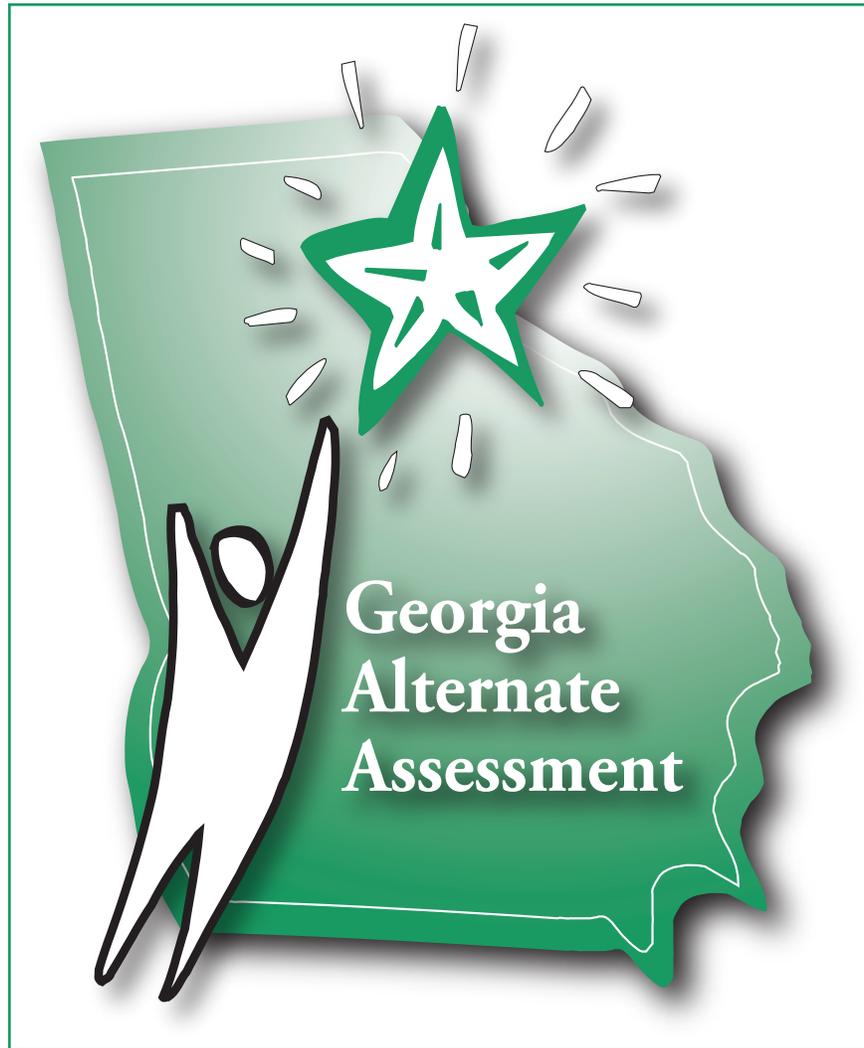


Sample Tasks Resource Guide



Grades 6–8

PLEASE NOTE:

- This document was last updated in October 2017. 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 There may be invalid links in cases where Web sites are no longer active, or have moved or altered content.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 2017–2018 administration of the GAA.

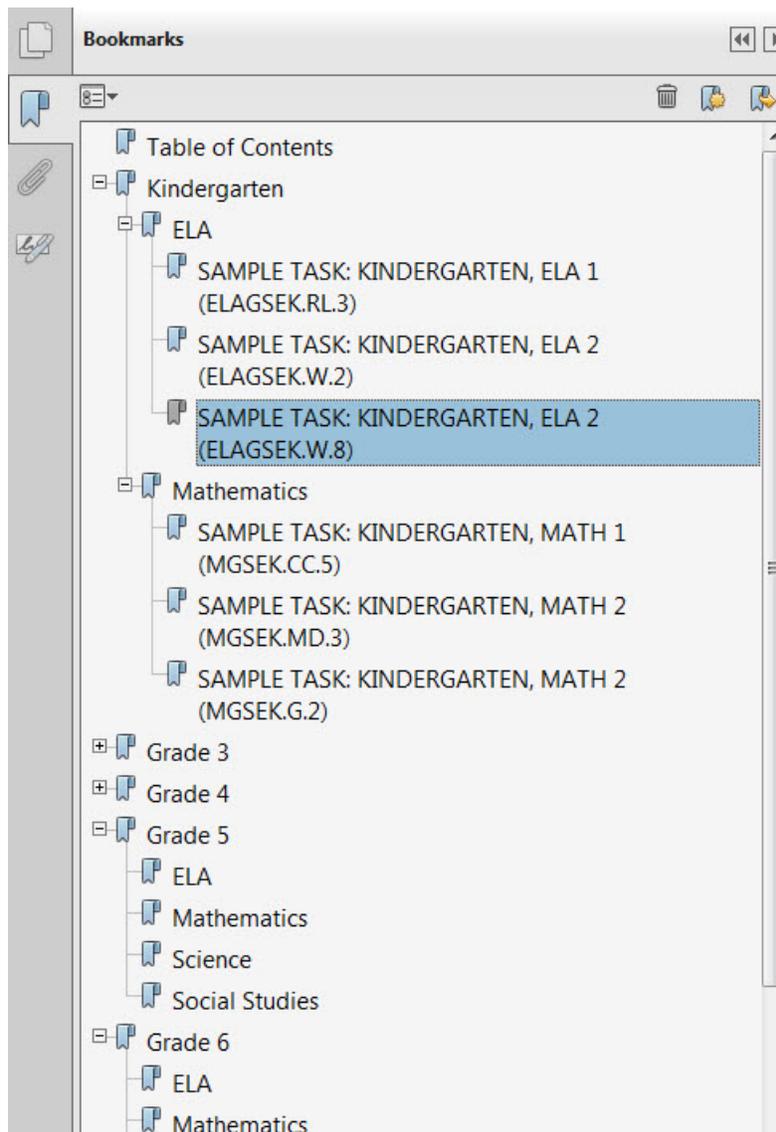
INTERACTIVE PDF

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.



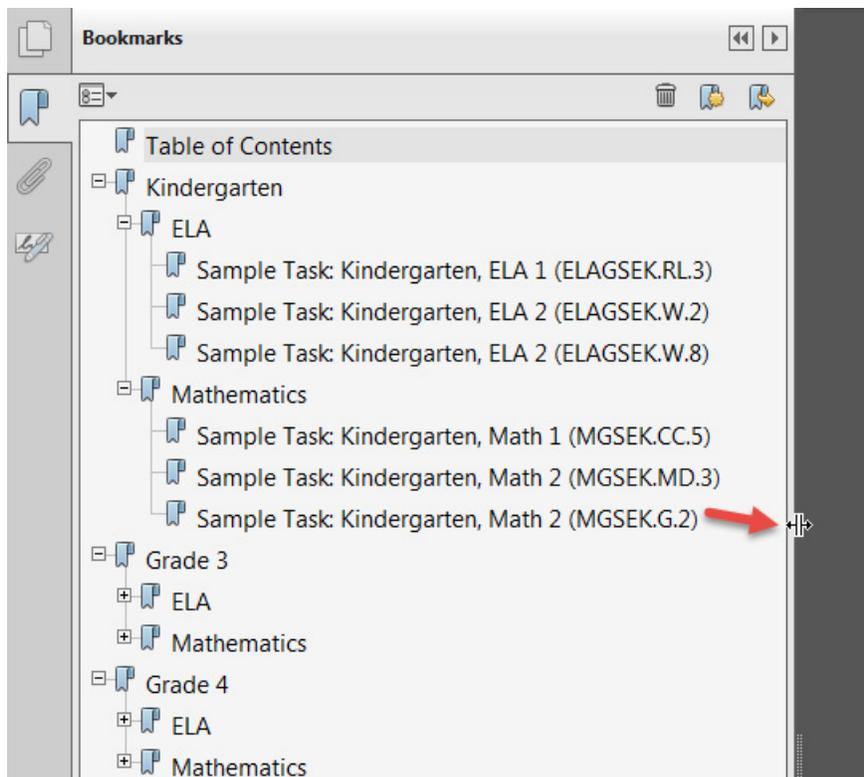
This document also features an interactive **Bookmarks** panel to aid navigation. Click the “Scroll” icon on the left edge of the screen to display all bookmarks in the document. This opens the Bookmarks Navigation panel.

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.

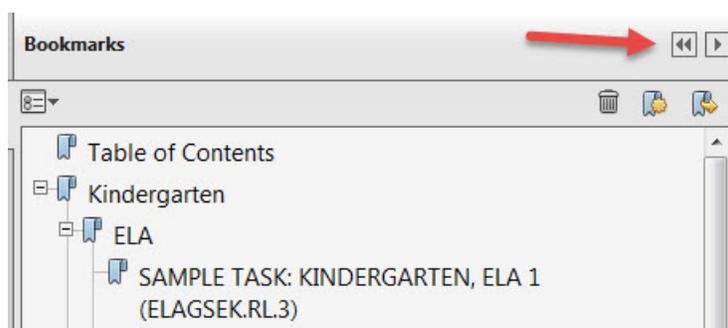


INTERACTIVE PDF

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

GRADE 6	1
ELA.....	2
Mathematics	19
GRADE 7	35
ELA.....	36
Mathematics	54
GRADE 8	70
ELA.....	71
Mathematics	92
Science.....	118
Social Studies.....	130

GRADE 6

Sample Tasks

- ELA
- Math

ELA

- ELA 2
 - Sample Task: Grade 6, ELA 2 (ELAGSE6.SL.1)
 - Sample Task: Grade 6, ELA 2 (ELAGSE6.W.3)
 - Sample Task: Grade 6, ELA 2 (ELAGSE6.W.3)

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.SL.1)

In this Grade 6 English Language Arts 2 entry, the selected standard is:

- ELAGSE6.SL.1 (*Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly*).

The indicator is:

- “c” (*Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.*)

The essence of this standard and indicator is for the student to pose and/or respond to questions during a conversation with a teacher or other adult, with a group of other students, or with one other student. The student must engage in reciprocal conversations with another person or groups of people. It is essential that the student is speaking during the task. “Speaking” is an expressive communication and can mean verbal conversation between a student and another person. It may also involve nodding, gesturing, using American Sign Language (ASL) or an augmentative communication system, communication symbols, objects, eye gazing, or any other means that the student usually uses to simulate verbal communication. Even non-verbal students, like the student in this exemplar, can “speak” or expressively communicate and, therefore, satisfy the requirements of this Speaking and Listening standard.

In this aligned task, the student was asked to pose and respond to questions with a general education peer. The student, who is non-verbal, used an augmentative device to pose two questions (*Who grows food for us to eat? Who takes care of sick animals?*) to his peer. He responded to the four questions (*Who delivers mail? Who checks and cleans teeth? Who bakes cakes, pies, and cookies? Who fights fire?*) his regular education peer asked of him by pointing to cards.

MATERIALS:

- Teacher-made worksheet with questions for students to use to guide their conversation

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.specialneeds.com/activities/general-special-needs/five-ways-helpstudents-special-needs>
- <http://www.proteacher.com/070001.shtml>

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.SL.1)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, ELA 2 (ELAGSE6.SL.1)



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

Grade 6

ELA

Entry 2

Student Name:

D

Age:

11

Entry Sheet Completed by:

Ms. T

Strand/Domain: Speaking and Listening (SL)

Standard: ELAGSE6.SL.1

Description: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Element/Indicator: c.

Description:

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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.

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.SL.1)

Evidence Annotation Sheet

Student Name: D

Date: 1/08/16

Description of Task:

D and a regular education student were told to ask each other questions about community workers. D answered the four questions which the other student asked by pointing to the correct pictures. He asked his peer two questions by using a big mac button.

Evaluation of Student Response:

6/6 100%

Type and Frequency of Prompting:

Limited verbal prompting to choose the picture answers

Interactions:

Special Education teacher and regular education student

Setting:

Regular Education classroom

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.SL.1)

Name: D

ELAGSE.6.SL.1.c

Captioned Photos

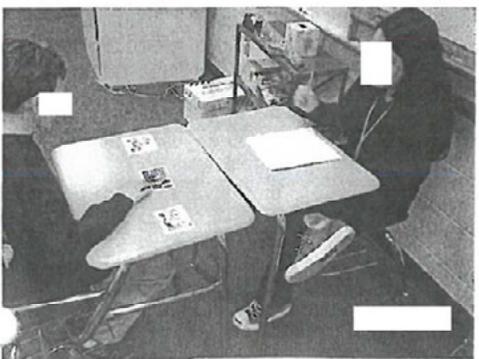
D, who is non-verbal, participated in a student-to-student activity of posing and responding to questions about community workers. His regular education peer asked him four questions about community workers. D answered the questions by pointing to pictures. Pointing is one of the ways D "speaks" to others. D also asked two questions of his peer by using his big mac.



The regular education peer asked D "Who delivers mail?" D answered "mailman" by touching the mailman picture. (correct response) The peer then asked "Who checks and cleans teeth?" D answered "dentist" by touching the picture of the dentist (correct response)



D asked his peer "Who grows food for us to eat?" by using his big mac. (correct question to ask) The peer asked D "Who bakes cakes and pies?" D responded by touching the picture of the baker. (correct response)



D asked his peer "Who takes care of sick animals?" by using his big mac. (correct question to ask) The peer then asked D "Who fights fire?" D answered "firemen" by touching the picture of a fireman. (correct response) D posed two questions correctly and he responded correctly to four questions his peer asked him.

6/6 100%

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

In this Grade 6 English Language Arts 2 entry, the selected standard is:

- ELAGSE6.W.3 (*Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences*).

The indicator is:

- “d” (*Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events*).

The essence of this standard and indicator is write a narrative using precise words, descriptive details, and/or sensory language.

In this aligned task, the student was asked to use sensory language to write about the story of Icarus and Daedalus. The teacher read an adapted version of the story aloud to the class. The student was given a sensory web labeled to help the student to begin his sentence. The student used word/picture icons to complete sentences which began with the phrases “I hear,” “I see,” “I smell,” and “I feel.”

MATERIALS:

- Adapted version of Icarus and Daedalus myth
- Worksheet with teacher-made sensory web labeled “I hear,” “I see,” “I smell,” and “I feel”
- Word/picture icons with descriptive words and phrases

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://greece.mrdonn.org/greekgods/icarus.html>
- <http://www.howstuffworks.com/icarus-and-daedalus-story1.htm>

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, ELA 2 (ELAGSE6.W.3)



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

Grade 6

ELA

Entry 2

Student Name:

R

Age:

11

Entry Sheet Completed by:

Mrs. W

Strand/Domain: Writing (W)

Standard: ELAGSE6.W.3

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

Element/Indicator: d.

Description:

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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.

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

Evidence Annotation Sheet

Student Name: R

Date: 9/30/15

Description of Task:

R listened while “Icarus and Daedalus” was read aloud to the class. He was told he would be asked to use sensory language to describe what Icarus saw, heard, smelled and felt when he was in the air. R’s task was to write about Icarus’s experiences by completing a sensory web.

