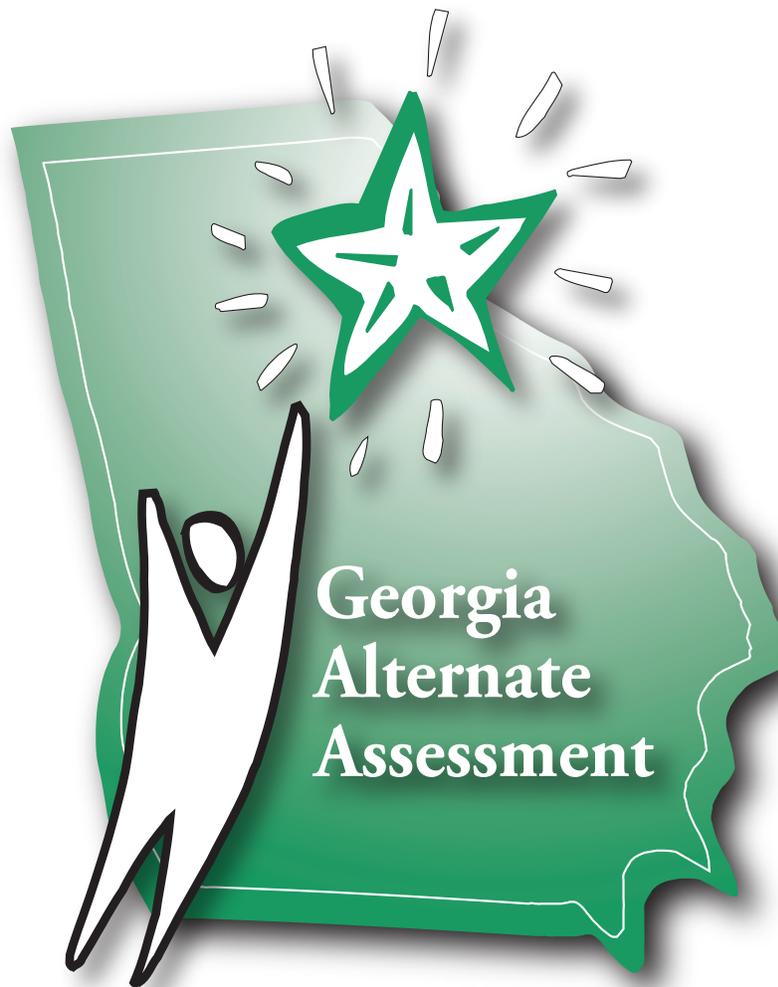


Sample Tasks Resource Guide



**Kindergarten
Grades 3–5**

PLEASE NOTE:

- This document was last updated in September 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 There may be invalid links in cases where Web sites are no longer active, or have moved or altered content.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.

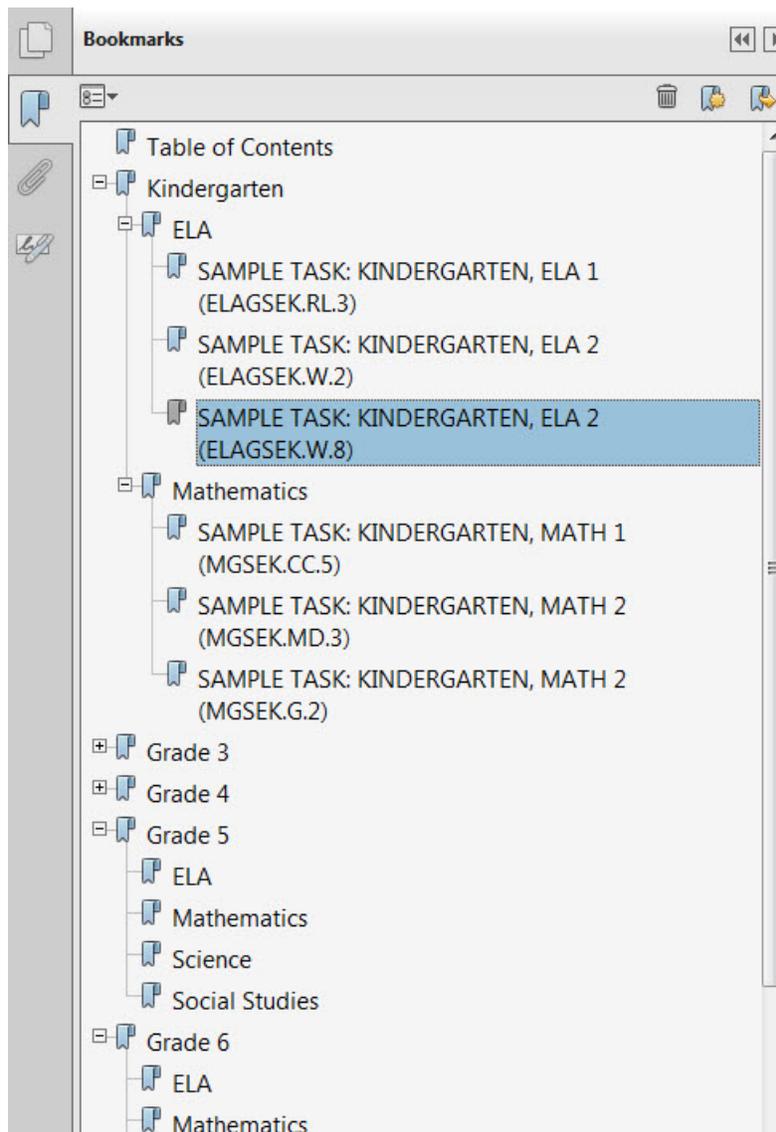
INTERACTIVE PDF

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.



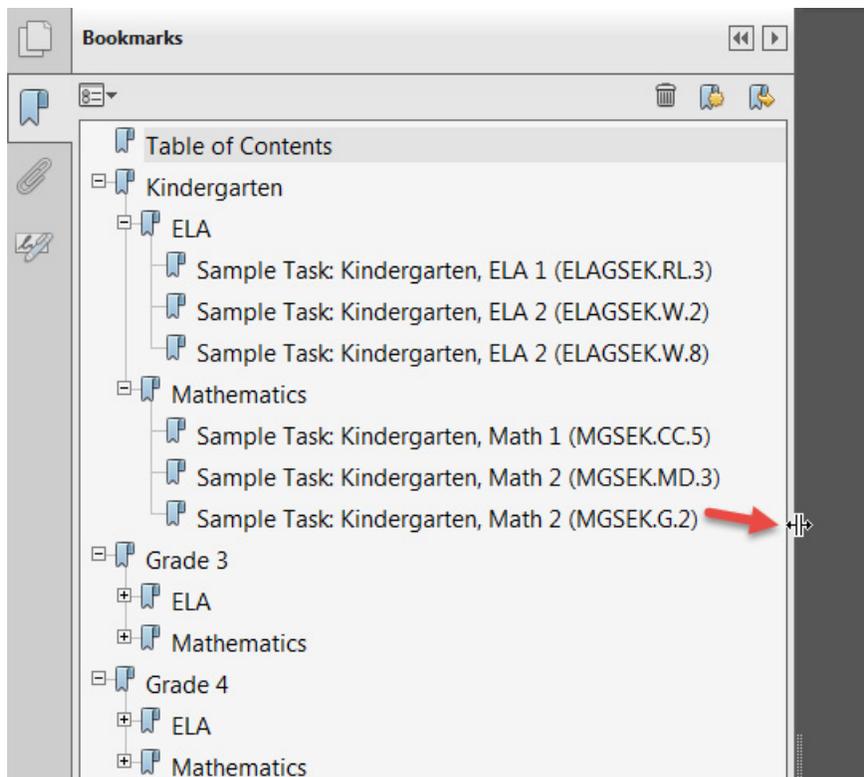
This document also features an interactive **Bookmarks** panel to aid navigation. Click the “Scroll” icon on the left edge of the screen to display all bookmarks in the document. This opens the Bookmarks Navigation panel.

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.

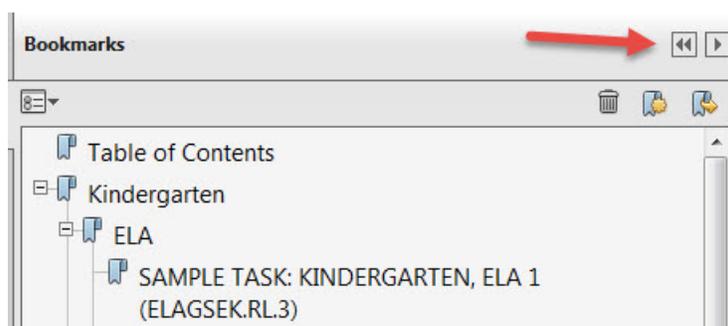


INTERACTIVE PDF

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.

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KINDERGARTEN

Sample Tasks

- ELA
- Math

ELA

- **ELA 1**
 - Sample Task: Kindergarten, ELA 1 (ELAGSEK.RL.2)
 - Sample Task: Kindergarten, ELA 1 (ELAGSEK.RL.3)
- **ELA 2**
 - Sample Task: Kindergarten, ELA 2 (ELAGSEK.W.2)
 - Sample Task: Kindergarten, ELA 2 (ELAGSEK.W.8)

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.2)

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

- ELAGSEK.RL.2 (*With prompting and support, retell familiar stories, including key details*).

This standard has no indicators.

The essence of this standard is to retell stories, including key details.

In this aligned task, the student listened to the teacher read aloud the book The Mitten by Jan Brett. He was then asked to recall five details from the story. The teacher read aloud five questions and two answer choices for each question. Each answer choice was accompanied by a picture. The student used a bingo stamper to mark his answer choices.

The student's task aligns to the standard because he was asked to retell one story by citing five details from the story. The teacher's annotation explains that he received continuous verbal prompting. He was also supported by the teacher when she read the questions and answer choices aloud. The student received additional support from the pictures which accompanied the written answer choices.

Materials:

- Teacher-made worksheet
- Text (The Mitten by Jan Brett)

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.smu.edu/~media/Site/Simmons/Research/IEBE/ARC%20presentation%2091909Website.ashx?la=en>
- <http://www.readingrockets.org/article/paving-way-kindergarten-young-children-disabilities>
- <http://www.brighthubeducation.com/special-ed-neurological-disorders/79002-tips-for-teaching-students-with-an-intellectual-disability/>

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.2)

 **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: KINDERGARTEN, ELA 1 (ELAGSEK.RL.2)



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

Grade K

ELA

Entry 1

Student Name:

J

Age:

5

Entry Sheet Completed by:

K

Strand/Domain: Reading Literary (RL)

Standard: ELAGSEK.RL.2

Description: With prompting and support, retell familiar stories, including key details.

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.

J: had to answer reading comprehension questions using key details on the story called, "The Mitten."

Evidence Annotation Sheet

Student Name: J

Date: 9/23/16

Description of Task:

J _____ listened to the story The Mitten by Jan Brett when the teacher read it aloud. Then the teacher read each question on the worksheet aloud. The teacher read each answer choice and pointed to each picture. She asked J _____ to select the correct answer. He marked his answer choices with a dot marker.

Evaluation of Student Response:

5/5 correct (100%)

Type and Frequency of Prompting:

Continuous verbal and gestural prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.2)

Name: J

Retell the story by answering the questions.

Date 9/23/16

Who knitted the mittens?



Baba



Sponge Bob

Who lost the mitten?



Nicki



Guard

Who was the first to enter the mitten?



Rabbit



Mole

Who sneezed?



Fox



Bear

Did the boy find the mitten at the end of the story?



Yes



No

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.3)

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

- ELAGSEK.RL.3 (*With prompting and support, identify characters, settings, and major events in a story*).

The essence of this standard is to identify characters, settings, and/or events in a story. The story should be mentioned by name on the evidence or in the annotation. It is not necessary to include a copy of the story or reading passage in the student's portfolio.

In this aligned task, the student was read aloud The Polar Express by Chris Van Allsburg. He was asked to identify the characters Santa, an elf, the children and the train conductor. He used color-coded materials. The student's task did not involve identifying the setting or major events in the story, but that is acceptable because an aligned task may encompass only a part of the standard.

MATERIALS:

- The Polar Express
- Worksheet
- Color-coded answer choices

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>
- <http://www.nea.org/grants/teachers-top-100-books-for-children.html>
- <http://beyondpenguins.ehe.osu.edu/issue/water-ice-and-snow/the-polar-express-delivers-equity-in-the-kindergarten-classroom>

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.3)

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: KINDERGARTEN, ELA 1 (ELAGSEK.RL.3)



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

Grade K

ELA

Entry 1

Student Name:

K

Age:

5

Entry Sheet Completed by:

Mrs. P

Strand/Domain: Reading Literary (RL)

Standard: ELAGSEK.RL.3

Description: With prompting and support, identify characters, settings, and major events in a story.

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.

The student will identify characters in a story.

SAMPLE TASK: KINDERGARTEN, ELA 1 (ELAGSEK.RL.3)

Evidence Annotation Sheet

Student Name: K

Date: 11/16/2015

Description of Task:

The student was read aloud the story The Polar Express. He was given a worksheet and asked to identify the characters in the book. He was provided two color-coded choices for each answer.

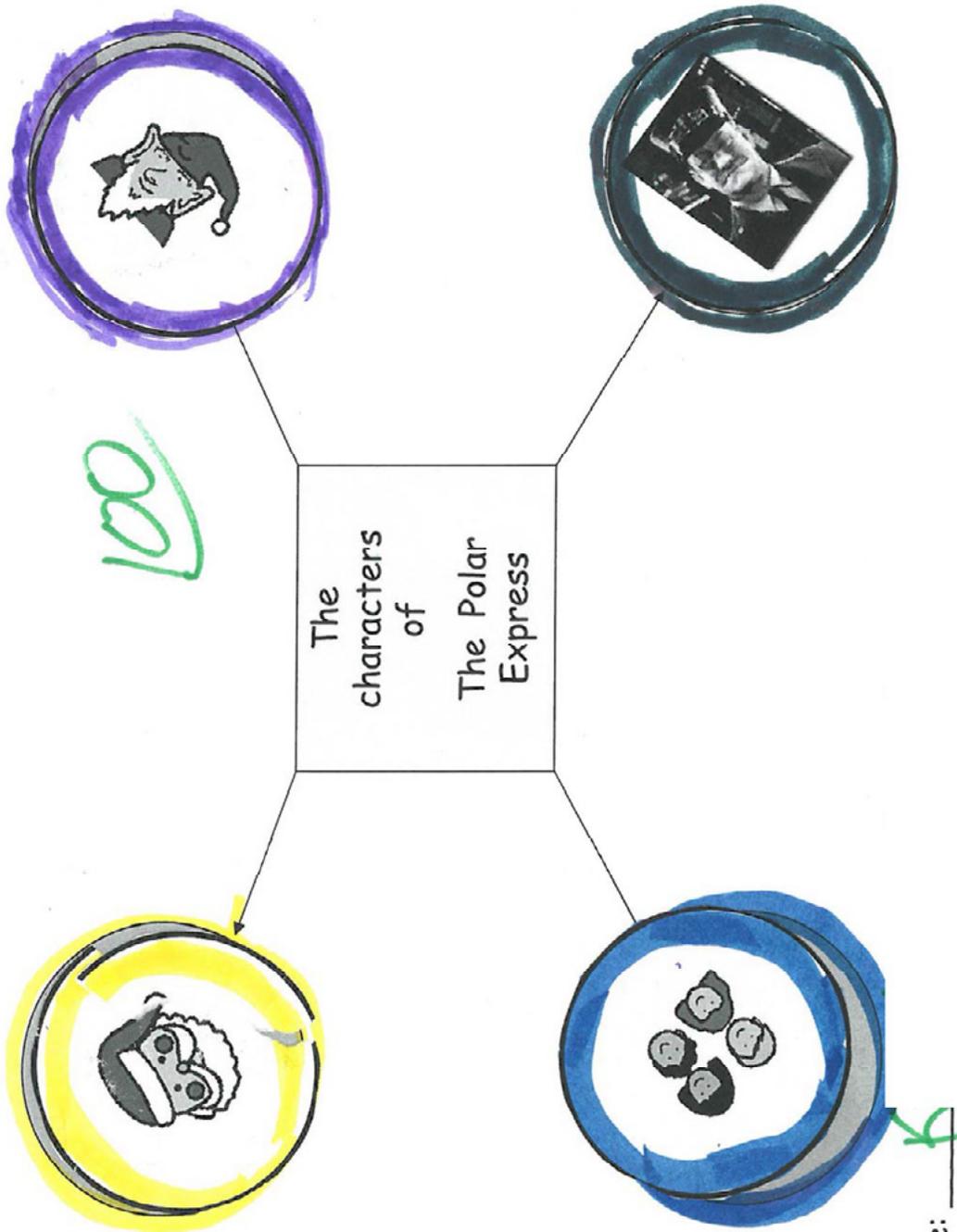
Student Response: 4/4 correct, 100% accuracy

Type and Frequency of Prompting: Frequent verbal and gestural prompting

Interactions: Special education teacher

Setting: Special education class

Who was in the story The Polar Express?



Name: K

SAMPLE TASK: KINDERGARTEN, ELA 2 (ELAGSEK.W.2)

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

- ELAGSEK.W.2 (*Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic*).

The essence of this standard is to write about a topic, using drawing, dictation, and/or printed words.

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

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

In this aligned task, the student was given a worksheet to guide his writing. He was asked to select a topic (the pine tree) and to paste the title “The Pine Tree” and a photo of a pine tree at the top of the page. He chose two additional sentences (“A pine tree has needles for leaves” and “The seeds on a pine tree grow on a pine cone”) and two photos to complete his writing.

The student’s task did not involve drawing or dictation, but that is acceptable because an aligned task may encompass only part of the standard. Students who are non-verbal may be able to express themselves better by using pictures rather than words to write. Teachers should choose the medium of expression (words or pictures) which is appropriate for their students.

MATERIALS:

- Worksheet
- Teacher-made titles and sentences
- 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.time4writing.com/writing-resources/writing-standards/kindergarten/>
- http://www.kindergarten-lessons.com/kindergarten_writing/

SAMPLE TASK: KINDERGARTEN, ELA 2 (ELAGSEK.W.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: KINDERGARTEN, ELA 2 (ELAGSEK.W.2)



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

Grade K

ELA

Entry 2

Student Name:

K

Age:

6

Entry Sheet Completed by:

Ms. R

Strand/Domain: Writing (W)

Standard: ELAGSEK.W.2

Description: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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.

The student used a combination of pictures and writing to create informative texts.

SAMPLE TASK: KINDERGARTEN, ELA 2 (ELAGSEK.W.2)

Evidence Annotation Sheet

Student Name: K

Date: 10/8/2015

Description of Task:

The student was read aloud an informative text about pine trees and then he was asked to write about that topic. He was given a worksheet to guide his writing and two choices (one statement about pine trees and one distractor) for each section. He was required to identify the topic, include a picture, and include two statements about pine trees.

