Sample Tasks
Resource Guide

Georgia Alternate Assessment

High School

GaDOE
Georgia Department of Education
PLEASE NOTE:

• This document was last updated in September 2016. The sample tasks span a variety of grades, content areas, and access level evidence.

• Links to third-party Web sites within this document are provided as a convenience and are for informational purposes only. They do not constitute an endorsement of products, services, or opinions. The links are subject to change without notice and will be verified and updated on a regular basis. There may be invalid links in cases where Web sites are no longer active, or have moved or altered content.

• Throughout the exemplars there may be references to specific assistive technology devices used. Those devices are not being endorsed or required but simply reflect the needs of individual students in the samples provided.

• Dates when the activities or tasks were completed are included throughout the exemplars. Dates have been retained as a reminder that all activities or tasks must be collected within the assessment window. The assessment window generally opens the day after Labor Day and closes on the last Friday in March. Please check the GAA calendar each year to confirm the dates of the current assessment window. The exemplars in this document use the dates of the assessment window in the 2015–2016 administration of the GAA.
This document features a live **Table of Contents**. Click on the linked text to quickly jump to that portion of the document. The Table of Contents appears on page vi in the front matter of this document.

This document also features an interactive **Bookmarks** panel to aid navigation. Click the “Scroll” icon on the left edge of the screen to display all bookmarks in the document. This opens the Bookmarks Navigation panel.

Bookmarks are “nested” to show a parent/child relationship among the topics. This hierarchical list can be expanded or collapsed as desired, down to the grade level. The currently selected page is highlighted on the list.
The Bookmarks panel can also be adjusted to be wider/narrower to fit your needs. Hover your cursor over the outer edge of the panel until the line with arrows appears, then click and drag the edge to the left or to the right.

Select the double arrow pointing to the left to close the Bookmarks panel. The arrow pointing to the right will maximize its size.
THE PURPOSE OF THIS RESOURCE

The Georgia Alternate Assessment (GAA) is a key component of Georgia’s Student Assessment Program. In an effort to assist test examiners who administer the GAA, the Georgia Department of Education (GaDOE) and Questar Assessment Inc. have developed this resource to provide exemplars of tasks that are both aligned to grade-level content standards and accessible to students with a range of significant cognitive disabilities. This resource contains sample tasks for all grades and all content areas. The exemplars are intended to be used by teachers to inform their creation of assessment tasks which will be suitable for students with varying degrees of cognitive disability.

GAA students are assessed in the same content areas as their general education peers. Students in Grades 5, 8, and high school are assessed in English Language Arts, Mathematics, Science, and Social Studies. Students in kindergarten and Grades 3, 4, 6, and 7 are assessed only in English Language Arts and Mathematics. Each entry in each content area must include evidence of the student performing four tasks which align to the content standard chosen by the student’s teacher. The first two tasks represent the student’s baseline skill, while the last two tasks must exemplify the progress the student has made in acquiring the knowledge and skills related to the content standard. All GAA students are expected to perform tasks that align to their grade-level content standards, but their tasks can be adapted to be less complex or to address access or entry-level concepts.

The exemplar tasks in this document represent a range of aligned tasks which can be adapted for use by teachers according to the needs and abilities of their individual students. Every GAA task should be tailored to the individual student. Tasks have been chosen which represent both the most commonly used content standards along with a few other content standards which are selected less frequently by teachers. This document is organized by grade and then by content area. It is important to note that these assessment tasks do not guarantee a scorable GAA entry given that the tasks that are submitted as part of a student’s portfolio must be tailored for each student’s needs and his or her instructional program. Further, the tasks must meet the various requirements for a scorable entry. Each exemplar will contain important reminders (labeled “Cautions”) in this regard.

Each exemplar includes:

- a summary page which notes the content standard, a description of the task, an explanation of why the task aligns to the content standard, and a list of optional materials and resources that teachers may want to use to adapt the task for their students
- the Entry Sheet
- the teacher’s evidence annotation sheet, which describes the student’s task, student’s grade, level of prompting, interactions, and setting where the task was performed
- primary evidence of the student’s work, which may be a worksheet, lab report, series of captioned photographs, or permanent product (photo of a poster or other large-size item) or other appropriate piece of evidence.
  - Although GAA portfolios may include secondary evidence, like observation or interview forms, the focus of this document is primary evidence, because primary evidence directly shows a student engaged in an assessment task.

We hope that you find this resource a helpful guide in your development of GAA portfolios.
# TABLE OF CONTENTS

**HIGH SCHOOL**

ELA ........................................................................................................................................................... 2
Mathematics ........................................................................................................................................... 18
Science ................................................................................................................................................... 37
Social Studies ......................................................................................................................................... 54
HIGH SCHOOL

Sample Tasks

• ELA
• Math
• Science
• Social Studies
ELA

• ELA 2
  – Sample Task: High School, ELA 2 (ELAGSE9-10.W.3)

• ELA 1
  – Sample Task: High School, ELA 1 (ELAGSE11-12.RL.2)
  – Sample Task: High School, ELA 1 (ELAGSE11-12.L.4)
In this High School English Language Arts 2 entry, the selected standard is:

• ELAGSE9-10.W.3 *(Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences).*

The indicator is:

• “c” *(Use a variety of techniques to sequence events so that they build on one another to create a coherent whole).*

The essence of this standard and indicator is to write a narrative which describes experiences or events in the order in which they happened or will happen. Sequencing events is at the heart of this indicator. Students do not have to use a variety of techniques to do so; it is enough to use one technique.

