

# Sample Tasks Resource Guide



## High School

**PLEASE NOTE:**

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 There may be invalid links in cases where Web sites are no longer active, or have moved or altered content.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

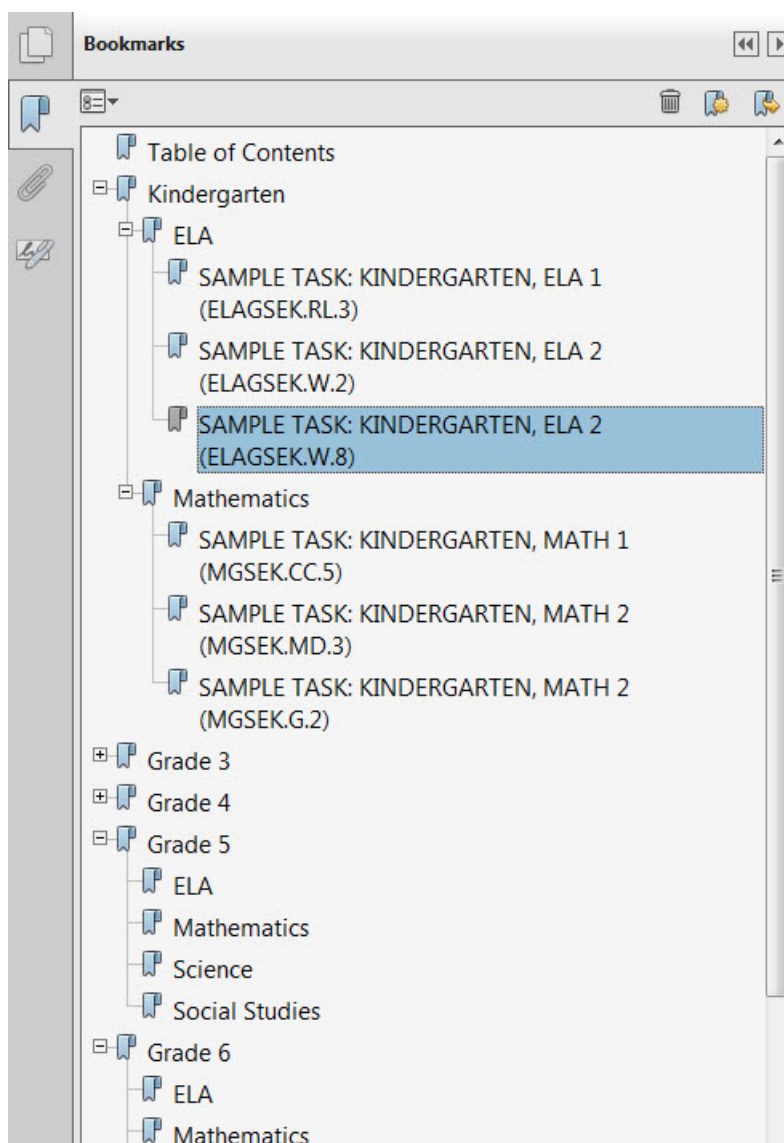
# INTERACTIVE PDF

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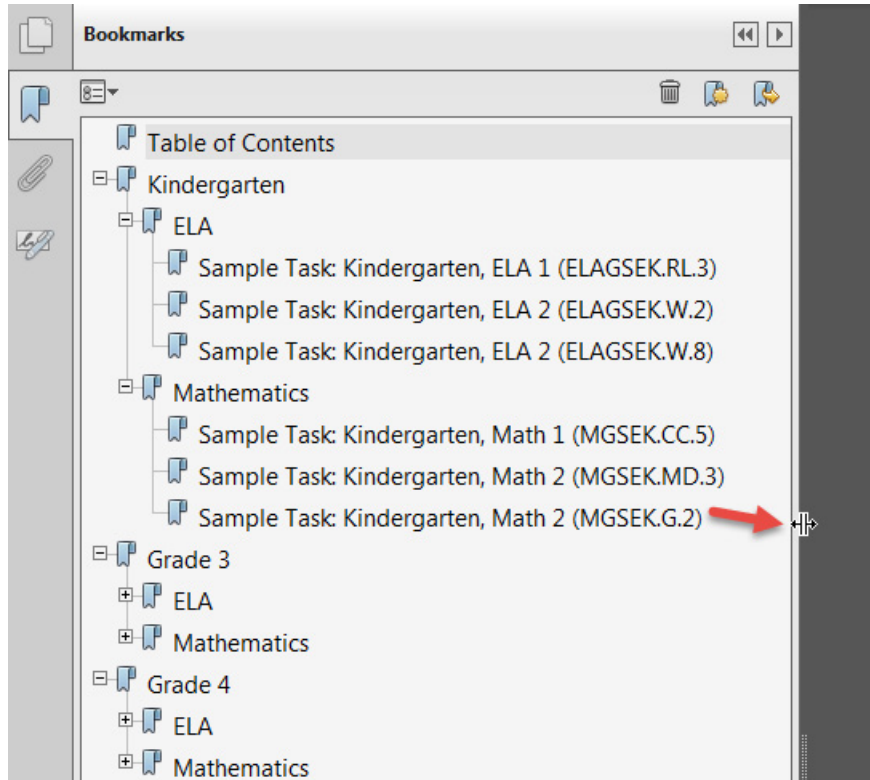
This document also features an interactive **Bookmarks** panel to aid navigation. Click the “Scroll” icon on the left edge of the screen to display all bookmarks in the document. This opens the Bookmarks Navigation panel.

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.

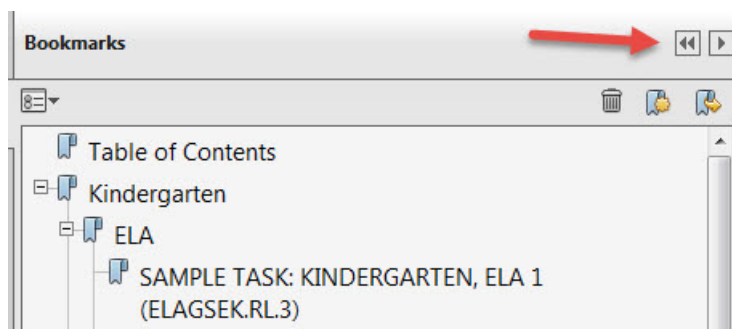


# INTERACTIVE PDF

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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

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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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# HIGH SCHOOL

## *Sample Tasks*

- ELA
- Math
- Science
- Social Studies

# *ELA*

- **ELA 1**
  - Sample Task: High School, ELA 1 (ELAGSE11-12.RL.2)
  - Sample Task: High School, ELA 1 (ELAGSE11-12.L.4)
  - Sample Task: High School, ELA 1 (ELAGSE11-12RI.1)
- **ELA 2**
  - Sample Task: High School, ELA 2 (ELAGSE9-10.W.3)