Specific Evaluation of Student Response:

100% accuracy

Type and Frequency of Prompting:

Frequent verbal prompts

Interactions:

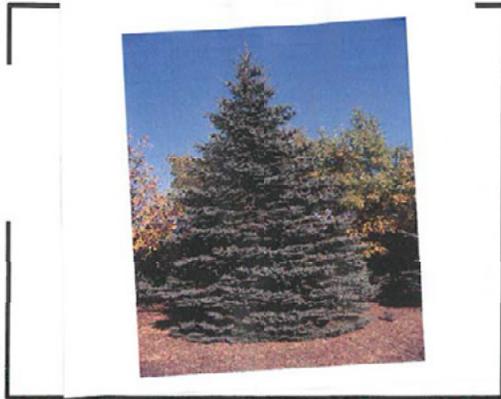
He completed the task with the special education teacher.

Setting:

He completed this task in the general education classroom.

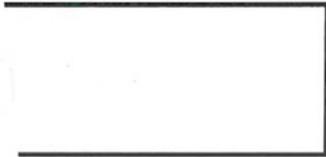
Informative Topic Writing

By: K



100

The Pine Tree



A pine tree has needles for leaves



The seeds on a pine tree grow on a pine cone.



SAMPLE TASK: KINDERGARTEN, ELA 2 (ELAGSEK.W.8)

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

- ELAGSEK.W.8 (*With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question*).

The essence of this writing standard is to write about personal experiences or about information gathered from other sources.

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

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

In this aligned task, the student was given three riddles. He was asked to recall information from his personal experience including wearing boots in cold or rainy weather, sleeping in his bed at home, and observing the driver of his school bus. He was not asked to gather information, but it is acceptable to ask a student to perform a task which involves only part of the content standard.

The student used the information he recalled to write one sentence about each experience. The student “wrote” by choosing a picture to complete a sentence. The student chose the wrong picture in each instance (a glove instead of a boot, a couch instead of a bed, and a police officer instead of a bus driver) but he was given the opportunity to perform an aligned writing task.

MATERIALS:

- Worksheet with riddles and fill-in-the-blank statements
- Teacher-made cutout picture choices

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.greatschools.org/gk/articles/writing-instruction-students-withlearning-problems/>
- <https://www.teachervision.com/creative-writing/printable/54686.html>

SAMPLE TASK: KINDERGARTEN, ELA 2 (ELAGSEK.W.8)

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: KINDERGARTEN, ELA 2 (ELAGSEK.W.8)



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

Grade K

ELA

Entry 2

Student Name:

T

Age:

5

Entry Sheet Completed by:

Ms. P

Strand/Domain: Writing (W)

Standard: ELAGSEK.W.8

Description: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Element/Indicator:

Description:

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

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

Evidence Annotation Sheet

Student Name: T

Date: 11/9/2015

Description of Task:

T wrote three statements based on his personal experience. He selected from two choices to fill in the blank in his written answer. The teacher read the materials aloud to him.

Evaluation of Student Response:

0/3 correct, 0% accuracy

Type and Frequency of Prompting:

T was given frequent verbal prompts.

Interactions:

T completed the task with the special education teacher.

Setting:

The task was completed in the special education classroom.

What am I

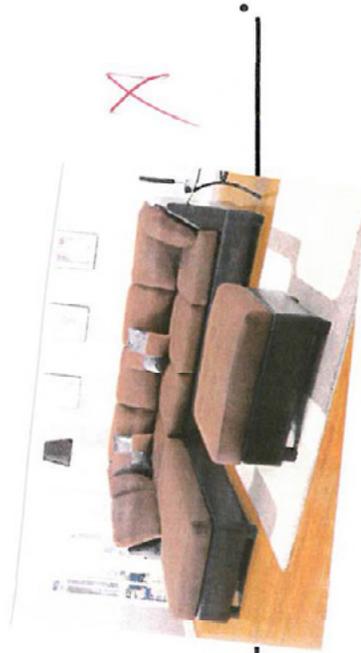
- I keep you warm
- You wear me when it is cold
- You wear me when it is raining
- You put me on your foot



- I am a ____.

What am I

- You put sheets on me
- You put a pillow on me for your head
- You put a blanket on me



- I am a _____.

Who am I ?

- I drive the bus everyday
- I make sure you are safe
- I open the door on the school bus
- I pick you up and drop you off at home



- I am a _____.

Mathematics

- Math 1
 - Sample Task: Kindergarten, Math 1 (MGSEK.CC.5)
- Math 2
 - Sample Task: Kindergarten, Math 2 (MGSEK.MD.3)
 - Sample Task: Kindergarten, Math 2 (MGSEK.G.2)

SAMPLE TASK: KINDERGARTEN, MATH 1 (MGSEK.CC.5)

In this Kindergarten Math 1 entry, the selected standard is:

- MGSEK.CC.5 (*Count to answer “how many?” questions*).

The indicator is:

- “b” (*Given a number from 1-20, count out that many objects*).

The essence of this standard and indicator is for the student, after being given a number or numbers, to count out the number of objects to correspond to the given number(s).

In this aligned task, the student was given a worksheet with drawings of six fishbowls. The bowls were numbered 1 to 6. The student’s task was to count enough goldfish crackers to correspond to the numbers on each fishbowl. After counting the crackers, he was to paste the appropriate number of crackers on each bowl on the worksheet, one cracker on the bowl marked “1,” two crackers on the bowl marked “2,” and so on.

MATERIALS:

- Worksheet
- Goldfish crackers

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.k5learning.com/free-preschool-kindergarten-worksheets/numbers-counting>
- <http://www.ldonline.org/article/14618>
- http://learningdisabilities.about.com/od/behaviorproblems/qt/counting_worksheets.htm

SAMPLE TASK: KINDERGARTEN, MATH 1 (MGSEK.CC.5)

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: KINDERGARTEN, MATH 1 (MGSEK.CC.5)



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

Grade K

Mathematics

Entry 1

Student Name:

B

Age:

5

Entry Sheet Completed by:

Ms. D

Strand/Domain: Counting and Cardinality (CC)

Standard: MGSEK.CC.5

Description: Count to answer "how many?" questions.

Element/Indicator: b.

Description:

Given a number from 1-20, count out that many objects.

Count to tell the number of objects.

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.

The student will be given a number, then count out the appropriate number of objects (goldfish crackers).

Evidence Annotation Sheet

Student Name: B

Date on which evidence was completed: 9/24/2015

Description of Task:

The student was given a worksheet with numbers in fishbowls. He was then asked to count out the appropriate number of goldfish into each bowl.

Specific Evaluation of Student Response:

5/6 correct, 83% accuracy

Type and Frequency of Prompting:

Student completed this task with limited verbal prompting.

Interactions:

The student completed this task with the special education teacher.

Setting:

The task was completed in the special education classroom.

1 Fish 2 Fish

3

6

2

5

1

4

5/6 correct

www.collegeboard.org

Add the right number of fish to each bowl. Use Goldfish Crackers and eat when finished playing.
Optional way to play: Roll a die to see how many fish to add to your fishbowl.
Continue taking turns rolling the die until each bowl is full of fish.

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.MD.3)

In this Kindergarten Math 2 entry, the selected standard is:

- MGSEK.MD.3 (*Classify objects into given categories; count the numbers of objects in each category and sort the categories by count*).

The essence of this standard is to classify objects into categories (in this task the category is shape), and/or to count the objects in each category, and/or to sort categories by count.

In this aligned task, the student was given a worksheet and cut-out shapes, including squares, rectangles, trapezoids, and kites. While a kite is not a geometric shape, it is acceptable for Kindergarten students who are assessed on this standard to use any kind of shape. The student was asked to identify which cut-outs matched each of the four shapes on the worksheet. According to the annotation, the student chose the shapes himself but he was assisted with the gluing by his foster grandparent.

The student was also asked to count how many of each shape he had placed on the worksheet. He answered verbally and his foster grandparent scribed his answers.

The student's task did not involve the last part of the standard (sort the categories by count), but it is not necessary for a task to encompass all parts of a standard. Sorting the categories by count would have required the student to order the shapes from least to greatest or greatest to least.

MATERIALS:

- Worksheet marked in columns with square, rectangle, trapezoid, and kite as headings
- Cut-out shapes to sort

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.k-5mathteachingresources.com/kindergarten-geometry.html>
- <http://www.the-best-childrens-books.org/geometry-shapes.html>

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.MD.3)



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: KINDERGARTEN, MATH 2 (MGSEK.MD.3)



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

Grade K

Mathematics

Entry 2

Student Name:

K

Age:

5

Entry Sheet Completed by:

Mrs. D

Strand/Domain: Measurement and Data (MD)

Standard: MGSEK.MD.3

Description: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Element/Indicator:

Description:

Classify objects and count the number of objects in each category.

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.

The student classified objects into categories and counted them.

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.MD.3)

Evidence Annotation Sheet

Student Name: K

Date: 11/4/2015

Description of Task:

K was first asked to classify the shapes into categories. He was given each shape one at a time. He was told to use the shapes at the top of the chart as a guide. He was then asked to count the shapes in each category. His foster grandparent scribed K's answers on the worksheet but K chose his answers himself. His foster grandparent helped him to glue the shapes on the page.

Specific Evaluation of Student Response:

18/18 correct, 100% accuracy

Type and Frequency of Prompting:

K required limited gestural promoting to complete this task.

Interactions:

K completed the task with his foster grandparent.

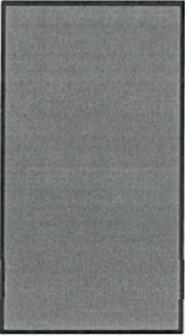
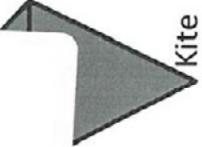
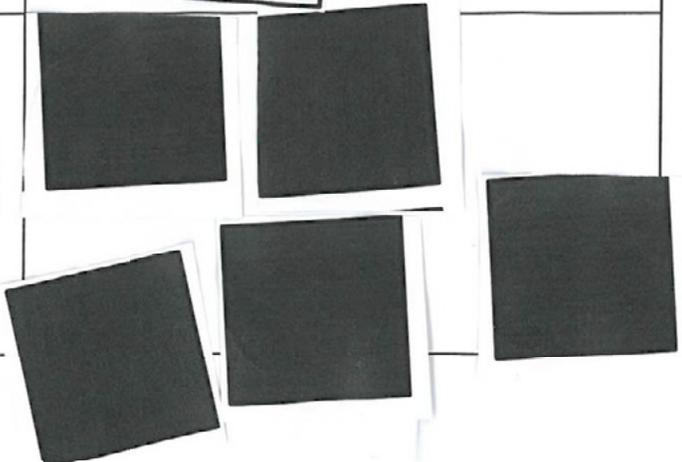
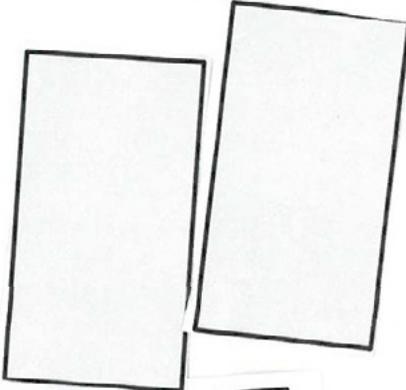
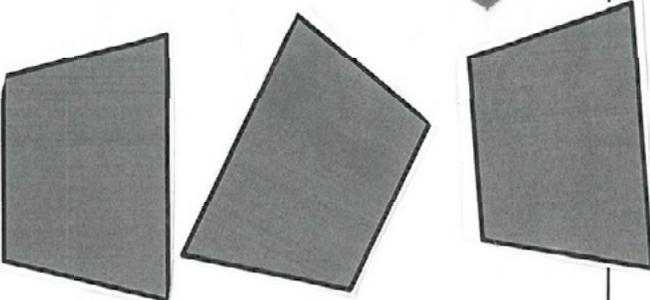
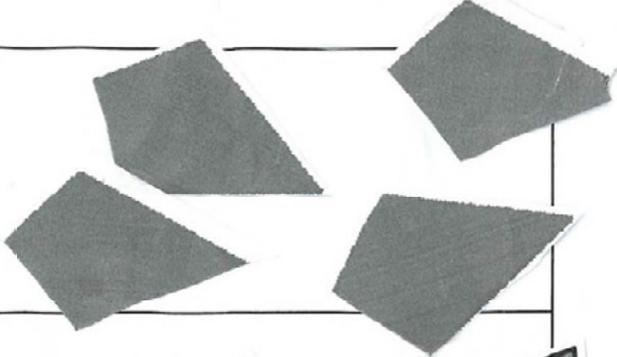
Setting:

K completed the task in the special education classroom.

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.MD.3)

Match the shapes

Handwritten notes: *K*, *5*, *2*, *3*, *100*, *4*

 <p>Square</p>	 <p>Rectangle</p>	 <p>Trapezoid</p>	 <p>Kite</p>
			

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.G.2)

In this Kindergarten Math 2 entry, the selected standard is:

- MGSEK.G.2 (*Correctly name shapes regardless of their orientations or overall size*).

The essence of this standard is to identify shapes by name.

In this aligned task, the student was given a worksheet with various shapes. He was asked to identify the triangles. The student's task only involved triangles and no other shapes, but that is acceptable because an aligned task may encompass only a part of the standard.

MATERIALS:

- Worksheet
- Crayons

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.k-5mathteachingresources.com/kindergarten-geometry.html>
- <https://www.ixl.com/math/kindergarten/identify-shapes>



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: KINDERGARTEN, MATH 2 (MGSEK.G.2)



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

Grade K

Mathematics

Entry 2

Student Name:

B

Age:

5

Entry Sheet Completed by:

Ms. Y

Strand/Domain: Geometry (G)

Standard: MGSEK.G.2

Description: Correctly name shapes regardless of their orientations or overall size.

Element/Indicator:

Description:

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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: KINDERGARTEN, MATH 2 (MGSEK.G.2)

Evidence Annotation Sheet

Student Name: B

Date on which evidence was completed: 9/11/2015

Description of Task:

The student was asked to count the triangles and to color the triangles. After counting the number of triangles and telling the parapro the number, the parapro wrote his answer in the blank. The student then traced his answer. Then he colored the triangles.

Evaluation of Student Response:

The student was supposed to count the 7 triangles and not to count the shapes which are not triangles. The student was also supposed to color orange all of the triangles and not to color the shapes which are not triangles. He counted correctly and he colored all of the triangles. He also colored two shapes which are not triangles. 9/11 (81%)

Type and Frequency of Prompting:

Continuous verbal and limited physical prompting were needed for the student to complete the task.

Interactions:

Special education paraprofessional

Setting:

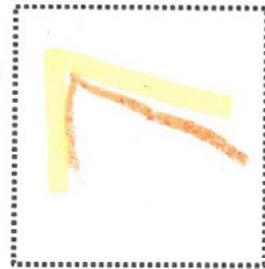
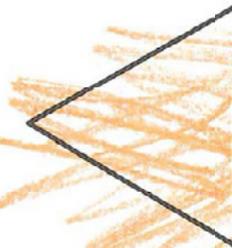
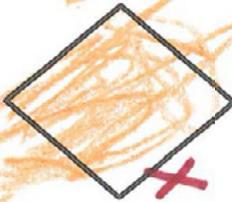
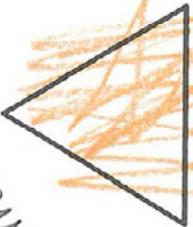
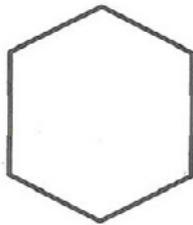
General education classroom

SAMPLE TASK: KINDERGARTEN, MATH 2 (MGSEK.G.2)

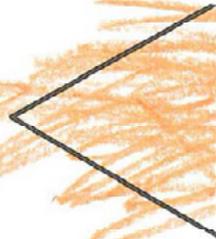
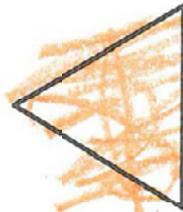
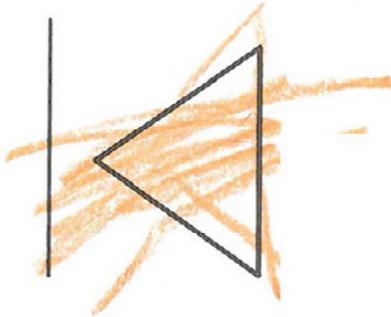
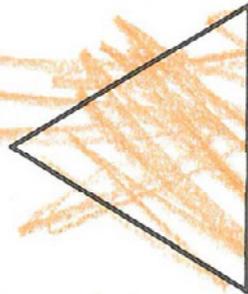
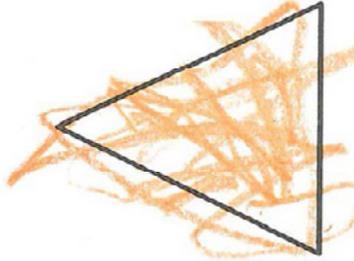
Count and color the triangles orange on this page and cut out and paste the right number from page 12 in the dotted box.

Name B

Incorrect



seven



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<http://www.teacherspayteachers.com/Store/Smalltowniggles>

GRADE 3

Sample Tasks

- ELA
- Math

ELA

- **ELA 1**
 - Sample Task: Grade 3, ELA 1 (ELAGSE3.RI.2)
 - Sample Task: Grade 3, ELA 1 (ELAGSE3.RI.1)
- **ELA 2**
 - Sample Task: Grade 3, ELA 2 (ELAGSE3.W.2)

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.2)

In this Grade 3 English Language Arts 1 entry, the selected standard is:

- ELAGSE3.RI.2 (*Determine the main idea of a text; recount the key details and explain how they support the main idea*)

The essence of this standard is to determine and restate the main idea of a text and/or to cite supporting details and/or to explain how the details support the text's main idea.

In this aligned task, the student was asked to complete a graphic organizer showing the main idea of a story (country places) and four supporting details (farm, shed, pigpen, and garden). He was not asked to explain how the supporting details support the main idea of the text, a higher level skill which many students may not be able to demonstrate. Nevertheless, this task is aligned because it addresses part of the standard. It is not required for the student to address every part of the standard.

The student listened to a text read aloud. Then he wrote the phrase "country places" to represent the main idea. He expressed the supporting details by drawing pictures and writing the words "farm," "shed," "pigpen," and "garden."

It is also not necessary to include in the portfolio a copy of the text the student used. Citing the story or book title is sufficient.

MATERIALS:

- Text (the story "Country Places")
- Worksheet

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <https://www.readinga-z.com/book.php?id=1076>
- <https://www.readinga-z.com/book-related-resources/theme-news-packs/animalson-a-farm/>

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.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)
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- 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 3, ELA 1 (ELAGSE3.RI.2)



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

Grade 3

ELA

Entry 1

Student Name:

E

Age:

8

Entry Sheet Completed by:

Ms. M

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE3.RI.2

Description: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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 3, ELA 1 (ELAGSE3.RI.2)

Evidence Annotation Sheet

Student Name: E

Date: 11/09/15

Description of Task: After listening to the story “Country Places” read aloud, E was asked to identify the main idea of the story and four supporting details. E used a graphic organizer to organize the information.