In this aligned task, the student was given four captioned photos of herself doing afternoon activities. She was asked to sequence the pictures in chronological order to create a written narrative of her afternoon routine. It is acceptable for students assessed by GAA to use pictures, rather than words, to tell a story. It is up to teachers to choose the most appropriate ways for their students to write. Some students may sequence pictures or captioned pictures, while other students may sequence printed words or sentence strips.

Higher functioning students may write or print by hand or they may use a word processing program to write their narratives.

**Reminder for all writing tasks:** In writing entries in all grades, students must produce a permanent product which another person can read and understand. A student may write by pasting a single word or image to complete a sentence. Students may also write using pre-printed sentence strips or by sequencing pictures, with or without text, to produce a permanent product.

It is not acceptable to put numbers in front of sentences (e.g., 2,4,5,1,3) to show the order of sentences in a paragraph. Matching and multiple choice tasks are also considered not to be writing tasks by the GaDOE English Language content specialists.

**MATERIALS:**

• Worksheet
• Photos of student doing daily activities that are labeled with a written description

*Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.*
SAMPLE TASK: HIGH SCHOOL, ELA 2 (ELAGSE9-10.W.3)

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://academic.csuohio.edu/pershey_m/josepharticle.pdf
- http://www.time4writing.com/teaching-writing/

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
**Student Name:** S  
**Age:** 19

**Entry Sheet Completed by:** Ms. B

**Strand/Domain:** Writing (W)

**Standard:** ELAGSE9-10.W.3

**Description:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Element/Indicator:** c.

**Description:** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**What is the overall skill that connects the tasks to the standard and element/indicator?**

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: S

Date on which evidence was completed: 11/7/2015

Description of Task:
S was asked to write a narrative of events by sequencing the details of her daily schedule. She wrote by choosing and gluing pictures with text and sequencing them in the order of her routine. A peer helper displayed four photos in front of S and asked S which event happened first, second, third and fourth. S needed help with the gluing but she made her answer choices herself.

Specific Evaluation of Student Response:
2/4 correct, 50% accuracy

Type and Frequency of Prompting:
Independent

Interactions:
Special education teacher and general education peer buddy

Setting:
Special education room
Student Name:

Task description: Write the real experiences/events shown in sequential order. Paste your answers in the correct order in the boxes below.

<table>
<thead>
<tr>
<th>1st</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>First,</td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td>2nd</td>
<td>Correct</td>
</tr>
<tr>
<td>Second,</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>3rd</td>
<td>Incorrect</td>
</tr>
<tr>
<td>Third,</td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td>4th</td>
<td>Incorrect</td>
</tr>
<tr>
<td>Fourth,</td>
<td><img src="image4" alt="Image" /></td>
</tr>
</tbody>
</table>

Score: 2/4 = 50%
In this High School English Language Arts 1 entry, the selected standard is:

- ELAGSE11-12.RL.2 (Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text).

The essence of this standard and indicator is to identify two or more themes or central ideas of a text and to analyze their development and/or to summarize the text. It is acceptable in an assessment task for the student to be asked to identify just one theme or central idea or to provide a summary of the text.

In this aligned task, the student was asked to identify four key events in the novel Frankenstein. She was asked four times to choose between two word-picture icons. She was able to select three of four key events in the novel.

MATERIALS:
- Adapted version of Frankenstein by Mary Shelley
- Picture answer choices

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:
- http://www.webenglishteacher.com/shelley.html
CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)

2015–2016 Georgia Alternate Assessment Entry Sheet
Kindergarten, Grades 3–8, and High School

High School  ELA  Entry 1

Student Name: J
Age: 18

Entry Sheet Completed by:
Mr. L

Strand/Domain: Reading Literary (RL)* *may use any high school literature

Standard: ELAGSE11-12.RL.2

Description: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Element/Indicator:
Description:

What is the overall skill that connects the tasks to the standard and element/indicator? Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: J

Date: 1/13/2016

Description of Task:
The parapro read aloud an adapted version of “Frankenstein” to the class. J’s task was to summarize the story by identifying key events. The teacher worked individually with J and asked her four times to identify key events in the novel. J was given two picture answer choices each time.

Q1. The monster learns to speak from a family in a cottage. (correct)
   I live in Georgia. (incorrect)

Q2. The monster lives a happy life. (correct)
   Victor and Elizabeth had a baby. (incorrect)

Q3. Victor was sad he created the monster. (correct)
   Victor created a frog. (incorrect)

Q4. Victor creates a bride for the monster. (correct)
   Victor and the monster had a party. (incorrect)

Specific Evaluation of Student Response:
3 out of 4 correct or 75% accuracy.
J did not answer Q2 correctly.

Type and Frequency of Prompting:
Independent

Interactions:
Special education teacher and special education paraprofessional

Setting:
Special education classroom
SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)

Name: [Redacted]

After reading the story, summarize the plot.

- The monster learns to speak from a family in a cottage
- Victor was sad that he created the monster
- Victor creates a bride for the monster
- Victor and Elizabeth had a baby

Summarize the text.