## **SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)**

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

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

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

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

### **MATERIALS:**

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

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://www.webenglishteacher.com/shelley.html>
- <http://www.brighthubeducation.com/high-school-english-lessons/36724-creative-ideas-for-teaching-frankenstein-by-mary-shelley/>

## SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)

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### 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: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)



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

High School	ELA	Entry 1
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Student Name:	J	Age:	18
Entry Sheet Completed by:	Mr. L		
Strand/Domain:	Reading Literary (RL)* *may use any high school literature		
Standard:	ELAGSE11-12.RL.2		
Description:	Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
Element/Indicator:			
Description:			
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)

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## Evidence Annotation Sheet

**Student Name:** J

**Date:** 1/13/2016

### Description of Task:

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

- Q1. The monster learns to speak from a family in a cottage. (correct)  
I live in Georgia. (incorrect)
- Q2. The monster lives a happy life. (correct)  
Victor and Elizabeth had a baby. (incorrect)
- Q3. Victor was sad he created the monster. (correct)  
Victor created a frog. (incorrect)
- Q4. Victor creates a bride for the monster. (correct)  
Victor and the monster had a party. (incorrect)

### Specific Evaluation of Student Response:

3 out of 4 correct or 75% accuracy.

J did not answer Q2 correctly.

### Type and Frequency of Prompting:

Independent

### Interactions:

Special education teacher and special education paraprofessional

### Setting:


Special education classroom


**SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.RL.2)**


3/4 = 75%


Name: J Summarize the Text [redacted]

After reading the story, summarize the text.

 The monster learns to speak from a family in a cottage

 Victor and Elizabeth had a baby

 Victor was sad that he created the monster

 Victor creates a bride for the monster

## **SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)**

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

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

The indicator is:

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

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

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

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

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

### **MATERIALS:**

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

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://www.wikihow.com/Use-a-Dictionary>
- <http://www.merriam-webster.com/dictionary/use>
- <http://www.thesaurus.com/browse/thesaurus>

## SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)

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### 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: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)



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

High School

ELA

Entry 1

Student Name:

K

Age:

18

Entry Sheet Completed by:

Mr. D

Strand/Domain: Language (L)

Standard: ELAGSE11-12.L.4

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

Element/Indicator: c.

Description:

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

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

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



# SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)

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## Evidence Annotation Sheet

**Student Name:** K

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

### Description of Task:

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

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

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

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

### Specific Evaluation of Student Response:

4/4- 100% accuracy

K did not choose any of the distractors (the word "discover," its definition, its number of syllables).

### Type and Frequency of Prompting:

Limited gestural prompting

### Interactions:

Special education teacher and general education peer

### Setting:

General education ELA classroom

**SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12.L.4)**

Name:

HT

[Redacted]

4/4

100%

[Redacted]

Standard: ELACC.11-12.L.4 c

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

Synonym (same)

✓

prejudice

Part of Speech

✓

Noun

Good  
H

[Redacted]

# Discrimination

How many syllables does the word discrimination have? ✓

5

Definition:

✓

The act of treating some people unfairly

Because of prejudice

Level of Prompting: limited Gestural

[Redacted]

[Redacted]

# SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12RI.1)

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

- ELAGSE11-12RI.1 (*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain*).

This standard has no indicators.

The essence of this standard is to cite evidence from a text to answer factual questions (who? what? where? when?) and/or to answer questions which require the reader to draw inferences from the text.

In this aligned task, the student listened while the teacher read aloud two paragraphs. After each paragraph was read, the student was asked to respond to two types of questions:

- questions whose answers were explicitly clear in the text
- questions which could be answered only by drawing inferences from the text

The teacher’s annotation states that the student had already been instructed in the meanings of the words “explicit” and “implicit.”

The student’s task aligns to the part of the standard which refers to citing textual evidence to support what the text says explicitly (*What type of job does Paul work? How does Max feel?*) and inferences drawn from the text (*Describe Alice. What was Mom planning on doing today?*). The student was not asked to state where the text leaves matters uncertain.

## **MATERIALS:**

- Reading passages
- Worksheet with 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://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3\\_FINAL\\_03-03-15.pdf](http://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf)
- <http://www.lyncburg.edu/wp-content/uploads/volume-8-2013/MahlburgRReading-Intellectual-Disabilities.pdf>

## SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12RI.1)

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### 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: HIGH SCHOOL, ELA 1 (ELAGSE11-12RI.1)



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

High School

ELA

Entry 1

Student Name:

L

Age:

18

Entry Sheet Completed by:

M

Strand/Domain: Reading Informational (RI)\* \*may use any high school literature

Standard: ELAGSE11-12.RI.1

Description: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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: HIGH SCHOOL, ELA 1 (ELAGSE11-12RI.1)

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## Evidence Annotation Sheet

Student Name: L

Date: 11/11/16

### Description of Task:

L and his classmates listened while the teacher read the paragraphs on the Reading Worksheet aloud. After the teacher read each paragraph L was told to answer the questions and to cite information from the text to support his answers.

L and his classmates had already studied what is meant by “explicit” (certain or “for sure”) and what is meant by “implicit” (unsaid, hinted, unspoken). The teacher reminded L that questions marked with an “E” have clear answers and questions marked with an “I” have answers that are hinted at in the text.

### Evaluation of Student Response:

90% (9 of 10 correct)

### Type and Frequency of Prompting:

Continuous verbal and gestural prompting

### Interactions:

The student worked with his special education teacher.

### Setting:

Special education classroom

# SAMPLE TASK: HIGH SCHOOL, ELA 1 (ELAGSE11-12RI.1)

90%

Name: L

Date 11-4-16

## Reading Worksheet

**Directions:** Read the passage and then respond to the questions. Each question will ask you to support analysis of the text explicitly as well as inferences drawn from the text. Explain your answer by referencing the text.

Every day after working on the farm Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. (E) What type of job does Paul work? FARMER ✓

How do you know this? because he got boots and overalls ✓

2. (I) Describe Alice: she is neat. ✓

What in the text supports your description? because she told him before you go in the house take your boots ✓

3. (I) What relationship do Paul and Alice have? MOM and SON ✓

Why do you feel this way? because she take care of him ✓

*Crack!* Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max was so sad he broke out into full tears. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. (E) How does Max feel? sad ✓

How do you know this? because he can't go outside and play with his kite ✓

5. (I) What was Mom planning on doing today? Picnic ✓

What in the text supports your description? because she said it X

Mom unpacked the picnic basket after it started raining.