Evaluation of Student Response: E correctly identified the main idea and four supporting details from the text. He wrote the words “country places” on the worksheet between illustrations of a barn and a fenced pasture. He drew pictures of the farm, shed, pigpen, and garden to demonstrate his understanding of the supporting details. He scored 100% on this activity.

Type and Frequency of Prompting: Limited verbal prompting

Interactions: SPED teacher

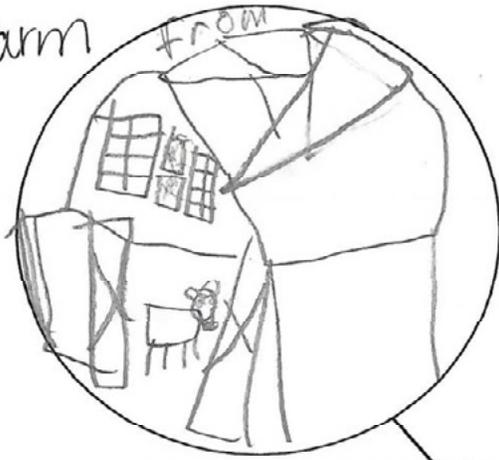
Setting: SPED classroom

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.2)

Name E

100%

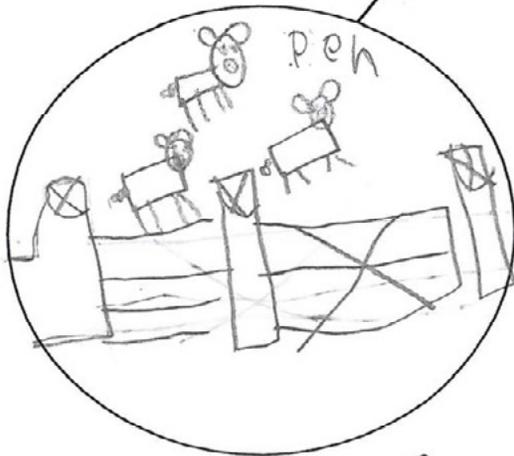
farm



COUNTRY PLACES • LEVEL D • 1



Country places



SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea aloud with students. Then have them write the details that support the main idea in the circles.

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<http://www.readinga-z.com>

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.1)

In this Grade 3 English Language Arts 1 entry, the selected standard is:

- ELAGSE3.RI.1 (*Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers*).

The essence of this standard is to show comprehension of a text. The text may be a book, short story, or informational article. It may also be something as brief as a sentence or a paragraph.

In this aligned task, the student was read aloud an informational article “How a Fish Breathes.” He then completed a multiple choice worksheet to demonstrate his comprehension. The task did not require the student to ask any questions, only to answer them. That is acceptable because it is not necessary for a task to address every aspect of the standard in order to align.

It is also not necessary to include in the portfolio a copy of the text the student used. Citing the story or book title is sufficient.

MATERIALS:

- Informational Science text “How a Fish Breathes”
- Multiple choice worksheet

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.autismclassroomresources.com/unique-learning-system-useful-toolfor/>

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.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)
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- 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 3, ELA 1 (ELAGSE3.RI.1)



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

Grade 3

ELA

Entry 1

Student Name:

J

Age:

9

Entry Sheet Completed by:

Ms. C

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE3.RI.1

Description: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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 3, ELA 1 (ELAGSE3.RI.1)

Evidence Annotation Sheet

Student Name: J

Date: 10-05-15

Description of Task:

After reading the informational science article “How a Fish Breathes”, J was asked to answer comprehension questions about the article. He completed a five question multiple choice assessment. Each question had three answer choices. He was told to look back at the text before he tried to answer each question. The teacher read each question aloud. Before J answered she prompted him to look at the article to find the answer.

Evaluation of Student Response:

J answered all five questions correctly. 100%

Type and Frequency of Prompting: Frequent verbal prompting

Interactions: SPED teacher

Setting: SPED classroom

SAMPLE TASK: GRADE 3, ELA 1 (ELAGSE3.RI.1)

How a Fish Breathes

1. What is a gas in air that we breathe?

a. oxygen



b. sunlight



c. rain



2. What do humans use to breathe?

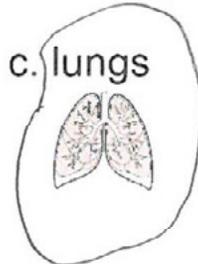
a. feet



b. hair

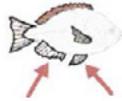


c. lungs



3. What does a fish use to breathe?

a. fins



b. gills



c. feet

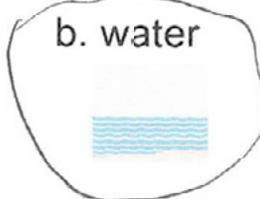


4. Where does a fish get oxygen?

a. air



b. water



c. dirt



5. What sends oxygen through the fish?

a. blood vessels 

b. scales 

c. food 

SAMPLE TASK: GRADE 3, ELA 2 (ELAGSE3.W.2)

In this Grade 3 English Language Arts 2 entry, the selected standard is:

- ELAGSE3.W.2 (*Write informative/explanatory texts to examine a topic and convey ideas and information clearly*).

The indicator is:

- “b” (*Develop the topic with facts, definitions, and details*).

The essence of this standard and indicator is to write a report about a topic by using facts, definitions, and/or details.

In this aligned task, the student used a graphic organizer to write an outline of all of the material he gathered about kangaroos. He used sentence strips to organize facts, supporting details, and definitions in a logical way in the graphic organizer. Then he used a second set of the same sentence strips to write on a separate page a 12-sentence report about kangaroos. Color coding was used to help the student to organize all of the facts.

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

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

MATERIALS:

- Worksheet – graphic organizer
- Two sets of typed sentence strips to be glued or pasted

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.corestandards.org/wp-content/uploads/Application-to-Students-with-Disabilities-again-for-merge1.pdf>

SAMPLE TASK: GRADE 3, ELA 2 (ELAGSE3.W.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)
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- 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 3, ELA 2 (ELAGSE3.W.2)



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

Grade 3

ELA

Entry 2

Student Name:

M

Age:

9

Entry Sheet Completed by:

Ms.J

Strand/Domain: Writing (W)

Standard: ELAGSE3.W.2

Description: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Element/Indicator: b.

Description:

Develop the topic with facts, definitions, and details.

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 3, ELA 2 (ELAGSE3.W.2)

Evidence Annotation Sheet

Student Name: M

Date: 12/16/15

Description of Task:

After the teacher read aloud a nonfiction book about kangaroos, M completed a graphic organizer with fill-in-the-blank sentence strips. He then used the sentence strips to create a paragraph. The sentences were color-coded.

Evaluation of Student Response:

M placed 10 out of 12 sentence strips correctly on the graphic organizer. He placed 11 of the 12 sentences in the correct sequence in his paragraph.

Final score on the task / 21 of 24 correct / 88%

Type and Frequency of Prompting:

Frequent verbal prompts

Interactions:

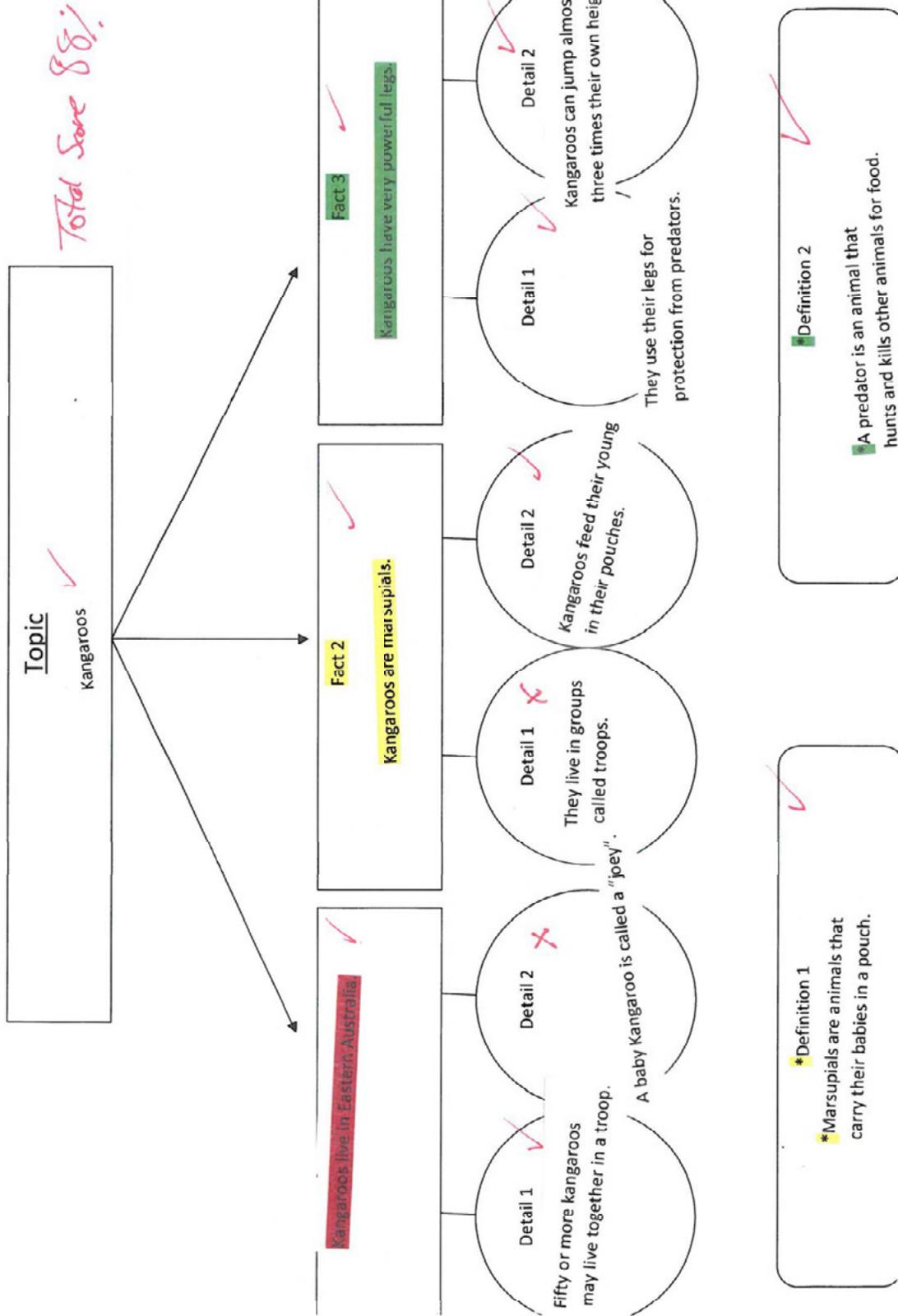
SPED teacher

Setting:

SPED classroom

SAMPLE TASK: GRADE 3, ELA 2 (ELAGSE3.W.2)

Name: M



SAMPLE TASK: GRADE 3, ELA 2 (ELAGSE3.W.2)

m

Kangaroos ✓

• Kangaroos live in Eastern Australia ✓

They live in groups called troops. ✓

! Kangaroos are marsupials. ✓

• Kangaroos feed their young in their pouches. ✓

A baby kangaroo is called a "joey". ✓

• Kangaroos have very powerful legs. ✓

Kangaroos can jump almost three times their own height! ✓

They use their legs for protection from predators. ✓

Fifty or more kangaroos may live together in a troop. ✗

• A predator is an animal that hunts and kills other animals for food. ✓

* Marsupials are animals that carry their babies in their pouch. ✓

Mathematics

- Math 1
 - Sample Task: Grade 3, Math 1 (MGSE3.NBT.1)
- Math 2
 - Sample Task: Grade 3, Math 2 (MGSE3.G.2)
 - Sample Task: Grade 3, Math 2 (MGSE3.MD.3)

SAMPLE TASK: GRADE 3, MATH 1 (MGSE3.NBT.1)

In this Grade 3 Math 1 entry, the selected standard is:

- MGSE3.NBT.1 (*Use place value understanding to round whole numbers to the nearest 10 or 100*).

The essence of this standard is to round whole numbers to the nearest ten or hundred.

In this aligned task, the student was given four numbers: 46, 23, 69, and 71. The ones digit in each of the four numbers was colored red or blue. The student was asked to round each number to the nearest ten using a color-coded key. The key reminded the student to round up when the ones digit is 5, 6, 7, 8, or 9 and to round down when the ones digit is 0, 1, 2, 3, or 4. He was given two answer choices for each number and was asked to circle the correct answer.

Although the standard mentions rounding to the nearest 10 or 100, it is acceptable for the student to round only to the nearest ten. Every aspect of the standard need not be addressed in an assessment task.

MATERIALS:

- Worksheet
- Color-coded rounding key

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.

SUGGEST RESOURCES FOR CONSIDERATION:

- <http://www.k5learning.com/free-math-worksheets/third-grade-3/place-value-androunding>
- <http://mathcats.org/ideabank/rounding.html>

SAMPLE TASK: GRADE 3, MATH 1 (MGSE3.NBT.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 3, MATH 1 (MGSE3.NBT.1)



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

Grade 3

Mathematics

Entry 1

Student Name:

M

Age:

9

Entry Sheet Completed by:

Ms. J

Strand/Domain: Number and Operations in Base Ten (NBT)

Standard: MGSE3.NBT.1

Description: Use place value understanding to round whole numbers to the nearest 10 or 100.

Element/Indicator:

Description:

Use place value understanding and properties of operations to perform multi-digit arithmetic.

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 3, MATH 1 (MGSE3.NBT.1)

Evidence Annotation Sheet

Student Name: M

Date: 10/08/15

Description of Task:

M was given a color-coded key to help him round numbers. His task was to complete a worksheet rounding four numbers to the nearest ten.

Evaluation of Student Response:

M correctly answered 3 out of 4 problems scoring 75%.

Type and Frequency of Prompting:

M needed frequent verbal prompts.

Interactions:

SPED teacher

Setting:

SPED classroom

Key

5, 6, 7, 8 or 9 =  Round up

0, 1, 2, 3 or 4 =  Round down

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.G.2)

In this Grade 3 Math 2 entry, the selected standard is:

- MGSE3.G.2 (*Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape*).

The essence of this standard is to divide shapes into equal parts and to describe each part as a fraction of the whole.

In this aligned task, the student was asked to divide five shapes (circle, square, rectangle, hexagon, and oval) in half. To help the student to begin, the teacher used a blue crayon to divide the circle, square, and rectangle. Then the student used a pencil to divide the remaining shapes and to write " $\frac{1}{2}$ " on each half of the shapes. After deconstructing the shapes, she was asked to explain how to make one whole from two halves. She wrote " $\frac{1}{2} + \frac{1}{2} = \text{whole}$ " and she drew a square with a vertical line to divide it in two equal parts.

MATERIALS:

- Worksheet

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

SUGGEST RESOURCES FOR CONSIDERATION:

- http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/rel_2008053a.pdf
- http://www.adaptedmind.com/gradelistv4efficient.php?utm_expId=33853517-85._3MKC-e_Sd-C1YfnUkP5xg.1&qclid=CKvIrl5iq8skCFZaRHwodgjQOAw

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.G.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 3, MATH 2 (MGSE3.G.2)



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

Grade 3

Mathematics

Entry 2

Student Name:

E

Age:

8

Entry Sheet Completed by:

Ms. G

Strand/Domain: Geometry (G)

Standard: MGSE3.G.2

Description: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Element/Indicator:

Description:

Reason with shapes and their attributes.

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 3, MATH 2 (MGSE3.G.2)

Evidence Annotation Sheet

Student Name: E

Date: 11/10/15

Description of Task:

After reviewing parts of a whole, E was asked to partition the five given shapes on the worksheet into halves. The teacher used a blue crayon to divide the first three shapes to show E what to do. Then E used a pencil to complete the rest of the assignment. After partitioning the shapes, E wrote the fraction $1/2$ on each part of the whole. E then verbally stated "one-half plus one-half equals one whole" and she wrote on her worksheet $1/2 + 1/2 = 1$ whole.

Student Response: 100%

Type and Frequency of Prompting:
Continuous verbal and gestural prompting

Interactions: SPED teacher

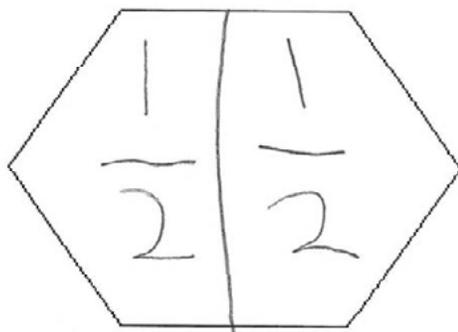
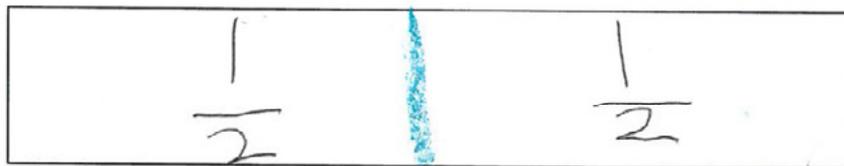
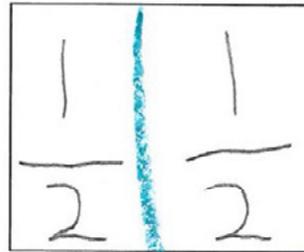
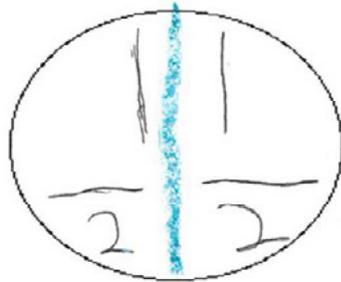
Setting: SPED classroom

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.G.2)

Name

100%

Can you make a half?



$$\frac{1}{2} + \frac{1}{2} = \boxed{\text{Whole}}$$

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.MD.3)

In this Grade 3 Math 2 entry, the selected standard is:

- MGSE3.MD.3 (*Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*)

The essence of this standard is to represent and/or interpret data. It is not necessary for students to gather data themselves, although the student in this exemplar did survey his classmates and used that data to make the bar graph. It is acceptable for students to be given data and asked to use the data to make their graphs.

In this aligned task, the student surveyed his special education peers about their favorite snacks. He offered three options – popcorn, cookies, crackers – to the other students. He used these data to construct a scaled bar graph and then he answered questions about the graph.

Had the student drawn a scaled picture or bar graph – using data he was given or data he gathered himself – that by itself would have been an aligned task. The task would have aligned only to part of the standard (the first sentence) but that by itself would have been sufficient to meet the requirements of the GAA. Similarly, had the student been given a graph prepared by someone else and then been asked to respond to “how many more” or “how many less” questions about the graph, that task also would have aligned to the standard (the second sentence). It is not necessary for a GAA task to involve all parts of a standard in order to align. However, it is necessary for all four tasks in an entry to align to the same part of the standard, if the full standard is not encompassed in the student’s tasks.