R was given 15 word/picture icons and was told to place them in the correct positions on the sensory web. Because he has very poor fine motor skills he was helped to place them on the web, but he made the choices himself. The teacher helped with the gluing.

Evaluation of Student Response:

15/15 100%

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

An Ancient Greek Myth for Kids Icarus and Daedalus

Once upon a time, a long time ago, there lived a talented artist. His name was Daedalus. He used his art to make buildings and temples. He was probably the finest architect of his time.

King Minos invited Daedalus to the lovely island of Crete. The king wanted Daedalus to build a maze, a Labyrinth, as a home for the king's beloved pet, the Minotaur. The Minotaur was a horrible monster, with the head of a bull on a human body. The king loved that awful monster and wanted him to have a lovely home.

Daedalus was a bit amazed at the king's choice of pet, but a job was a job. Daedalus planned to make the maze a challenge, so complicated that anyone who entered it would be lost until rescued. That way, the king would be happy, the monster would be contained, and the people would be safe. Daedalus had no doubt he could design such a maze. He really was a fine architect.

Daedalus brought his young son Icarus with him. He was sure the child would enjoy swimming and playing with the other children on the island. Both Daedalus and Icarus were happy they had come. King Minos was happy with his maze. It was peaceful and pleasant on the island. Daedalus was in no hurry to leave.

One day, a group of Greek children sailed to the island. The next day, they sailed safely away, taking with them the king's lovely daughter, and leaving behind them one dead Minotaur.

King Minos was beside himself with grief. He did not believe anyone could have entered the maze and escape alive without help from someone, most probably help from the man who had designed the maze in the first place. (Actually, the children did have help, and not from Daedalus, but that's another myth.) King Minos punished the innocent Daedalus by keeping Daedalus and his young son Icarus prisoners on the island of Crete.

Daedalus tried to think of ways to escape. One day, Daedalus noticed birds flying overhead. It gave him an idea. Wings. He needed wings. Daedalus began to gather all the bird feathers he could find. He glued them together with wax. When two pairs of wings were ready, he warned his young son not to fly too close to the sun or the wax would melt.

Daedalus fastened the wings to their arms. They flapped their wings and took to the sky. They left the island of Crete far behind them. Water sparkled beneath them as far as they could see. The sky was blue. The breeze was brisk, more than enough to keep them in the air. It was glorious!

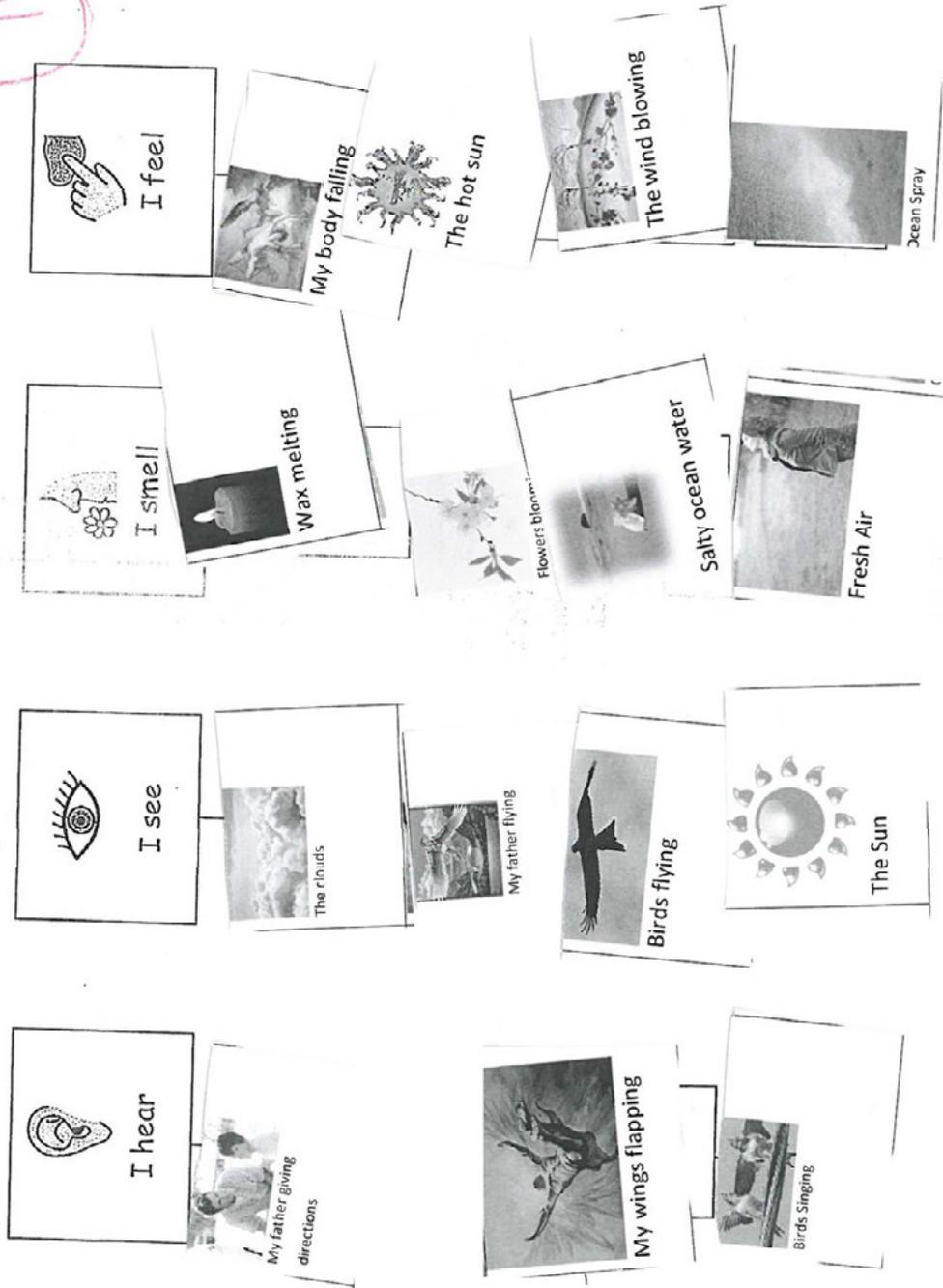
Icarus flew higher and higher. He flew so high that before he knew what was happening, the sun had begun to melt the wax on his wings. Icarus felt himself falling. He flapped his arms faster and faster. But it was no use. Poor Icarus plunged into the water and drowned.

Sadly, Daedalus continued on alone.

Name B

100

Sensory Web
"Icarus and Daedalus"
I imagine that I am Icarus flying in the sky.



SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

In this Grade 6 English Language Arts 2 entry, the selected standard is:

- ELAGSE6.W.3 (*Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences*).

The indicator is:

- “c” (*Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another*).

The essence of this standard and indicator is write a narrative which shows the passage of time by using transition words and phrases.

In this aligned task, the student was asked to write a recipe for peanut butter and jelly sandwiches. She incorporates the transition words first, then, next, and last in her narrative to help to describe the sequence of events. The teacher’s annotation explains that the student and her general education peer used the recipe the student wrote to make sandwiches for themselves, making this a real-world application.

MATERIALS:

- Blank page, sentence strips, and photographs

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.greatschools.org/gk/articles/writing-instruction-students-withlearning-problems/>
- <http://www.readingrockets.org/article/simple-ways-assess-writing-skills-studentslearning-disabilities>

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, ELA 2 (ELAGSE6.W.3)



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

Grade 6

ELA

Entry 2

Student Name:

L

Age:

11

Entry Sheet Completed by:

Mr. C

Strand/Domain: Writing (W)

Standard: ELAGSE6.W.3

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

Element/Indicator: c.

Description:

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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.

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

Evidence Annotation Sheet

Student Name: L

Date: 12/01/15

Description of Task:

L worked with a non-disabled peer to write the steps to make a peanut butter and jelly sandwich. The teacher told them they would use what they wrote as a recipe when it was snack time. L and her peer were given a blank piece of paper, pictures, and sentence strips. L put the sentences and pictures in the correct order on a page with prompting from her peer. As soon as L finished writing the recipe, the teacher told her that it was snack time. L and her peer used the recipe to make sandwiches for themselves.

Evaluation of Student Response:

4/4 100%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special Education teacher and non-disabled peer

Setting:

Special Education classroom

SAMPLE TASK: GRADE 6, ELA 2 (ELAGSE6.W.3)

H/A



This is how to make a PBJ.



First we smear peanut butter on the bread.



Then we put the jelly on the bread and peanut butter.



Next we put both pieces of bread and put them together.



Last, enjoy your PBJ!

Mathematics

- **Math 1**
 - Sample Task: Grade 6, Math 1 (MGSE6.EE.7)
- **Math 2**
 - Sample Task: Grade 6, Math 2 (MGSE6.SP.4)
 - Sample Task: Grade 6, Math 2 (MGSE6.SP.1)

SAMPLE TASK: GRADE 6, MATH 1 (MGSE6.EE.7)

In this Grade 6 Mathematics 1 entry, the selected standard is:

- MGSE6.EE.7 (*Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers*).

The essence of this standard is to solve math problems by writing and solving equations.

In this aligned task, the student was given four word problems. She was asked to solve each, using a number line and partially completed equations. The student pasted the correct numbers into each equation to solve them correctly.

MATERIALS:

- Worksheet with word problems

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.onlinemathlearning.com/solving-equations-6ee7.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, MATH 1 (MGSE6.EE.7)



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

Grade 6

Mathematics

Entry 1

Student Name:

S

Age:

12

Entry Sheet Completed by:

Mr. S

Strand/Domain: Expressions and Equations (EE)

Standard: MGSE6.EE.7

Description: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

Element/Indicator:

Description:

Reason about and solve one-variable equations and inequalities.

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.

SAMPLE TASK: GRADE 6, MATH 1 (MGSE6.EE.7)

Evidence Annotation Sheet

Student Name: S

Date: 9/30/15

Description of Task:

S was given a two-page worksheet with four word problems. She was asked to solve the problems using the number lines and the equations which were set up for her. She pasted her answers on the page.

Evaluation of Student Response:

12/12 100%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 6, MATH 1 (MGSE6.EE.7)

4 | 4 = 100%

Name E

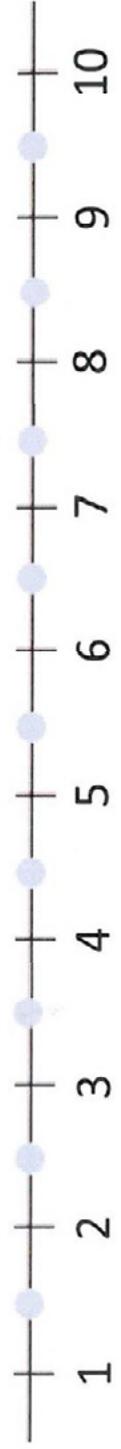
Adam has 2 Georgia baseball hats. He wants to give each friend in his class a hat. He has 6 classmates altogether. How many more Georgia hats does Adam need?



$\boxed{2} + x = \boxed{6}$ ✓

$x = \boxed{4}$ ✓

Gina has 3 bottles of nail polish. She wants to give each girl in her class a bottle. There are 5 girls in her class. How many more bottles of nail polish does Gina need?



$\boxed{3} + x = \boxed{5}$ ✓

$x = \boxed{2}$ ✓

Pg. 1 of 2

SAMPLE TASK: GRADE 6, MATH 1 (MGSE6.EE.7)

Adam has 4 baseballs. He wants to give each friend in his class a baseball. He has 7 classmates altogether. How many more baseballs does Adam need?



$$\boxed{4} + x = 7 \quad \checkmark$$

$$x = 3 \quad \checkmark$$

Gina has 2 bottles of nail polish. She wants to give each girl in her class a bottle. There are 6 girls in her class. How many more bottles of nail polish does Gina need?



$$\boxed{2} + x = 6 \quad \checkmark$$

$$x = 4 \quad \checkmark$$

Pg. 2 of 2

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.4)

In this Grade 6 Mathematics 2 entry, the selected standard is:

- MGSE6.SP.4 (*Display numerical data in plots on a number line, including dot plots, histograms, and box plots*).

The essence of this standard and indicator is to plot numerical data, NOT categorical data, on a number line. The three options for displaying data are a dot plot, histogram, or box plot.

In this aligned task, the student was given data about the number of relatives who live with students. The student was asked to plot the data on a number line on a teacher-made worksheet. In this task the student has made a dot plot.

It is also acceptable for the student to gather data from classmates or others and then to plot that data, but it is not necessary to gather data in order to have an aligned task. The heart of the standard is displaying numerical data, but the language of the standard does not mention gathering data.

MATERIALS:

- Worksheet with data and a numberline

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.mathgoodies.com/standards/alignments/grade6.html>
- <http://www.mathworksheetsland.com/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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, MATH 2 (MGSE6.SP.4)



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

Grade 6

Mathematics

Entry 2

Student Name:

C

Age:

11

Entry Sheet Completed by:

Mrs. B

Strand/Domain:

Standard:

Description: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Element/Indicator:

Description:

Summarize and describe distributions.

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.

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.4)

Evidence Annotation Sheet

Student Name: C

Date: 1/08/16

Description of Task:

C was given a worksheet with data about the number of relatives living with students in their homes. His task was to plot the data on the number line on the worksheet.

Evaluation of Student Response:

4/4 100%

Type and Frequency of Prompting:

Frequent verbal prompting and one gestural prompt

Interactions:

Special Education teacher

Setting:

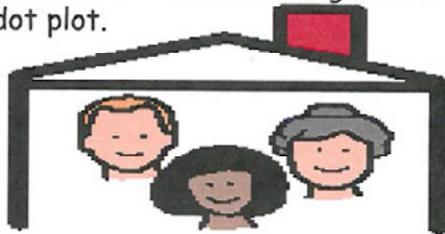
Special Education classroom

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.4)

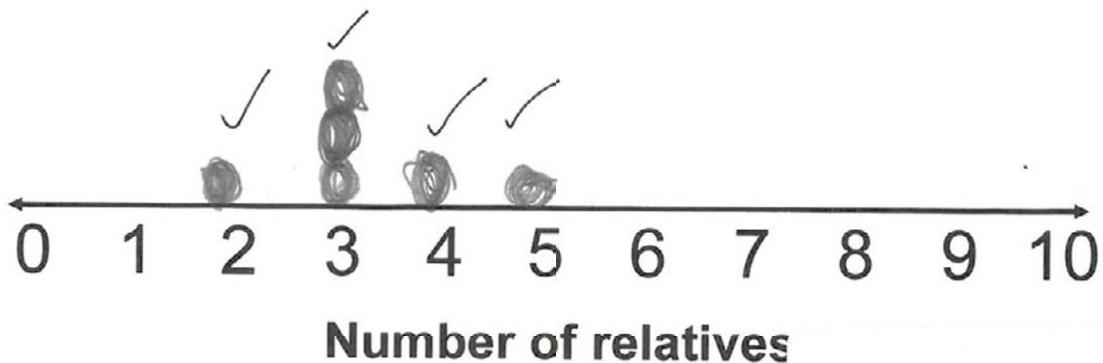
$$4/4 = 100\%$$

Name

Directions: Complete the dot plot below. Take the numerical data given by the teacher on the number of relatives living in their home and display that data onto the dot plot.



