
|-------------------------|--|--|
| Pg. 118 | <p>5.1 Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p> <p>5.1a Animals and plants have a great variety of body plans and internal structures that contribute to their ability to maintain a balanced condition.</p> <p>5.1b An organism’s overall body plan and its environment determine the way that the organism carries out the life processes.</p> <p>5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.</p> <p>5.1d The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.</p> <p>5.1e Herbivores obtain energy from plants. Carnivores obtain energy from animals. Omnivores obtain energy from both plants and animals. Decomposers, such as bacteria and fungi, obtain energy by consuming wastes and/or dead organisms.</p> <p>5.1f Regulation of an organism’s internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required for survival. Regulation includes a variety of nervous and hormonal feedback systems.</p> <p>5.1g The survival of an organism depends on its ability to sense and respond to its external environment.</p> <p>5.2 Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms.</p> <p>5.2a Food provides molecules that serve as fuel and building material for all organisms. All living things, including plants, must release energy from their food, using it to carry on their life processes.</p> <p>5.2b Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.</p> <p>5.2c Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.</p> <p>5.2d Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.</p> <p>5.2e In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.</p> <p>5.2f Contraction of infectious disease, and personal behaviors such as the use of toxic substances and some dietary habits, may interfere with one’s dynamic equilibrium. During pregnancy these conditions may also affect the development of the child. Some effects of these conditions are immediate; others may not appear for many years.</p> | <ul style="list-style-type: none"> • Understand that all organisms require energy and nutrients and obtain them in a variety of ways • Understand that all organisms attempt to maintain a balanced condition from their design and response • Understand that organisms require food to maintain a healthy condition |

AGLIs**SCI – Grade 8
(cont'd)****Required Component 2**—Standard: 4 - The Living Environment**Choice Component 1**—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for The Living Environment-Key Idea 5****Less Complex****More Complex**

The student will:

- recognize one or more components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23107)
- recognize an aspect of an organism's design that helps the organism get food (23102)
- recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight (23108)
- recognize the functions of the basic parts of plants (23109)
- recognize some behaviors of organisms that help it maintain a healthy condition (23110)

The student will:

- recognize that organism(s) get energy or nutrients from food (23210)
- identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) (23207)
- identify an aspect of an organism's design that helps the organism get food (23203)
- identify an aspect of an organism's response that helps the organism get food, water, air or sunlight (23208)
- identify the features that enable a plant or animal to survive in its environment (23209)
- identify the function of animal organ systems (23206)

The student will:

- identify the differences in the ways that plants and animals get energy or nutrients (23306)
- identify that organisms need food to live, maintain health and a balanced condition (23307)
- identify how an aspect of an organism's design helps the organism get food (23303)
- identify how the responses of organisms help them get food, water, air or sunlight (23308)
- recognize that animals need a balanced diet to maintain health (23309)

*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., plant, animal, organism, 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 – Grade 8

(cont'd)

Required Component 2—Standard: 4 - The Living Environment

Choice Component 1—Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

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 |
|-----------------------|---|--|
| SAT23107A | <p>The student will recognize a component that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by eye gazing to an item.</p> <p>(e.g., presented with the choice of the sun or dirt, student will select which choice most organisms need to live)</p> | <ul style="list-style-type: none"> Data Collection Sheet recording performance of the student indicating by eye gaze what most organisms need to live and maintain health Student work product including pictures representing correct and distracter choices with marks indicating those the student selected as required to live and maintain health |
| SAT23107B | <p>Given a cup of water and a rock and asked to indicate something most organisms need to live and maintain health, the student will recognize a component for organism's life and health by touching the cup of water.</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at choices and selecting which one most organisms need to live and maintain health |
| SAT23102 | <p>The student will recognize an aspect of an organism's design that helps the organism get food by matching the adaptation to the animal's food source.</p> <p>(e.g., carnivores such as bears and hawks have claws to catch and hold their prey; animals such as cows and goats have front teeth that are even across for cutting and pulling up grasses, etc.)</p> | <ul style="list-style-type: none"> Student work product in which the student matches animals with their design that helps them get food (e.g., worksheet identifying animals with claws as animals that hunt prey) |
| SAT23108 | <p>The student will recognize an aspect of an organism's response that helps the organism get food, water, air or sunlight by pointing to the picture that illustrates the response.</p> <p>(e.g., a plant has a response to get water: roots grow towards water and nutrients – usually down; a plant has a response(s) to get sunlight: stems and leaves grow towards sunlight – usually up; a plant will turn toward the window to get sun, when turned away it will turn toward the window again)</p> | <ul style="list-style-type: none"> Videotape of the student indicating by pointing to which choice is an aspect of an organism's response that helps the organism get food, water, air or sunlight |
| SAT23109 | <p>The student will recognize the functions of different parts of plants by indicating an appropriate function when given the plant parts.</p> <p>(e.g., leaves – absorb sunlight, roots – absorb nutrients and water, flowers – reproduction)</p> | <ul style="list-style-type: none"> Student work product of matched basic plant parts to their function |