## SAMPLE TASK: HIGH SCHOOL, ELA 2 (ELAGSE9-10.W.3)

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

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

The indicator is:

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

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

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

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

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

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

### **MATERIALS:**

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

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



## SAMPLE TASK: HIGH SCHOOL, ELA 2 (ELAGSE9-10.W.3)

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### SUGGESTED RESOURCES FOR CONSIDERATION:

- <http://mast.ecu.edu/modules/bw/lib/documents/PPT-Wakeman-Creative%20Writing.pdf>
- [http://academic.csuohio.edu/pershey\\_m/josepharticle.pdf](http://academic.csuohio.edu/pershey_m/josepharticle.pdf)
- <http://www.time4writing.com/teaching-writing/>



### CAUTION:

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

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
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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: HIGH SCHOOL, ELA 2 (ELAGSE9-10.W.3)



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

High School	ELA	Entry 2
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Student Name:	Age:
S	19
Entry Sheet Completed by:	
Ms. B	
Strand/Domain: Writing (W)	
Standard:	ELAGSE9-10.W.3
Description:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Element/Indicator:	c.
Description:	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.	

## Evidence Annotation Sheet

**Student Name:** S

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

**Description of Task:**

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

**Specific Evaluation of Student Response:**

2/4 correct, 50% accuracy

**Type and Frequency of Prompting:**

Independent

**Interactions:**

Special education teacher and general education peer buddy

**Setting:**


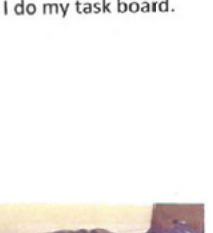

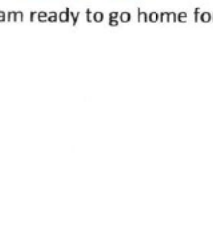
Special education room

# SAMPLE TASK: HIGH SCHOOL, ELA 2 (ELAGSE9-10.W.3)

8

Student Name:

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

<p>1<sup>st</sup></p> <p>First,</p>	 <p>I do my task board.</p>	<p>✓ correct</p>
<p>2<sup>nd</sup></p> <p>Second,</p>	 <p>I get lunch for my classmates.</p>	<p>✓ correct</p>
<p>3<sup>rd</sup></p> <p>Third,</p>	 <p>I am ready to go home for the day.</p>	<p>✗ incorrect</p>
<p>4<sup>th</sup></p> <p>Fourth,</p>	 <p>I do my classwork.</p>	<p>✗ incorrect</p>

Score: 2/4 = 50%

# *Mathematics*

- **Math 1**
  - Sample Task: High School, Math 1 (MCC9-12.S.ID.2)
  - Sample Task: High School, Math 1 (MCC9-12.F.IF.2)
- **Math 2**
  - Sample Task: High School, Math 2 (MCC9-12.G.CO.6)
  - Sample Task: High School, Math 2 (MGSE9-12.G.GMD.3)

## SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)

---

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

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

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

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

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

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

### **MATERIALS:**

- Worksheet
- Calculator

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- [http://www.educationworld.com/a\\_lesson/03/lp293-02.shtml](http://www.educationworld.com/a_lesson/03/lp293-02.shtml)
- <http://www.kidsmathgamesonline.com/numbers/meanmedianmode.html>
- <https://www.teacherspayteachers.com/Product/Mean-Median-Mode-and-Range-Activity-or-Assessment-Skittles-80952>

## SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)

---

### CAUTION:

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

The requirements include:

- Entry sheet completely and correctly filled out
- Content standard chosen from the correct grade (e.g., a Grade 7 standard for a Grade 7 student)
- All evidence collected within the 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: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)



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

High School	Coordinate Algebra	Entry 1
-------------	--------------------	---------

Student Name:	Age:
T	18

Entry Sheet Completed by:  
Mrs. W

Strand/Domain: Algebra Connections to Statistics and Probability

Standard: MCC9-12.S.ID.2

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

Element/Indicator:

Description:

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

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



## Evidence Annotation Sheet

**Student Name:** T

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

**Description of Task:**

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

T used a calculator.

**Specific Evaluation of Student Response:**

2/3 correct or 67% accuracy

**Type and Frequency of Prompting:**

Continuous verbal prompting

**Interactions:**

T completed the task with the special education teacher.

**Setting:**

Special education classroom







# SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.S.ID.2)

Name T

Mean

$\frac{2}{3}$  correct  
66.7%

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

	Teachers	Students
Mon.		
Tues.		
Wed.		

Please circle the correct answer.

*done w/ calculator*

✓ 1. What is the mean for the number of coffee drinks bought by the teachers?

4    2    5

✗ 2. What is the mean for the number of coffee drinks bought by the students?

7    3    5

✓ 3. Comparing the mean of the two sample groups, who bought the most coffee?

Students or Teachers

## SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.2)

---

In this Grade HS Math 1 (Coordinate Algebra) entry, the selected standard is:

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

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

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

### **MATERIALS:**

- Worksheet
- Dollar bill manipulatives
- Answer cards

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://www.mathsisfun.com/links/core-high-school-functions.html>
- <http://www.sharemylesson.com/high-school-mathematical-functions-teaching-resources/>
- <http://www.mathworksheetsland.com/functions/>

## SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.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: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.2)



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

High School

Coordinate Algebra

Entry 1

Student Name:

S

Age:

19

Entry Sheet Completed by:

Mrs. B

Strand/Domain: Algebra and Functions

Standard: MCC9-12.F.IF.2

Description: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Element/Indicator:

Description:

Understand the concept of a function and use function notation.

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

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

S. evaluated the function by substituting input values into the function rule.

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

Page 1 of 2

## Evidence Annotation Sheet

**Student Name:** S

**Date:** 10/12/2015

**Task Description:**

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

**Specific Evaluation of Student Response:**

5/6 correct, 83% accuracy

**Type and Frequency of Prompting:**

Frequent verbal prompting

**Interactions:**

Special Education teacher

**Setting:**

Special Education classroom

**Task Description:** Student was read the question below.

### Coffee Shop Bill Balance

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




$$= \$1.00$$

# SAMPLE TASK: HIGH SCHOOL, MATH 1 (MCC9-12.F.IF.2)

$f(x) = x \times \$1$   
 $f(1) = 1 \times \$1$


Day 1



Remove the dollar and place it on the number line. Find the number, and fill in the blank.