- 1 student had 4 relatives living in their home.
- 3 students had 3 relatives living in their home.
- 1 student had 2 relatives living in their home.
- 1 student had 5 relatives living in their home.



Pg. 1 of 1

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.1)

In this Grade 6 Mathematics 2 entry, the selected standard is:

- MGSE6.SP.1 (*Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers*).

The essence of this standard and indicator is for the student to recognize that a statistical question anticipates variability in the data while a non-statistical question has one answer. The question “what is your shoe size?” is a non-statistical question because there is a single answer. The question “what are the shoe sizes of the students in our school?” is a statistical question because it anticipates some variability in the answers.

In this aligned task, the student was given a T-chart with columns labeled “statistical question” and “non-statistical question.” She was given six questions on individual cards. Her task was to determine whether each question was a statistical question (a question which anticipates variability in the answers) or a non-statistical question (a question with one answer). On the second page of her task, she was given four questions and was asked to choose which two of them are statistical questions.

MATERIALS:

- Worksheet

SUGGESTED RESOURCES FOR CONSIDERATION:

- <https://www.illustrativemathematics.org/content-standards/tasks/703>
- <https://prezi.com/7dduuepolwyu/what-is-a-statistical-question-6th-grade-math/>

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.1)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 6, MATH 2 (MGSE6.SP.1)



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

Grade 6

Mathematics

Entry 2

Student Name:

A

Age:

11

Entry Sheet Completed by:

Mrs. J

Strand/Domain:

Standard:

Description: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

Element/Indicator:

Description:

Develop understanding of statistical variability.

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.

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.1)

Evidence Annotation Sheet

Student Name: A

Date: 1/08/16

Description of Task:

A _____ was given a two-page worksheet. On the first page she was asked to determine whether a question was a statistical question or a non-statistical question. She was given six questions. On the second page she was given a graph and four questions. She was asked to look at the graph and then to determine which of the questions were statistical questions. She was told to choose two of the four answer choices. The teacher read the materials aloud to her. A _____ asked for help several times and the teacher reread the materials.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.1)

Name A

Statistics

Assessment Score **100**
Page 1 of 2

TASK: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

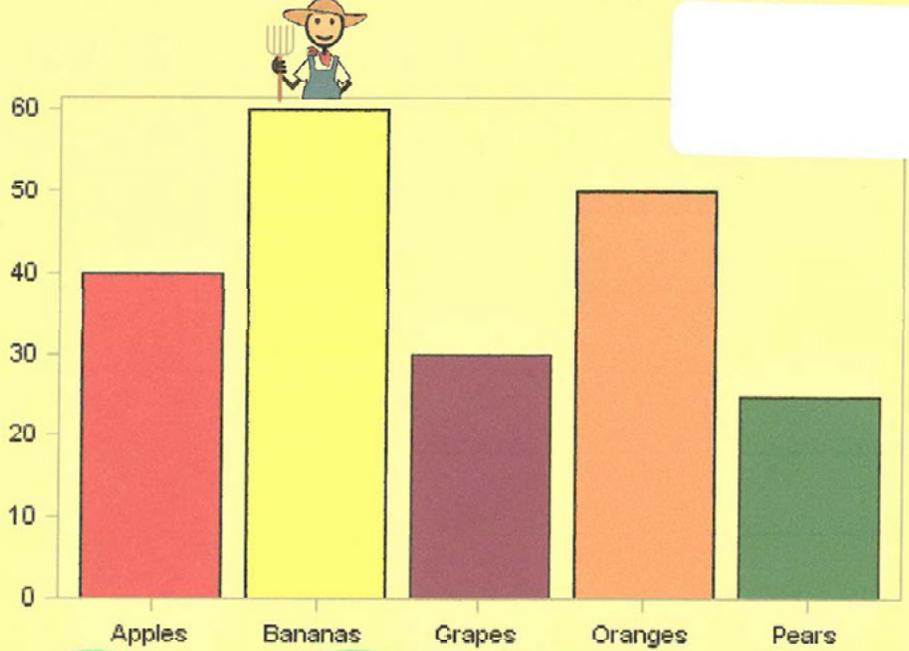
1. Use the T-chart to demonstrate understanding of recognizing a statistical question by putting each question in the correct side of the graphic organizer.

<div style="display: flex; justify-content: space-between;"> Statistical Question </div>	<div style="display: flex; justify-content: space-between;"> Non-Statistical Question </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>How many of</p> </div> <div style="text-align: center;"> <p>each</p> </div> <div style="text-align: center;"> <p>crayon</p> </div> <div style="text-align: center;"> <p>color</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>are in</p> </div> <div style="text-align: center;"> <p>this</p> </div> <div style="text-align: center;"> <p>tub?</p> </div> <div style="text-align: center;"> </div> </div>	<div style="text-align: right; font-size: small;"> Collection Period 2 – Progress Task <input checked="" type="checkbox"/> Primary Evidence <input type="checkbox"/> Secondary Evidence Date <u>11-21-14</u> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>What is the temperature</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>outside today?</p> </div> <div style="text-align: center;"> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>What are the heights of the</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>tallest</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>buildings</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>in the U.S.?</p> </div> <div style="text-align: center;"> </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>What color is</p> </div> <div style="text-align: center;"> <p>that crayon?</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>What are the temperatures</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>in the state capitals?</p> </div> <div style="text-align: center;"> </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>How tall is the</p> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> <p>Sears Willis Tower?</p> </div> <div style="text-align: center;"> </div> </div>

SAMPLE TASK: GRADE 6, MATH 2 (MGSE6.SP.1)

Assessment Score **100**
Page 2 of 2

Recognize a statistical question by selecting the question that shows anticipating variability in the answer. Select two questions that best relate to the information displayed in the graph provided.



- a**

a. Which produce is most profitable for the farmer?
- b**

b. What is your favorite fruit?
- c**

c. What produce is the least profitable for the farmer?
- d**

d. How many fruits should you eat each day?

GRADE 7

Sample Tasks

- ELA
- Math

ELA

- ELA 2
 - Sample Task: Grade 7, ELA 2 (ELAGSE7.W.2)
- ELA 1
 - Sample Task: Grade 7, ELA 1 (ELAGSE7.RI.1)
- ELA 2
 - Sample Task: Grade 7, ELA 2 (ELAGSE7.SL.1)

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.W.2)

In this Grade 7 English Language Arts 2 entry, the selected standard is:

- ELAGSE7.W.2 (*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content*).

The indicator is:

- “b” (*Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples*).

The essence of this standard and indicator is write text using facts, definitions, details, quotations and/or other information.

In this aligned task, the student was asked to write a recipe for Peanut Butter Rice Krispy Treats. The teacher gave the student the recipe details on sentence strips. The student was told to arrange the steps in the correct order. The student was given a lined piece of paper numbered 1 to 6 to use to guide his writing. The teacher’s annotation explains that the student wrote the recipe so that he and his classmates could use it to make treats for their afternoon snack, making this task a real-world application.

MATERIALS:

- Teacher-made worksheet with recipe name and six numbered lines
- Sentence strips

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.hoagiesgifted.org/eric/faq/writskls.html>
- <http://www.nwp.org/cs/public/print/resource/922>
- <http://www.projectidealonline.org/v/intellectual-disabilities/>

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.W.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, ELA 2 (ELAGSE7.W.2)



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

Grade 7

ELA

Entry 2

Student Name:

C

Age:

13

Entry Sheet Completed by:

Mrs. N

Strand/Domain: Writing (W)

Standard: ELAGSE7.W.2

Description: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Element/Indicator: b.

Description:

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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.

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.W.2)

Evidence Annotation Sheet

Student Name: C

Date: 1/12/16

Description of Task:

The task given to C was to write the recipe for Peanut Butter Rice Krispy Treats using appropriate facts and details. The teacher cut out the recipe steps for him to place on the worksheet.

Every Tuesday our class has an afternoon snack which the students make for themselves. The students take turns being “lead cook” or “lead baker.” The students look forward to snack day and, as the school year has progressed, all of them have developed a better understanding of what is required to prepare a snack, serve it, and clean the kitchen afterward.

Today (1/12/16) was C’s turn to be lead baker so he was very excited to write the recipe and to lead his classmates in making the treats. In the morning the teacher showed the students some photos in a children’s cookbook of Peanut Butter Rice Krispy Treats being made. She discussed with the students the steps they would follow to make the treats. She reminded the class that C would write the recipe for them because he was the lead baker.

After the teacher’s lesson, the paraprofessional worked one-on-one with C. He was given the photos of the recipe steps to use as a reference. The paraprofessional also gave him the sentence strips. The paraprofessional read each sentence strip aloud and she assisted C to place the steps in the correct order. C had to be redirected several times.

After C wrote the recipe, all of the students in the class were told to gather in the kitchen area of our classroom to make the treats using the recipe C wrote. The treats were allowed to cool and the students enjoyed eating them later in the day during snack time.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education teacher and Special Education paraprofessional

Setting:

Special Education classroom

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.W.2)

Name:

Peanut Butter Rice Krispies



1.
Measure butter and peanut butter in a bowl
2.
Melt butter and peanut butter in microwave
3.
Measure marshmallows and add to peanut butter and butter.
4.
Stir All Together. Measure Rice Krispies and stir into mixture.
5.
Put it on a pan and spread it out to cool.
6.
Eat and enjoy!

SAMPLE TASK: GRADE 7, ELA 1 (ELAGSE7.RI.1)

In this Grade 7 English Language Arts 1 entry, the selected standard is:

- ELAGSE7.RI.1 (*Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text*).

The essence of this standard is to demonstrate comprehension of a text and to cite where in the text the information can be found.

In this aligned task, the teacher read aloud to the student the informational text “Free to Choose.” The student’s task was to do a worksheet in which she completed five sentences, using words from the text. She was given a word bank to assist her in choosing the right words. She was also asked to identify where in the text she found the information she needed to complete the sentences. She told the teacher the page numbers and the teacher scribed her verbal responses.

MATERIALS:

- “Free to Choose” by Debbie Dacey (Unique Learning Systems)
- Worksheet with word bank

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.ereadingworksheets.com/free-reading-worksheets/readingcomprehension-worksheets/inferences-worksheets/>
- <http://community.lessonplanet.com/t/practice-makes-perfect-citing-textualevidence/1080>
- <https://www.teachingchannel.org/videos/teaching-about-textual-evidence>

SAMPLE TASK: GRADE 7, ELA 1 (ELAGSE7.RI.1)

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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, ELA 1 (ELAGSE7.RI.1)



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

Grade 7

ELA

Entry 1

Student Name:

M

Age:

13

Entry Sheet Completed by:

Mrs. L

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE7.RI.1

Description: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.

SAMPLE TASK: GRADE 7, ELA 1 (ELAGSE7.RI.1)

Evidence Annotation Sheet

Student Name: M

Date: 11/05/15

Description of Task:

M followed along as the teacher read aloud the 9-page informational text called "Free to Choose." M's task was to answer comprehension questions and to cite textual evidence by showing where she found the information within the text.

M was given 5 fill-in-the-blank questions. The teacher prompted her to look at the text to help her to remember what she had read. M used the word bank at the bottom of the page to help her to complete each sentence. After M completed each sentence, the teacher asked her where in the text she had found the answer. M answered verbally and the teacher recorded her answers.

Evaluation of Student Response:

100%. M was able to complete each sentence correctly and she was able to tell the teacher where in the text she found the information.

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 7, ELA 1 (ELAGSE7.RI.1)

Free to Choose

Name: M

1. Kaelin is learning about _____

Freedom ✓ page 2

2. Kaelin lives in the _____

United States ✓ page 3

3. The United States is a _____

Free ✓ country. page 3

4. Kaelin can _____

Choose ✓ where to live. page 5

5. Kaelin is _____

happy ✓ to be free. page 9

United States



choose



freedom



happy



free



SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.SL.1)

In this Grade 7 English Language Arts 2 entry, the selected standard is:

- ELAGSE7.SL.1 (*Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly*).

The indicator is:

- “c” (*Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed*).

The essence of this standard and indicator is for the student to pose and/or respond to questions during a conversation with a teacher or other adult, with a group of other students, or with one other student. The student must engage in reciprocal conversations with another person or groups of people. It is essential that the student is speaking during the task. “Speaking” is an expressive communication and can mean verbal conversation between a student and another person. It may also involve nodding, gesturing, using American Sign Language (ASL) or an augmentative communication system, communication symbols, objects, eye gazing, or any other means that the student usually uses to simulate verbal communication. Even non-verbal students can “speak” or expressively communicate and, therefore, satisfy the requirements of this Speaking and Listening standard.

In this aligned task, a general education peer read aloud a newspaper article about baseball to the student. The student’s task was to ask the general education peer four relevant questions about the article. The teacher scribed each question. The student’s task involved only posing questions, not responding to others’ questions, but that is acceptable because an aligned task may encompass only a part of the indicator.

This task also involved using a newspaper article as the basis for the conversation between the students. While it can be useful to use a text (fiction or non-fiction) as a way of giving students something to talk about, it is not necessary to do so. It is also acceptable for students to select topics of interest to them and to pose and/or respond to questions about those subjects. In this instance, it was the judgment of the teacher that the student would benefit from listening to a newspaper story about a subject of interest to him.

MATERIALS:

- A written text in print or digital form.
- A worksheet for recording student’s questions.

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: GRADE 7, ELA 2 (ELAGSE7.SL.1)

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.specialneeds.com/activities/general-special-needs/five-ways-helpstudents-special-needs>
- <http://www.proteacher.com/070001.shtml>
- <https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+7+.pdf>
- http://englishlinx.com/common_core/7/speaking_and_listening/



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, ELA 2 (ELAGSE7.SL.1)



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

Grade 7

ELA

Entry 2

Student Name:

J

Age:

13

Entry Sheet Completed by:

Ms. P

Strand/Domain: Speaking and Listening (SL)

Standard: ELAGSE7.SL.1

Description: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Element/Indicator: c.

Description:

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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.

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.SL.1)

Evidence Annotation Sheet

Student Name: J

Date on which evidence was completed: 10/23/15

Description of Task: J's task was to work with a general education peer to read a "Kids News" article about girls who play baseball. The peer read the article aloud in the media center. J was told to ask his peer four relevant questions about the article. J is unable to write so the teacher scribed his questions.

Specific Evaluation of Student Response: 100 % correct

J asked 4 relevant questions. J told his peer that he likes the Atlanta Braves.

Type and Frequency of Prompting: J needed frequent verbal prompting. The teacher prompted him to refer to the article. The teacher re-read several parts of the article to help J develop his questions.