MATERIALS:

- Worksheets
- Tally sheet
- Cut-out pictures of snacks for graphing

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.

SUGGEST RESOURCES FOR CONSIDERATION:

- <http://www.math-salamanders.com/bar-graphs-3rd-grade.html>
- <https://jr.brainpop.com/math/data/tallychartsandbargraphs/>

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.MD.3)

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
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- 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 3, MATH 2 (MGSE3.MD.3)



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

Grade 3

Mathematics

Entry 2

Student Name:

C

Age:

10

Entry Sheet Completed by:

Ms. R

Strand/Domain: Measurement and Data (MD)

Standard: MGSE3.MD.3

Description: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Element/Indicator:

Description:

Represent and interpret data.

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 3, MATH 2 (MGSE3.MD.3)

Georgia Alternate Assessment Evidence Annotation Sheet

Student Name: C

Date: 11/09/15

Task Description:

C's task was to draw a scaled bar graph and to answer questions about the graph. He collected data from his classmates and used the data to make the graph.

Evaluation of Student Response:

C completed the task with 100% accuracy.

Type and Frequency of Prompting:

Frequent verbal prompts and continuous physical prompts

Interactions:

SPED teacher and SPED classmates

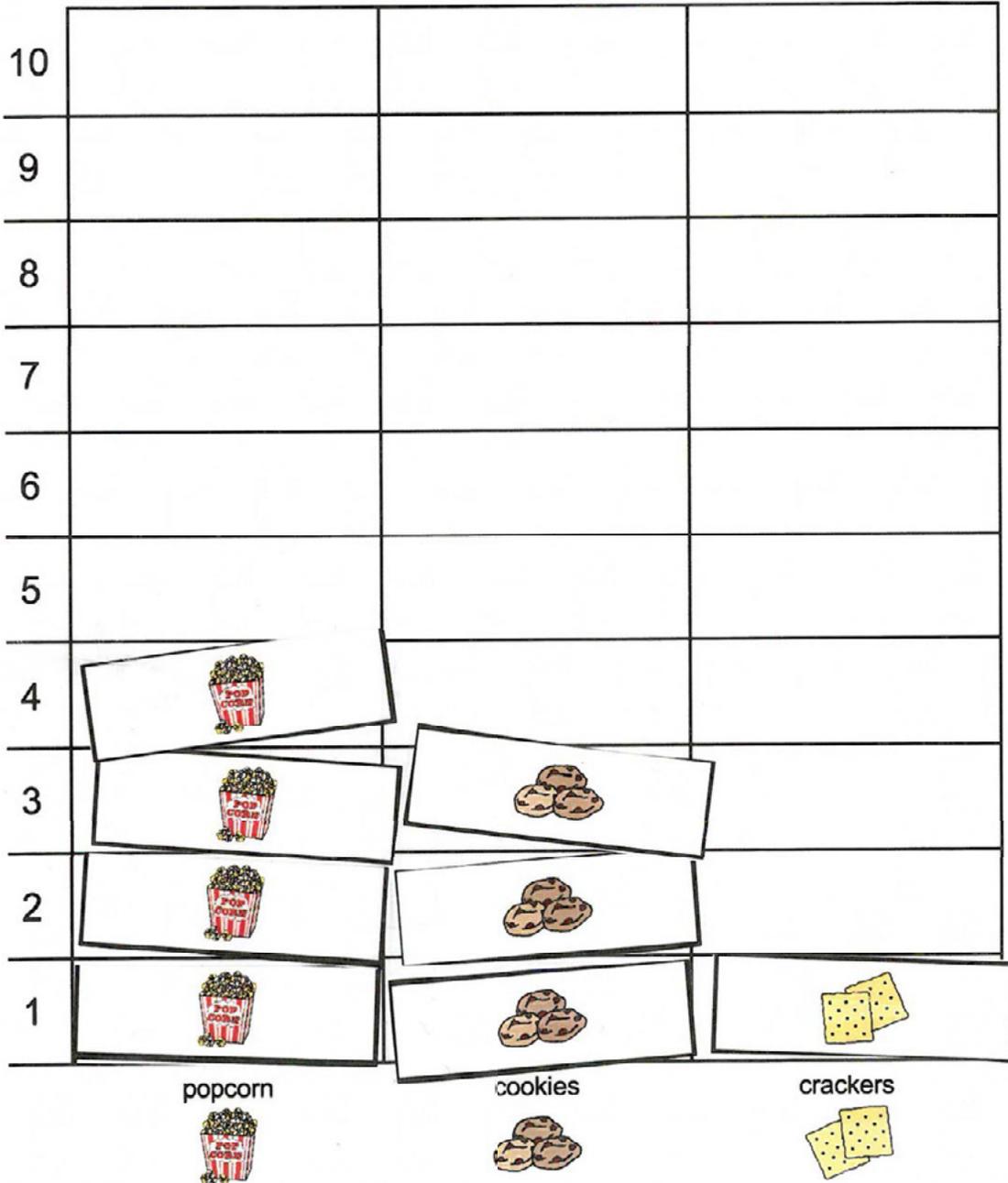
Setting:

SPED classroom

SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.MD.3)

C
3. MD.3
What is your favorite snack?

*100%
you rock!*



SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.MD.3)

100%
Great Job!

Name C. ...
3. MD.3 3rd grade

Answer the questions by stamping the correct answer in the space provided. Use the bar graph to answer the questions.

1. How many **more** popcorn



than cookies



?



2. How many **less** crackers



than popcorn



?



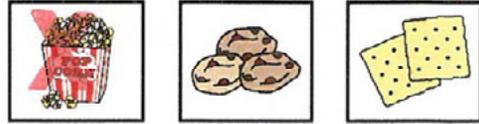
SAMPLE TASK: GRADE 3, MATH 2 (MGSE3.MD.3)

3.MD.3 100%
3rd grade AWESOME!
Name: C

Which had more ?



popcorn cookies crackers



Which had less ?



popcorn cookies crackers



Were any the same ? NO



popcorn cookies crackers



What was the highest number ?



Which was your favorite ?



popcorn cookies crackers



GRADE 4

Sample Tasks

- ELA
- Math

ELA

- **ELA 1**
 - Sample Task: Grade 4, ELA 1 (ELAGSE4.RI.1)
 - Sample Task: Grade 4, ELA 1 (ELAGSE4.RI.2)
- **ELA 2**
 - Sample Task: Grade 4, ELA 2 (ELAGSE4.SL.1)
 - Sample Task: Grade 4, ELA 2 (ELAGSE4.W.2)

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.1)

In this Grade 4 English Language Arts 1 entry, the selected standard is:

- ELAGSE4.RI.1 (*Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*)

The essence of this standard is for the student to cite details or examples from a text when explaining what the text says and/or when drawing inferences based on what the text says.

In this aligned task, the student was read aloud a grade-level passage about ecosystems. He was then read aloud five questions that tested how well the student understood the passage. The student used the information in the passage to write his answers to the questions. A student whose fine motor skills do not permit him to write his answers may dictate his responses to someone (teacher, paraprofessional, other adult, or general education peer) who will record them on the student's worksheet.

The teacher did include the reading passage in the student's entry. If the text is not included with the student's work, the title of the passage should be cited.

MATERIALS:

- Grade-level reading passage
- Comprehension 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.

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.k12reader.com>
- https://www.opened.com/search?category=reading-foundational-skillselementary&grade_group=elementary&standard=4.RF.4.b&standard_group=common-core-language-arts

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.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)
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- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.1)



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

Grade 4

ELA

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. R

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE4.RI.1

Description: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences 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 4, ELA 1 (ELAGSE4.RI.1)

Evidence Annotation Sheet

Student Name: J

Date: 12/02/2015

Description of Task: J was presented with the reading passage "Ecosystems." The passage and five questions were read aloud to him.

Evaluation of Student Response:

J wrote his responses after listening to the passage and the questions read aloud. He scored 5 out of 5 correctly 100%.

Type and Frequency of Prompting:

J received frequent verbal prompting.

Interactions:

The Special Education teacher read the passage and questions aloud.

Setting:

This task was completed in the Special Education Classroom.



Ecosystems
 Cross-Curricular Focus: Life Science

An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a **population**. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Name: F

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers. 100%

1) What is one example of a non-living thing in an ecosystem? Water

2) What are three of the life processes that living organisms do? BREATHING
EATING
DRINKING

3) What does population mean in a community?

ALL THE SAME
ORGANISMS

4) When does an organism thrive?

THEIR NEEDS
ARE BEING MET

5) Why does a temperate zone support many varieties of organisms?

NOT TOO
TOO COLD

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.2)

In this Grade 4 English Language Arts 1 entry, the selected standard is:

- ELAGSE4.RI.2 (*Determine the main idea of a text and explain how it is supported by key details; summarize the text*).

The essence of this standard is to recognize the main idea of a text, explain how the main idea is supported by details, and/or to summarize the text.

In this aligned task, the student was read aloud the book [Animals Can Move](#). She was asked what the story was about as a way of eliciting the main idea. She was also asked how the animals moved as a way of eliciting three details from the book which support the main idea. Her task involved only part of the standard; she was not asked to summarize the text.

MATERIALS:

- [Animals Can Move](#) (the text)
- Worksheet

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- https://www.readingaz.com/newfiles/levels/lesson_plans/b/animalscanmove/animalsmove_print.html

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.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)
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- Type and frequency of prompting noted

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.2)



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

Grade 4

ELA

Entry 1

Student Name:

K

Age:

11

Entry Sheet Completed by:

Ms. H

Strand/Domain: Reading Informational (RI)

Standard: ELAGSE4.RI.2

Description: Determine the main idea of a text and explain how it is supported by key details; summarize 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 4, ELA 1 (ELAGSE4.RI.2)

Evidence Annotation Sheet

Student Name: K

Date: 12/11/15

Description of Task:

After reading “Animals Can Move” in a small group, K was asked to identify the main idea by writing it on the graphic organizer. She was then asked to locate three supporting details that supported the main idea, which is that animals can move.

Evaluation of Student Response:

K correctly identified the main idea and three supporting details for a score of 100%.

Type and Frequency of Prompting:

Minimal verbal prompting

Interactions:

Special Education teacher

Setting:

The task was completed in a small group setting in the Special Education classroom.

SAMPLE TASK: GRADE 4, ELA 1 (ELAGSE4.RI.2)

4/4 = 100%

Name K

Animals Can Move

Main idea

What is the story all about?

Animals move ✓

Give 3 supporting details to support the main idea.

In the book, *Animals Can Move*, how did the animals move?

Walk ✓	run ✓	Hop ✓
--------	-------	-------

SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.SL.1)

In this Grade 4 English Language Arts 2 entry, the selected standard is:

- ELAGSE4.SL.1 (*Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly*).

The indicator is:

- “b” (*Follow agreed-upon rules for discussions and carry out assigned roles*).

The essence of this standard and indicator is for the student to engage in reciprocal conversations with another person or with groups of people. It is essential that the student is speaking during the task. “Speaking” is expressive communication and can mean a verbal conversation between the student and another person; it may also involve nodding, gesturing, using American Sign Language (ASL) or an augmentative communication system, communication symbols, objects, eye pointing, 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, the student interviewed a peer by asking her four questions:

- What city do you live in?
- How old are you?
- What is your favorite color?
- What is your favorite food?

The student was evaluated based on a rubric that included these items: gaining the attention of the person you are interviewing, speaking voice, personal space, eye contact, posture, standing still, showing care for responses, and thanking for the interview. The teacher documented the student’s task by using captioned photographs.

Teachers are the best judges of whether their students need to use scripts when they are being assessed on this standard and indicator. It is often appropriate for students with significant cognitive disabilities to be given scripts or some other kind of guidance on the topics that they might discuss. Students with less significant disabilities may be able to select topics of conversation on their own.

MATERIALS:

- Teacher-made list of questions
- Rubric

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 4, ELA 2 (ELAGSE4.SL.1)

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.asha.org/public/speech/disorders/LBLD.htm>



CAUTION:

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

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the assessment window (September 5, 2017 to March 23, 2018)
- Task does not redocument any other task in the entry
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- 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 4, ELA 2 (ELAGSE4.SL.1)



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

Grade 4	ELA	Entry 2
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Student Name:	C	Age:	10
Entry Sheet Completed by:	Mrs. P		
Strand/Domain:	Speaking and Listening (SL)		
Standard:	ELAGSE4.SL.1		
Description:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
Element/Indicator:	b.		
Description:	Follow agreed-upon rules for discussions and carry out assigned roles.		
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 4, ELA 2 (ELAGSE4.SL.1)

Evidence Annotation Sheet

Student Name: C

Date: 12/1/15

Description of Task:

C was asked to interview a general education peer. She was given four questions to ask the other student. She had previously received instruction in how to ask for and conduct an interview with another student.

Evaluation of Student Response:

C was evaluated based on a rubric of the following eight rules of speaking: gaining attention, speaking voice, personal space, eye contact, posture, standing still, showing care for responses, and thanking for the interview. She was marked correct on 6 of 8 of the rules for a score of 75%.

Type and Frequency of Prompting:

C required moderate verbal prompting.

Interactions:

C worked with her general education peer and her special education teacher during the task.

Setting:

Special Education classroom

SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.SL.1)

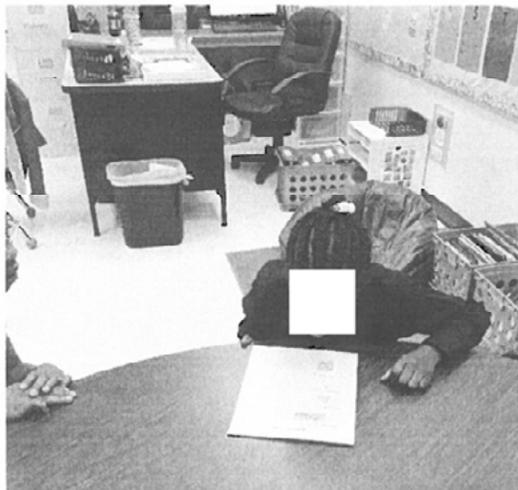
Student Interview – ELA Entry 2, Primary Evidence for Collection 1

The student interviewed a peer in the classroom by asking the following four questions: What city do you live in? How old are you? What is your favorite color? What is your favorite food? The student was evaluated on the following eight rules of speaking: gaining attention, speaking voice, personal space, eye contact, posture, standing still, showing care for responses, and thanking for the interview.



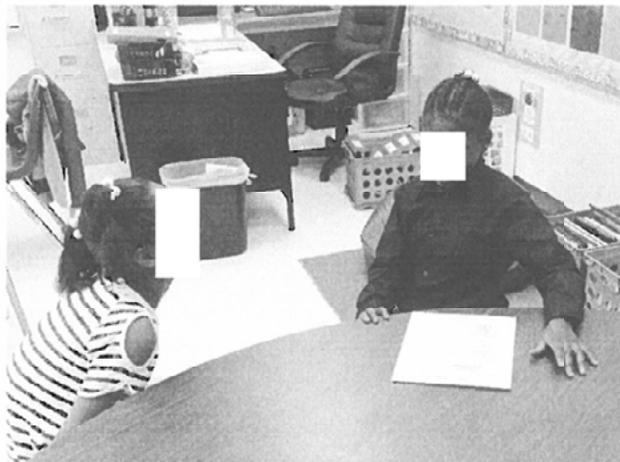
1.

After being reminded to ask her peer for an interview, C repeated “May I ask you a few questions?” after the teacher modeled this. She sat an appropriate distance from her interview subject, used an appropriate speaking tone, and sat still throughout the interview.



2.

C relied heavily on the picture prompts and was inconsistent with making eye contact throughout the interview.

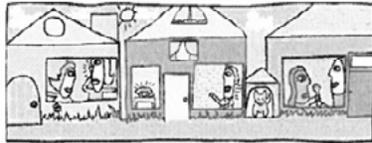


3.

C had to be prompted to look at her peer throughout the interview. She was nervous and timid. She also had to be prompted to thank her peer for the interview and continued looking down as she repeated “thank you” after the teacher provided the verbal prompt.

Interview Prompt Sheet

1. What city do you live in?



2. How old are you?



3. What is your favorite color?



4. What is your favorite food?



SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.SL.1)

Asked for interview	Good speaking voice	Personal Space	Eye contact	Posture	Squirming or sitting still?	Showed care for person's Responses	Thanked for interview
Said excuse me or asked for interview? <i>✓ with prompt</i>	Not too loud or too soft? <i>✓</i>	<i>✓</i>	<i>X</i>	<i>X</i>	<i>✓</i>	Responded to answers with smile or comment: <i>✓</i> Allowed person to finish before moving on? <i>✓</i>	<i>✓ with prompt</i>

Student: 1

Interviewing: group or individual

Familiarity: knows well knows as acquaintance doesn't know person

6/8

SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.W.2)

In this Grade 4 ELA 2 entry, the selected standard is:

- ELAGSE4.W.2 (*Write informative/explanatory texts to examine a topic and convey ideas and information clearly*).

The indicator is:

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

The essence of this standard and indicator is to develop a written account of a particular topic by using facts, definitions, details, quotations and/or other kinds of information or examples. The standard and indicator are quite broad, allowing teachers to choose topics most appropriate for their students and to ask students to develop a topic in any of a variety of ways.

In this aligned task, the student listened to the teacher read aloud a News-2-You story about pandas born at the Atlanta Zoo. The student then was asked to write about the pandas and to include supporting details.

The teacher’s annotation says that the student and his classmates had been learning about pandas ever since twin pandas were born at the Atlanta Zoo in September 2016. Throughout the fall, the teacher shared with the class both newspaper stories and video from local television stations about the pandas. The teacher also read aloud books about pandas.

The teacher chose to ask the student to use a graphic organizer to organize his ideas about the topic of pandas. The student placed the main idea (twin pandas born at the zoo) at the center of the graphic organizer. He completed the graphic organizer by choosing eight other details about the pandas.

Materials:

- Worksheet
- Cut-out sentences and pictures (some about pandas, others were distractors)
- News-2 You story

Suggested Resources for Consideration:

- [Panda Bear, Panda Bear, What Do You See?](#) by Bill Martin Jr. and Eric Carle
- [My First Book About Pandas](#) by John Davidson
- <http://clearingmagazine.org/archives/767>
- <http://ecrp.uiuc.edu/v3n1/demarie.html>

SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.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 4, ELA 2 (ELAGSE4.W.2)



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

Grade 4

ELA

Entry 2

Student Name:

Age:

L

Entry Sheet Completed by:

Mrs. J

Strand/Domain: Writing (W)

Standard: ELAGSE4.W.2

Description: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Element/Indicator: b.