After day 1 you spent:  $f(1) =$   ✓ correct


Number Line:



✓ correct


$f(x) = x \times \$1$   
 $f(2) = 2 \times \$1$

Day 1      Day 2



After day 2 you spent:  $f(2) =$   ✓ correct


Number Line:



✓ correct


$f(x) = x \times \$1$   
 $f(3) = 3 \times \$1$

Day 1      Day 2      Day 3



After day 3 you spent:  $f(3) =$   ✓ correct

Number Line:



X incorrect

Score:  $5/6 = 83\%$



## SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)

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

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

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

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

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

### **MATERIALS:**

- Worksheet
- Color-coded answer choices

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://mathbitsnotebook.com/Geometry/CongruentTriangles/CTRigidMotion.html>
- <http://geometrycoach.com/>
- [http://www.maa.org/sites/default/files/images/upload\\_library/4/vol1/architecture/Math/Rigid\\_Motion.html](http://www.maa.org/sites/default/files/images/upload_library/4/vol1/architecture/Math/Rigid_Motion.html)
- <http://www.gradeamathhelp.com/transformation-geometry.html>

## SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)

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### 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: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)



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

High School	Analytic Geometry	Entry 2
-------------	-------------------	---------

Student Name:	Age:
A	16
Entry Sheet Completed by:	
Mrs. I	
Strand/Domain: <input type="text" value="Geometry"/>	
Standard:	<input type="text" value="MCC9-12.G.CO.6"/>
Description:	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
Element/Indicator:	<input type="text"/>
Description:	<input type="text"/>
Understand congruence in terms of rigid motions.	
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> Although tasks and materials may differ, the skill being assessed should be consistent across collection periods so that student progress can be assessed.	
Describe rigid motions of figures.	