Victor and Elizabeth had a baby. Victor creates a bride for the monster. Victor was sad that he created the monster. The monster learns to speak from a family in a cottage.
In this High School English Language Arts 1 entry, the selected standard is:

• ELAGSE11-12.L.4 *(Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies)*.

The indicator is:

• “c” *(Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage)*.

The essence of this standard and indicator is to use reference materials to find a word’s pronunciation, meaning, part of speech, etymology, and/or usage. Students may use print or on-line reference materials.

In this aligned task, the student was asked to use a print dictionary in the general education classroom to look up the definition, part of speech, and number of syllables of the word “discrimination.” The student was also asked to use a print thesaurus to look up a synonym for “discrimination.” The student was given cut-out answer choices, including the correct words and phrases and some distractors.

An aligned task need not encompass all parts of the indicator. An aligned task might involve finding only the definition of a word in an on-line dictionary. That, by itself, would be an aligned task. Teachers whose students are capable of somewhat more demanding tasks may choose to include finding a word’s pronunciation, part of speech, etymology, and/or usage as part of the assessment task.

Reference materials for this standard and indicator are dictionaries, glossaries, and thesauruses. It is not acceptable to ask student to find words in a novel or non-fiction book.

**MATERIALS:**

• Print dictionary in general education ELA classroom
• Print thesaurus in general education ELA classroom
• Cut-out answer choices

*Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.*
SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://www.thesaurus.com/browse/thesaurus

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
2015–2016 Georgia Alternate Assessment Entry Sheet
Kindergarten, Grades 3–8, and High School

High School | ELA | Entry 1

Student Name: K
Age: 18

Entry Sheet Completed by:
Mr. D

Strand/Domain: Language (L)

Standard: ELAGSE11-12.L.4

Description: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Element/Indicator: c.

Description: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

What is the overall skill that connects the tasks to the standard and element/indicator?
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: K

Date on which evidence was completed: 12/15/2015

Description of Task:
K was asked to use the dictionary in the general education classroom to find the word “discrimination.” The teacher asked K to work with a general education peer to find the word, its definition, part of speech, and number of syllables. K was also asked to select a synonym for “discrimination.”

The teacher asked K what is the first letter of the word. K said “D.” The teacher asked K where she should start looking for the word in the dictionary. K said “in the Ds.” The general education peer then opened the dictionary to the first page of the words which begin with the letter “D.” K was able to tell her peer to keep turning the pages until K saw the word “discrimination.” K was able to point to the word on the page. The peer read the definition and part of speech aloud. The teacher asked K how many syllables are in the word. The teacher pointed to the first syllable to help K start counting. K was able to count the syllables.

The teacher then presented the classroom thesaurus to K. She asked K where to look for the word “discrimination” and K again said “in the Ds.” K was able to find the word in the thesaurus, in the same way that she found it in the dictionary. The teacher asked K if a synonym is a word which is the same as another word or different from another word. K said “same.” The general education peer read the synonyms aloud.

K was given cut-out answer choices for the word “discrimination” and for the word “discover.” She was previously introduced to the word “discover” during a Social Studies unit on the discovery of the Atlantic coast of what is now the United States by European explorers. She was previously introduced to the word “discrimination” during a Social Studies unit on Jackie Robinson and the integration of baseball.

Specific Evaluation of Student Response:
4/4 - 100% accuracy
K did not choose any of the distractors (the word “discover,” its definition, its number of syllables).

Type and Frequency of Prompting:
Limited gestural prompting

Interactions:
Special education teacher and general education peer

Setting:
General education ELA classroom
SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)

Name:  

Standard: ELACC.11-12.L4 c

Use a dictionary to look up the word below. Find a word that means the same and different.

<table>
<thead>
<tr>
<th>Synonym (same)</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>prejudice</td>
<td>Noun</td>
</tr>
</tbody>
</table>

Discrimination

How many syllables does the word discrimination have?  

Definition:

- The act of treating some people unfairly
- Because of prejudice

Level of Prompting: Limited/Referenced
Mathematics

- Math 1
  - Sample Task: High School, Math 1 (MCC9-12.S.ID.2)
  - Sample Task: High School, Math 1 (MCC9-12.F.IF.2)

- Math 2
  - Sample Task: High School, Math 2 (MCC9-12.G.CO.6)
SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)

In this High School Math 1 (Coordinate Algebra) entry, the selected standard is:

- MCC9-12.S.ID.2 (Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range)* of two or more different data sets).

The essence of this standard is to compare measures of central tendency (median and/or mean) and central dispersion (spread or interquartile range) of at least two sets of data.

In this aligned task, the student was given a worksheet with two sets of data. He calculated the mean of each set of data and then made a comparison.

He first determined the mean of each of his two sets of data. Then he compared the means of the two sets when he was asked to draw a conclusion about which of the two groups bought more coffee than the other.

The student’s task did not involve median or interquartile range, and he did not use more than two sets of data, but that is acceptable because an aligned task may encompass only a part of the standard.