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| SAT23110 | The student will recognize some behaviors of organisms that help it maintain a healthy condition by selecting a photograph of a safe, hygienic, or wellness related behaviors which help people to maintain a healthy condition. (e.g., a child is skateboarding with a helmet and another is skateboarding without a helmet; a person is wearing a seat belt in a car while driving; a person is smoking a cigarette; eating fruits and vegetables or eating fries and soda etc.) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording performance of student indicating through eye gazing or pointing to photographs of safe or healthy behaviors (e.g., in a car, playing outside, lifestyle choices, nutritional choices, etc.) • Student work product including pictures of safe/healthy and unsafe/unhealthy behaviors and those the student indicated as safe or healthy marked |
| SAT23210A | The student will recognize that an organism gets energy and/or nutrients from food by selecting choices that illustrate this basic function. (e.g., carbohydrates provide energy to humans: pasta, rice, bread, etc.; selecting from a magazine, catalog, flyer, or concrete items, the student will select the item that supplies energy or nutrients to an organism) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting the concrete items that supply energy or nutrients to an organism |
| SAT23210B | The student will recognize that food is necessary for organisms to get energy by selecting food items that different organisms will use. (e.g., cows eat grass; birds eat insects, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording performance of student by indicating through eye gazing or pointing to food eaten by a particular organism |
| SAT23207 | The student will identify two or more of the components that most organisms need to live and maintain health (e.g., food, water, air, sunlight, etc.) by selecting from an array of pictures. (e.g., given a selection of items – banana, bottled water, sunlight, IPOD, X-Box, or car, the student will select the components that most organisms need to live and maintain health) | <ul style="list-style-type: none"> • Videotape of the student selecting pictures that are components that most organisms need to live and maintain health • Student work product of a collage of pictures that are components that most organisms need to live and maintain health |
| SAT23203 | The student will identify one aspect of an animal's design by indicating the specific body part that helps the animal get food. (e.g., given a bird, the student will identify the beak; given a frog, the student will identify the tongue; given a bear, the student will identify the claw or teeth as an aspect of an organism's design that helps the organism get food) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting one aspect of an organism's design that helps the organism get food • Student work product showing animals and the body part marked, labeled, circled, etc. that helps the animal get food |
| SAT23208 | The student will identify one aspect of an organism's response that helps the organism get food, water, air, or sunlight. (e.g., the student is asked what plants do to absorb sunlight and the student points to the leaves on the plant bending toward the window; the student is asked how a plant absorbs water and the student points to the roots of the plant growing down into soil) | <ul style="list-style-type: none"> • Videotape of the student identifying one aspect of an organism's response that helps the organism get food, water, air or sunlight |