Interactions: special education teacher and general education peer

Setting: media center

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.SL.1)

Newsflash: Girls Can Play Baseball Too! - Kids News Article

Page 1



Newsflash: Girls Can Play Baseball Too!

By Meera Dolasia

[CCSS NCSS-1 Grades: 3-8 Word Search](#)



While [Jackie Robinson's](#) achievements as the first African American major league baseball player are well documented, very few people know about Ila Borders - the first female pitcher in [integrated](#) men's professional baseball and the first woman to win a men's professional game in the independent leagues. Nor do they know about the 17 girls that have played in the 68-year history of the Little League World Series. But thanks to 13-year-old pitching [phenom](#) Mo'ne Davis, that has all changed.

With knee-buckling curveballs and 70 mph fastballs, the five-foot teenage pitcher who plays for [Philadelphia's](#) Taney Dragons doesn't just play with the boys, she dominates them. Davis and 12-year-old Kayla Roncin who plays for Tom River Little League in [New Jersey](#), first [gamed](#) the world's attention in early August, as the only two girls among the hundreds of kids on the 52 teams in the regional finals.

SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.SL.1)

Newsflash: Girls Can Play Baseball Too! - Kids News Article

Page 2



While Roncin's team was not among the 8 US teams that made it to the 2014 Little League World Series in [South Williamsport](#), PA, Davis and her Taney Dragons were just a game away from the World Championships, when they lost to [Chicago](#) on August, 21st. But that did not matter because by then Davis was the hero of every young girl that has ever dreamed of playing baseball. Within a span of a week, she became the first girl to earn a win and pitch a shutout in the history of the Little League World Series as well as the youngest athlete to appear on the cover of Sports Illustrated!

A record 34,128 fans lined up at South Williamsport's Lamande Stadium on Wednesday, August 20th, to witness the young baseball phenom's game against [Las Vegas](#), while an [astounding](#) 5.59 million viewers tuned in to ESPN, crushing the network's 11-year-old Little League audience record of 3.3 million.

While the support is [heartwarming](#), it also begs the question - Did all these fans watch because Davis is a great baseball player or because she is a female doing well in what is commonly [perceived](#) as a male sport? Malaika Underwood, an infielder with the USA Baseball women's national team believes it's the latter and thinks that most people are *missing the forest for the trees* - they are so focused on the fact that Davis is playing with boys, that they are missing the bigger picture - girls can play baseball too!



SAMPLE TASK: GRADE 7, ELA 2 (ELAGSE7.SL.1)

Attach the article being read to you to this paper.

Relevant Questions from the article:

1) What did she do? ✓

2) How fast did she throw? ✓

3) How is she? ✓

Who is she?

4) Do any girls play baseball here? ✓

Mathematics

- Math 1
 - Sample Task: Grade 7, Math 1 (MGSE7.EE.1)
 - Sample Task: Grade 7, Math 1 (MGSE7.RP.2)
- Math 2
 - Sample Task: Grade 7, Math 2 (MGSE7.SP.2)

SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.EE.1)

In this Grade 7 Mathematics 1 entry, the selected standard is:

- MGSE7.EE.1 (*Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients*).

The essence of this standard is to apply properties of operations (associative, commutative, or distributive) to add, subtract, factor and/or expand a linear expression.

In this aligned task, the student was asked to use the distributive property to expand a polynomial. The student was asked to double a recipe for Mandarin Orange Salad. He was given a worksheet with a “recipe” showing the original recipe consists of one part each of Cool Whip, Jell-O, cottage cheese, mandarin oranges, and crushed pineapple. Each of the parts of the salad was represented by a unique variable: a, b, c, d, or e. The equation was set up for the student and he was expected to double each coefficient “1” in the original equation by writing the numeral “2” in front of each of the variables. The student’s new equation represents the doubled recipe. The student was also told to use the pictures of the ingredients, which were already pasted on the worksheet, to guide him to write his equation.

MATERIALS:

- Worksheet with pictures

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:

- <https://www.mathsisfun.com/algebra/expanding.html>
- [www.nppsd.org/pages/uploaded_files/Math Interventions.pptx](http://www.nppsd.org/pages/uploaded_files/Math%20Interventions.pptx)
- <http://www.brighthubeducation.com/special-ed-neurological-disorders/79002-tips-for-teaching-students-with-an-intellectual-disability/>

SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.EE.1)

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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, MATH 1 (MGSE7.EE.1)



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

Grade 7

Mathematics

Entry 1

Student Name:

C

Age:

12

Entry Sheet Completed by:

Ms. T

Strand/Domain: Expressions and Equations (EE)

Standard: MGSE7.EE.1

Description: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

Element/Indicator:

Description:

Use properties of operations to generate equivalent expressions.

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.

SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.EE.1)

Evidence Annotation Sheet

Student Name: C

Date: 11/30/15

Description of Task:

C has been introduced to polynomial expressions and he is learning to use the distributive property. C always enjoys cooking activities and he responds well to tasks which are related to food. His task was to expand the polynomial representing the recipe for Mandarin Orange Salad. The class previously made the recipe during snack time so he was familiar with all of the ingredients.

C worked with the special education teacher to expand the polynomial. The teacher pointed out that "x 2" means "times 2" and that he should multiply every expression inside the parentheses by 2. She added that multiplying by 2 means doubling. C multiplied 2 times 1 five times and wrote the number "2" in the correct places in the expanded polynomial. The teacher told C to use the pictures of the ingredients to help him to decide what to write.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

frequent verbal and gestural prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

Name C

10

Expand the polynomial to double the recipe

$$(1a+1b+1c+1d+1e) \times 2$$



$$2a + 2b + 2c + 2d + 2e$$



SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.RP.2)

In this Grade 7 Mathematics 1 entry, the selected standard is:

- MGSE7.RP.2 (*Recognize and represent proportional relationships between quantities*).

The indicator is:

- “a” (*Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin*).

The essence of this standard and indicator is to identify whether two quantities are in a proportional relationship. It is possible to do that by using a table (as is done in this exemplar) or using a graph.

In this aligned task, the student was asked to calculate equivalent ratios. He was given two word problems with illustrations and was asked to calculate the ratios of plates to silverware and students to teachers. In each instance, he was given a grid which already included some numbers. His task was to write in the missing numbers and to calculate the ratios.

MATERIALS:

- Teacher-made worksheet with drawings and some of the numbers needed for calculation

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.mathworksheets4kids.com/ratio.html>
- <http://www.math-aids.com/Ratios/>
- <http://www.mathgametime.com/grade/7th-grade>

SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.RP.2)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, MATH 1 (MGSE7.RP.2)



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

Grade 7

Mathematics

Entry 1

Student Name:

E

Age:

13

Entry Sheet Completed by:

Mr. L

Strand/Domain: Ratios and Proportional Relationships (RP)

Standard: MGSE7.RP.2

Description: Recognize and represent proportional relationships between quantities.

Element/Indicator: a.

Description:

Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

Analyze proportional relationships and use them to solve real-world and mathematical problems.

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.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.RP.2)

Evidence Annotation Sheet

Student Name: E

Date: 11/18/15

Description of Task:

E was given worksheets with ratio tables and word problems. The teacher read the problems aloud and told him to use the pictures and numbers to guide his work. The class has been working on ratios and proportionality for several weeks and he has become comfortable with the concepts if he has pictures to guide him. He asked to have the problems read aloud twice. He worked slowly with the assistance of the parapro and he was able to complete both problems correctly.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

frequent verbal prompting

Interactions:

Special Education teacher and special education paraprofessional

Setting:

Special Education classroom

SAMPLE TASK: GRADE 7, MATH 1 (MGSE7.RP.2)

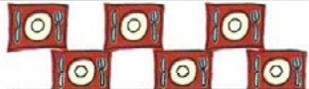
Name: F

Charting Proportionality with Real-world Math

100%

Directions: Read the scenario and then complete the chart to make the ratios shown correct

- There are 6 plates on the table and 12 pieces of silverware. What is the ratio of plates to silverware?

6			12	✓
✓ 3			6	✓
✓ 1			2	

✓ 1 : 2 ✓

- There are 10 students in the class next door and 2 teachers. What is the ratio of students to teachers?

✓ 10			2	✓
✓ 5			1	✓

✓ 5 : 1 ✓

SAMPLE TASK: GRADE 7, MATH 2 (MGSE7.SP.2)

In this Grade 7 Mathematics 2 entry, the selected standard is:

- MGSE7.SP.2 (*Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*)

The essence of this standard is to use data from a random sample to draw inferences about a population and/or to generate multiple samples to gauge variations in outcomes. The student's task aligns to the first sentence of this standard because she is using data from a random sample to draw an inference. Although the student gathered data herself, it would also have been acceptable for her to be given data to graph. What is essential for alignment to the first part of this standard is drawing an inference based on the data.

In this aligned task, the student compiled data about the types of sandwiches that were ordered for lunch by the Grade 7 teachers. Using the data, she graphed the numbers of sandwiches ordered. Then, based on the survey results, she made an inference about a larger population by stating what she thinks is the most popular sandwich for all teachers in the school. The student's task did not involve multiple samples, but that is acceptable because an aligned task may encompass only a part of the standard.

MATERIALS:

- Worksheet
- Survey data

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:

- https://learnzillion.com/lesson_plans/6910-make-inferences-about-a-populationby-analyzing-random-samples

SAMPLE TASK: GRADE 7, MATH 2 (MGSE7.SP.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 7, MATH 2 (MGSE7.SP.2)



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

Grade 7

Mathematics

Entry 2

Student Name:

M

Age:

14

Entry Sheet Completed by:

Mr. K

Strand/Domain:

Standard:

Description: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Element/Indicator:

Description:

Use random sampling to draw inferences about a population.

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.

SAMPLE TASK: GRADE 7, MATH 2 (MGSE7.SP.2)

Evidence Annotation Sheet

Student Name: M

Date: 11/13/15

Description of Task: M compiled data regarding the types of sandwiches that were ordered for the lunches of 7th grade teachers. Using the data, she graphed the types of sandwiches the teachers ordered and then she made an inference about a larger population by determining the most popular sandwich of the entire faculty of the school.

Evaluation of Student Response: There were three choices of sandwich. M tallied, graphed and answered the inference question for a score of 3 out of 3 or 100%.

Type and Frequency of Prompting: Frequent verbal prompting

Interactions: Special education teacher and paraprofessional

Setting: Regular education and special education classrooms

SAMPLE TASK: GRADE 7, MATH 2 (MGSE7.SP.2)

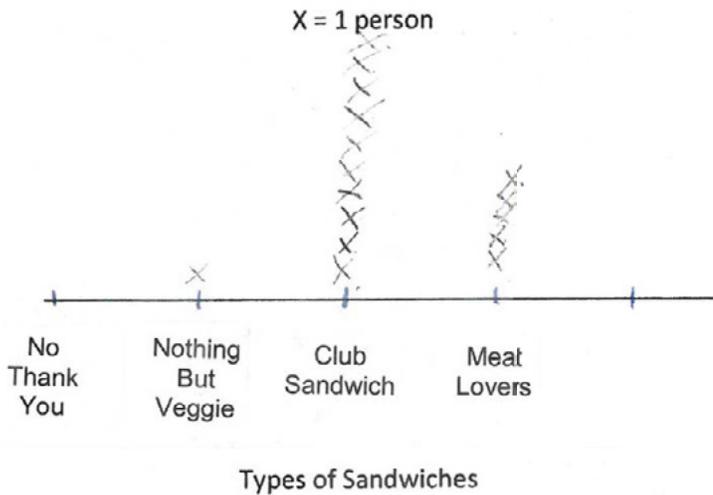
Name VI

Lunch menus were passed out to the 7th grade faculty. After the menus were returned, the types of sandwiches ordered and number of teachers who placed orders was put into a table.

The students used the data in the table to complete the line plot and then, using the random sample, made a prediction regarding the sandwich of choice for the entire faculty.

Sandwiches ordered	Number of teachers
0. No Thank You	0
1. "Nothing But" Veggie	1
2. Club Sandwich	10
3. Meat Lovers	5

100%



Based on the random sample collected from the 7th grade teachers, what do you think would be the most popular sandwich of the entire faculty?

Club Sandwich

GRADE 8

Sample Tasks

- ELA
- Math
- Science
- Social Studies

ELA

- **ELA 1**
 - Sample Task: Grade 8, ELA 1 (ELAGSE8.L.4)
 - Sample Task: Grade 8, ELA 1 (ELAGSE8.RL.1)
- **ELA 2**
 - Sample Task: Grade 8, ELA 2 (ELAGSE8.W.3)
 - Sample Task: Grade 8, ELA 2 (ELAGSE8.W.2)

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.L.4)

In this Grade 8 English Language Arts 1 entry, the selected standard is:

- ELAGSE8.L.4 (*Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies*).

The indicator is:

- “a” (*Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase*).

The essence of this standard and indicator is to use context to decipher the meaning of a word or phrase.

In this aligned task, the student was asked to answer two multiple choice questions about the meanings of single words as they were used in the adapted version of A Small White Scar. He was given two answer choices, which included both words and drawings. The student was able to use context clues to answer the questions correctly.

MATERIALS:

- Adapted version of A Small White Scar by K.A. Nuzum
- Worksheet with highlighted words and two 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://printableworksheets.in/?dq=Context%20Clues%20Grade%208>
- <http://www.k12reader.com/subject/reading-skills/context-clues/>
- <http://www.readingrockets.org/article/using-context-clues-understand-wordmeanings>

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.L.4)

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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, ELA 1 (ELAGSE8.L.4)



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

Grade 8

ELA

Entry 1

Student Name:

B

Age:

15

Entry Sheet Completed by:

Mr. L

Strand/Domain: Language (L)

Standard: ELAGSE8.L.4

Description: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Element/Indicator: a.

Description:

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.L.4)

Evidence Annotation Sheet

Student Name: B

Date: 1/12/16

Description of Task:

B and his classmates have been reading an adapted version of A Small White Scar. B was asked to answer two multiple choice questions about vocabulary from the story.

Evaluation of Student Response:

2/2 100%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

2/2 100%

Name B

Use the clues from A Small White Scar to define the highlighted words.

1

Will and Denny both have small white scars on their **finger**.



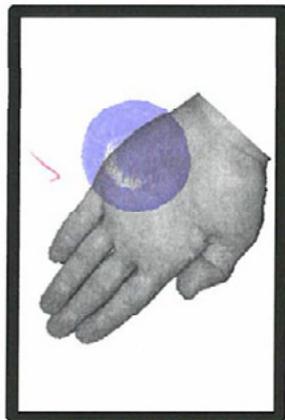
one of the five digits of the foot



one of the five digits of the hand, especially one other than the thumb

2

While looking for the horseshoe, a rattlesnake bit Denny's **hand**!



the end of the arm beyond the wrist, includes fingers and thumb



The bottom part of the leg upon which people stand

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.RL.1)

In this Grade 8 English Language Arts 1 entry, the selected standard is:

- ELAGSE8.RL.1 (*Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text*).