MATERIALS:

- Worksheet
- Calculator

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://www.educationworld.com/a_lesson/03/lp293-02.shtml
- https://www.teacherspayteachers.com/Product/Mean-Median-Mode-and-Range-Activity-or-Assessment-Skittles-80952
SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
### Standard: MCC9-12.S.ID.2

**Description:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range)\(^*\) of two or more different data sets.

---

**Element/Indicator:**

**Description:** Summarize, represent, and interpret data on a single count or measurement variable.

---

**What is the overall skill that connects the tasks to the standard and element/indicator?**

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: T

Date on which evidence was completed: 10/7/2015

Description of Task:
T calculated the means of two sets of data. He was given a worksheet containing data about coffee purchases by teachers and students. He was asked to calculate the mean number of coffee drinks bought by students and the mean number of coffee drinks bought by teachers. He was also asked to compare the means of the two groups and state which mean was greater (who bought more coffee).

T used a calculator.

Specific Evaluation of Student Response:
2/3 correct or 67% accuracy

Type and Frequency of Prompting:
Continuous verbal prompting

Interactions:
T completed the task with the special education teacher.

Setting:
Special education classroom
Students and teachers bought coffee from the High School Coffee Shop. Calculate the mean for each group. Then compare the sample data.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please circle the correct answer.

1. What is the mean for the number of coffee drinks bought by the teachers?
   - 4  2  5

2. What is the mean for the number of coffee drinks bought by the students?
   - 7  3  5

3. Comparing the mean of the two sample groups, who bought the most coffee?
   - Students or Teachers
In this Grade HS Math 1 (Coordinate Algebra) entry, the selected standard is:

- MCC9-12.F.IF.2 (Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context).

The essence of this standard is to use function notation and/or evaluate functions for inputs in their domains, and/or interpret statements that use function notation.

In this aligned task, the student was given a function, $1.00 (number of days) = total cost, assuming she buys one smoothie a day. She was asked to use function notation and determine the total cost of smoothies for the inputs one, two, and three days. She evaluated a function for the given inputs.

MATERIALS:

- Worksheet
- Dollar bill manipulatives
- Answer cards

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://www.mathsisfun.com/links/core-high-school-functions.html
- http://www.sharemylesson.com/high-school-mathematical-functions-teaching-resources/
- http://www.mathworksheetsland.com/functions/
CAUTION:
The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
**SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.2)**

<table>
<thead>
<tr>
<th>Strand/Domain:</th>
<th>Algebra and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
<td>MCC9-12.F.IF.2</td>
</tr>
<tr>
<td>Description:</td>
<td>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</td>
</tr>
</tbody>
</table>

**Element/Indicator:**

**Description:**

Understand the concept of a function and use function notation.

What is the overall skill that connects the tasks to the standard and element/indicator? Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

S. evaluated the function by substituting input values into the function rule.
Evidence Annotation Sheet

Student Name: $ 

Date: 10/12/2015 

Task Description: 
The student’s task was to evaluate the function by substituting three values into the rule. She was provided with visual manipulatives (dollars) and a number line to assist her. The teacher read the directions aloud. $ \text{S} \quad \text{solved for the amount spent on smoothies after one, two, and three days.}$ 

Specific Evaluation of Student Response: 
$5/6 \text{ correct. 83}\% \text{ accuracy}$ 

Type and Frequency of Prompting: 
Frequent verbal prompting 

Interactions: 
Special Education teacher 

Setting: 
Special Education classroom
**Task Description:** Student was read the question below.

**Coffee Shop Bill Balance**

Each day when you buy a smoothie from the coffee shop it costs you $1.00. By using function notation, we can determine how much you will spend in 1 day, 2 days or even 3 days.

\[ = \$1.00 \]
SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.2)

After day 1 you spent: $1
Number Line:

After day 2 you spent: $2
Number Line:

After day 3 you spent: $3
Number Line:

Score: 5/6 = 83.33%
SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)

In this High School Math 2 (Analytic Geometry) entry, the selected standard is:

- MCC9-12.G.CO.6 (Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent).

The essence of this standard is to transform figures using rigid motions (translation, rotation, reflection) and to determine the effect of the translation on the figure. The second sentence of the standard refers to using rigid motions to determine if two figures are congruent.

In this aligned task, the student was given three sets of identical figures that showed a transformation. She was asked to decide which rigid motion was used to transform each figure.

It is acceptable to use the terms slide, turn, and flip instead of translation, rotation, and reflection. Identifying the transformations is an access level skill. The student’s task did not involve transforming figures or using rigid motions to determine congruence, but that is acceptable because an aligned task may encompass only a part of the standard.

MATERIALS:

- Worksheet
- Color-coded answer choices

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://mathbitsnotebook.com/Geometry/CongruentTriangles/CTRigidMotion.html
- http://geometrycoach.com/
SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
Student Name: A
Age: 16

Entry Sheet Completed by: Mrs. I

Strand/Domain: Geometry

Standard: MCC9-12.G.CO.6

Description: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Element/Indicator: 
Description: 

Understand congruence in terms of rigid motions.

What is the overall skill that connects the tasks to the standard and element/indicator? Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.

Describe rigid motions of figures.
Evidence Annotation Sheet

Student Name: A

Date: 11/5/2015

Description of Task:
The student's task was to identify the type of rigid motion used to transform the figures. She selected between two color-coded choices for each response.