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| SAT23209A | The student will identify the features of animals in two different environments that enable them to survive by listing different animals and their features for survival. (e.g., animals that live in a desert will have different features than animals that live in the woods) | <ul style="list-style-type: none"> Student work product consisting of a chart listing different animals and their features for survival |
| SAT23209B | The student will identify features that enable a plant or animal to survive in its environment. (e.g., mammal-fur, bird-wings, chameleon - camouflage, cactus-storing water, trees-long roots, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student grouping animals by similar features that enable the animal to survive in its environment (e.g. fur – bear, dog, storing water – camel, camouflage – zebra, chameleon) |
| SAT23206 | The student will identify the function of animal organ systems by indicating the function when given the organ systems. (e.g., reproductive system to offspring, skeletal system to support, digestive system to breaking down food) | <ul style="list-style-type: none"> Student work product matching organ systems to their functions |
| SAT23306 | The student will identify the different ways that plants and animals get energy or nutrients by selecting the pictures that represent these different processes. (e.g., animals eat plants or other animals for energy and plants absorb sunlight and water for energy) | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording the performance of student selecting “absorb” (word or photo card with symbol for roots) or “eat” (word or photo card with symbol for mouth) when presented with pictures of different plants and animals Student work product of a Venn diagram showing different processes in how plants and animals get energy or nutrients |
| SAT23307 | The student will identify that small animals (e.g., hamsters, rabbits, cats, dogs) need food to live, maintain health and a balanced condition by selecting or writing the food items next to the appropriate animals. | <ul style="list-style-type: none"> Student work product animals with list of food items that are appropriate to the specific animal to help it maintain health and a balanced condition |
| SAT23303 | The student will identify how one aspect of an organism’s design helps the organism get food by marking the correct answer to show what design helps the animal get food. (e.g., plant eaters have flat teeth for cutting and grinding plant material, animal eaters have pointy teeth for tearing meat, giraffes have long necks to eat from higher branches, frogs have long tongues to capture food, etc.) | <ul style="list-style-type: none"> Student work product with “X”s showing the student’s responses to how one aspect of an organism’s design helps the organism get food |
| SAT23308 | The student will identify how the responses of organisms help them get food by answering questions about how the animal’s actions help it obtain food. (e.g., hiding until the prey comes close, sneaking up on prey, etc.) | <ul style="list-style-type: none"> Audiotape of the student answering questions after watching video clips of animals obtaining food and indicating how the animal’s actions helped it obtain food |

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| SAT23309 | The student will recognize that animals need a balanced diet to maintain health by creating a healthy food chart. (e.g., select pictures from magazines, catalogs, and/or supermarket flyers representing foods that will help them maintain health) | <ul style="list-style-type: none">• Student work product showing items selected to represent food needed to maintain health |
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GLI and Essences**SCI – Grade 8
(cont'd)****Required Component 2**—Standard: 4 - The Physical Setting/Earth Science**Choice Component 2**—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

| Science Core Curriculum | Grade Level Indicators (GLI) | Essence of Indicators |
|-------------------------|---|---|
| Pg. 24–25 | <p>3.1 Observe and describe properties of materials, such as density, conductivity, and solubility.</p> <p>3.1a Substances have characteristic properties. Some of these properties include color, odor, phase at room temperature, density, solubility, heat and electrical conductivity, hardness, and boiling and freezing points.</p> <p>3.1b Solubility can be affected by the nature of the solute and solvent, temperature, and pressure. The rate of solution can be affected by the size of the particles, stirring, temperature, and the amount of solute already dissolved.</p> <p>3.1c The motion of particles helps to explain the phases (states) of matter as well as changes from one phase to another. The phase in which matter exists depends upon the attractive forces among its particles.</p> <p>3.1d Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container.</p> <p>3.1e A liquid has a definite volume, but takes the shape of a container.</p> <p>3.1f A solid has definite shape and volume. Particles resist a change in position.</p> <p>3.1g Characteristic properties can be used to identify different materials, and separate a mixture of substances into its components. For example, iron can be removed from a mixture by means of a magnet. An insoluble substance can be separated from a soluble substance by such processes as filtration, settling, and evaporation.</p> <p>3.1h Density can be described as the amount of matter that is in a given amount of space. If two objects have equal volume, but one has more mass, the one with more mass is denser.</p> <p>3.1i Buoyancy is determined by comparative densities.</p> <p>3.2 Distinguish between chemical and physical changes.</p> <p>3.2a During a physical change a substance keeps its chemical composition and properties. Examples of physical changes include freezing, melting, condensation, boiling, evaporation, tearing, and crushing.</p> <p>3.2b Mixtures are physical combinations of materials and can be separated by physical means.</p> <p>3.2c During a chemical change, substances react in characteristic ways to form new substances with different physical and chemical properties. Examples of chemical changes include burning of wood, cooking of an egg, rusting of iron, and souring of milk.</p> <p>3.2d Substances are often placed in categories if they react in similar ways. Examples include metals, nonmetals, and noble gases.</p> | <ul style="list-style-type: none"> • Understand that matter can be described by its characteristics such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point • Recognize that matter can change either physically or chemically but matter is always conserved • Understand that matter is made up of atoms • Understand that elements combine to form all substances |