PAGE 2 OF THIS ENTRY SHEET MUST ALSO BE COMPLETED

# SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)

---

## Evidence Annotation Sheet

**Student Name:** A

**Date:** 11/5/2015

**Description of Task:**

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

**Specific Evaluation of Student Response:**

3/3 correct, 100% accuracy

**Type and Frequency of Prompting:**

Limited verbal prompts

**Interactions:**

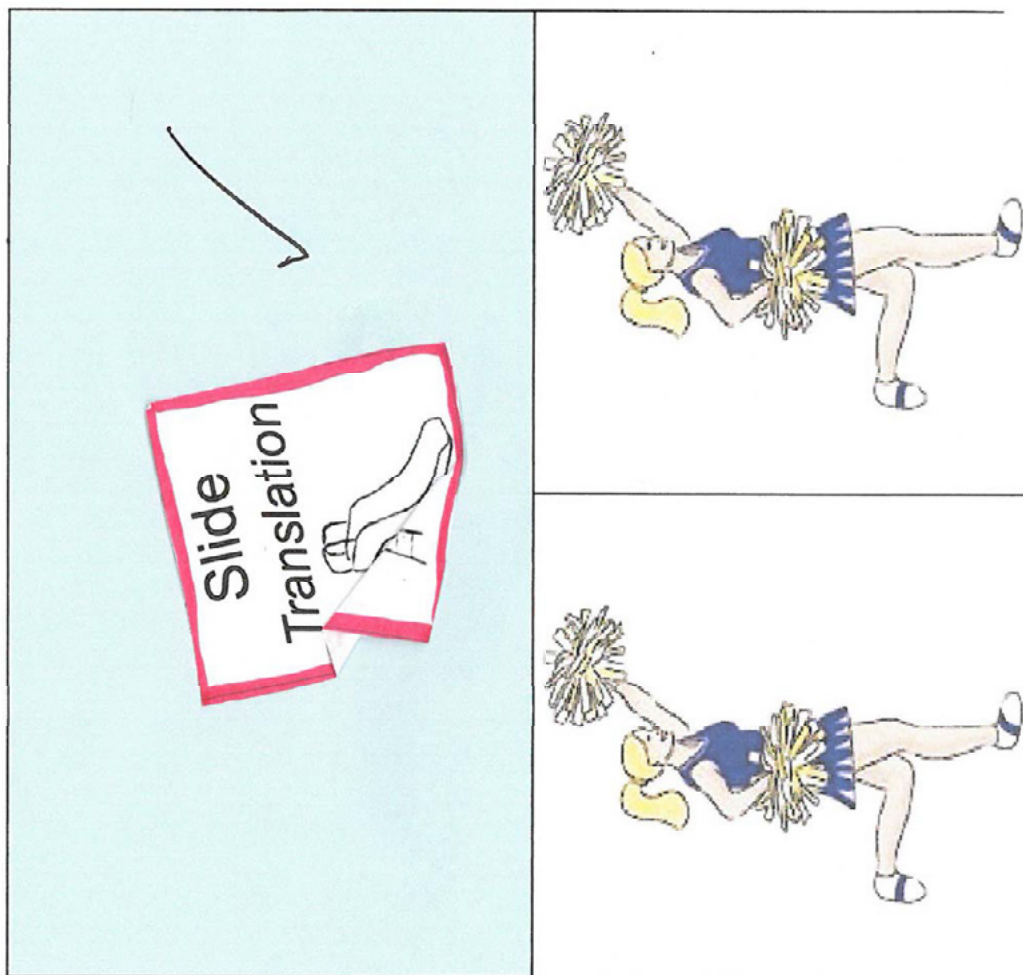
Special education teacher

**Setting:**

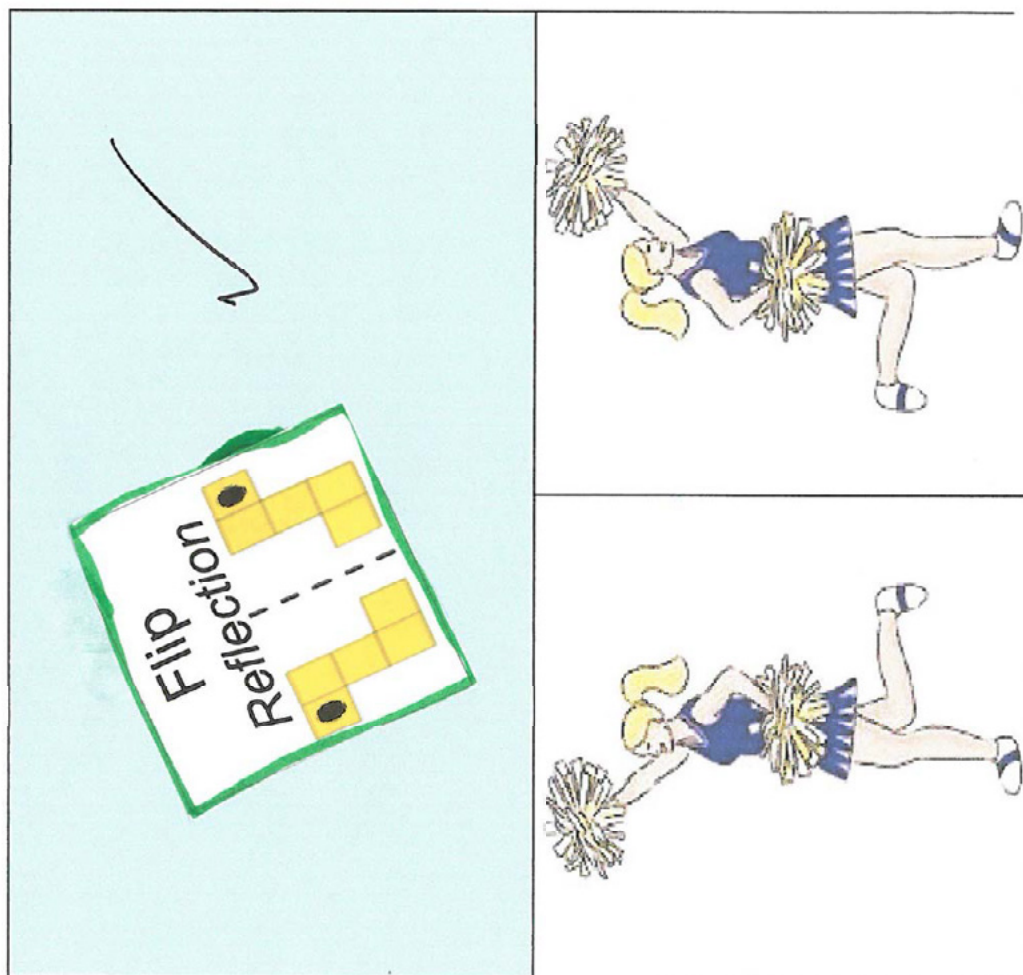
Special education room

$-\frac{3}{2}$   
 $\frac{100}{10}$

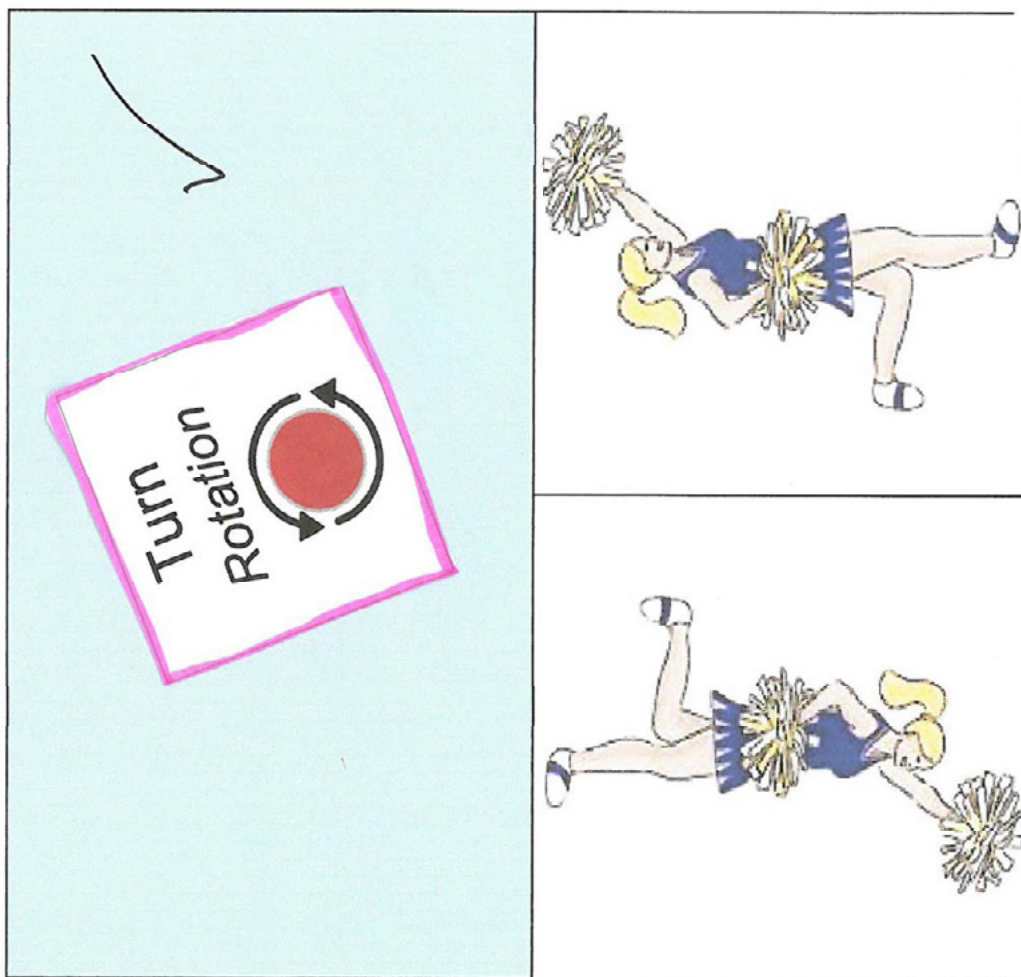
A



# SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)



# SAMPLE TASK: HIGH SCHOOL, MATH 2 (MCC9-12.G.CO.6)



## **SAMPLE TASK: HIGH SCHOOL, MATH 2 (MGSE9-12.G.GMD.3)**

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

- MGSE9-12.G.GMD.3 (*Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems*).

This standard has no indicators.

The essence of this standard is to solve problems using the volume formulas for cylinders, pyramids, cones and/or spheres. It is not necessary for a student's task to encompass all four of the geometric solids referenced in the standard. It is enough if a student is asked to perform a task which involves even one of the solids.

Remember that all four assessment tasks in an entry using this Mathematics standard must involve the same solid(s). Students must demonstrate a common skill in both Collection Period 1 tasks and in Collection Period 2 tasks.

In this aligned task, the student was asked to find the volume of a sphere. His worksheet included a photo of a basketball and the formula for the volume of a sphere. He was asked to find the volume of a basketball whose radius is six inches. The student was given a series of steps to follow and he showed his work by filling in the appropriate numbers in each step of the formula. The worksheet provides for the student the value of pi, the length of the radius, and the units (cubic inches) of the final answer.

### **MATERIALS:**

- Worksheet, including
  - volume formula
  - steps to solve the problem
  - arrows to guide the student to complete the steps
  - units of volume

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://www.virtualnerd.com/pre-algebra/perimeter-area-volume/volume/volumeexamples/sphere-volume-example>
- [https://www.varsitytutors.com/hotmath/hotmath\\_help/topics/volume-of-a-sphere](https://www.varsitytutors.com/hotmath/hotmath_help/topics/volume-of-a-sphere)
- [http://www.ducksters.com/kidsmath/finding\\_the\\_volume\\_surface\\_area\\_of\\_a\\_sphere.php](http://www.ducksters.com/kidsmath/finding_the_volume_surface_area_of_a_sphere.php)
- <http://www.basic-mathematics.com/volume-of-a-sphere.html>



## **SAMPLE TASK: HIGH SCHOOL, MATH 2 (MGSE9-12.G.GMD.3)**

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### **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: HIGH SCHOOL, MATH 2 (MGSE9-12.G.GMD.3)



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

High School

Analytic Geometry

Entry 2

Student Name:	J	Age:	18
Entry Sheet Completed by:	A		
Strand/Domain:	Equations and Measurement		
Standard:	MGSE9-12.G.GMD.3		
Description:	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		
Element/Indicator:			
Description:			
Explain volume formulas and use them to solve problems.			
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, MATH 2 (MGSE9-12.G.GMD.3)**

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## Evidence Annotation Sheet

Student Name: J

Date: 1/30/2017

Description of Task: J was given a picture of a basketball and was reminded that it is an example of a sphere. He was told that the radius of the basketball is 6 inches. He was asked to calculate the volume of the basketball by using the formula provided on the worksheet. He needed frequent reminders to use the formula and to follow the steps on the worksheet.