Specific Evaluation of Student Response:
3/3 correct, 100% accuracy

Type and Frequency of Prompting:
Limited verbal prompts

Interactions:
Special education teacher

Setting:
Special education room
Science

• Science 1
  – Sample Task: High School, Science 1 (SB4)

• Science 2
  – Sample Task: High School, Science 2 (SPS8)
  – Sample Task: High School, Science 2 (SPS6)
SAMPLE TASK: HIGH SCHOOL, SCIENCE 1 (SB4)

In this High School Science 1 (Biology) entry, the selected standard is:

- SB4 (Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems).

The indicator is:

- “a” (Investigate the relationships among organisms, populations, communities, ecosystems, and biomes).

The essence of this standard and indicator is to investigate the relationships among organisms, populations, communities, ecosystems, and/or biomes.

The Characteristic of Science (CoS) is:

- organizes data into graph, tables, and charts.

In this aligned task, the student was given a two-page chart labeled with the names of four biomes. She was asked to complete the chart by identifying the plants and animals which are native to each biome and by describing the location and climate of each biome. The chart describes the relationship between organisms and ecosystems. The student’s task did not involve populations or communities, but that is acceptable because an aligned task may encompass only a part of the indicator. The student was given 16 word-picture cards, each with text and a photo or drawing. The cards were color-coded. The student was not able to match all of the plants, animals, locations, and climates correctly, but she did perform an aligned task.

The table fulfills the requirement of the CoS. The CoS must be used in at least one of the four pieces of evidence every Science entry.

MATERIALS:

- Two-page table labeled aquatic marine biome, desert, temperate forest biome, and tropical rain forest
- Word-picture answer choices

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- [http://www.blueplanetbiomes.org/desert.htm](http://www.blueplanetbiomes.org/desert.htm)
- [http://www.cotf.edu/ete/modules/msese/earthsysflr/rforest.html](http://www.cotf.edu/ete/modules/msese/earthsysflr/rforest.html)
CAUTION:
The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>18</td>
</tr>
</tbody>
</table>

Entry Sheet Completed by:
Ms. S

Strand/Domain: Biology

Standard: SB4

Description: Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.

Element/Indicator: a.

Description: Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.

Characteristics of Science Standard:
Organizes data into graphs, tables, and charts

What is the overall skill that connects the tasks to the standard and element/indicator?
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: K

Date: 10/16/2015

Description of Task:
After the class studied four biomes (aquatic marine biome, desert biome, temperate forest biome, and tropical rainforest biome) K was asked to make a chart of the four biomes. She was given two pages labeled with the names of the four biomes. She was also given word-picture icons for each biome. She was told to place the picture and description of the plants, animals, location, and climate under the correct heading on the chart. The parapro helped her to glue the pictures and descriptions on the chart.

Specific Evaluation of Student Response:
9/16 correct, 56% accuracy

Type and Frequency of Prompting:
Independent

Interactions:
Special education teacher and special education paraprofessional

Setting:
Special education classroom
SAMPLE TASK: HIGH SCHOOL, SCIENCE 1 (SB4)

Desert
- Very hot and dry
- Animals have to go a long time without water.
- Cactus grow well with little water.
- The Sahara is the largest in the world.

Aquatic Marine Biome
- Sea grass can live in the salty water.
- Marine Animals
- Covers 70% of Earth's surface
- Winds and currents affect climate and weather on land.
**Tropical Rainforest**
- Chocolate comes from the cacao tree.

**Tropical Animals**
- Some locations are in Africa, Asia, and South America.

**Warm and Rainy all year**

---

**Temperate Forest Biome**
- Where we live
- Bears survive 4 seasons. They hibernate in winter.
- These can survive 4 seasons.

---

**4 seasons**
- Spring
- Summer
- Fall
- Winter
In this High School Science 2 (Physical Science) entry, the selected standard is:

- SPS8 (Students will determine relationships among force, mass, and motion).

The indicator is:

- “e” (Calculate amounts of work and mechanical advantage using simple machines).

The essence of this standard and indicator is to calculate the mechanical advantage of using simple machines to perform work.

The Characteristic of Science (CoS) for this entry is:

- records investigations clearly and accurately.

In this aligned task, the student performed two trials. He moved books with and without the use of a cart. The wheeled cart is a simple machine (wheel and axle). He was given five minutes for each trial and was asked to record how many books he could move with the cart and how many he could move by hand carrying them without using the cart.

He recorded his results and answered questions about the advantage of the simple machine. The student’s task does not include calculating amounts of work, but that is acceptable because an aligned task may encompass only a part of the indicator.

The student performed a scientific investigation and recorded his findings, which satisfied the requirements of the CoS “records investigations clearly and accurately.” The CoS must be exemplified in at least one of the four tasks in every Science entry.