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| | <p>3.2e The Law of Conservation of Mass states that during an ordinary chemical reaction matter cannot be created or destroyed. In chemical reactions, the total mass of the reactants equals the total mass of the products.</p> <p>3.3 Develop mental models to explain common chemical reactions and changes in states of matter.</p> <p>3.3a All matter is made up of atoms. Atoms are far too small to see with a light microscope.</p> <p>3.3b Atoms and molecules are perpetually in motion. The greater the temperature, the greater the motion.</p> <p>3.3c Atoms may join together in well-defined molecules or may be arranged in regular geometric patterns.</p> <p>3.3d Interactions among atoms and/or molecules result in chemical reactions.</p> <p>3.3e The atoms of any one element are different from the atoms of other elements.</p> <p>3.3f There are more than 100 elements. Elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances. Few elements are found in their pure form.</p> <p>3.3g The periodic table is one useful model for classifying elements. The periodic table can be used to predict properties of elements (metals, nonmetals, noble gases).</p> |
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AGLIs**SCI – Grade 8
(cont'd)****Required Component 2—Standard: 4 - The Physical Setting/Earth Science****Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.****ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for The Physical Setting/Earth Science-Key Idea 3****Less Complex****More Complex**

The student will:

- recognize that everything is made of matter (33105)
- identify one characteristic of matter (e.g., color, odor, mass, hardness, etc.) (33106)
- recognize a solid and a liquid (33107)
- recognize an object as hot (warm) or cold (cool) (33103)
- recognize that matter is made of small parts (atoms) (33108)
- recognize a physical change in a substance (33109)
- recognize a chemical change in a substance (33110)

The student will:

- identify multiple characteristics of matter (e.g., color, odor, mass, hardness, etc.) (33206)
- identify whether matter is a solid, a liquid, or a gas (33202)
- identify that changes occur when materials interact (33207)
- identify a physical change in a substance (e.g., salt in water) (33208)
- identify a chemical change in a substance (e.g., oxygen and iron-rust) (33209)
- recognize objects according to characteristics such as mass, length or size (33210)
- sort objects according to characteristics such as mass, length or size (33211)

The student will:

- describe the color, odor, mass, or hardness of matter (33310)
- describe the properties of a solid, a liquid, or a gas (33302)
- compare the mass of two objects that are the same size (density) (33303)
- recognize that electricity causes a light bulb to produce light and heat (33311)
- demonstrate conservation of matter (33312)
- define matter (33313)
- describe how matter is made of small parts (atoms) (33314)
- perform an investigation involving a physical change (33315)
- perform an investigation involving a chemical change (33316)
- describe an investigation involving a physical change (33317)
- describe an investigation involving a chemical change (33318)

*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., matter, solid, liquid, physical change, chemical change, mass, atom, 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 – Grade 8

(cont'd)

Required Component 2—Standard: 4 - The Physical Setting/Earth Science

Choice Component 2—Key Idea 3: Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

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 |
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| SAT33105A | The student will recognize the concept of matter by indicating an answer from a choice of two or more answers to complete the sentence "Everything is made up of ..." (with the answer being "matter") or "How do you know it's matter?" (with the answer "it has mass and takes up space"). | <ul style="list-style-type: none"> Student work product showing the student choosing (scribed, written, using augmented communication) word/statement "matter" or "it has mass and takes up space" to complete the sentence or answer the question. |
| SAT33105B | The student will recognize that everything is made up of matter by looking at and interacting with different examples of matter. (e.g., balloon with air in it, water in it, beads in it). | <ul style="list-style-type: none"> Data Collection Sheet (time-segmented) recording student performance of interactions with different examples of matter Sequenced, captioned, dated photographs of students looking at and interacting/handling each of the balloons. |
| SAT33106A | The student will identify one characteristic of matter by labeling object(s) with one characteristic related to density or hardness. (e.g., a dry sponge is not very dense but a clay brick of the same size is; rock is hard; Note: naming the object does not indicate its characteristics) | <ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the density, or hardness of familiar object(s) |
| SAT33106B | The student will identify one characteristic of matter by selecting the appropriate characteristic for a given object from a choice of characteristics and non-characteristics. (e.g., object-grass, choices: is a green or brown color, cows eat it, lawnmower cuts it; object-vinegar, choices: used for cleaning, has a strong odor, comes in a container) | <ul style="list-style-type: none"> Student work product showing or naming the object and the characteristic the student identified |
| SAT33107 | The student will recognize a solid and a liquid by indicating yes or no in response to a question or labeling items as a solid or a liquid. | <ul style="list-style-type: none"> Student work product showing the student labeling objects as solids or liquids Videotape of the student responding yes or no by activating a switch when shown a solid or liquid and posed the question "Is this a _____?" |