This standard has no indicators.

The essence of this standard is to point to words, sentences or passages from a text which support the student's analysis of what the text says explicitly and/or what inferences can be drawn from the text. The student's task may involve either analyzing the explicit meaning of the text or drawing inferences. It is not necessary for the student's task to encompass all parts of the standard.

In this aligned task, the student was given a paragraph to read. The paragraph had a single illustration. After listening to the paragraph read aloud by the teacher, the student was then asked questions about the text. Each question given to the student had three answer choices: True, False or Not Enough Information. The student was also asked to justify his answers by citing a sentence or sentences from the text. He was given a choice of three sentences. Although the student earned only 28% (two of seven correct) on this task, he was nevertheless given the opportunity to complete an aligned task.

MATERIALS:

- Reading passage
- Worksheet

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.readingrockets.org/article/making-inferences-and-drawingconclusions>
- <http://www.ereadingworksheets.com/free-reading-worksheets/readingcomprehension-worksheets/inferences-worksheets/>
- <http://www.k12reader.com/subject/reading-skills/inference/>
- <http://www.k12reader.com/reading-activities-for-making-inferences/>

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.RL.1)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, ELA 1 (ELAGSE8.RL.1)



2016–2017 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

ELA

Entry 1

Student Name:

E

Age:

14

Entry Sheet Completed by:

B

Strand/Domain: Reading Literary (RL)

Standard: ELAGSE8.RL.1

Description: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from 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.

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.RL.1)

Evidence Annotation Sheet

Student Name: E

Date: 10/13/16

Description of Task:

The student was asked to listen to the teacher read a paragraph aloud. E followed the text on his worksheet as he listened to the teacher. Then he was asked to draw inferences based on the reading passage. He was also asked to identify which sentence or sentences in the paragraph gave him the information he needed to make his inferences.

Evaluation of Student Response:

2/7 (28%) E got 2 of the questions correct.

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special Education Teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 8, ELA 1 (ELAGSE8.RL.1)

Name: E

Chris Wouldn't Eat

¹My best friend Chris couldn't come over after school today. ²We were at lunch and he was afraid to eat anything. ³I offered him an apple, a carrot, and even a candy cane, but he wouldn't take them today. ⁴I knew something was wrong. ⁵When we went to class after the lunch break he was extra quiet and looked very pale. ⁶When the teacher called on him, he got up and ran out of the classroom. ⁷He came back about 10 minutes later rubbing his stomach. ⁸I wondered why he was acting so strange.



Directions: Read the passage above and circle the correct responses.

- Chris ran out of the classroom to use the bathroom. Circle: a. True b. False c. Unknown/Not enough inform
 - Chris and the author were best friends. Circle: a. True b. False c. Unknown/ Not enough information
 - Chris usually eats some lunch. Circle: a. True b. False c. Unknown/ Not enough information
- Circle the sentence/sentences that helped you know.

<input checked="" type="checkbox"/> Sentence # 3	offered him an apple, a carrot, and even a candy cane, but he wouldn't take them today.
<input checked="" type="checkbox"/> Sentence # 4	I knew something was wrong.
Sentence # 8	I wondered why he was acting so strange.

4. By the end of class, Chris' teacher knew something was wrong with Chris. Circle: a. True b. False c. Unknown/ Not enough information.
- Circle the sentence/sentences that helped you know.

<input checked="" type="checkbox"/> Sentence # 2	Sentence # 4	Sentence #7
We were at lunch and he was afraid to eat anything.	When we went to class after the lunch break, he was extra quiet and looked very pale.	He came back about 10 minutes later rubbing his stomach.

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.3)

In this Grade 8 English Language Arts 2 entry, the selected standard is:

- ELAGSE8.W.3 (*Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences*).

The indicator is:

- “c” (*Use a variety of transition words, phrases, and clauses to convey sequence signal shifts from one time frame or setting to another, and show the relationships among experiences and events*).

The essence of this standard and indicator is to write a narrative about an event which occurs over time and to use words which signal the shifts from one period of time to another.

In this aligned task, the student worked with a peer buddy to write about the sequence of events which took place when she got her lunch in the school cafeteria. The student was given sentence strips with pictures and was asked to place them on a worksheet. The worksheet had the words “first,” “next,” “then,” and “last” already printed on the page. The student was able to recognize the transition words and used them to guide her placement of the sentences.

Another way to approach this standard and indicator is to give the student sentences which have already been placed in sequence on a page. The student can then be asked to select transition words like first, next, or last and place them in front of the appropriate sentences.

MATERIALS:

- Worksheet with transition words
- Sentence strips with words and photos

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.ncte.org/positions/statements/writingbeliefs>
- <http://busyteacher.org/2971-how-to-effectively-teach-english-writing-skills.html>

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.3)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, ELA 2 (ELAGSE8.W.3)



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

Grade 8

ELA

Entry 2

Student Name:

N

Age:

14

Entry Sheet Completed by:

Ms. B

Strand/Domain: Writing (W)

Standard: ELAGSE8.W.3

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

Element/Indicator: c.

Description:

Use a variety of transition words, phrases, and clauses to convey sequence signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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.

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.3)

Evidence Annotation Sheet

Student Name: N

Date: 1/14/16

Description of Task:

N went through the cafeteria line with a peer buddy. N's teacher gave her four pictures with sentences describing the familiar task of getting lunch in the cafeteria. The teacher asked N to select the sentences and place them in the correct order to show the right sequence of events (first, next, then, last). The peer buddy held the clipboard and applied glue to the boxes on the page. N placed the sentences in the pre-glued boxes to indicate the order in which she got her lunch. This task allowed the student to demonstrate her ability to use a variety of transition words and phrases to convey the sequence of events.

Evaluation of Student Response:

4/4 100%

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education teacher and general education peer

Setting:

Cafeteria

N

First



Next



Then



Last



4/4
100%

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.2)

In this Grade 8 English Language Arts 2 entry, the selected standard is:

- ELAGSE8.W.2 (*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content*).

The indicator is:

- “b” (*Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples*).

The essence of this standard and indicator is to write a narrative using facts, definitions, details, quotations, and/or other information.

In this aligned task, the student was asked to write a descriptive narrative of Ben Franklin’s life. He was given eight sentences about Franklin plus four distractors. He correctly selected the sentences about Benjamin Franklin and sequenced them to create his narrative.

MATERIALS:

- Worksheet with rectangles for placing sentences
- Sentence strips

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://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Characteristics.html
- <https://www.mentalhelp.net/articles/effective-teaching-methods-for-people-withintellectual-disabilities/>

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, ELA 2 (ELAGSE8.W.2)



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

Grade 8

ELA

Entry 2

Student Name:

J

Age:

14

Entry Sheet Completed by:

Ms. R

Strand/Domain: Writing (W)

Standard: ELAGSE8.W.2

Description: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Element/Indicator: b.

Description:

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2



SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.2)

Evidence Annotation Sheet

Student Name: J

Date: 1/12/16

Description of Task:

After previous instruction in writing using sentence strips and previous instruction on the life of Benjamin Franklin, J was given 12 sentence strips. He was told to choose the sentences which included facts and details about Ben Franklin's life and to use those sentences to write his report. All of the sentences were read aloud to him. He chose the sentences which were about Benjamin Franklin. He correctly did not choose these sentences:

- George Washington was born in Virginia.
- George Washington was the first president of the United States.
- Thomas Jefferson was born in Virginia.
- Thomas Jefferson was the third president of the United States.

Evaluation of Student Response:

8/8

100%

Type and Frequency of Prompting:

The teacher gave him frequent verbal prompting to choose only the sentences which developed the topic of Ben Franklin's life.

Interactions:

Special Education teacher and Special Education paraprofessional. The parapro assisted J with the gluing of his sentence strips, but J chose his sentences himself.

Setting:

Special Education classroom

SAMPLE TASK: GRADE 8, ELA 2 (ELAGSE8.W.2)

Informative Topic Writing

By J

Directions: Develop the topic, Benjamin Franklin, with eight relevant facts and details

Benjamin Franklin

100/
Ben Franklin was born in Boston. ✓

Ben had 16 brothers and sisters. ✓

Ben and his friends liked to fly kites. ✓

At school, Ben learned to read and write. ✓

He was 8 years old when he started school. ✓

He saved money to buy shoes for school. ✓

He made soap and candles for his dad. ✓

At 10, Ben quit school and got a job. ✓

Mathematics

- Math 1
 - Sample Task: Grade 8, Math 1 (MGSE8.F.1)
 - Sample Task: Grade 8, Math 1 (MGSE8.EE.2)
 - Sample Task: Grade 8, Math 1 (MGSE8.EE.7)
- Math 2
 - Sample Task: Grade 8, Math 2 (MGSE8.G.2)

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.F.1)

In this Grade 8 Math 1 entry, the selected standard is:

- MGSE8.F.1 (*Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is a set of ordered pairs consisting of an input and the corresponding output*).

The essence of this standard is to understand that for every input there is one output.

In this aligned task, the student was asked to survey her classmates and to record the color of their eyes. The teacher set up the equations showing $f(x) = \underline{\quad}$ by writing a different student's name on each of the four equations. The student then took a cut-out of a different eye color for each student and pasted it on the worksheet to complete each equation.

The student's work aligns to the standard because the student is demonstrating that for every input (in this case, a student) there is one output (in this case, the student's eye color). Since every person has only one eye color, using students and their eye colors is an accessible way for students with cognitive disabilities to be introduced to the concept of functions.

MATERIALS:

- Teacher-made math worksheets with function notation
- Cut-outs of photos of different colored eyes

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.coolmath.com/algebra/15-functions/01-whats-a-function-domainrange-01>
- <http://www.algebra-class.com/algebra-functions.html>

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.F.1)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, MATH 1 (MGSE8.F.1)



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

Grade 8

Mathematics

Entry 1

Student Name:

V

Age:

14

Entry Sheet Completed by:

Mrs. W

Strand/Domain: Functions (F)

Standard: MGSE8.F.1

Description: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Element/Indicator:

Description:

Define, evaluate, and compare functions.

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.

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.F.1)

Evidence Annotation Sheet

Student Name: V

Date: 10/19/15

Description of Task:

After initial instruction about functions, V was asked to complete a function chart about the eye colors of her classmates. V pasted eye colors and names (the parapro made the cut-outs before the task began and she also helped V with the pasting) to complete a function chart.

V required continuous verbal prompting and constant encouragement to complete her task.

Evaluation of Student Response:

2/4 50%

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education teacher, special education parapro and special education classmates

Setting:

Special Education classroom

Name V

Eye Color Functions $f(x)$

$f = \text{eye color}; (x) = \text{student}$

$f(S) =$ 

$f(J) =$ 

$f(B) =$ 

$f(N) =$ 

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.2)

In this Grade 8 Math 1 entry, the selected standard is:

- MGSE8.EE.2 (*Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $|x| \leq 25$) has 2 solutions and $x^3 = p$ (where p is negative or positive rational number and $|x| \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000).*)

This standard has no indicators.

The essence of this standard is to use square root and cube root symbols correctly when solving equations and/or to calculate the square roots of perfect squares and the cube roots of perfect cubes.

In this aligned task, the student was asked to find the square root of four perfect squares. He worked with a general education peer and the special education teacher to make his calculations. The teacher's annotation says the student had been previously instructed to use tick marks to represent perfect squares and to count the columns and rows to calculate the square roots. In this task, the student shows his work by using tick marks to make a picture to represent each of the four perfect squares. He also marks the columns and rows as part of his calculations.

The student's task aligns to part of the last sentence of the standard (Evaluate square roots of perfect squares...) It is acceptable for the student's work to focus on only a part of the standard, but it is important for teachers and test coordinators to be aware that all four of the student's tasks in a single entry must focus on the same part of the standard. In this task, the teacher chose to have the student work exclusively on evaluating the square roots of perfect squares. The student's work does not involve using square root or cube root symbols to represent solutions to equations, nor is the student asked to evaluate cube roots.

MATERIALS:

- Worksheet

SUGGESTED RESOURCES FOR CONSIDERATION:

- <https://www.mathsisfun.com/square-root.html>
- https://learnzillion.com/lesson_plans/6775-identify-perfect-squares-and-findsquare-roots
- <https://educators.brainpop.com/bp-topic/square-roots/>

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, MATH 1 (MGSE8.EE.2)



2016–2017 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Mathematics

Entry 1

Student Name:

D

Age:

15

Entry Sheet Completed by:

C

Strand/Domain: Expressions and Equations (EE)

Standard: MGSE8.EE.2

Description: Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $|x| \leq 25$) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $|x| \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000 .

Element/Indicator:

Description:

Work with radicals and integer exponents.

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.

D. will evaluate square roots of small perfect squares.

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.2)

Evidence Annotation Sheet

Student Name: D

Date: 1/17/17

Description of Task

The student was asked to find the square root of four perfect squares. The student had previously been instructed to use tick marks to draw the perfect squares. With assistance from his general education peer, he was able to draw visual models of the perfect squares. He used the models he made to solve the problems.

Evaluation of Student Response

4/4 (100%)

Type and Frequency of Prompting

Continuous verbal prompting. D needed constant prompting from the teacher to make the tick marks and to use the models. His general education peer worked with him to help him make the models of the perfect squares.

Interactions

Special education teacher and general education peer

Setting

General education classroom

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.2)

Name D

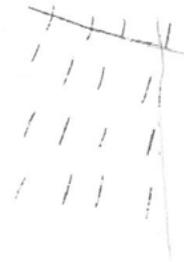
Find the square root

√ 1. $\sqrt{9} = 3$

√ 2. $\sqrt{4} = 2$

√ 3. $\sqrt{16} = 4$

√ 4. $\sqrt{25} = 5$



1-17-17

$$\frac{4}{4} = 100\%$$

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.7)

In this Grade 8 Math 1 entry, the selected standard is:

- MGSE8.EE.7 (*Solve linear equations in one variable*).

The indicator is:

- “a” (*Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers)*).

The essence of this standard and indicator is to solve linear equations in one variable.

In this aligned task, the student was asked to solve three linear equations, using pictures and a number line to guide him. He was able to add or subtract using pictures and number lines to guide him.

MATERIALS:

- Teacher-made math worksheets with word problems, pictures and number lines

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:

- <https://www.ixl.com/math/grade-8/solve-one-step-equations>
- <http://www.math-only-math.com/problems-on-linear-equations-in-onevariable.html>

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.7)

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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, MATH 1 (MGSE8.EE.7)



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

Grade 8

Mathematics

Entry 1

Student Name:

J

Age:

15

Entry Sheet Completed by:

Mrs. A

Strand/Domain: Expressions and Equations (EE)

Standard: MGSE8.EE.7

Description: Solve linear equations in one variable.

Element/Indicator: a.

Description:

Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

Analyze and solve linear equations and pairs of simultaneous linear equations.

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.

SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.7)

Evidence Annotation Sheet

Student Name: J

Date: 1/29/16

Description of Task:

J and his classmates have been learning to solve equations in one variable. J was given a three page math worksheet and was asked to solve three equations. On each page he was given one word problem. The equation was set up for him and he was given pictures and a number line to help him make his calculations. The teacher read each problem aloud to him and prompted him to use the number line to calculate the answer.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

frequent verbal prompting

Interactions:

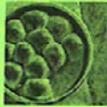
Special Education teacher

Setting:

Special Education classroom

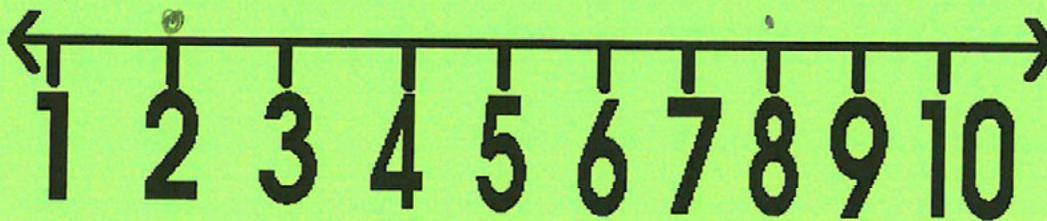
Directions: Read the equations below and solve.

100%
1. A family of 8 has yeast rolls with their dinner. There are only 6 rolls left, how many did Uncle Charlie eat?



$$8 - X = 6$$

$$X = \underline{2} \checkmark$$

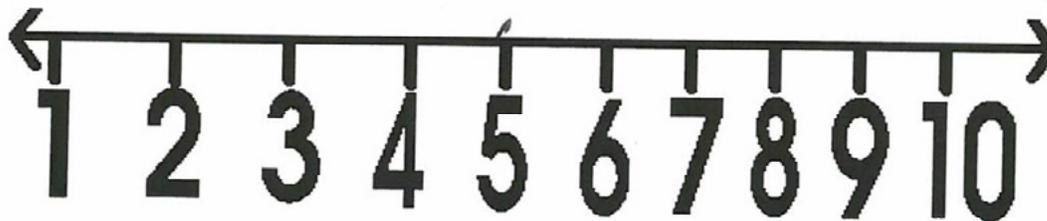


SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.7)

2. Only 5 kids brought juice bottles for lunch. There are a total of 10 students in the class. How many more juice boxes does the teacher have to provide for lunch?


 $5 + X = 10$ $X = \underline{5}$



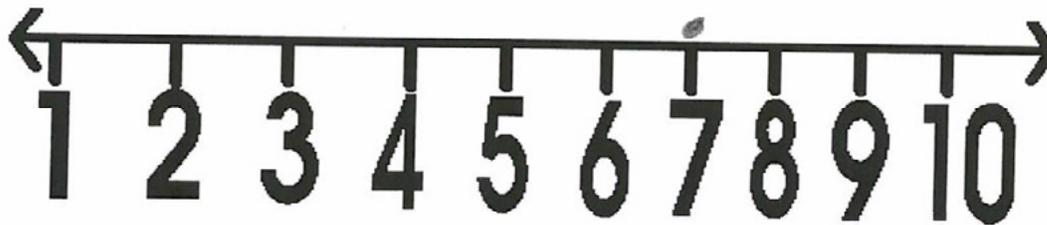
SAMPLE TASK: GRADE 8, MATH 1 (MGSE8.EE.7)

3. Only 3 students have chips for their sandwiches. There are a total of 10 students in the class. How many more bags of chips are needed?



$3 + X = 10$ $X = \underline{\quad 7 \quad}$





SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.2)

In this Grade 8 Math 2 entry, the selected standard is:

- MGSE8.G.2 (*Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them*).

The essence of this standard is to understand congruence can be demonstrated by rotations, reflections and/or translations.

In this aligned task, the student was give four sets of figures and was asked to describe the transformations that occurred in each case. The student correctly identified them as a slide, turn, flip, and slide. All of the figures were placed on the coordinate plane, making it easier for the student to see the transformations.

MATERIALS:

- Four-page worksheet with coordinate planes on each page
- Two sets of figures for each worksheet page

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://exchange.smarttech.com/search.html?q=%22students%20with%20disabilities%22>
- <https://illuminations.nctm.org/Lesson.aspx?id=3704>

SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, MATH 2 (MGSE8.G.2)

Evidence Annotation Sheet

Student Name: J

Date: 1/12/16

Description of Task:

J and his classmates have been working on identifying congruent figures and recognizing transformations. He was given transformations on four pages and was asked to identify each of them. He chose the correct label for each of the transformations.

Evaluation of Student Response:

100%

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

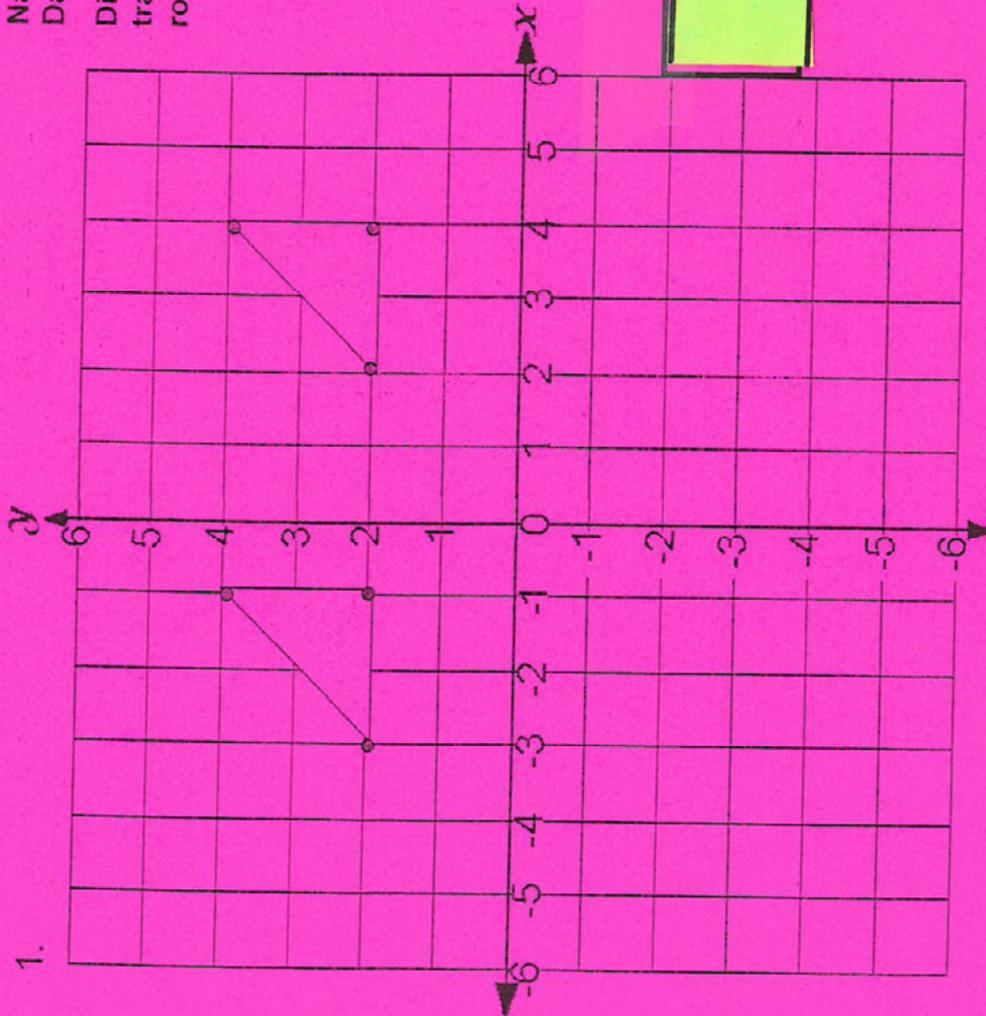
SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.2)

Name _____
Date _____

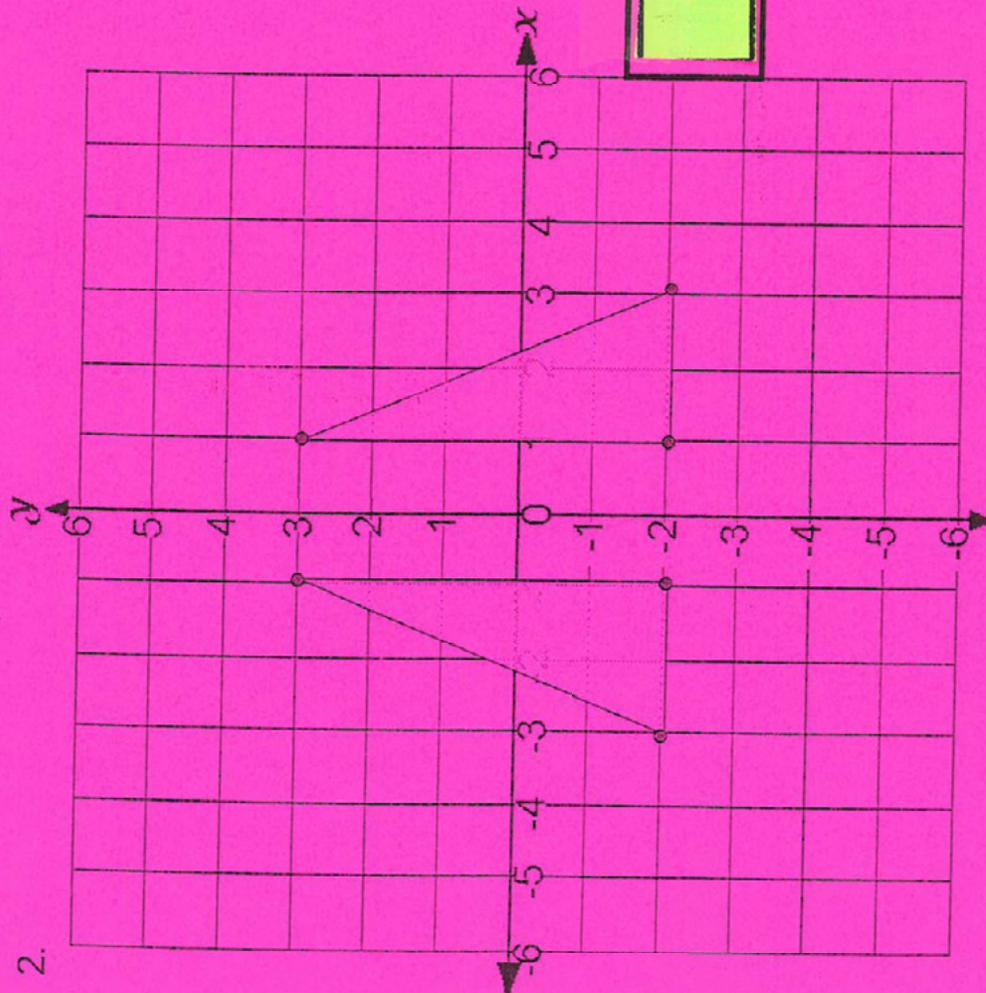
Directions: Label the transformations below using: slide, rotate, or flip.

100%

Slide

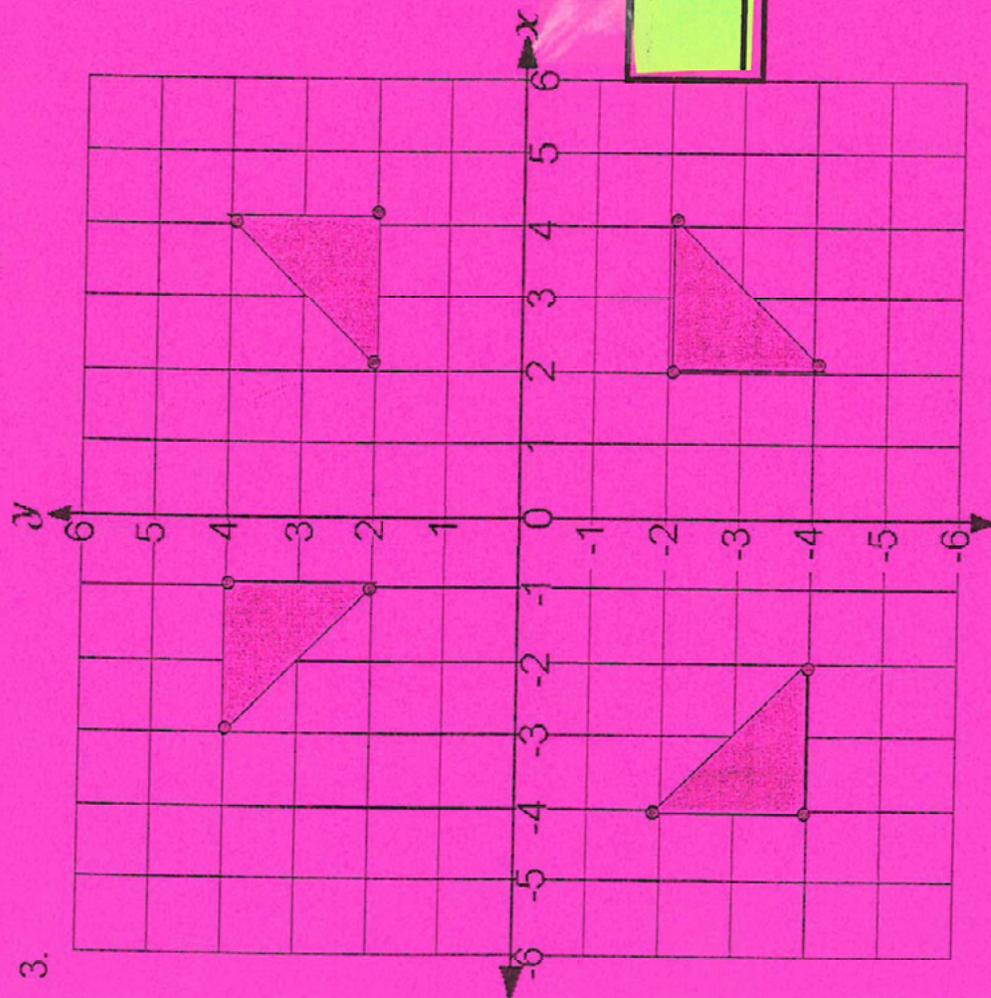


SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.2)