MATERIALS:

- Books
- Cart
- Clock or timer
- Lab sheet to record findings

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://physics.csustan.edu/Marvin/heatlightsound/Summaries/Machines/simple_machines.htm
- http://techtraining.dpsk12.org/ILT/Machines/M_activities.htm
CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>16</td>
</tr>
<tr>
<td>Entry Sheet Completed by:</td>
<td>Mrs. D</td>
</tr>
<tr>
<td>Strand/Domain:</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Standard:</td>
<td>SPS8</td>
</tr>
<tr>
<td>Description:</td>
<td>Students will determine relationships among force, mass, and motion.</td>
</tr>
<tr>
<td>Element/Indicator:</td>
<td>e.</td>
</tr>
<tr>
<td>Description:</td>
<td>Calculate amounts of work and mechanical advantage using simple machines.</td>
</tr>
</tbody>
</table>

**Characteristics of Science Standard:**
- Records investigations clearly and accurately

**What is the overall skill that connects the tasks to the standard and element/indicator?**
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: J

Date: 9/11/2015

Description of Task:
J was given 5 minutes to move, by hand, as many books as he could from our classroom to the Living Lab. He then recorded the number of books he moved. Next the student was given a cart (wheel and axle). He was given another 5 minutes to move, by cart, as many books as he could from our classroom to the Living Lab. He recorded the number of books moved on the cart and answered questions. The parapro walked with him from room to room but J did the task himself.

Specific Evaluation of Student Response:
100%

Type and Frequency of Prompting:
Continuous verbal prompting

Interactions:
Special education teacher and special education parapro

Setting:
Special education room, the Living Lab and the hallway.
Simple Machines Lab

How many books can you move in 5 minutes?

<table>
<thead>
<tr>
<th>How many books moved by hand?</th>
<th>How many books moved by cart?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Simple Machine</td>
<td>With Simple Machine</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
</tr>
</tbody>
</table>

Did you move more books with your hands or with the cart?

Cart

Was it easier to move the books with your hands or with the cart?

Cart

You used a cart to move your books. What kind of simple machine did you use?

Wheel and axle

A simple machine makes work ____________.

harder easier
In this High School Science 2 entry, the selected standard is:

- SPS6 (Students will investigate the properties of solutions).

The indicator is:

- “e” (Determine whether common household substances are acidic, basic, or neutral).

The essence of this standard and indicator is to investigate to determine whether household substances are acidic, basic, or neutral. Teachers may choose which household substances – and how many of them – they want their students to investigate.

The Characteristic of Science (CoS) is:

- records investigations clearly and accurately.

In this aligned task, the student was given five household substances to test. The substances were Diet Coke, water, soap, lemon juice, and bleach. She was asked to dip litmus paper in a sample of each of the five substances, to observe the effect of each substance on the litmus paper, and to record the results of her investigations on her lab sheet. She worked with her special education teacher and a general education peer, but the student dipped the litmus paper herself and she made her own observations. She told her peer partner the results of the investigation and the peer partner scribed the student’s responses.

The Characteristic of Science (CoS) is records investigations clearly and accurately. The CoS must be exemplified by the student in at least one of the four pieces of evidence in every Science entry. The student’s work in this task does exemplify the CoS because the student is investigating the substances by using litmus paper, and she is recording her findings on her lab sheet. A student must investigate and record if a task is to satisfy this CoS.

MATERIALS:

- Lab sheet
- Red and blue litmus paper
- Samples of household substances
- pH chart on the wall of the science lab
- Safety equipment, like goggles, gloves, or aprons, if using potentially dangerous substances like household bleach

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.
SAMPLE TASK: HIGH SCHOOL, SCIENCE 2 (SPS6)

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://www.helpteaching.com/questions/Acids_and_Bases/Grade_11

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out.
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student).
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016).
- Task does not redocument any other task in the entry.
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence.
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade.
- Location (setting) of task noted.
- People who worked with the student on the task noted.
- Type and frequency of prompting noted.
SAMPLE TASK: HIGH SCHOOL, SCIENCE 2 (SPS6)

2015–2016 Georgia Alternate Assessment Entry Sheet
Kindergarten, Grades 3–8, and High School

High School Science (Must Select a Characteristics of Science below) Entry 2

Student Name: B

Age: 17

Entry Sheet Completed by:
Mr. M

Strand/Domain: Physical Science

Standard: SPS6
Description: Students will investigate the properties of solutions.

Element/Indicator: e.
Description: Determine whether common household substances are acidic, basic, or neutral.

Characteristics of Science Standard:
Records investigations clearly and accurately

What is the overall skill that connects the tasks to the standard and element/indicator?
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: B

Date: 10/10/2015

Description of Task:
B and her general education lab partner worked together to test 5 household items. The teacher gave the student and her lab partner small dishes half-filled with Diet Coke, water, soap, lemon juice and bleach. The teacher directed the student to take pieces of litmus paper, dunk them in each of the 5 substances one at a time, observe the pieces of litmus paper to see what color they were, use the pH scale to determine what the pH was based on the color of each piece of litmus paper, and record her findings on her lab sheet.

The student had previously received instruction in using the pH scale. She was directed to use the pH scale posted on the wall of the science lab.

B has very limited fine motor skills. She was able to dunk the pieces of litmus paper into each substance, but she was not able to write her findings on the lab sheet herself. After B observed the pieces of litmus paper to see what colors they were, she used the pH scale to determine the pH of each item. Then she told her general ed lab partner what the pH of each item was. The general ed partner scribed her answers.

Specific Evaluation of Student Response:
100%

Type and Frequency of Prompting:
Frequent verbal prompting

Interactions:
B worked with the special education teacher and a general education peer helper to complete the task.

Setting:
General education science lab
SAMPLE TASK: HIGH SCHOOL, SCIENCE 2 (SPS6)

Name

Acids Bases and Neutrals
Household Substances Lab

Directions: Fill out the lab observation chart.