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| SAT33103 | The student will recognize an object as hot (warm) or cold (cool) by indicating hot (warm) or cold (cool) when presented with an object. (e.g., student has experienced hot or cold objects, such as temperature of water, a baked potato, ice cream. When asked, student can indicate if an object is hot or cold.) | <ul style="list-style-type: none"> Student work product showing student answer (written, scribed, using augmented communication) to whether an item was hot or cold |
| SAT33108 | The student will recognize the concept of atoms by indicating that a single part is made up of the same material as the larger part of that same material. (e.g., water, H ₂ O, is made up of hydrogen atoms and oxygen atoms) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when student is presented with H₂O the student will select hydrogen and oxygen from a list of five different elements |
| SAT33109 | The student will recognize a physical change by attending to an example of a physical change. (e.g., colored ice cube melting in water changes its state of matter but not its color, only the glass of water changes color (the color does not go away as the state is changed)—some physical characteristics change but not others) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student observing the color of ice melting in water Data Collection Sheet (time-segmented) recording student performance attending to physical change investigation |
| SAT33110 | The student will recognize a chemical change by attending to an example of a chemical change. (e.g., putting Alka-Seltzer in water; frying an egg; burning a piece of paper) | <ul style="list-style-type: none"> Videotape of the student attending to (observing) the sign of a chemical change (a new substance forming such as a gas produced from the Alka-Seltzer) Data Collection Sheet (time-segmented) recording student performance attending to chemical change investigation |
| SAT33206 | The student will identify at least two characteristics of an object's matter through verbal description or picture representation. (e.g., given a piece of pink granite the student selects the word cards for hard, pink, and odorless.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting picture and/or word cards that indicate the characteristics of the matter they were given Student work product with the piece of matter indicated or shown and the recorded student responses or circled words from a list that describe the characteristics of the matter |
| SAT33202A | The student will identify whether a substance is a solid, a liquid or a gas by labeling the item with the appropriate state of matter. (e.g., ice-solid, milk-liquid, rock-solid, air-gas, etc.) | <ul style="list-style-type: none"> Student work product of a table listing things as a solid, a liquid, or a gas |
| SAT33202B | The student will identify matter as a solid or a liquid by selecting the item when requested by the teacher "identify the __(solid/liquid)__". | <ul style="list-style-type: none"> Videotape of the student pointing, eye gazing to, or handing the solid or liquid item as requested Student work product of a T-chart with pictures representing items placed under the correct title "Solid" or "Liquid" |