Description:

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

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 4, ELA 2 (ELAGSE4.W.2)

Evidence Annotation Sheet

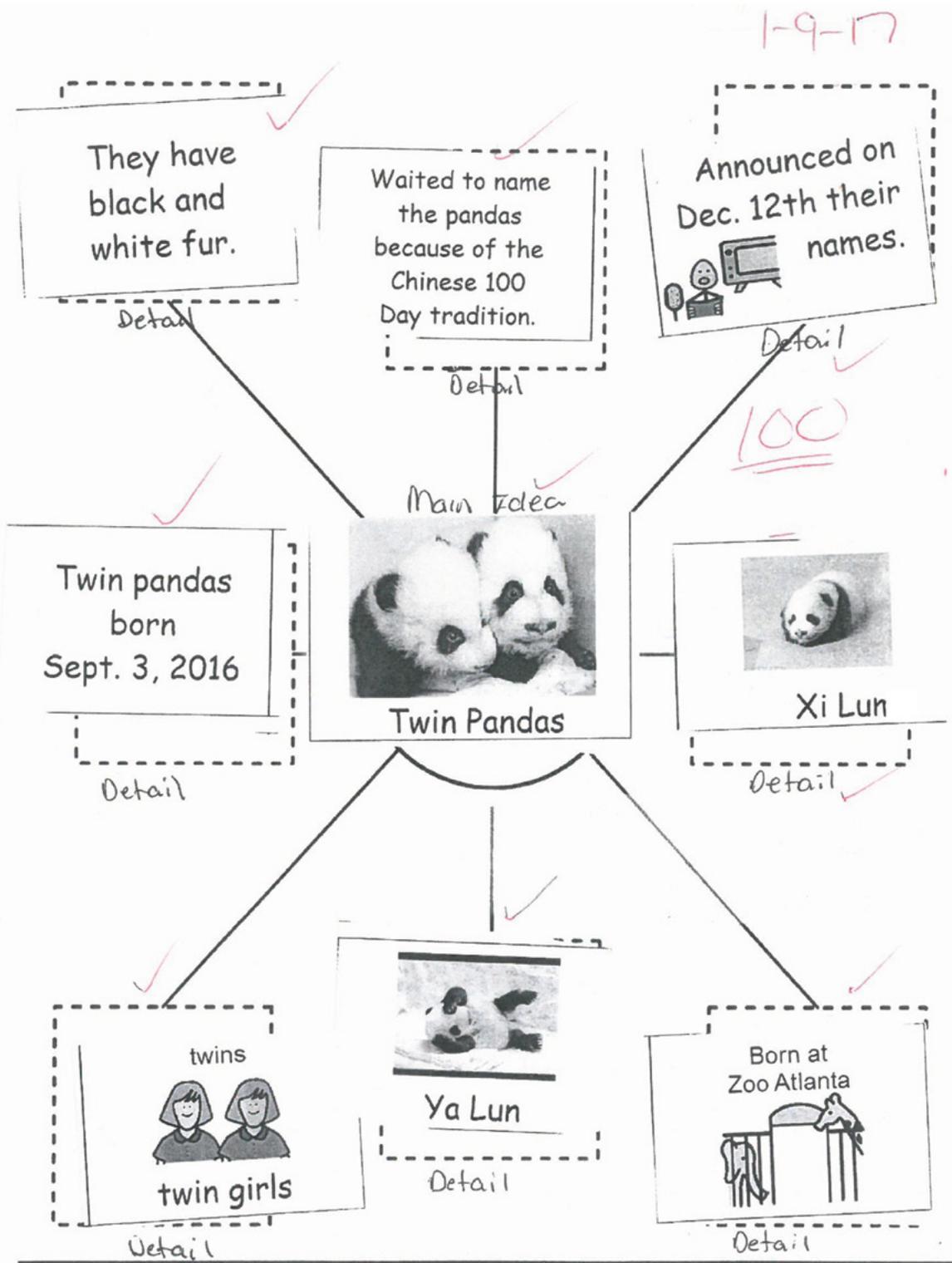
Student Name: L

Date: 1/9/2017

Task Description: L and her classmates have followed the story of the pandas born at the Atlanta Zoo all year. During the school year the teacher has been reading newspaper stories to the class about the pandas and she has shown the students video clips from the local TV stations whenever the pandas are on the news. She has also read aloud books about pandas during story time. After a general education peer read aloud a News-2-You story about the pandas, the teacher asked L to write about pandas. The student was given a graphic organizer and was asked to put the main idea (twin pandas) in the center. She was also asked to include appropriate supporting details about the pandas. The student was given ten statements about pandas and four distractors.

Evaluation of Student Response:	100%
Type and Frequency of Prompting:	Frequent verbal prompting
Interactions:	Special Education Teacher General Education Peer
Setting:	Special Education Classroom

SAMPLE TASK: GRADE 4, ELA 2 (ELAGSE4.W.2)



Mathematics

- Math 1
 - Sample Task: Grade 4, Math 1 (MGSE4.NF.1)
 - Sample Task: Grade 4, Math 1 (MGSE4.NF.3)
 - Sample Task: Grade 4, Math 1 (MGSE4.NF.5)

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.1)

In this Grade 4 Math 1 entry, the selected standard is:

- MGSE4.NF.1 (*Explain why two or more fractions are equivalent $a/b = (n \times a)/(n \times b)$ ex: $1/4 = (3 \times 1)/(3 \times 4)$ by using usual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions*).

The essence of this standard is to find equivalent fractions.

In this aligned task, the student was asked to illustrate fractions equivalent to one-half by pasting fraction strips that equal one-half. She made a visual representation that then helped her to express the equivalent relationships numerically.

MATERIALS:

- Construction paper
- Fraction strips ($1/2$, $1/4$, $1/6$, and $1/8$)

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-4/find-equivalent-fractions-using-area-models>
- http://www.adaptedmind.com/p.php?tagId=264&utm_expid=33853517-86.vmuMG8kS8GRmhMOMJV_Ag.0&utm_referrer=http%3A%2F%2Fwww.adaptedmind.com%2Fgradelistv4efficient.php%3Fgclid%3DCLeqm4K1kMoCFVQYHwodaeQIUw

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.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)
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- 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 4, MATH 1 (MGSE4.NF.1)



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

Grade 4

Mathematics

Entry 1

Student Name:

K

Age:

11

Entry Sheet Completed by:

Ms. H

Strand/Domain: Number and Operations– Fractions (NF)

Standard: MGSE4.NF.1

Description: Explain why two or more fractions are equivalent $a/b = (n \times a)/(n \times b)$ ex: $1/4 = (3 \times 1)/(3 \times 4)$ by using usual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Element/Indicator:

Description:

Extend understanding of fraction equivalence and ordering.

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.

With visual guides, K used pictures to create equivalent fractions using shapes that differed in size, but the fraction remained the same.

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.1)

Evidence Annotation Sheet
Georgia Alternate Assessment

Student Name: K

Date: 12/11/15

Description of Task:

K was given one-half of a fraction bar to glue on the paper. She was then given 4 pieces of one-quarter fraction bars and asked to create a bar equal to one-half of a fraction bar. K used two one-quarter fraction bars to equal $\frac{1}{2}$. K was asked to do the same for $\frac{1}{6}$ and $\frac{1}{8}$. After making equal fractions, K was asked to write an equation expressing the equivalent fractions. She wrote:

$$1 / 2 = 2/4 = 3/6 = 4/8$$

Evaluation of Student:

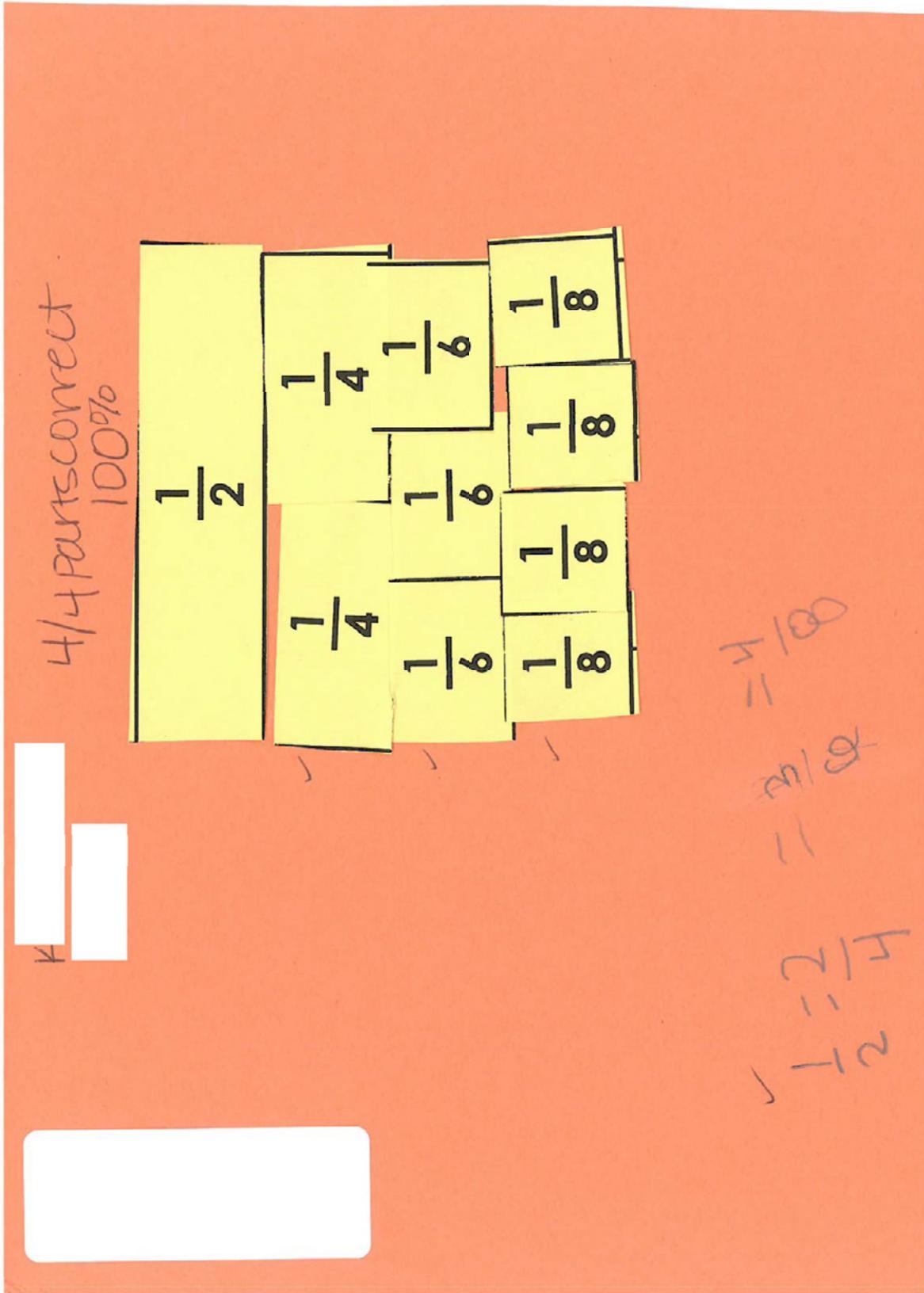
K completed four out of four correctly – 100%.

Type and Frequency of Prompting:
Minimal verbal prompting

Interactions:
Special Education teacher

Setting:
Special Education classroom

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.1)



SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.3)

In this Grade 4 Math 1 entry, the selected standard is:

- MGSE4.NF.3 (*Understand a fraction a/b with a numerator > 1 as a sum of unit fractions $1/b$).*

The indicator is:

- “d” (*Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem*).

The essence of this standard and indicator is to add and/or subtract fractions with like denominators.

In this aligned task, the student was given a worksheet with five short descriptions of situations in which friends or classmates were going to be sharing food. He was asked to represent how the food could be divided by cutting a picture and pasting the pieces on the page and by choosing a fraction sentence to represent numerically how the food could be divided.

He answered one of the items which asked about two people dividing a hamburger equally by cutting a photo of a hamburger in half equal-sized servings. He also selected and pasted a fraction sentence to represent numerically how the hamburger could be divided. He chose $1/2 + 1/2 = 2/2 = 1$.

The student’s work involved addition of fractions with like denominators (fourths, thirds, or halves), visual fraction models, and equations to represent each problem. The student’s work did not involve the subtraction of fractions. It is acceptable for a student’s work to focus on only part of an indicator, which in this case was addition.

MATERIALS:

- Worksheet
- Cut-out magazine pictures (donut, pizza, candy bar, hamburger, cookie)
- Cut-out strips with fraction sentences

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/fractions.html>
- <https://www.superteacherworksheets.com/fractions-adding.html>

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.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
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- 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 4, MATH 1 (MGSE4.NF.3)



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

Grade 4

Mathematics

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. E

Strand/Domain: Number and Operations– Fractions (NF)

Standard: MGSE4.NF.3

Description: Understand a fraction a/b with a numerator > 1 as a sum of unit fractions $1/b$.

Element/Indicator: d.

Description:

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

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 4, MATH 1 (MGSE4.NF.3)

Evidence Annotation Sheet

Student Name: J

Date: 11/09/15

Description of Task:

The student was asked to solve addition word problems by matching fraction sentences and matching pictures to word problems.

Evaluation of Student Response:

8/10 (80%) The student correctly cut and matched all of the pictures. He got two fraction sentences wrong.

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Ed. paraprofessional and a general education peer helper

Setting:

Grade 4 general education classroom

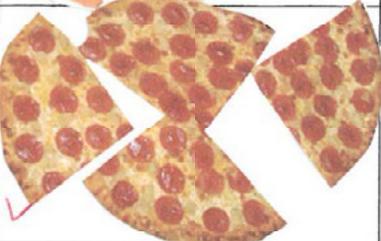
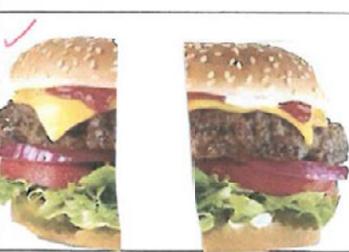
SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.3)

Name J

Directions: Solve the problems by cutting the pictures
Write or glue the correct fraction into the column beside the picture.

-2 80%

FRACTION FUN

	PICTURE	FRACTION
Two students in our class want to share a donut. Show how they can equally share the donut and write / glue the equivalent fraction in the column beside it.		$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1$
Four friends want to split a pizza. Show how they can split the pizza into equal parts and write / glue the equivalent fraction in the column beside it.		$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$
Three friends are going camping and they only brought one Hershey bar. Show how they can equally share the candy bar and write / glue the equivalent fraction in the column beside it.		$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} = 1$
Your sister has a hamburger and wants to share it with you. Show how she can equally share the hamburger and write / glue the equivalent fraction in the column beside it.		$\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$
Four friends want to share a cookie. Show how they will equally share the cookie and write / glue the equivalent fraction in the column beside it.		$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1$

*✓ = correct
x = incorrect*

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.5)

In this Grade 4 Math 1 entry, the selected standard is:

- MGSE4.NF.5 (*Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100*).

The essence of this standard is express fractions with denominators 10 or 100 as decimals and/or to express decimals as fractions with denominators 10 or 100.

In this aligned task, the student was given six decimals (in tenths, not hundredths) and was asked to color a grid with ten parts to show a visual representation of the decimals.

MATERIALS:

- Worksheet

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://www.mathsisfun.com/worksheets/decimal-fractions.php>



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.

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- Location of task noted
- People who worked with the student on the task noted
- Type and frequency of prompting noted

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.5)



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

Grade 4

Mathematics

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Mrs. S

Strand/Domain: Number and Operations– Fractions (NF)

Standard: MGSE4.NF.5

Description: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.

Element/Indicator:

Description:

Understand decimal notation for fractions, and compare decimal fractions.

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 4, MATH 1 (MGSE4.NF.5)

Evidence Annotation Sheet

Student Name: J

Date: 11/09/15

Description of Task:

J had to shade the portion that represented the decimal indicated. J shaded the portions representing the correct number of tenths.

Evaluation of Student Response:

6/6 100%

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

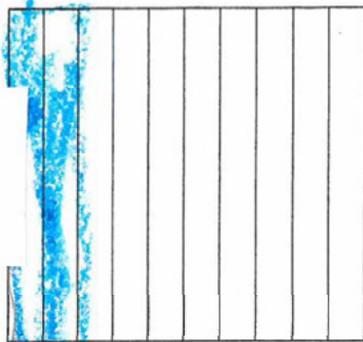
Special Ed. paraprofessional

Setting:

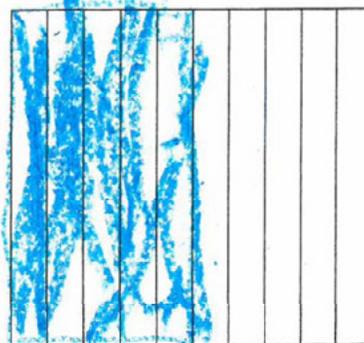
Grade 4 general education classroom

SAMPLE TASK: GRADE 4, MATH 1 (MGSE4.NF.5)

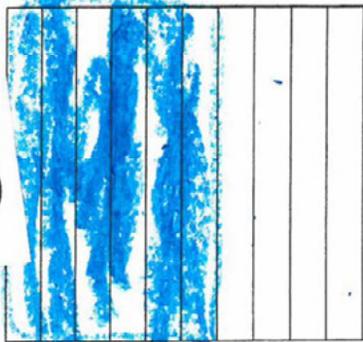
✓
✓
.2



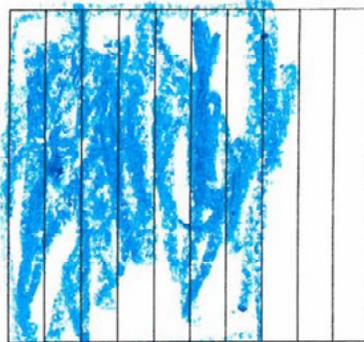
✓
.5



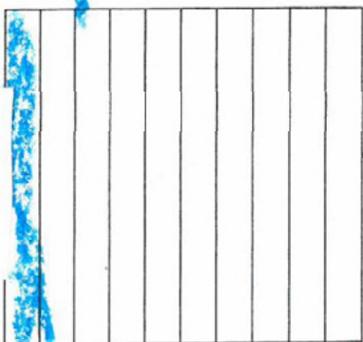
.6



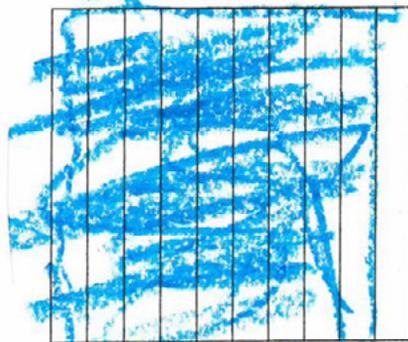
.7



.1



.9



GRADE 5

Sample Tasks

- ELA
- Math
- Science
- Social Studies

ELA

- ELA 1
 - Sample Task: Grade 5, ELA 1 (ELAGSE5.RL.3)
 - Sample Task: Grade 5, ELA 1 (ELAGSE5.L.5)
- ELA 2
 - Sample Task: Grade 5, ELA 2 (ELAGSE5.SL.2)

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.RL.3)

In this Grade 5 English Language Arts 1 entry, the selected standard is:

- ELAGSE5.RL.3 (*Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)*).

The essence of this standard is to use specific details in a text to compare and/or contrast characters, settings and/or events. The text, The Lion, the Witch and the Wardrobe, is cited both in the annotation and on the evidence.