1. Write the name of the substance you are testing.

2. Write the color of pH litmus paper that you used for testing.
   (blue or red)

3. Record your observations for each substance you test.

4. Determine if the substance is an acid, base, or neutral and record your answer.

<table>
<thead>
<tr>
<th>Substance</th>
<th>litmus paper</th>
<th>Observations</th>
<th>Acid, Base or Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diet Coke</td>
<td>Blue</td>
<td>Litmus paper turned red</td>
<td>Acid</td>
</tr>
<tr>
<td>Water</td>
<td>Red</td>
<td>Litmus paper remained red</td>
<td>Neutral</td>
</tr>
<tr>
<td>Soap</td>
<td>Red</td>
<td>Litmus paper turned blue</td>
<td>Base</td>
</tr>
<tr>
<td>Lemon Juice</td>
<td>Blue</td>
<td>Litmus paper turned red</td>
<td>Acid</td>
</tr>
<tr>
<td>Bleach</td>
<td>Red</td>
<td>Litmus paper turned red</td>
<td>Base</td>
</tr>
</tbody>
</table>

good job in the lab
Social Studies

• Social Studies 1
  – Sample Task: High School, Social Studies 1 (SSUSH22)

• Social Studies 2
  – Sample Task: High School, Economics (SSEPF6)

• Social Studies 1
  – Sample Task: High School, Social Studies 1 (SSUSH5)
In this High School Social Studies 1 (United States History) entry, the selected standard is:

- SSUSH22 (*The student will identify dimensions of the Civil Rights Movement, 1945–1970*).

The element is:

- “b” (*Identify Jackie Robinson and the integration of baseball*).

The essence of this standard and element is to identify Jackie Robinson and the role he played in the integration of baseball.

In this aligned task, the student was given a timeline and six 20th century events which involved Jackie Robinson and the integration of baseball. He was asked to determine where on the timeline to place the events. The events included Jackie Robinson’s birth, his signing with the Brooklyn Dodgers, and his playing in his first game in major league baseball. Also part of the timeline are three events which show the effect Jackie Robinson had on the game of baseball itself: black players added to the Cleveland and St. Louis teams in 1947, the first black coach in the major league in 1962, and the first black manager in the major league in 1975.

**MATERIALS:**

- Timeline
- Cards with text describing events in Jackie Robinson’s life and in the integration of baseball

*Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.*

**SUGGESTED RESOURCES FOR CONSIDERATION:**

SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH22)

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th><strong>Age:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>18</td>
</tr>
</tbody>
</table>

**Entry Sheet Completed by:**
Ms. H

**Strand/Domain:** U.S. History

**Standard:** SSUSH22

**Description:**
The student will identify dimensions of the Civil Rights Movement, 1945–1970.

**Element/Indicator:** b.

**Description:**
Identify Jackie Robinson and the integration of baseball.

**What is the overall skill that connects the tasks to the standard and element/indicator?**
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Annotation Sheet

Student Name: G

Date: 9/30/2015

Description of Task:
G completed a timeline about Jackie Robinson and the integration of baseball. He was given a timeline and small, arrow-shaped cards with descriptions of six events. G pasted the events on the timeline.

Specific Evaluation of Student Response:
3/6 correct, 50% accuracy

Type and Frequency of Prompting:
Independent

Interactions:
Special education teacher

Setting:
Special education classroom
SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH22)

Jackie Robinson and the Integration of Baseball

- 1947: Jackie Robinson played in his 1st MLB game.
- 1949: Jackie Robinson is born in Cairo, GA.
- 1945: Cleveland and St. Louis added black players.
- 1947: Jackie Robinson is signed by the Brooklyn Dodgers.
- 1962: Buck O'Neil is 1st Black MLB Coach.
- 1975: Frank Robinson is 1st Black MLB Manager.

\[
\frac{3}{6} = 50\%
\]
SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)

In this Grade HS Economics entry, the selected standard is:

- SSEPF6 (The student will describe how the earnings of workers are determined in the marketplace).

The element is:

- “a” (Identify skills that are required to be successful in the workplace).

The essence of the standard and element is identifying skills, not behaviors or personal traits, which are needed in the workplace.

In this aligned task, the student was asked to use the information he learned from two general education students to develop a list of skills needed to perform two different jobs, one in a retail store and the other in a restaurant. He was able to write five skills which are specific to each job, including skills like stocking shelves and making merchandise labels in the retail store, and cleaning the kitchen and running the cashier station in the restaurant. Please note that the student was not asked to describe behaviors, like being on time, or personal qualities, like friendliness. While it is true that being prompt and maintaining friendly relationships with co-workers can contribute to an employee’s success on the job, those attributes are not the essence of this Economics standard and element. A task which aligns to this standard and element will always focus on the specific skills required to perform a particular job.