Evaluation of Student Response:

7/7 (100%) He made no mistakes. He used a calculator.

Type and Frequency of Prompting:

Continuous verbal prompting

Interactions:

Special Education Teacher

Setting:

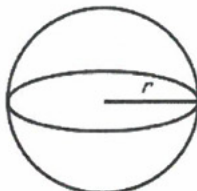
Special Education classroom

# SAMPLE TASK: HIGH SCHOOL, MATH 2 (MGSE9-12.G.GMD.3)

Name: J

## Volumes of Cylinders and Spheres

Directions: Use the formulas to solve for the volume of cylinders and spheres (MGSE9-12.GMD.3)

Spheres

$V = \frac{4}{3} \pi r^3$

**What's the volume of a basketball that has a radius of 6 in?**

**r = 6**



100%

1.

$\pi = 3.14$        $r = 6$

Solve  $r^3$  -----  $r \times r \times r$

$$\underline{6} \times \underline{6} \times \underline{6} = \underline{216}$$

$V = \frac{4}{3} \times 3.14 \times r^3$

$$V = \underline{1.33} \times 3.14 \times \underline{216}$$

$$V = \underline{902.0592} \text{ in}^3$$

# *Science*

- Science
  - Sample Task: High School, Science (SPS6)
  - Sample Task: High School, Science (SPS8)

## SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS6)

---

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

- SPS6 (*Obtain, evaluate, and communicate information to explain the properties of solutions*).

The indicator is:

- “e” (*Plan and carry out investigations to detect patterns in order to classify common household substances as acidic, basic, or neutral*).

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

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

### **MATERIALS:**

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

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <http://learning.bishops.org.za/science/grade-11/grade-11-types-of-reactions-acidbase/>
- <http://www.physchem.co.za/OB11-che/index.htm>
- [http://www.help-teaching.com/questions/Acids\\_and\\_Bases/Grade\\_11](http://www.help-teaching.com/questions/Acids_and_Bases/Grade_11)
- <http://classroom.synonym.com/easy-fast-ph-experiments-litmus-9291.html>

## SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS6)

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### 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 re-document any other task in the entry.
- Collection Period 1 Primary Evidence collected at least 14 days before Collection Period 2 Primary Evidence.
- Both pieces of Collection Period 1 evidence collected before any Collection Period 2 evidence is collected.
- Evidence marked with letter or percentage grade.
- Location (setting) of task noted.
- People who worked with the student on the task noted.
- Type and frequency of prompting noted.

# SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS6)



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

High School

Science

Entry 2

Student Name:	Age:
B	
Entry Sheet Completed by:	
Mr. M	
Strand/Domain: Physical Science	
Standard:	SPS6
Description:	Obtain, evaluate, and communicate information to explain the properties of solutions.
Element/Indicator:	e.
Description:	Plan and carry out investigations to detect patterns in order to classify common household substances as acidic, basic, or neutral.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, SCIENCE (SPS6)

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### Evidence Annotation Sheet

**Student Name:** B

**Date:** 10/10

**Description of Task:**

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

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

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

**Specific Evaluation of Student Response:**

100%

**Type and Frequency of Prompting:**

Frequent verbal prompting

**Interactions:**

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

**Setting:**

General education science lab

# SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS6)

Name B

100% good job in the lab  
Acids Bases and Neutrals  
Household Substances Lab

Directions: Fill out the lab observation chart.

1. Write the name of the substance you are testing.
2. Write the color of pH litmus paper that you used for testing. (blue or red)
3. Record your observations for each substance you test.
4. Determine if the substance is an acid, base, or neutral and record your answer.

Substance	litmus paper	Observations	Acid, Base or Neutral
Diet Coke	Blue	Litmus paper turned red	Acid
Water	Red	Litmus paper remained red	Neutral
Soap	Red	Litmus paper turned blue	Base
Lemon Juice	Blue	Litmus paper turned red	Acid
Bleach	Red	Litmus paper turned blue	Base

## SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS8)

---

In this High School Science 2 (Physical Science) entry, the selected standard is:

- SPS8 (*Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion*).

The indicator is:

- “d” (*Use mathematics and computational thinking to identify the relationships between work, mechanical advantage, and simple machines*).

The essence of this standard and indicator is to identify the advantages and disadvantages of performing work with and without the assistance of simple machines.

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

He recorded his results and answered questions about the advantage of the simple machine. The student’s task does not include making any mathematical calculations, but that is acceptable because an aligned task may encompass only a part of the element.

### **MATERIALS:**

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

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

### **SUGGESTED RESOURCES FOR CONSIDERATION:**

- [http://bookbuilder.cast.org/view\\_print.php?book=21173](http://bookbuilder.cast.org/view_print.php?book=21173)
- [http://physics.csustan.edu/Marvin/heatlightsound/Summaries/Machines/simple\\_machines.htm](http://physics.csustan.edu/Marvin/heatlightsound/Summaries/Machines/simple_machines.htm)
- <http://answers.tutorvista.com/921348/how-do-simple-machines-affect-work.html>
- [http://techtraining.dpsk12.org/ILT/Machines/M\\_activities.htm](http://techtraining.dpsk12.org/ILT/Machines/M_activities.htm)

## SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS8)

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### 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: HIGH SCHOOL, SCIENCE (SPS8)



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

High School

Science

Entry 2

Student Name:	J	Age:	
Entry Sheet Completed by:	Ms. D		
Strand/Domain:	Physical Science		
Standard:	SPS8		
Description:	Obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.		
Element/Indicator:	d.		
Description:	Use mathematics and computational thinking to identify the relationships between work, mechanical advantage, and simple machines.		
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, SCIENCE (SPS8)

---

**Student Name:** J

**Date:** 9/11

**Description of Task:**

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

**Specific Evaluation of Student Response:**

100%

**Type and Frequency of Prompting:**

Continuous verbal prompting

**Interactions:**

Special education teacher and special education parapro

**Setting:**

Special education room, the Living Lab and the hallway.

# SAMPLE TASK: HIGH SCHOOL, SCIENCE (SPS8)

J

10090

## Simple Machines Lab

How many books can you move in 5 minutes?