In this aligned task, the student was asked to identify the similarities and differences between two characters in the novel, the lion and the witch. He made a chart using picture icons of the lion, picture icons of the witch, and teacher-made cut-outs of words and phrases. The student identified three qualities which are specific to the lion, three qualities which are specific to the witch, and three facts which describe both the lion and the witch.

The student's task involved only comparing and contrasting two characters from the novel. The student's task did not involve settings or events in the story, but that is acceptable because an assessment task may address only a part of the standard.

MATERIALS:

- The Lion, the Witch and the Wardrobe by C.S. Lewis (adapted text)
- Worksheet
- Cut-out drawings of the lion and the witch
- Cut-out strips with words and phrases to describe the traits and actions of the lion and the witch

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.scholastic.com/teachers/lesson-plan/lion-witch-and-wardrobe-discussion-guide>
- <http://files.harpercollins.com/PDF/TeachingGuides/0064471195.pdf>

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.RL.3)



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)
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- Type and frequency of prompting noted

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.RL.3)



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

Grade 5

ELA

Entry 1

Student Name:

A

Age:

11

Entry Sheet Completed by:

Mr. J

Strand/Domain: Reading Literary (RL)

Standard: ELAGSE5.RL.3

Description: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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 5, ELA 1 (ELAGSE5.RL.3)

Evidence Annotation Sheet

Student Name: A

Date: 12/17/15

Description of Task:

The teacher read aloud to the class an adapted version of the novel The Lion, the Witch and the Wardrobe by C.S. Lewis. A _____ was given a chart to use to compare and contrast two characters from the novel, the witch and the lion. The chart had nine rectangles which contained words or phrases that could describe the witch or the lion or both the witch and the lion. A _____ was given cut-outs of the witch and the lion (six of each) and was told that he should place each cut-out above the correct word or phrase.

The teacher read each word or phrase aloud one by one and then asked A _____ which character it described. She frequently reminded A _____ that some of the phrases described both the lion and the witch. The teacher referred to the text several times when prompting A _____, but he chose his answers by himself. A _____ required assistance to glue the cut-outs to the page. A _____ was not given any distractors and he was able to place all of the cut-outs correctly on the page.

Evaluation of Student Response:

A _____ earned 9 of 9. 100% correct.

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special Education teacher

Setting:

Special Education classroom

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.RL.3)

9/19 100%

Name _____

ELACC.5.RL.3 Compare and contrast the characters of the White Witch and Aslan in The Lion, The Witch and The Wardrobe.

 Lion	 Witch	 Witch
Has 4 paws	Has an army	Rides in a sleigh
 Lion	 Witch	 Witch
Good	Lives in Narnia	Evil
 Lion	 Witch	 Witch
Helps Edmund	Talks to animals	Tricks Edmund

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.L.5)

In this Grade 5 English Language Arts 1 entry, the selected standard is:

- ELAGSE5.L.5 (*Demonstrate understanding of figurative language, word relationships, and nuances in word meanings*).

The indicator is:

- “b” (*Recognize and explain the meaning of common idioms, adages and proverbs*).

The essence of this standard and indicator is make note of and/or to interpret the meaning of common idioms, adages and/or proverbs.

In this aligned task, the student was read aloud the book Over the Moon. Before the book was read to the class, the teacher explained that the book uses many idioms. She said that idioms are figures of speech; they are not meant to be taken literally. She also cited examples of commonly used idioms that she knew her students would recognize.

The student was given a worksheet with five statements which defined five idioms. He was also given five cards with idioms and illustrations. He was asked to match the cards to the appropriate statements. The teacher read aloud each statement and she reminded the student of what he had just heard when Over the Moon was read aloud.

MATERIALS:

- Over the Moon (text)
- Worksheet with definitions of idioms
- Cards with idioms and illustrations

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.readwritethink.org/classroom-resources/lesson-plans/figurativelanguage-teaching-idioms-254.html>
- http://www.educationworld.com/a_lesson/daily/p/daily/p/daily/p048.shtml

SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.L.5)

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 5, ELA 1 (ELAGSE5.L.5)



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

Grade 5

ELA

Entry 1

Student Name:

A

Age:

11

Entry Sheet Completed by:

Ms. Y

Strand/Domain: Language (L)

Standard: ELAGSE5.L.5

Description: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Element/Indicator: b.

Description:

Recognize and explain the meaning of common idioms, adages, and proverbs.

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 5, ELA 1 (ELAGSE5.L.5)

Evidence Annotation Sheet

Student Name: A

Date: 12/07/15

Description of Task:

The teacher read Over the Moon to the class. The teacher pointed out to the class that the book uses many idioms. She explained that an idiom is a figure of speech and that it is not meant to be taken literally. Before the student was asked to complete the idiom worksheet, the teacher discussed with the class the idioms that were in the book and the idioms that the student would see on the worksheet (a leopard cannot change his spots, a bird in the hand is worth two in the bush, when pigs fly, no use crying over spilled milk, raining cats and dogs).

The student was given the pictorial matching worksheet and cards with the idioms and drawings. A was told to match the meanings and idioms. The teacher read all of the materials aloud.

Evaluation of Student Response:

A earned 2 of 5. 40% correct.

Type and Frequency of Prompting:

Independent

Interactions:

Special Education teacher

Setting:

Special Education classroom

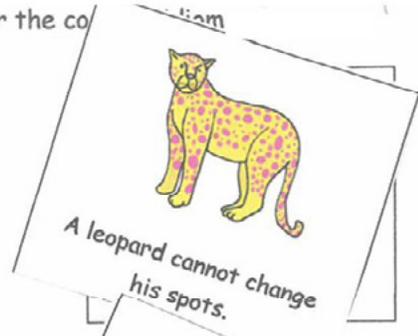
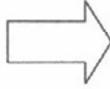
SAMPLE TASK: GRADE 5, ELA 1 (ELAGSE5.L.5)

ame: ~~_____~~

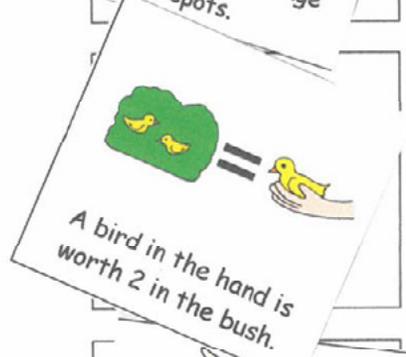
irections: Glue in the best choice to identify the meaning for the co

40%

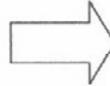
1. Someone who cannot change who they are.



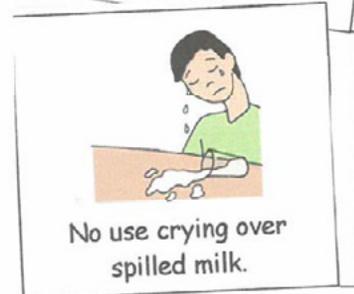
~~2.~~ What's done is done



~~3.~~ It is better to have 1 thing for sure than to waste everything on nothing



~~4.~~ No chance of something happening



5. Pouring down rain outside



SAMPLE TASK: GRADE 5, ELA 2 (ELAGSE5.SL.2)

In this Grade 5 English Language Arts 2 entry, the selected standard is:

- ELAGSE5.SL.2 (*Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally*).

The essence of this standard is to summarize text which was read aloud or to summarize information presented in some other way. “Diverse media and formats” may refer to books on DVD or CD, radio broadcasts, television broadcasts, films shown in the classroom, posters on the classroom wall, or visual or oral presentations by students to their classmates.

In this aligned task, the student worked with the paraprofessional to answer questions about a book that was read aloud. The paraprofessional read Emperor Penguin aloud and then asked the student to name four parts of the penguin. The student worked one on one with the paraprofessional and referred to the text while he answered the questions.

MATERIALS:

- Emperor Penguin (text) by Katie Marsico

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.helpguide.org/articles/learning-disabilities/learning-disabilities-and-disorders.htm>
- http://www.reachoutandread.org/FileRepository/ReadingAloudtoChildren_ADC_July2008.pdf
- <http://www.minds-in-bloom.com/2012/09/books-to-read-aloud-for-grades-3-5.html>

SAMPLE TASK: GRADE 5, ELA 2 (ELAGSE5.SL.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 5, ELA 2 (ELAGSE5.SL.2)



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

Grade 5

ELA

Entry 2

Student Name:

M

Age:

11

Entry Sheet Completed by:

Ms. S

Strand/Domain: Speaking and Listening (SL)

Standard: ELAGSE5.SL.2

Description: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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 5, ELA 2 (ELAGSE5.SL.2)

Evidence Annotation Sheet

Student Name: M

Date: 12/08/15

Description of Task:

The paraprofessional read Emperor Penguin aloud to the class. M's task was to summarize text read aloud by recalling four parts of the penguin.

Evaluation of Student Response:

M earned 4 of 4. 100% correct. The paraprofessional asked him four times to recall a part of the penguin. He responded correctly each time when he said feet, flippers, feathers, beak.

Type and Frequency of Prompting:

Minimal verbal prompting

Interactions:

Special Education paraprofessional

Setting:

Special Education classroom

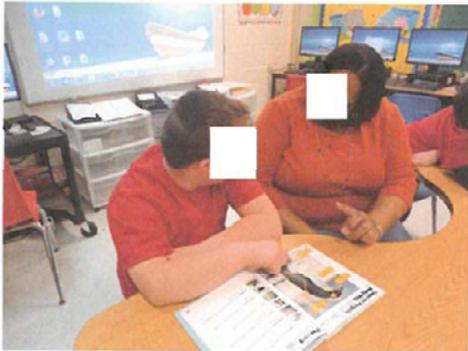
SAMPLE TASK: GRADE 5, ELA 2 (ELAGSE5.SL.2)

1.



M completed this assessment in the special education classroom with the paraprofessional For this assessment, M summarized a written text read aloud by stating four parts of a penguin he learned from the story *Emperor Penguin* to the paraprofessional. M exhibits severe speech and language deficits and does not speak in clear complete sentences. His responses were one to two word phrases. M received minimal verbal prompting. M 's class read the story **prior** to the assessment. In this photo, the paraprofessional read the title "Emperor Penguin."

2.



In this photo, the paraprofessional said, "Tell me one part of the penguin you remember from the story about Emperor Penguins." M replied, "Feet." M received credit for his response since he correctly recalled a part of the penguin from the story.

SAMPLE TASK: GRADE 5, ELA 2 (ELAGSE5.SL.2)

3.



In this photo, the paraprofessional said, "Tell me another part of the penguin you remember from the story." M replied, "Flippers." M received credit for his response since he correctly recalled another part of the penguin from the story.

4.



In this photo, the paraprofessional said, "Tell me another part of the penguin you remember from the story." M replied, "Feathers." M received credit for his response since he correctly recalled another part of the penguin from the story.

5.



In this photo, the paraprofessional said, "Tell me another part of the penguin you remember from the story." M replied, "Beak." M received credit for his response since he correctly recalled another part of the penguin from the story. M completed this assessment by summarizing a written text read aloud by correctly stating four out of four parts of a penguin he learned from the story *Emperor Penguin* to the paraprofessional for a score of 100%. He received minimal verbal prompting.

Mathematics

- Math 1
 - Sample Task: Grade 5, Math 1 (MGSE5.NBT.3)
- Math 2
 - Sample Task: Grade 5, Math 2 (MGSE5.G.4)
 - Sample Task: Grade 5, Math 2 (MGSE5.MD.1)

SAMPLE TASK: GRADE 5, MATH 1 (MGSE5.NBT.3)

In this Grade 5 Mathematics 1 entry, the selected standard is:

- MGSE5.NBT.3 (*Read, write and compare decimals to thousandths*).

The indicator is:

- “b” (*Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons*).

The essence of this standard and indicator is to compare decimals and to recognize whether one is greater than, equal to, or less than the other.

In this aligned task, the student was given a worksheet with four sets of decimals and was asked to compare them. The student was instructed to represent each decimal by coloring the correct number of squares on a 100-square grid. Then the student was asked to decide whether one decimal in each pair was larger than, equal to, or smaller than the other decimal in the pair. The student was given the signs ($>$, $=$, and $<$) and was asked to circle the appropriate sign. The student was expected to use the visual representations of the decimals to help her to judge whether one was greater than, less than or equal to the other.

MATERIALS:

- Worksheet

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

SUGGESTED RESOURCES FOR CONSIDERATION:

- <https://www.teachervision.com/decimals/activity/3153.html>
- <https://www.youtube.com/watch?v=F55pD3f7kCY>

SAMPLE TASK: GRADE 5, MATH 1 (MGSE5.NBT.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
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- 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 5, MATH 1 (MGSE5.NBT.3)



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

Grade 5

Mathematics

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. E

Strand/Domain:

Standard:

Description:

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 5, MATH 1 (MGSE5.NBT.3)

Evidence Annotation Sheet

Student Name: J

Date: 11/02/15

Description of Task: The student was given a worksheet with grids of 100 squares. She was asked to compare four sets of decimals to determine whether one was greater than, equal to, or less than the other decimal.

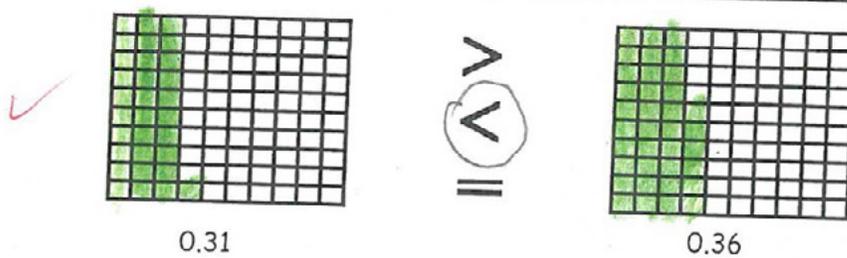
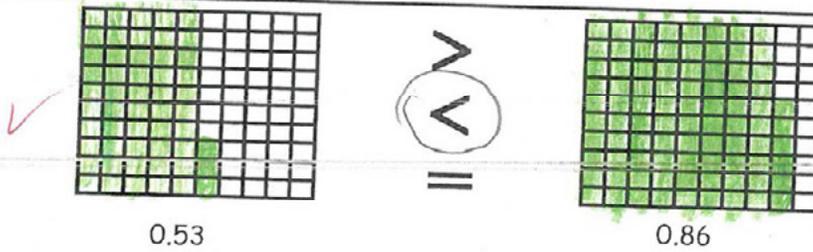
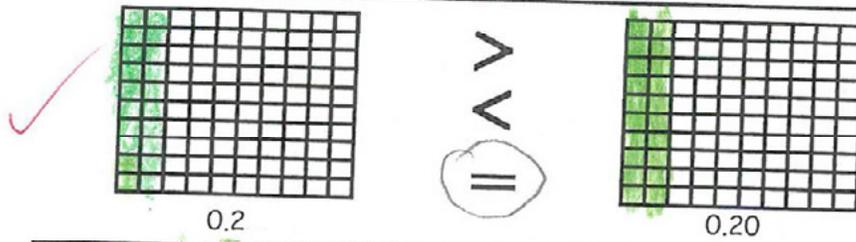
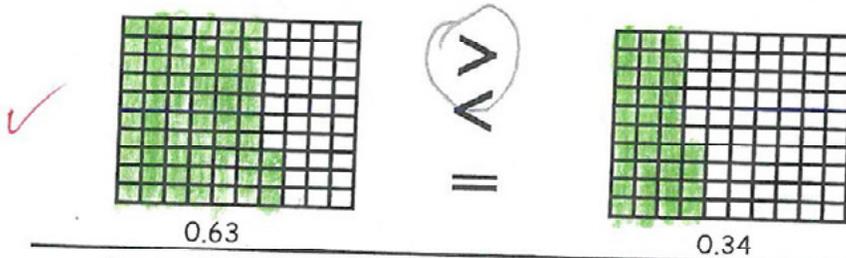
Evaluation of Student Response:
4/4 100% correct

Type and Frequency of Prompting:
Frequent verbal prompting

Interactions:
Special Education teacher

Setting:
Special Education classroom

SAMPLE TASK: GRADE 5, MATH 1 (MGSE5.NBT.3)



$4/4 = 100\%$

Directions: Look at the decimals and circle the correct sign to show the comparison.

SAMPLE TASK: GRADE 5, MATH 2 (MGSE5.G.4)

In this Grade 5 Mathematics 2 entry, the selected standard is:

- MGSE5.G.4 (*Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals)*).

The essence of this standard and indicator is to classify two-dimensional plane figures.

In this aligned task, the student was given cut-outs of plane figures with four, five, six or eight sides. He was also given four sheets of construction paper labeled “four sides,” “five sides,” “six sides,” and “eight sides.” He placed the cut-outs on the correct sheets based on the number of sides of each plane figure. He was assisted to glue them to the pages.

MATERIALS:

- Construction paper
- Cut-outs of plane figures with four, five, six and eight sides

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-5/identify-2-dimensional-and-3-dimensionalshapes>
- <https://www.splashmath.com/math-vocabulary/geometry/plane-figure>
- <http://illuminations.nctm.org/Lesson.aspx?id=2172>

SAMPLE TASK: GRADE 5, MATH 2 (MGSE5.G.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
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- 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 5, MATH 2 (MGSE5.G.4)



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

Grade 5

Mathematics

Entry 2

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. G

Strand/Domain:

Standard:

Description: Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).

Element/Indicator:

Description:

Classify two-dimensional figures into categories based on their properties.

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

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

Evidence Annotation Sheet

Student Name: J

Date: 11/03/15

Description of Task: J was given four sheets of construction paper and 12 cutouts of figures with four, five, six or eight sides. He was told to place the cutouts on the construction paper based on the number of sides each figure has.