MATERIALS:

- Worksheet

*Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.*

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://www.ed.gov/highschool
- http://jobsearch.about.com/od/justforstudents/fl/interview-tips-high-school-students.htm
SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)

⚠️ CAUTION:

The task does align to the content standard. However, in addition to being aligned, every task in the student’s portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>18</td>
</tr>
</tbody>
</table>

**Entry Sheet Completed by:**
Ms. T

**Strand/Domain:** Personal Finance Economics

**Standard:** SSEPF6

**Description:** The student will describe how the earnings of workers are determined in the marketplace.

**Element/Indicator:** a.

**Description:** Identify skills that are required to be successful in the workplace.

**What is the overall skill that connects the tasks to the standard and element/indicator?**
Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Anotation Sheet

Student Name: M

Date: 10/14/2015

Description of Task:
The teacher invited two general education students (one works at Wal-Mart and the other works at Zaxby’s restaurant) to speak to the class about skills needed in the workplace. After the guests spoke to the class, they talked individually with the students in the class. M was given a worksheet about job skills and was asked to complete it. The teacher told M to use the information he learned from the general education students to complete the task. M struggled to remember everything the guest speakers said and the teacher asked the general education students to repeat some of their comments. She prompted M to listen carefully while the general education students told him about their jobs.

Specific Evaluation of Student Response:
100% accuracy

Type and Frequency of Prompting:
Frequent verbal prompting

Interactions:
Special education teacher and two general education students

Setting:
Special education classroom
SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)

Name: M

Job: Wal-Mart
1. Make labels for items
2. Put the freight on the shelf
3. Activate Phones
4. Put minutes on phones
5. Put items to the front

Job: Zaxby's
1. Cook food
2. Work at cashier
3. Keep kitchen clean
4. Clean bathroom
5. Clean tables

Date: 10-14-15
SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH5)

In this High School Social Studies 1 (U.S. History) entry, the selected standard is:

- SSUSH5 (The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution).

The element is:

- “d” (Analyze how the Bill of Rights serves as a protector of individual and states’ rights).

The essence of this standard and element is to analyze how at least one of the first ten amendments to the U.S. Constitution protects individual and/or states’ rights.

In this aligned task, the student was given a multiple choice worksheet with four questions. The teacher’s annotation explains that she and her classmates had received previous instruction on the Bill of Rights. The student was asked to use her bingo stamper to mark her answers. Each of the five questions had three answer choices.

The student’s task involved only the rights enumerated in the First Amendment (freedom of the press, freedom of religion, right to assemble peacefully, freedom of speech). She was not asked any questions about any of the other nine amendments which are part of the Bill of Rights. That is acceptable because it is not necessary for an assessment task to include all aspects of an element.

MATERIALS:

- Worksheet with picture answer choices
- A Kid’s Guide to America’s Bill of Rights by Kathleen Krull

Please note: Materials should be chosen with consideration given to the needs of each student. GAA examiners should choose materials and adapt them, if necessary, to suit the needs of each student. The materials listed above were used by the student whose work is seen in this exemplar. Different materials may be needed by other students who are asked to perform this task or one that is similar.

SUGGESTED RESOURCES FOR CONSIDERATION:

- http://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights
- http://www.firstamendmentcenter.org/how-to-teach-about-the-first-amendment
- http://www.historyforkids.net/bill-of-rights.html
- The Constitution of the United States of America by Sam Fink
- Constitution Translated for Kids by Cathy Travis
SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH5)

⚠️ CAUTION:

The task does align to the content standard and indicator. However, in addition to being aligned, every task in the student's portfolio must also be presented in accordance with all of the GAA requirements if the task is to be scorable.

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the administration window (September 1, 2015 to March 25, 2016)
- Task does not redocument any other task in the entry
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected
- Evidence marked with letter or percentage grade
- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted
SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH5)

<table>
<thead>
<tr>
<th>High School</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry 1</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry Sheet Completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand/Domain:</th>
<th>U.S. History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard:</th>
<th>SSUSH5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element/Indicator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>d.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze how the Bill of Rights serves as a protector of individual and states’ rights.</td>
</tr>
</tbody>
</table>

**What is the overall skill that connects the tasks to the standard and element/indicator?**

Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.
Evidence Anotation Sheet

Student Name: B

Date on which evidence was completed: 3/10/2016

Description of Task:
The teacher read aloud to the class A Kid’s Guide to America’s Bill of Rights by Kathleen Krull. The class discussed how the Bill of Rights protects individual citizens. B was then given a 5-question multiple choice quiz on the Bill of Rights. Each question had three answer choices. She used her bingo stamp to mark her answers.

Specific Evaluation of Student Response:
5/5 correct, 100% accuracy

Type and Frequency of Prompting:
Frequent verbal prompting

Interactions:
B completed this task with her special education teacher.

Setting:
Special education classroom
Bill Of Rights

Instructions: Read each of the following questions. Circle the answer choice that best represents the right being discussed.

1. Which picture shows a citizen practicing "Freedom of Speech"?
   a. 
   b. 
   c. 
   ✓

2. Which of the following shows a group of citizens practicing "Freedom to Assemble Peacefully"?
   a. 
   b. 
   c. 
   ✓

3. Which of these pictures shows a citizen practicing "Freedom of Religion"?
   a. 
   b. 
   c. 
   ✓
4. In the United States, a [image of newspaper] is able to practice the “Freedom of _____”?  
   a. PRESS  
   b. DUE PROCESS  
   c. ASSEMBLY

5. An accused criminal DOES NOT have the right to which of the following?  
   a. [image of courtroom]  
   b. [image of orange card saying “Chance. This card may be kept until needed or sold. Get out of jail free.”]  
   c. [image of person in chair with lawyer talking]