How many books moved by hand? Without Simple Machine	How many books moved by cart? With Simple Machine
15	40

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

Cart

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

Cart

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

1 wheel AND AXLE

A simple machine makes work \_\_\_\_\_.

harder

easier

# *Social Studies*

- **Social Studies 1**
  - Sample Task: High School, Social Studies 1 (SSUSH10)
  - Sample Task: High School, Social Studies 1 (SSUSH11)
- **Social Studies 2**
  - Sample Task: High School, Social Studies 2 (SSEPF6)
  - Sample Task: High School, Social Studies 2 (SSEPF6)



# **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)**

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

- SSUSH10 (*Identify legal, political, and social dimensions of Reconstruction*).

The element is:

- “c” (*Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments*).

The essence of this standard and element is describe the significance of the three constitutional amendments which were ratified in the aftermath of the Civil War.

In this aligned task, the student was asked to use a word bank created by his teacher to describe the significance of the 13th, 14th and 15th amendments to the United States constitution. He was able to write a few words and phrases about each of the amendments.

The student’s task aligns to all parts of the indicator because his task involves identifying the significance of each of the three amendments cited by the element. The student’s word bank includes words and phrases which describe the amendments. The student was also given the years the three amendments were ratified—1865, 1868 and 1869—and he correctly identified the year which applied to each amendment. Although the element says nothing about the years in which the amendments were ratified, this task aligns to the element because it also includes the phrases which describe the significance of the amendments (abolition of slavery; citizenship and due process; the right to vote). The teacher’s choice to add extra questions about the years when the amendments were ratified does not affect alignment of the entire task.

## **MATERIALS:**

- Teacher-made worksheet and word bank

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

## **SUGGESTED RESOURCES FOR CONSIDERATION:**

- <https://www.usconstitution.net/constkids4.html>
- <https://www.constitutionfacts.com/us-constitution-kids/>
- <https://www.thespruce.com/us-constitution-for-kids-online-1259255>
- <http://www.government-and-constitution.org/us-constitution/us-constitutionsimplified.htm>

# **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)**

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## **!** 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: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)



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

High School

Social Studies

Entry 1

Student Name:	Age:
T	
Entry Sheet Completed by:	
Mr. D	
Strand/Domain: U.S. History	
Standard:	SSUSH10
Description:	Identify legal, political, and social dimensions of Reconstruction.
Element/Indicator:	c.
Description:	Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)

## Evidence Annotation Sheet

Student Name: T

Date: 11/18

### Description of Task:

T was asked to complete a chart to describe the significance of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the U.S. constitution. He used a word bank.

### Evaluation of Student Response:

100%

### Type and Frequency of Prompting:

Continuous verbal prompting

### Interactions:

Special education teacher

### Setting:

Special education classroom

# SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)

Name: I  
Date: \_\_\_\_\_

Page 1 of 2

100

Domain: U.S. History

Standard: SSUSH10  
of Reconstruction.

identify legal, political, and social dimensions

Element/Indicator: c. Describe the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.

13th Amendment	14th Amendment	15th Amendment
<p>slavery servitude Abolish 1865</p> <div data-bbox="277 1503 602 1612" style="border: 2px solid red; padding: 5px;"> <p>abolished slavery in the United States</p> </div>	<p>1868 Citizenship Due Process</p> <div data-bbox="659 1503 984 1738" style="border: 2px solid red; padding: 5px;"> <p>gave citizenship to African-Americans  all Americans entitled to due process of law</p> </div>	<p>Vote 1869</p> <div data-bbox="1049 1503 1390 1642" style="border: 2px solid red; padding: 5px;"> <p>gave African-Americans the right to vote</p> </div>

**SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH10)**

T

Student's phrase bank

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Page 2 of 2

100

**Slavery**

**Abolish**

**Servitude**

**1865**

**1868**

**Citizenship**

**Due Process**

**1869**

**Vote**

**Domain:** U.S. History  
**Standard:** SSUSH10 ..... identify legal, political, and social dimensions of Reconstruction.  
**Element/Indicator:** c. Describe the significance of the 13th, 14th, and 15th amendments.

# **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH11)**

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

- SSUSH11 (*Examine connections between the rise of big business, the growth of labor unions, and technological innovations*).

The element is:

- “c” (*Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb*).

The essence of this standard and element is describe the significance in American life of inventions like the telegraph, telephone, and electric light bulb.

In this aligned task, the student was given a teacher-made worksheet with a picture from the early 20th century of a light bulb. The student was asked to choose machines in common use today which were inspired by the light bulb. He was also asked to select a picture and phrase to describe the effect of the updated inventions on life in America in the 21st century.

The student’s task aligns to the part of the element which refers to examining “the influence of key inventions.” The teacher chose to focus on how the invention of the electric light bulb affects American life in general, rather than asking the student about U.S. infrastructure. The teacher also chose not to include questions about the telegraph or telephone as part of the student’s task. That is acceptable because a student may be assessed on only part of the element.

## **MATERIALS:**

- Teacher-made worksheet and picture icons

*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://americanhistory.si.edu/lighting/19thcent/invent19.htm>

## **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH11)**

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### **!** 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: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH11)



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

High School

Social Studies

Entry 1

Student Name:	Age:
E	
Entry Sheet Completed by:	
Mrs. G	
Strand/Domain: U.S. History	
Standard:	SSUSH11
Description:	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.
Element/Indicator:	c.
Description:	Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, SOCIAL STUDIES 1 (SSUSH11)

## Evidence Annotation Sheet

Student Name: E

Date: 1/3

### Description of Task:

E was asked to complete a teacher-made worksheet. He was asked to glue two picture icons of inventions which came about as a result of the invention light bulb. He was also asked to select picture icons that showed how the invention has affected American life. He did not choose any of the distractors.

### Evaluation of Student Response:

100%

### Type and Frequency of Prompting:

Frequent verbal prompting

### Interactions:

Special education teacher

### Setting:

Special education classroom

E

Date 1-23-

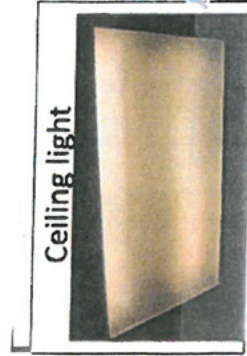
After the light bulb was invented in the 1800s, what new inventions came next? How did the updated inventions affect life in the United States?



light bulb



flashlight



Ceiling light



Work at night

Updated Inventions

Impact on Life



Thomas Edison

## SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)

---

In this Grade HS Social Studies 2 (Economics) entry, the selected standard is:

- SSEPF6 (*Describe how the earnings of workers are determined in the marketplace*).

The element is:

- “a” (*Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character*).

The essence of the standard and element is to identify skills and traits which are needed in the workplace. The skills and traits should include behaviors like being on time and treating co-workers with respect, which are applicable to any job in any workplace.

In this aligned task, the student was asked to make a poster to illustrate appropriate and inappropriate ways of behaving in the workplace. He was given 14 picture cards and was asked to place them under the appropriate headings. Each picture card had its own descriptive phrase. The phrases included “work well in a group,” “be honest,” and so on. The essence of this standard and element is recognition of the skills and traits which are necessary for someone to find and keep a job. The skills and traits may encompass specific requirements of a particular job, but they may also focus on the so-called “soft skills” which are necessary in every workplace. Those skills include attributes like a positive work ethic, punctuality, teamwork, good communication skills, time management skills, and good character.