Evaluation of Student Response:

12/12

100% correct

Type and Frequency of Prompting:

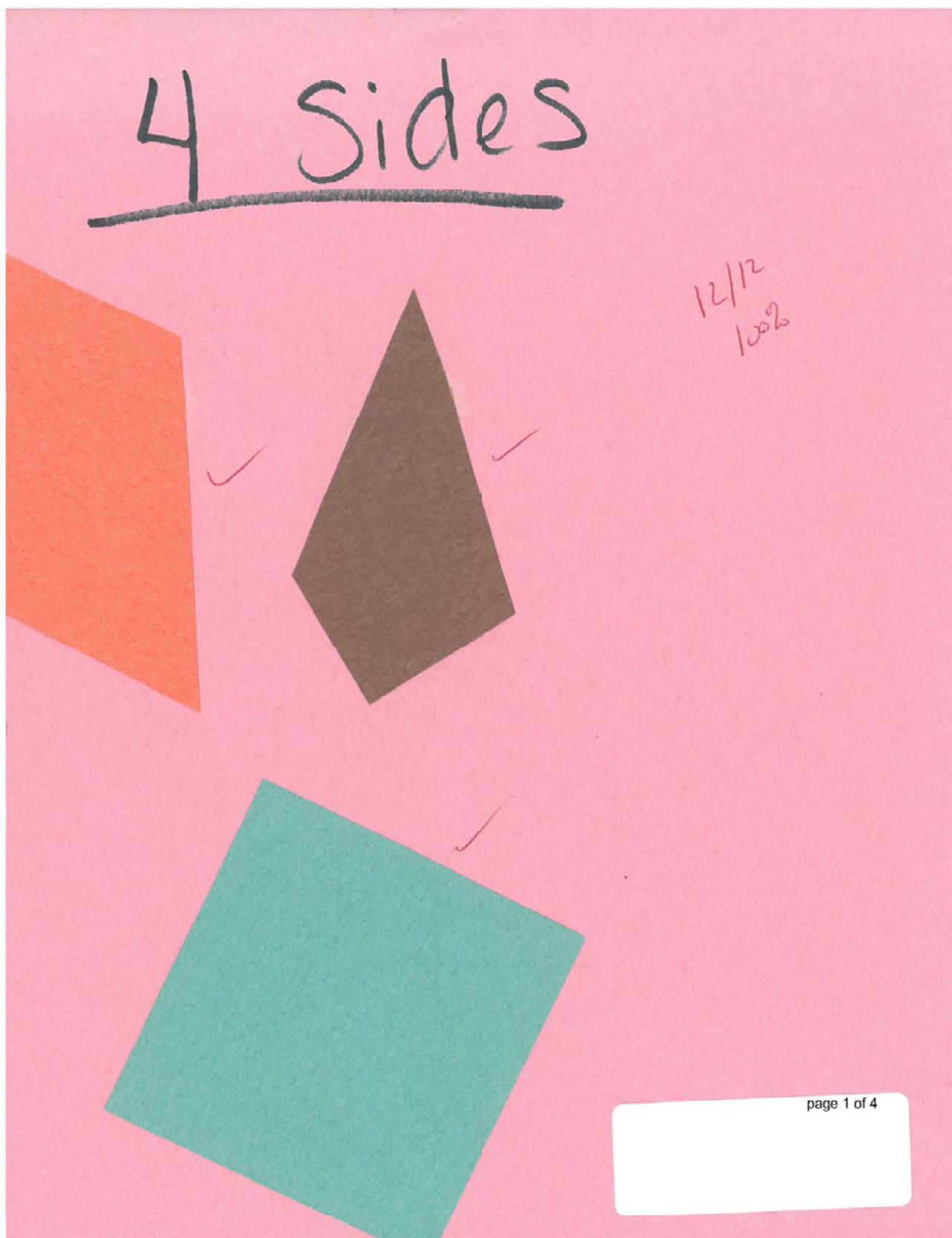
Limited verbal and gestural prompting

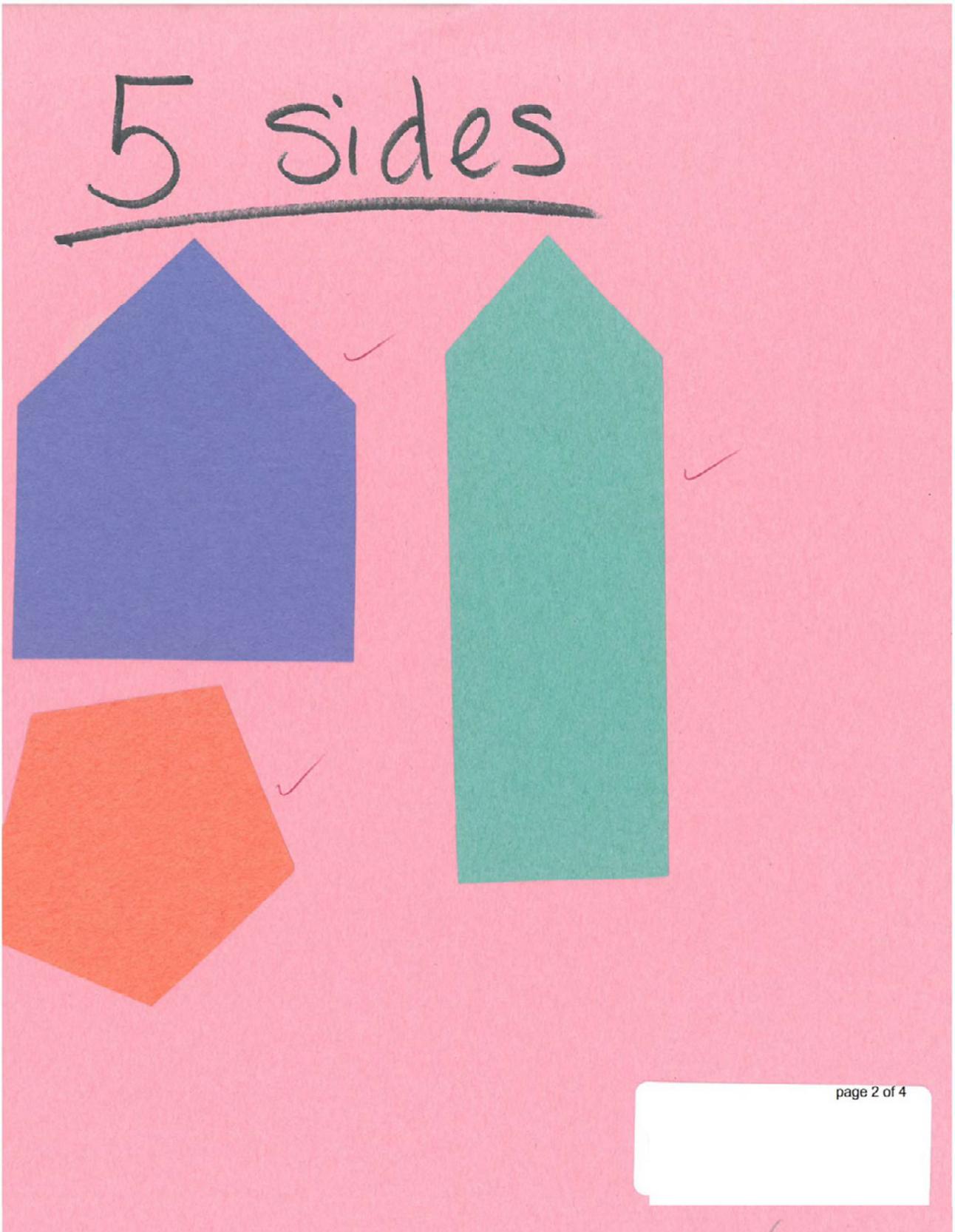
Interactions:

Special Education teacher

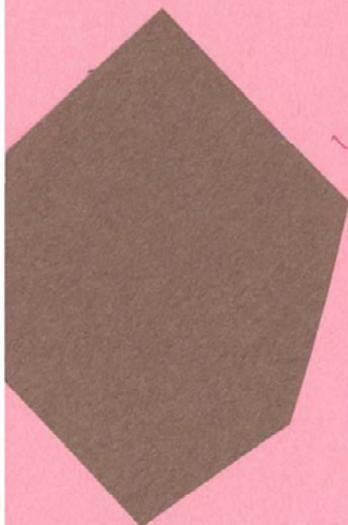
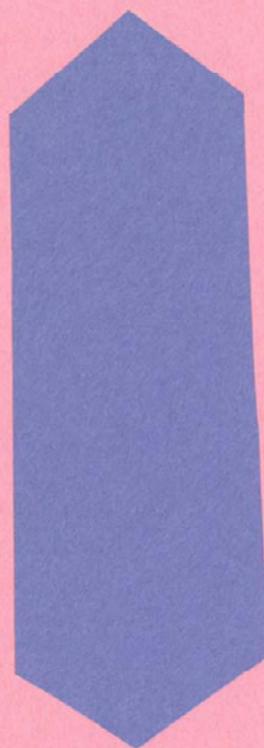
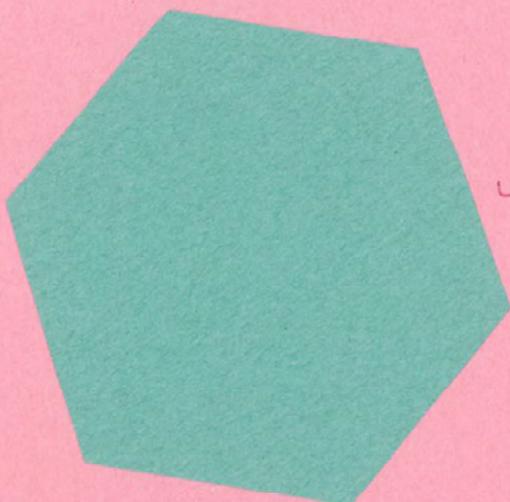
Setting:

Special Education classroom





6 sides





SAMPLE TASK: GRADE 5, MATH 2 (MGSE5.MD.1)

In this Grade 5 Mathematics 2 entry, the selected standard is:

- MGSE5.MD.1 (*Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems*).

The essence of this standard is to recognize the equivalence of different-sized measurement units.

In this aligned task, the student was asked to use containers of milk to show that 2 cups is equivalent to 1 pint, 4 cups is equivalent to 1 quart, and 2 pints is equivalent to 1 quart. The student's task involves only the part of the standard which concerns conversions among cups, pints and quarts. The student was not asked to perform tasks involving weight, length or time, nor was she given any tasks involving the metric system.

MATERIALS:

- Unopened cup, pint and quart-sized containers of milk
- Posterboards with drawings of cups, pints and quarts

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.watchknowlearn.org/Category.aspx?CategoryID=2334>
- <http://www.loving2learn.com/Goals/Charts/MathCharts/CupsPintsQuartsandaGallonChart/AChartforCupsPintsQuartsandaGallon.aspx>

SAMPLE TASK: GRADE 5, MATH 2 (MGSE5.MD.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)
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- 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 5, MATH 2 (MGSE5.MD.1)



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

Grade 5

Mathematics

Entry 2

Student Name:

S

Age:

11

Entry Sheet Completed by:

Ms. T

Strand/Domain: Measurement and Data (MD)

Standard: MGSE5.MD.1

Description: Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

Element/Indicator:

Description:

Convert like measurement units within a given measurement system.

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 5, MATH 2 (MGSE5.MD.1)

Evidence Annotation Sheet

Student Name: S

Date: 12/01/15

Description of Task: S worked with her teacher and a general education peer to show that 2 cups equals 1 pint, 4 cups equals 1 quart, and 2 pints equals 1 quart. She was given milk containers and was told to place them on boards marked with equivalent amounts. The teacher also told her to place the correct number of cups or pints on the board. S has very limited fine motor skills so she needed the assistance of her general education peer to lift the milk containers and put them on the boards, but she chose all of her answers herself.

Evaluation of Student Response: 3 of 3. 100% correct

Type and Frequency of Prompting: Limited verbal prompting

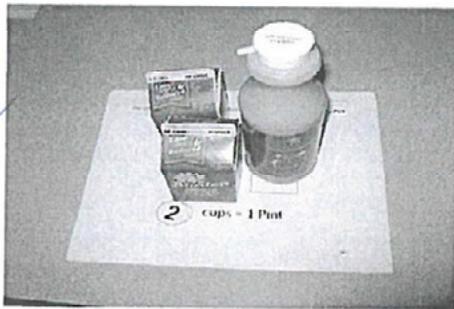
Interactions: Special education teacher and general education peer

Setting: Cafeteria

SAMPLE TASK: GRADE 5, MATH 2 (MGSE5.MD.1)

Name: S
MGSE.5.MD.1

S, her teacher, and a general education peer worked together. S was asked to find cups in a pint, cups in a quart, and pints in a quart. S was given chocolate milk math boards with visual cues (square for cup, small rectangle for pint, larger rectangle for quart). She was then asked to place the correct number at the bottom of each board to show that 2 cups equals 1 pint, 4 cups equals 1 quart, and 2 pints equals 1 quart. She was also able to place the containers of milk in the right places. She needed assistance from the general education peer to lift the containers of milk, but she was able to choose her answers herself.



S was given a chocolate milk pint board. She was prompted once and then she correctly selected 2 cups equals 1 pint. She chose the 2 cups of milk and 1 pint of milk by herself, but she needed help from her peer to place them on the board.



S was given a chocolate milk pint board. She was prompted twice and then she correctly selected 4 cups equals 1 quart. She chose the 4 cups of milk and 1 quart of milk by herself, but she needed help from her peer to place them on the board.



S was given a chocolate milk pint board. She was prompted once and then she correctly selected 2 pints equals 1 quart. She chose the 2 pints of milk and 1 quart of milk by herself, but she needed help from her peer to place them on the board.

3 out of 3 correct. 100%

Science

- Science
 - Sample Task: Grade 5, Science (S5L1)
 - Sample Task: Grade 5, Science (S5P1)
 - Sample Task: Grade 5, Science (S5P1)
 - Sample Task: Grade 5, Science (S5P2)

SAMPLE TASK: GRADE 5, SCIENCE (S5L1)

In this Grade 5 Science entry, the selected standard is:

- S5L1 (*Obtain, evaluate, and communicate information to group organisms using scientific classification procedures*).

The element is:

- “a” (*Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird and mammal)*).

The essence of this standard and element is to distinguish between vertebrates and invertebrates and/or to categorize vertebrates as fish, amphibians, reptiles, birds or mammals.

In this aligned task, the student was given a chart with two columns, one for vertebrates and one for invertebrates. The student was given six paper cutouts with the drawings and names of animals. He was told that three of the animals were vertebrates and three were invertebrates. He was also directed to place each cutout in the correct column, while referring to a chart on the classroom wall which showed examples of vertebrates and invertebrates.

Materials:

- Construction paper to make two-columned chart of vertebrates and invertebrates
- Cutout answer choices of six animals
- Chart from this website: <http://www.earthlife.net/inverts/vertebrata.html>

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.kidport.com/reflib/science/animals/animals.htm>

SAMPLE TASK: GRADE 5, SCIENCE (S5L1)

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 5, SCIENCE (S5L1)



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

Grade 5

Science

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. D

Strand/Domain: Life Science

Standard: S5L1

Description: Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.

Element/Indicator: a.

Description:

Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.

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 5, SCIENCE (S5L1)

Evidence Annotation Sheet

Student Name: J

Date: 11/03

Description of Task:

J was given six picture cutouts of vertebrates and invertebrates. He was asked to identify which three animals have a backbone (vertebrates) and which three animals do not have a backbone (invertebrates). He was told to place the pictures in the correct column. The teacher had to remind him frequently that “invertebrates” means “no backbone” and “vertebrates” means “has a backbone.” J was directed to use the chart on the classroom wall to help him to remember which animals should be placed in each category. The teacher helped him to glue the cutouts to a page of blue construction paper but J chose his answers himself.

Evaluation of Student Response:

100% accuracy

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special Education teacher

Setting:

Special education classroom

ck 3 pictures for each category



10/8/16

Invertebrates

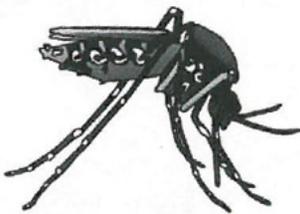
Vertebrates



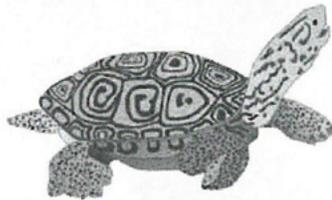
Fire Ant
Solenopsis invicta



Jellyfish



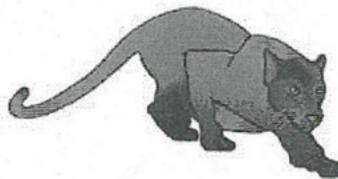
Mosquito
Family Culicidae



Diamondback Terrapin
Malaclemys centrata



Crocodile
Crocodylae Mecistops



Panther

SAMPLE TASK: GRADE 5, SCIENCE (S5P1)

In this Grade 5 Science entry, the selected standard is:

- S5P1 (*Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change*).

The element is:

- “b” (*Construct an argument based on observations that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently*).

The essence of this standard and element is to explain that changes in the state of water (water vapor/steam, liquid, ice) are the result of temperature changes.

In this aligned task, the student worked with the special education teacher, special education paraprofessional and a general education peer to perform a three-part assessment task. First, he poured water into a plastic container and the parapro placed it in the freezer. Second, the teacher put water in a kettle on the stovetop and let it come to a boil. Third, the parapro removed ice cubes from the freezer and allowed them to sit at room temperature for 15 minutes. In each instance the student was asked to state what happened (the water became ice, the water became gas, the ice became water) and to state whether the water got colder or hotter. The student responded verbally and the general education peer scribed his answers.

The student’s task aligns to the part of the standard and element which refers to “...observations that the physical changes in the state of water are due to temperature changes...” The student’s work does not involve constructing an argument himself, nor does it address the part of the element that refers to small particles which cannot be seen. That is acceptable because an aligned task does not have to encompass all of the element.

Materials:

- Water, plastic container, kettle, heat-proof container, ice cubes, drinking glass
- Teacher-made lab report with questions for student to answer

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 5, SCIENCE (S5P1)

Suggested Resources for Consideration:

- <https://www.greatschools.org/gk/worksheets/the-many-phases-of-water/>
- <https://www.amnh.org/exhibitions/water-h2o-life/blue-planet/three-phasesofwater>



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 5, SCIENCE (S5P1)



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

Grade 5

Science

Entry 1

Student Name:

C

Age:

11

Entry Sheet Completed by:

Ms. C

Strand/Domain: Physical Science

Standard: S5P1

Description: Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.

Element/Indicator: b.

Description:

Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.

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 5, SCIENCE (S5P1)

Evidence Annotation Sheet

Student Name: C

Date: 01/08

Description of Task:

C was asked to perform an experiment and record his observations. He worked with the special education teacher and special education paraprofessional. A general education peer scribed his answers.

C performed a three-part assessment task. First, the parapro helped him to pour water into a plastic container. The parapro put the container in the freezer in the SPED kitchen (on 1/7) and told C he would observe what happened to the water the next day. The next day C observed that the water turned into ice. Second, the teacher put some water in a kettle and let it come to a boil on the stove. C was not allowed to touch the kettle or the water. After the water was boiling, the teacher poured it into a heatproof container and placed the container on our kitchen table. C was asked what happened to the water. He needed prompting to recall the word "evaporated." Third, the parapro took some ice cubes from the freezer and put them in a glass. She set the timer for 15 minutes so C would know when to make his observation about the melting ice.

The teacher read the statements and questions aloud to C and he answered verbally. He is not able to hold a pencil well enough to write legibly, so the general education peer scribed C's responses.

Evaluation of Student Response:

100% accuracy (6 of 6 correct)

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher, special education paraprofessional and general education peer

Setting:

Kitchen area in Special Education classroom

SAMPLE TASK: GRADE 5, SCIENCE (S5P1)

In this Grade 5 Science entry, the selected standard is:

- S5P1 (*Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change*).

The indicator is:

- “b” (*Construct an argument based on observations that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently*).

The essence of this standard and indicator is to explain how water changes physically when the temperature changes. Temperature affects the motion of the molecules. When water is in a solid state (ice) its molecules are closest together and move most slowly. When the temperature rises and ice melts, then water is in a liquid state and its molecules move more quickly and are farther apart. When water is heated to the point that steam forms, then its molecules move most quickly and are even farther apart than they were when the water was in liquid form.