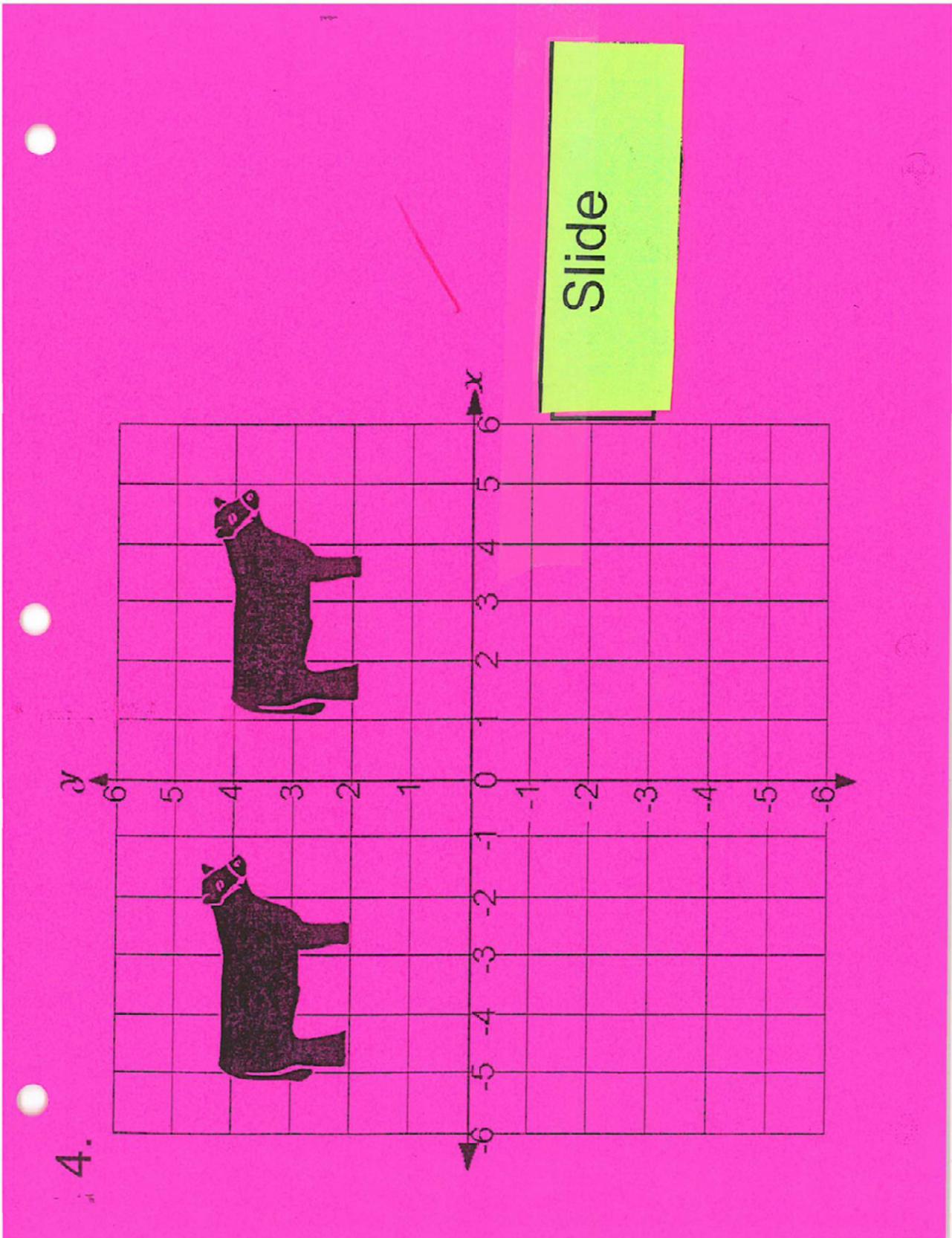
2.

SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.2)



3.

SAMPLE TASK: GRADE 8, MATH 2 (MGSE8.G.2)



Science

- Science
 - Sample Task: Grade 8, Science (S8P1)
 - Sample Task: Grade 8, Science (S8P1)

SAMPLE TASK: GRADE 8, SCIENCE (S8P1)

In this Grade 8 Science entry, the selected standard is:

- S8P1 (*Obtain, evaluate, and communicate information about the structure and properties of matter*).

The element is:

- “b” (*Develop and use models to describe the movement of particles in solids, liquids, gases, and plasma states when thermal energy is added or removed*).

The essence of this standard and element is to describe the different ways particles move in different states of matter (solid, liquid, gas and plasma) when the energy that comes from heat is added or removed.

In this aligned task, the student worked with his teacher and a general education peer to complete a chart. The student was told to label each quarter of the chart solid, liquid, gas or plasma. He was also told to write one word or phrase to describe the movement of particles in each of the four states of matter. The teacher directed the student and his peer buddy to use a model provided by the teacher to help the student to complete the chart. The model included individual drawings of the four physical states and one paragraph descriptions of each state of matter.

MATERIALS:

- worksheet
- model

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:

- <https://www.livescience.com/46506-states-of-matter.html>
- http://www.chem4kids.com/files/matter_states.html

SAMPLE TASK: GRADE 8, SCIENCE (S8P1)

CAUTION:

The task does align to the content standard and element. 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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, SCIENCE (S8P1)



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Science

Entry 1

Student Name:

Age:

S

Entry Sheet Completed by:

Ms. L

Strand/Domain: Physical Science

Standard: S8P1

Description: Obtain, evaluate, and communicate information about the structure and properties of matter.

Element/Indicator: b.

Description:

Develop and use models to describe the movement of particles in solids, liquids, gases, and plasma states when thermal energy is added or removed.

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.

SAMPLE TASK: GRADE 8, SCIENCE (S8P1)

Evidence Annotation Sheet

Student Name: S

Date: 2/20

Description of Task:

S worked with the teacher and general education peer. The teacher told him to complete the chart by labeling the four sections solid, liquid, gas and plasma. The teacher also told S to use the model to find the right words and phrases to describe each state of matter. S needed a great deal of encouragement from the teacher and peer buddy to finish the task.

Evaluation of Student Response:

8 of 8 correct 100%

Type and Frequency of Prompting:

Continuous verbal and gestural prompting

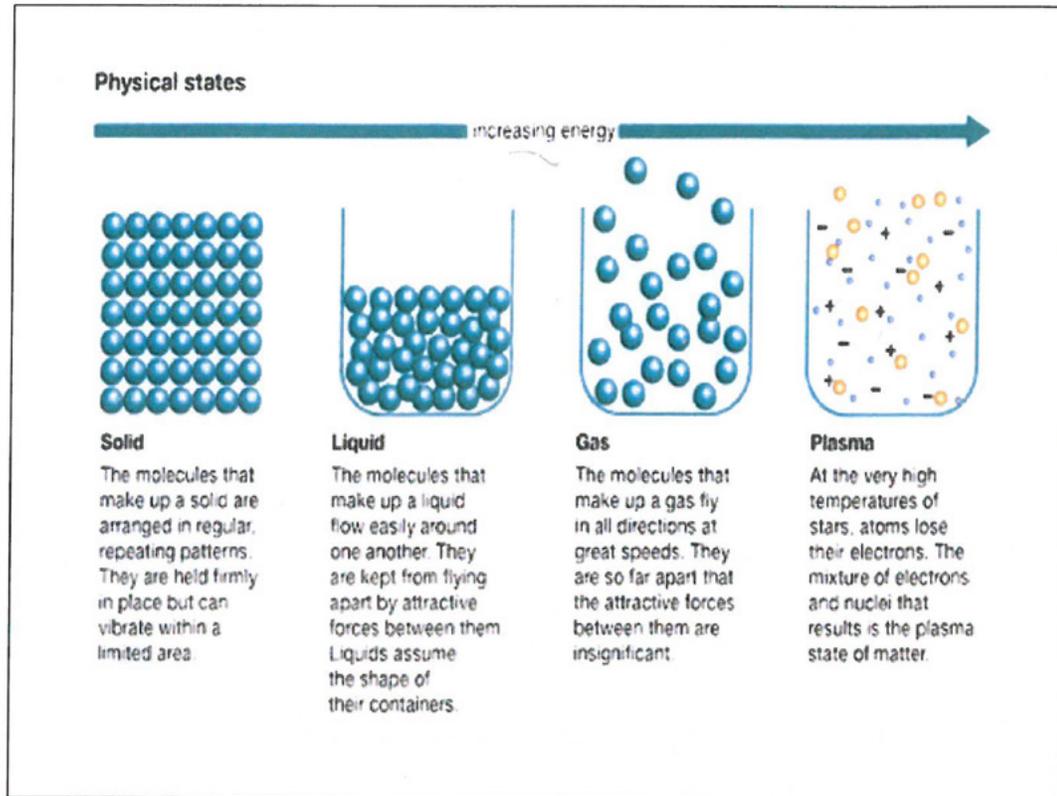
Interactions:

Special education teacher and general education peer

Setting:

Special education classroom

SAMPLE TASK: GRADE 8, SCIENCE (S8P1)



Work with your peer buddy to complete the chart on the next page. Use the color model at the top of this page to help you.

Write a label on each of the four sections of the chart. Use the words solid, liquid, gas or plasma as the labels.

Then write a word or phrase above each label that *describes* how molecules move in a solid, liquid, gas and plasma. You will write a total of four descriptions.

SAMPLE TASK: GRADE 8, SCIENCE (S8P1)

Names: S

Hold shape ✓

Solid ✓

MOVE FREE ✓

gas ✓ 8/8

Not close ✓

liquid ✓

LITTLE
of
no order ✓

plasma

SAMPLE TASK: GRADE 8, SCIENCE [S8P1]

In this Grade 8 Science entry, the selected standard is:

- S8P1 (*Obtain, evaluate, and communicate information about the structure and properties of matter*).

The element is:

- “d” (*Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical. **Clarification statement from the standards document:** Evidence could include ability to separate mixtures, development of a gas, formation of precipitate, change in energy, color and/or form*).

The essence of this standard and element is to differentiate between physical change and chemical change.

In this aligned task, the student worked with his teacher, paraprofessional and a general education peer to make pancakes in the kitchen area of the special education classroom. During the process of making the pancakes, the student was asked whether chemical or physical change was occurring at five points during the process of mixing the batter, cooking the pancakes, cutting the pancakes, and eating the pancakes. The student has limited fine motor skills, so his answers were scribed by a general education peer.

The student recorded his investigation of what happened during the process of making the pancakes. Although the student required a great deal of physical assistance to prepare the pancakes and he was unable to write with a pen or pencil, he still was able to make his observations and answer the questions verbally. He required assistance with the mechanics of the task and the recording of his answers but, nevertheless, he was able to perform an aligned task.

MATERIALS:

- lab report
- supplies to make pancakes

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:

- <https://www.teachingchannel.org/videos/teaching-physical-and-chemical-changes>
- <https://www.learner.org/courses/essential/physicalsci/session4/closer1.html>
- <https://educators.brainpop.com/lesson-plan/physical-and-chemical-changesactivities-for-kids/>

SAMPLE TASK: GRADE 8, SCIENCE [S8P1]

CAUTION:

The task does align to the content standard and element. 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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, SCIENCE [S8P1]



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Science

Entry 1

Student Name:	Age:
J	
Entry Sheet Completed by:	
Mr. R	
Strand/Domain:	Physical Science
Standard:	S8P1
Description:	Obtain, evaluate, and communicate information about the structure and properties of matter.
Element/Indicator:	d.
Description:	Construct an argument based on observational evidence to support the claim that when a change in a substance occurs, it can be classified as either chemical or physical. (Clarification statement: Evidence could include ability to separate mixtures, development of a gas, formation of a precipitate, change in energy, color, and/or form.)
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.	

SAMPLE TASK: GRADE 8, SCIENCE [S8P1]

Evidence Annotation Sheet

Student Name: J

Date: 1/20

Description of Task:

J worked with the teacher, parapro and general education peer to make pancakes. While he was making pancakes, he verbally stated his findings indicating whether the change he saw was physical or chemical. The teacher stopped J and the parapro and peer buddy at each step in the process of making the pancakes so J could answer the five questions (**what type of change occurs when....?**) at the right time. J made enough pancakes so that each student in the class could have one during snack time.

Evaluation of Student Response:

4 of 5 correct 80%

Type and Frequency of Prompting:

Frequent verbal and gestural prompting

Interactions:

J has limited fine motor skills so he required a great deal of assistance to make the pancake batter and to ladle dollops of batter on the pan. The parapro assisted J to keep him safe near the stove. The general education peer recorded J's verbal responses to the questions. The teacher read aloud each of the five questions.

Setting:

Kitchen area of special education classroom

SAMPLE TASK: GRADE 8, SCIENCE [S8P1]

Name _____

$$\frac{4}{5} = 80\%$$



Chemical/Physical Change Cafe

We are making pancakes today. Record the change that occurs during each step of the process.

What type of change occurs when:	Chemical or Physical
1. water is added to the pancake mix?	Physical
2. butter is melted on the cooking surface?	Chemical X
3. the pancake batter is cooking?	Chemical
4. the pancakes are cut?	Physical
5. the pancakes are being digested?	Chemical

Social Studies

- Social Studies
 - Sample Task: Grade 8, Social Studies (SS8E3)
 - Sample Task: Grade 8, Social Studies (SS8G1)
 - Sample Task: Grade 8, Social Studies (SS8G1)

SAMPLE TASK: GRADE 8, SOCIAL STUDIES (SS8E3)

In this Grade 8 Social Studies entry, the selected standard is:

- SS8E3 (*Explain the principles of effective personal money management*).

The element is:

- “c” (*Describe the reasons for the benefits of savings*).

The essence of this standard is to explain how the decisions individuals make about saving affect their personal lives.

In this aligned task, the student was asked to make two purchases in the school store. She was told she must stay within a budget of five dollars per item. The student worked with her special education teacher and a parent volunteer in the store. The teacher assisted her to find two items – markers and a magnet – that she could buy while not exceeding her budget. She was asked by the teacher if she had saved enough money to buy the markers and she was asked by the parent volunteer if she had saved enough money to buy the magnet. In both cases she responded yes.

The student’s task involved only the “saving” part of the standard, which is acceptable because not all parts of the standard must be part of a student’s assessment tasks. It is necessary to see a common skill (e.g., making choices to spend savings on items the student wants or needs, as seen in this exemplar) across both collection periods.

The evidence shown in this exemplar is an Observation Form written by the teacher. It is an example of secondary evidence; the student’s work is not shown but instead we read the teacher’s account of what the student did while performing the assessment task during the student’s visit to the school store. In each collection period in every entry, two pieces of evidence must be submitted; four pieces of evidence are required in total for each entry. It is acceptable to submit one piece of primary evidence and one piece of secondary evidence for one collection period. It is also acceptable to submit two pieces of primary evidence for one collection period. It is acceptable to submit two pieces of secondary evidence for one collection period.

MATERIALS:

- Ten one-dollar bills
- Counting board and dry erase marker

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.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>
- <http://www.investopedia.com/university/teaching-financial-literacy-teens/>

SAMPLE TASK: GRADE 8, SOCIAL STUDIES (SS8E3)



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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, SOCIAL STUDIES (SS8E3)



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Social Studies

Entry 1

Student Name:	Age:
M	
Entry Sheet Completed by:	
Ms. S	
Strand/Domain:	Georgia Economic Understandings
Standard:	SS8E3
Description:	Explain the principles of effective personal money management.
Element/Indicator:	c.
Description:	Describe the reasons for and the benefits of savings.
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.	