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| SAT33207 | The student will identify if changes occur when observing two materials being mixed together by responding “yes” or “no” or marking “change” or “no change”. (e.g., vinegar and baking soda - change; salt and pepper mixed together – no change, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording performance of the student responding to the question “Did a change occur?” for different materials • Student work product with the mixtures indicated and “change” or “no change” next to each mixture with the student marked response on “change” or “no change” |
| SAT33208 | The student will identify a physical change in a substance by selecting the picture of the object before and after the physical change. (e.g., freezing of water to form ice, water condensing on a pitcher, adding water to dirt, grinding a sugar cube, etc.) | <ul style="list-style-type: none"> • Student work product from observing physical change shows sequence from original state to final state (e.g., water at room temperature [liquid] becomes ice [solid] when frozen) |
| SAT33209 | The student will identify a chemical change in a substance after observing a chemical change occurring and then answering questions about it. (e.g., rust on iron, baking soda and vinegar) | <ul style="list-style-type: none"> • Audiotape of the student indicating the chemical change that took place (e.g., new substances formed, bubbles [production of a gas]) |
| SAT33210 | The student will recognize objects according to characteristics of mass, length or size by indicating the appropriate picture of an object, given a characteristic. | <ul style="list-style-type: none"> • Student work product showing a mark on the picture of the longer item, the larger item, the smallest item, etc. |
| SAT33211 | Given a variety of objects, the student will sort objects according to mass by putting lighter objects (with less weight) inside a box and heavier objects (with more weight) inside another box. | <ul style="list-style-type: none"> • Videotape of the student sorting objects into their respective boxes • Sequenced, captioned, dated photographs showing student sorting the objects into two boxes |
| SAT33310 | The student will describe physical characteristics of objects by using descriptive words. (e.g., color is green, scratches glass, mass is 96 grams) | <ul style="list-style-type: none"> • Audiotape of student using descriptive words for the objects presented |
| SAT33302 | The student will describe the properties of a solid, liquid, or gas by determining if objects are solid, liquid or gas and indicating his/her reasoning. (e.g., rock is solid because it remains one shape and size no matter what container it is in) | <ul style="list-style-type: none"> • Student work product will correctly identify objects as solid, liquid or gas and list reasons for their answers |
| SAT33303 | The student will compare the mass of two objects that are the same size and indicate which is denser. (e.g., given two objects that are the same size, the student will compare the mass by holding the objects and identifying which object is denser) | <ul style="list-style-type: none"> • Data Collection Sheet (multi-step) recording student performance when comparing objects over multiple object combinations |
| SAT33311 | The student will recognize that electricity causes a light bulb to produce light and heat by indicating “electricity” from a variety of possible choices, when asked “what makes the light and heat from this light bulb?” | <ul style="list-style-type: none"> • Student work product showing “electricity” written or pasted next to various pictures of lit light bulbs |

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| SAT33312 | The student will demonstrate that matter is conserved by investigating matter through phase changes. (e.g., Put ice cube in water. Measure the mass of the ice cube and water together. Observe that as ice cube melts, the total mass remains the same and that matter does not disappear.) | <ul style="list-style-type: none"> Student work product from an investigation showing that matter is conserved |
| SAT33313 | The student will define matter by using a scientific textbook or resource to create or write a definition and give examples of different types of matter. | <ul style="list-style-type: none"> Student work product of definition and examples of matter |
| SAT33314 | The student will describe how matter is made of small parts (atoms) by creating or writing a paragraph regarding atoms. | <ul style="list-style-type: none"> Student work product of description of how a particular piece of matter is made up of atoms |
| SAT33315A | The student will perform an investigation involving a physical change. (e.g., dissolving Kool-Aid in water, making a fruit smoothie, etc.) | <ul style="list-style-type: none"> Videotape of student performing the investigation |
| SAT33315B | The student will perform an investigation involving a physical change by boiling water on a stove. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs showing student performing investigation <ol style="list-style-type: none"> Student putting water on stove Student turning stove on Student observing bubbles in water or observing tea kettle whistling |
| SAT33316 | The student will perform an investigation involving a chemical change by making brownies. (e.g., focusing on how the ingredients change to form a new substance [the flour is indistinguishable]) | <ul style="list-style-type: none"> Student work product with identified ingredients by their chemical characteristics (including solid and liquid) and how their chemical characteristics change in the final product |
| SAT33317 | The student will describe an investigation of a physical change by listing steps and results. (e.g., investigation examples: shredding paper; melting ice; sharpening a pencil; mixing chalk in water; mixing cornstarch in water; mixing together then separating iron filings from sand, salt, and wood chips; etc.) | <ul style="list-style-type: none"> Student work product with a list of the steps of the investigation and the results |
| SAT33318 | The student will describe an investigation of a chemical change by listing steps and results. (e.g., investigation examples: adding vinegar to baking soda; burning a piece of paper) | <ul style="list-style-type: none"> Student work product with a list of the steps of the investigation and the results, describing the chemical changes taking place during these steps. |