### **MATERIALS:**

- Posterboard
- Cut-out pictures and phrase

*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.allkindsofminds.org/getting-organized-good-work-habits>
- <https://mnlearningthatworks.org/2012/08/21/good-work-habits-help-teens-winfuture-jobs/>
- [http://mystarjob.com/articles/story.aspx?file=/2011/10/1/mystarjob\\_atwork/9485113&sec=mystarjob\\_atwork](http://mystarjob.com/articles/story.aspx?file=/2011/10/1/mystarjob_atwork/9485113&sec=mystarjob_atwork)
- <http://www.ed.gov/highschool>
- <http://jobsearch.about.com/od/justforstudents/fl/interview-tips-high-schoolstudents.htm>
- <https://www.gpo.gov/fdsys/pkg/ERIC-ED466056/pdf/ERIC-ED466056.pdf>

## SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)

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### 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: HIGH SCHOOL, ECONOMICS (SSEPF6)



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

High School

Social Studies

Entry 2

Student Name:	Age:
L	
Entry Sheet Completed by:	
Mr. A	
Strand/Domain: Personal Finance Economics	
Standard: SSEPF6	
Description: Describe how the earnings of workers are determined in the marketplace.	
Element/Indicator: a.	
Description:	Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, ECONOMICS (SSEPF6)



## Georgia Alternate Assessment Evidence Annotation Sheet\*

Actual student evidence will follow this page.  
Documentation should be **specific**, as indicated in the gray instruction boxes.

[Reset Form](#)

Student Name (Who):	L
Date on which the evidence was completed (When):	10/21
Description of Task (What):	Not required if adequately documented on Entry Sheet.
	The student created a poster displaying good work habits and bad work habits with 14 given cutouts of work qualities. Each heading had 7 qualities that had to be sorted and displayed under the correct heading.
Specific Evaluation of student response (How Well):	What was the student's response to each of the actions/questions? Was the student's response correct? Documentation should be <b>specific</b> to each action/question (correct/incorrect; number/percent correct).
	L created a poster displaying good work habits and bad work habits by placing the 14 given work qualities under the correct heading. L was able to correctly display 14 out of 14 qualities correctly for a score of 100%.
	<input checked="" type="checkbox"/> Grade/Number Correct is documented on the evidence.
Type and Frequency of Prompting:	Documentation of prompting should <b>NOT</b> include instructions or encouragement.
	L received limited verbal prompting to think about what his job site supervisor would consider a good habit for him to have at his job.
Interactions (With Whom and How):	Interaction is relevant only if it occurs as part of the assessment task. Please describe the <b>reciprocal interaction(s)</b> that occurred during the task.
	The student worked with the special education teacher.
Setting in which task was completed (Where):	Setting should be purposeful for the task.
	The student worked in the special education classroom

**SAMPLE TASK: HIGH SCHOOL, ECONOMICS (SSEPF6)**

**Good Work Habit** ✓

**Follow the rules.**

**Smile**

**Work well in a group.**

**Be honest.**

**Do your best.**

**Go to work on time.**

**Bad Work Habit** ✗

**Go to work late.**

**Sleep on the job.**

**Argue.**

**Steal**

10-21-18

14/14 = 100%

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

a. Identify skills that are required to be successful in the marketplace.

**Rules**

1. you can...
2. you can't...
3. you can...
4. you can't

**clean and neat**

**Frown**

**GOOD JOB!**

**dirty fingernails**

**Play games at work**

**Argue.**

**Steal**

**Smile**

**Work well in a group.**

**Be honest.**

**Do your best.**

**Go to work on time.**

**Follow the rules.**

**clean and neat**

**Frown**

**Play games at work**

**Argue.**

**Steal**



## **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 2 (SSEPF6)**

---

In this Grade HS Social Studies 2 (Economics) entry, the selected standard is:

- SSEPF6 (*Describe how the earnings of workers are determined in the marketplace*).

The element is:

- “a” (*Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character*).

The essence of the standard and element is to identify skills and traits which are needed in the workplace. The skills and traits may include behaviors like being on time and exhibiting teamwork by treating co-workers with respect, which are applicable to any job in any workplace.

In this aligned task, the student was given two multiple-choice questions with two answer choices. Each answer choice was a photograph. One of the questions had uncaptioned picture choices while the other had photos with one-sentence captions.

The essence of this standard and element is recognition of the skills and traits which are necessary for someone to find and keep a job. The skills and traits should focus on the so-called “soft skills” which are necessary in every workplace. Those skills include attributes like a positive work ethic, punctuality, time management, teamwork, communication skills, and good character.

### **MATERIALS:**

- Posterboard
- Cut-out pictures and phrase

*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.allkindsofminds.org/getting-organized-good-work-habits>
- <https://mnlearningthatworks.org/2012/08/21/good-work-habits-help-teens-winfuture-jobs/>
- <http://www.ed.gov/highschool>
- <http://jobsearch.about.com/od/justforstudents/fl/interview-tips-high-schoolstudents.htm>
- <https://www.gpo.gov/fdsys/pkg/ERIC-ED466056/pdf/ERIC-ED466056.pdf>

## **SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 2 (SSEPF6)**

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### **!** CAUTION:

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The requirements include:

- Entry sheet completely and correctly filled out
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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: HIGH SCHOOL, SOCIAL STUDIES 2 (SSEPF6)



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

High School

Social Studies

Entry 2

Student Name:	Age:
L	
Entry Sheet Completed by:	
Mr. C	
Strand/Domain:	Personal Finance Economics
Standard:	SSEPF6
Description:	Describe how the earnings of workers are determined in the marketplace.
Element/Indicator:	a.
Description:	Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.
<b>What is the overall skill that connects the tasks to the standard and element/indicator?</b> 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: HIGH SCHOOL, SOCIAL STUDIES 2 (SSEPF6)**

---

Evidence Annotation Sheet

Name: L

Date: 1/19

Student's Task:

L was asked to identify successful and unacceptable practices in the workplace. He was given two picture choices depicting both positive and negative behaviors. He was told to circle the example which showed successful practices in the workplace.

Student's Performance:

50%

Type and Frequency of Prompting:

Frequent verbal prompting

Interactions:

Special education teacher

Setting:

Special education classroom

**SAMPLE TASK: HIGH SCHOOL, SOCIAL STUDIES 2 (SSEPF6)**

Break is over. Time to be working.



50%



Page 1 of 2

L

Which is the best for your workspace?



I'll get to it later.



I keep my area organized and clean.

Page 2 of 2

~~X~~

Sample Tasks GA1801



QA121157