After having multiple opportunities to experiment hands-on and to observe water at different temperatures, the student, in this aligned task, was given three examples of changes in the states of water (ice becomes water, steam becomes water, water becomes ice). After instruction about the effects of temperature changes on states of water, the student was asked to explain why (*does the temperature of the water get warmer or colder?*) the change in each state of water occurred. The student was given the same two choices in each of the three questions. She was asked to circle her answers.

The student’s task aligns to the part of the indicator which refers to “construct[ing] an argument based on observations that the physical changes in the state of water are due to temperature changes...” At its most complex, this indicator expects students to develop arguments based on their observations. However, students who are assessed on the GAA are expected to perform tasks which align to the standard and indicator at an access level. Therefore, it is acceptable for them to be presented with two arguments (*temperature gets colder, temperature gets warmer*) and to choose between them.

The student’s task does not involve the last part of the indicator which refers to “...small particles that cannot be seen to move differently.” It is acceptable for an assessment task to encompass just a portion of the indicator. If a student is assessed on just a part of an indicator, it is required that all four tasks in an entry align to the same part of the indicator.

Materials:

- Teacher-made worksheet

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

SAMPLE TASK: GRADE 5, SCIENCE (S5P1)

Suggested Resources for Consideration:

- <https://www.chem.purdue.edu/gchelp/liquids/character.html>
- https://www.fcwa.org/story_of_water/html/3forms.htm
- https://www.ucar.edu/learn/1_1_2_3t.htm (for teacher background)



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)
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- 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 5, SCIENCE (S5P1)



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

Grade 5

Science (Must Select a Characteristics of Science below)

Entry 1

Student Name:	Age:
J	
Entry Sheet Completed by:	
Mrs. Y	
Strand/Domain:	Physical Science
Standard:	S5P1
Description:	Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
Element/Indicator:	b.
Description:	Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.
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 5, SCIENCE (S5P1)

Evidence Annotation Sheet

Name: J

Date: 11/17

Student's Task:

J was asked three questions about the temperature changes which cause changes in the states of water. The teacher read the questions aloud.

J circled her answers on the worksheet.

She was asked:

- What happened to the temperature to cause ice to become water?
 - She answered incorrectly that ice becomes water when the temperature gets colder.
- What happened to the temperature to cause steam to become water?
 - She answered correctly that steam becomes water when the temperature gets colder.
- What happened to the temperature to cause water to become ice?
 - She answered correctly that water becomes ice when the temperature gets colder.

Student's Performance: 2/3

correct

67%

Type and Frequency of Prompting: Frequent verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

SAMPLE TASK: GRADE 5, SCIENCE (S5P1)

Name 5

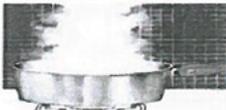
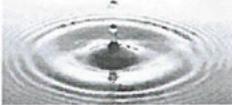
Date 11-7-

Ice (solid)  **Water (liquid)** 

When ice turns to water

Temp gets colder (goes down)  Temp gets warmer (goes up) 

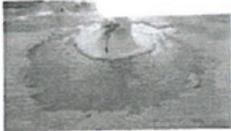
(Handwritten red circles around both thermometers and a red 'X' next to the 'Temp gets warmer' label)

Steam (gas)  **Water (liquid)** 

When steam turns to water

Temp gets colder (goes down)  Temp gets warmer (goes up) 

(Handwritten red circle around the 'Temp gets colder' thermometer and a red checkmark below it)

Water (liquid)  **Ice (solid)** 

When water turns to ice

Temp gets colder (goes down)  Temp gets warmer (goes up) 

(Handwritten red circle around the 'Temp gets colder' thermometer and a red checkmark below it)

SAMPLE TASK: GRADE 5, SCIENCE (S5P2)

In this Grade 5 Science entry, the selected standard is:

- S5P2 (*Obtain, evaluate, and communicate information to investigate electricity*).

The element is:

- “a” (*Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity*).

The essence of this standard and element is to use information to explain static electricity and/or human-harnessed electricity.

In this aligned task, the student worked with his special education teacher and a general education peer to perform an experiment about static electricity and to draw conclusions about what happens when an object which is charged with static electricity (in this case, plastic wrap) is moved over six different objects. Just before he performed the experiment, the student was asked to make and record predictions about what would happen. Then he tested his hypotheses by moving a piece of charged plastic wrap over each object. He recorded his observations of what did happen and he wrote a one sentence conclusion (“It makes some things stick”) at the end of his report.

Materials:

- Plastic wrap, paper towels, paper clips, Styrofoam, piece of paper, piece of aluminum foil, cotton thread, handful of salt
- Teacher-made lab report with questions for student to answer

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.eduplace.com/science/hmxs/ps/mode1/sections/sect1.html>
- http://www.ducksters.com/science/static_electricity.php

SAMPLE TASK: GRADE 5, SCIENCE (S5P2)

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
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- 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 5, SCIENCE (S5P2)



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

Grade 5

Science

Entry 1

Student Name:

Age:

N

11

Entry Sheet Completed by:

Ms. E

Strand/Domain: Physical Science

Standard: S5P2

Description: Obtain, evaluate, and communicate information to investigate electricity.

Element/Indicator: a.

Description:

Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.

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 5, SCIENCE (S5P2)

Evidence Annotation Sheet

Student Name: N

Date: 11/16

Description of Task:

N was asked to make predictions and then to perform an experiment with six objects. First he was asked to predict what would happen when he moved plastic wrap over the six objects. Then he was told to create static electricity by rubbing plastic wrap with a paper towel and to move the charged plastic wrap over each object. He was told to observe each object to see whether it moved. He recorded his observations on his report and he wrote one sentence to describe what he observed about static electricity.

The teacher read aloud the directions and the names of each of the objects and helped N to compose his concluding sentence. The general education peer helped N to charge the plastic wrap by rubbing it against a paper towel. N answered all of the questions verbally and the general education peer scribed his answers.

Evaluation of Student Response:

100% accuracy

Type and Frequency of Prompting:

Limited verbal prompting

Interactions:

Special Education teacher and general education peer

Setting:

Media center

SAMPLE TASK: GRADE 5, SCIENCE (S5P2)

I'M ALL CHARGED UP! 6/6 = 100% correct

Name N

Charge the plastic wrap by rubbing it with a paper towel.
 (Hint: Charge the plastic wrap often to get best results.)
 Predict what will happen when the plastic wrap is moved over a variety of objects. Will the objects move or not?
 Record what happens.

Objects	Will it move?	Observations
Paper clips	yes	no ✓
Styrofoam	yes	yes ✓
Small piece of paper	no	yes ✓
Small piece of aluminum foil	no	no ✓
Cotton thread	yes	yes ✓
Salt	no	yes ✓
It makes		

What did you find out about static electricity?

somethings
stick

Social Studies

- Social Studies
 - Sample Task: Grade 5, Social Studies (SS5H1)
 - Sample Task: Grade 5, Social Studies (SS5H2)

SAMPLE TASK: GRADE 5, SOCIAL STUDIES (SS5H1)

In this Grade 5 Social Studies entry, the selected standard is:

- SS5H1 (*Describe how life changed in America at the turn of the century*).

The element is:

- “b” (*Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity)*).

The essence of this standard and element is to describe the impact on American life at the beginning of the 20th century of the inventions and discoveries of significant individuals. Assessment tasks may involve any or all of the individuals mentioned in the element.

In this aligned task, the student is given a matching worksheet and is asked to pair Thomas

Edison with electricity, Alexander Graham Bell with the telephone, the Wright Brothers with the airplane, and George Washington Carver with peanuts. The teacher’s annotation explains that the student was previously instructed that the Wright Brothers achieved the first powered and controlled airplane flight; Edison invented the phonograph, motion picture camera, and long-lasting electric light bulb; Bell invented the telephone; and Carver developed more than 300 uses for peanuts.

Materials:

- Worksheet
- Cut-outs of an electrical outlet, telephone, airplane, and shelled and unshelled peanuts
- Cut-outs of photographs of Thomas Edison, Alexander Graham Bell, the Wright Brothers, and George Washington Carver
- Poster from Tuskegee Institute website of Carver’s peanut products

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 5, SOCIAL STUDIES (SS5H1)

Suggested Resources for Consideration:

- <http://www.biography.com/news/george-washington-carver-facts-national-peanut-month>
- <http://www.nea.org/tools/lessons/thomas-alva-edison-grades-k-5.html>
- <http://www.ourspeeches.com/speeches/Thomas-Edison/144>
- <http://www.biography.com/news/alexander-graham-bell-biography-facts>
- <http://www.readwritethink.org/classroom-resources/calendar-activities/wright-brothers-made-their-20372.html>
- Touching the Sky: the flying adventures of Wilbur and Orville Wright by Louise Borden and Trish Marx
- Thomas Edison for Kids: his life and ideas by Laurie Carlson
- A Picture Book of George Washington Carver by David Adler
- Who was Alexander Graham Bell? by Bonnie Bader
- http://www.tuskegee.edu/about_us/legacy_of_fame/george_w_carver/carver_peanut_products.aspx (list of peanut products)



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)
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- 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 5, SOCIAL STUDIES (SS5H1)



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

Grade 5

Social Studies

Entry 1

Student Name:

Age:

J

Entry Sheet Completed by:

Mr. B

Strand/Domain: Historical Understandings

Standard: SS5H1

Description: Describe how life changed in America at the turn of the century.

Element/Indicator: b.

Description:

Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

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 5, SOCIAL STUDIES (SS5H1)

Evidence Annotation Sheet

Student Name: J

Date: 12/02

Description of Task: The class completed an American History unit on the Wright Brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison. J and his classmates learned:

- The Wright Brothers owned a bicycle shop. Later they used what they knew about controlling a bicycle to build an airplane that could be flown safely.
- George Washington Carver was born into slavery. He was a teacher at Tuskegee Institute. He developed more than 300 uses for peanuts. The teacher printed the list of peanut products from the Tuskegee website and read some of them aloud. J said his favorite product on the list was "pancake flour."
- Alexander Graham Bell patented the "electric speaking telephone." His father developed a system of "visible speech" to assist the deaf. Both Bell's mother and wife were deaf.
- Thomas Edison invented the electric light bulb, motion picture and phonograph. He had scarlet fever as a child and, as a result, was nearly deaf as an adult.

J was given a worksheet and was told to use what he learned in class to match the people with their inventions.

Evaluation of Student Response:

J got 4 of 4 correct. 100%.

Type and Frequency of Prompting:

Limited verbal prompting

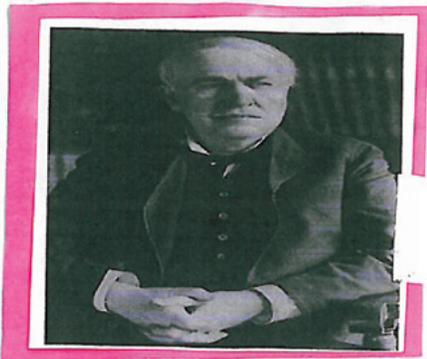
Interactions:

Special education teacher and special education classmates

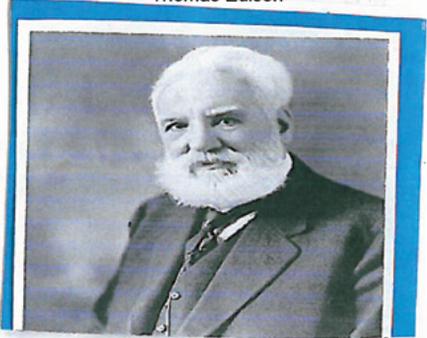
Setting:

Special education classroom

SAMPLE TASK: GRADE 5, SOCIAL STUDIES (SS5H1)



Thomas Edison



Alexander Graham Bell



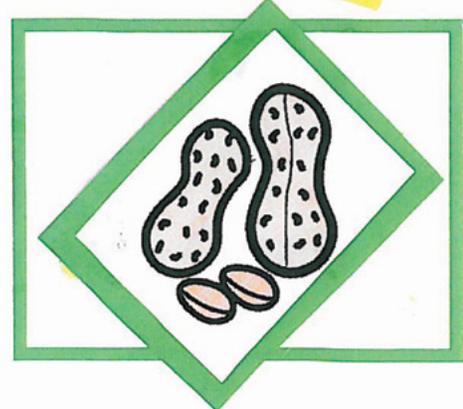
The Wright Brothers



George Washington Carver



100%



SAMPLE TASK: GRADE 5, SOCIAL STUDIES (SS5H2)

In this Grade 5 Social Studies entry, the selected standard is:

- SS5H2 (*Describe U.S. involvement in World War I and post-World War I America*).

The element is:

- “b” (*Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh)*).

Part of the essence of this standard and element is to describe cultural developments of the 1920s like the Jazz Age, Harlem Renaissance, the importance of baseball in the United States, and/or the increasing use of the automobile and airplane. Another part of the essence of this standard and element is to describe the individual contributions to America in the 1920s of Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford and/or Charles Lindbergh. It is not necessary for a student to perform assessment tasks which involve all parts of this standard and element. It is sufficient to focus on just one part or a few parts. It can be more meaningful for students to perform assessment tasks which focus more specifically on just a part of this rather lengthy element.

In this aligned task, the student made a timeline of five events which were significant in American history between the years 1914 and 1927. The student was given a teacher-made worksheet which included a timeline. He was also given cut-outs of five significant individuals from the time period and a cut-out of a map of the United States. He was asked to place each cut-out in the appropriate place on the timeline.

Materials:

- Teacher-made worksheet with timeline
- Cut-outs of Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford and Charles Lindbergh

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.teachervision.com/african-american-history/printable/46090.html>
- <http://www.biography.com/people/babe-ruth-9468009>
- http://makingmusicfun.net/html/mmf_music_library/hey-kids-meet-louisarmstrong.htm

SAMPLE TASK: GRADE 5, SOCIAL STUDIES (SS5H2)

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 5, SOCIAL STUDIES (SS5H2)



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

Grade 5

Social Studies

Entry 1

Student Name:

J

Age:

11

Entry Sheet Completed by:

Ms. F

Strand/Domain: Historical Understandings

Standard: SS5H2

Description: Describe U.S. involvement in World War I and post-World War I America.

Element/Indicator: b.

Description:

Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

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 5, SOCIAL STUDIES (SS5H2)

Evidence Annotation Sheet

Student Name: J

Date: 12/01

Description of Task:

After receiving instruction about the significance of Henry Ford, Langston Hughes, Louis Armstrong, Charles Lindbergh and Babe Ruth in American history, the student was asked to make a timeline of events. He was given a worksheet with dates and significant events from 1914 to 1927. He was given six cards (five with historical figures and one with a map of the United States) and asked to paste the cards in the right places on the timeline.

Evaluation of Student Response:

J got 6 of 6 correct. 100%.

Type and Frequency of Prompting:

Limited verbal and gestural prompting

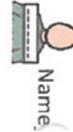
Interactions:

Special Education teacher

Setting:

Special Education classroom

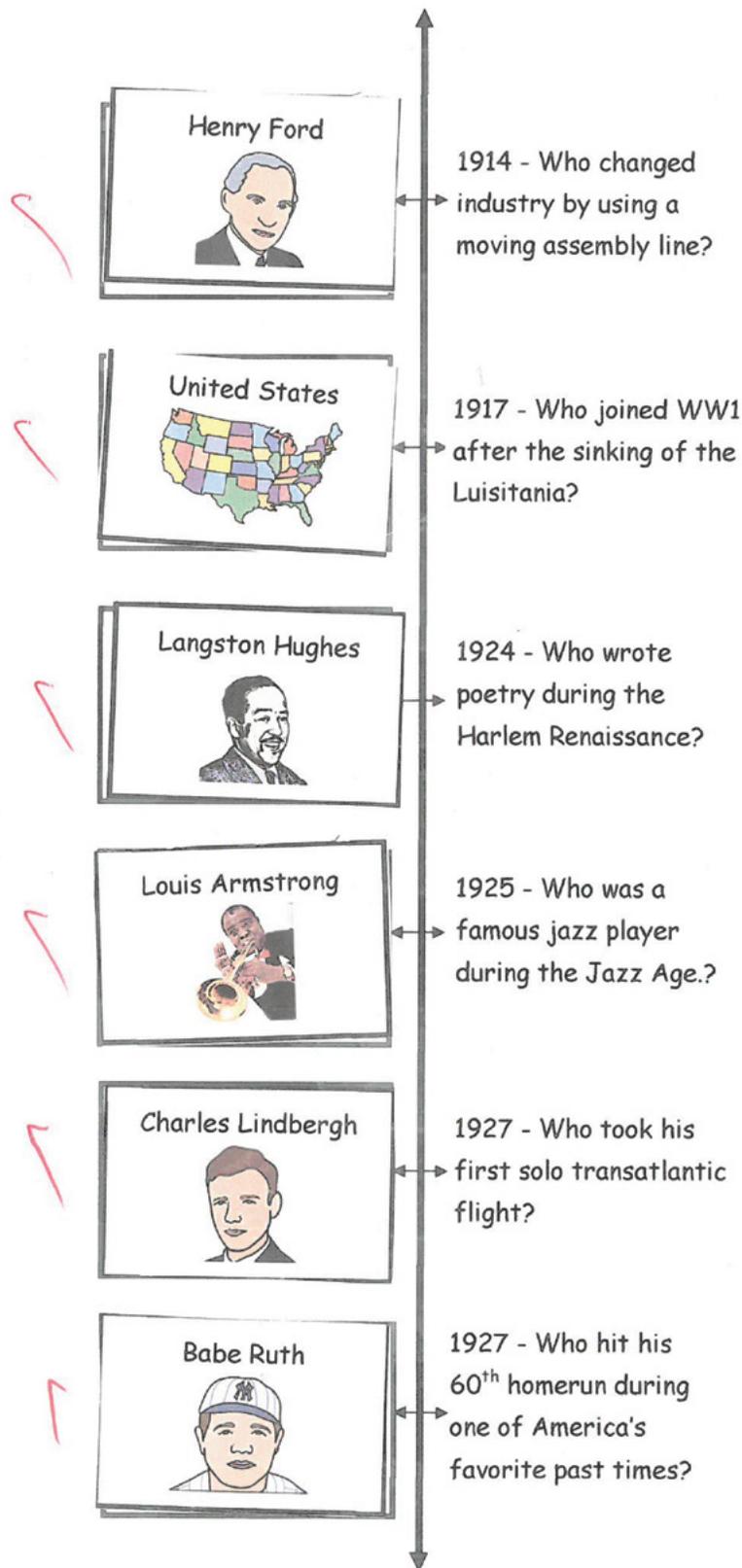
SAMPLE TASK: GRADE 5, SOCIAL STUDIES (SS5H2)



SS5H4b – World War I and Post-War Contributions Timeline

Create a timeline which describe U.S. involvement in WWI and post-WWI America. The timeline will also include contributions of famous Americans Post War I.

Score: 100%



Sample Tasks GA1801



QA121155