SAMPLE TASK: GRADE 8, SOCIAL STUDIES (SS8E3)



Georgia Alternate Assessment Observation Form

Reset Form

Student Name: M	Grade: 8
Observation conducted by: S	Job Title: Special Education Teacher

1. What did you ask the student to do for this standards-based task?
 The student was asked to select two items from the PTSA school store that she could purchase for no more than \$5 per item. M used ten dollars she had saved. She was provided with a counting board and a dry erase marker.

2. Describe the student's mode of response (verbal, AT, eye gaze, head switch, gestural, written, etc.).
 The student communicated her responses both verbally.

3. How well did the student perform the task? BE SPECIFIC: if you asked questions, what were they? What were the student's responses? Were the responses correct?
 After reviewing the items to purchase in the store, M selected markers which cost \$3.00 M circled the "3" on her counting board and counted out her five bills as she lay them on the counting board. The teacher asked M, "Do you have enough money to buy the markers?" M said yes. M then selected a magnet which cost \$5.00. She circled the "5" on her counting board, and counted out her five bills as she lay them on the counting board. The teacher asked, "Can you buy the magnet with your five dollars?" M said "Yes". She paid the parent volunteer for her purchases. 100%

4. In what meaningful setting did the student perform the task?
 The student performed the task at the PTSA school store which is open to all students in the building during first period. The store is manned by parent volunteers.

5. With whom and in what way did the student interact during this task? Describe the reciprocal interaction
 M interacted with the PTSA volunteer running the store. The woman told M, "That will be \$8.00" and held out her hand. M counted out 8 one dollar bills into the woman's hand.

6. Independence: What prompting was required for the student to be successful? (Do not consider instructions or encouragement when documenting prompting.)
 The student performed this task with minimal verbal prompts to count her money. She made her purchase selection independently.

SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]

In this Grade 8 Social Studies entry, the selected standard is:

- SS8G1 (*Describe Georgia's geography and climate*).

The element is:

- "b" (*Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution*).

The essence of this standard and indicator is to describe features of the geographic regions of Georgia in term of location, climate, agriculture (crops) and/or economic contribution (industry, tourism or other enterprise).

In this aligned task, the student was asked to describe two geographic regions of Georgia, the Valley and Ridge and the Blue Ridge Mountains. He was asked to describe their location, climate, crops, and the industry which contributes to the economic vitality of each area. He was not asked to respond to questions about the three other geographic regions of Georgia (Appalachian Plateau, Piedmont, and Coastal Plain), but that is acceptable because it is not necessary for an assessment task to encompass all parts of a content standard and element. It is essential for all four tasks in an entry to involve the same part of a content standard and element.

MATERIALS:

- Teacher-made worksheet
- Classroom model
- Classroom map

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.georgiaencyclopedia.org/articles/geography-environment/geographicregions-georgia-overview>
- <http://www.gpb.org/education/georgia-studies/virtual-field-trips>
- <https://www.atlantatrails.com/georgia-appalachian-trail/>
- <http://georgiamining.org/jobs.php>
- http://www.aboutnorthgeorgia.com/ang/Georgia_Marble
- <https://www.theblueridgehighlander.com/union-county-georgia-brasstownbald.php>

SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]

CAUTION:

The task does align to the content standard and element. 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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, SOCIAL STUDIES [SS8G1]



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Social Studies

Entry 1

Student Name:

Age:

S

Entry Sheet Completed by:

Mr. W

Strand/Domain: Georgia Geographic Understandings

Standard: SS8G1

Description: Describe Georgia's geography and climate.

Element/Indicator: b.

Description:

Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

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.

SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]

Evidence Annotation Sheet

Name: S

Date: 11/1

Student's Task:

S was told to use the classroom maps and models to describe characteristics of the Valley and Ridge and the Blue Ridge Mountains. He was told to circle the location of each region on the map of Georgia and to describe the climate, crops and industry in each region. He chose his answers from words and phrases the teacher had cut out for him. He did not choose any of the distractors.

Student's Performance:

100%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]

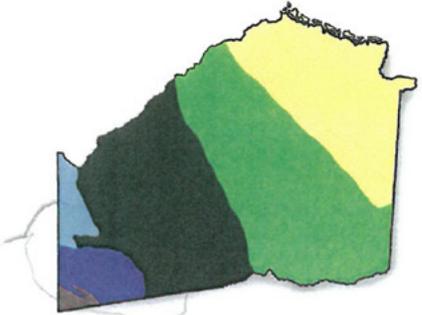
10/18
good work!

Name: S

Date: 11-1

Describe two of the geographic regions of Georgia in terms of location, climate, agriculture (crops), and economic contribution (industry).

Location ✓



Valley and Ridge

Climate ✓
cool winters

Agriculture (crops) ✓
timber

Economic contribution (industry) ✓
carpet and textiles

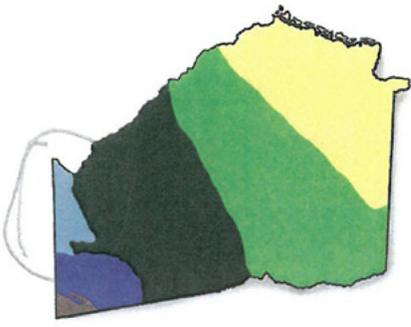
Blue Ridge Mountains

Climate ✓
rainy

Agriculture (crops) ✓
apples and corn

Economic contribution (industry) ✓
electricity from rushing rivers

Location ✓



SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]

In this Grade 8 Social Studies entry, the selected standard is:

- SS8G1 (*Describe Georgia's geography and climate*).

The element is:

- "c" (*Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands*).

The essence of this standard and element is to locate at least one of the physical features mentioned in the element.

In this aligned task, the student was given a map of the state of Georgia. He was also given six cut-out phrases with the names of physical features of Georgia. His task was to place the phrases on the correct places on the map. The student was able to identify three of the six physical features.

MATERIALS:

- Worksheet with maps
- Cut-out phrases with names of geographic features

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.okeswamp.com/>
- <http://www.n-georgia.com/costlands.htm>
- <http://www.mapofus.org/georgia/>
- http://www.georgiatrails.com/gt/appalachian_trail_in_georgia

SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]



CAUTION:

The task does align to the content standard and element. 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 assessment window (September 5, 2017 to March 23, 2018)
- 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: GRADE 8, SOCIAL STUDIES [SS8G1]



2017–2018 Georgia Alternate Assessment Entry Sheet Kindergarten, Grades 3–8, and High School

Grade 8

Social Studies

Entry 1

Student Name:	Age:
D	
Entry Sheet Completed by:	
Ms. T	
Strand/Domain: Georgia Geographic Understandings	
Standard:	SS8G1
Description:	Describe Georgia's geography and climate.
Element/Indicator:	c.
Description:	Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
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: D

Date: 11/09

Description of Task:

After instruction on the geography of Georgia, D was given a map of Georgia and six cut-out phrases of place names in Georgia. He was told to put the place names in the correct places on the map.

Evaluation of Student Response:

50%

He got 3 of 6 correct. He was able to find the Appalachian Mountains, the Barrier Islands, and the Fall line. He could not find the Savannah River, the Chattahoochee River and the Okefenokee Swamp.

Type and Frequency of Prompting:

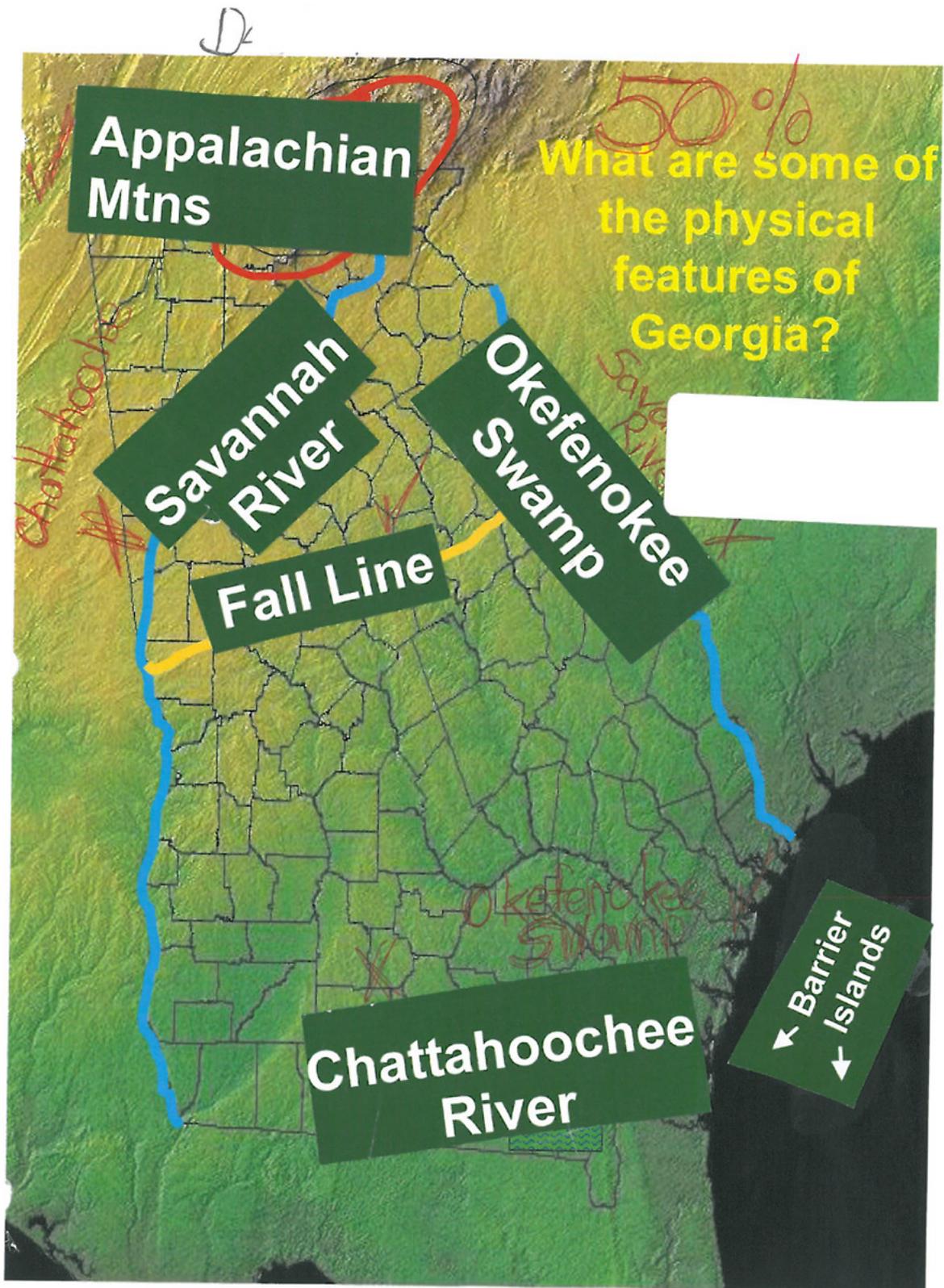
Independent – no prompting

Interactions:

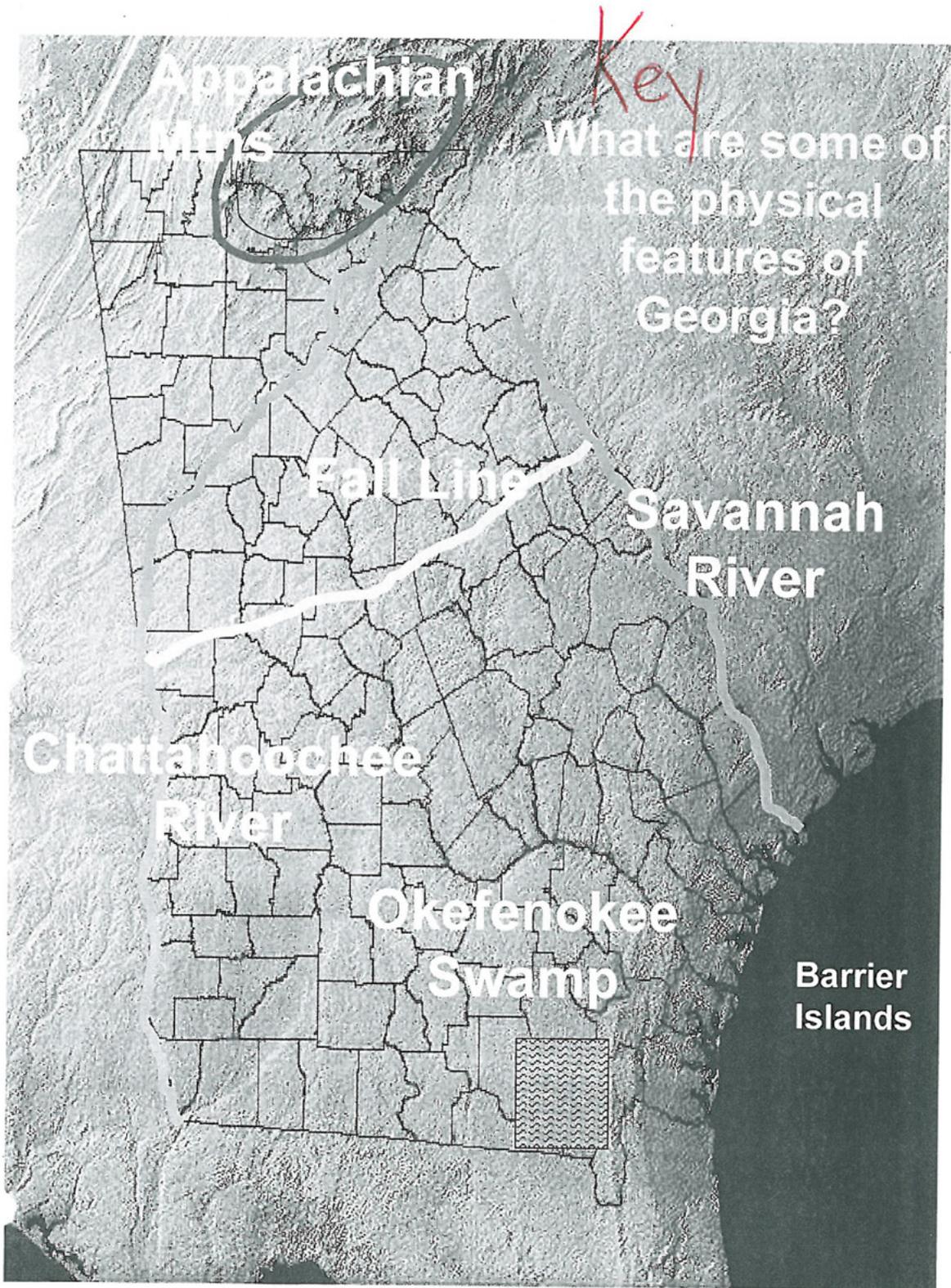
Special education teacher

Setting:

Special education classroom



SAMPLE TASK: GRADE 8, SOCIAL STUDIES [SS8G1]



Sample Tasks GA1801



QA121156