

Mathematics ISAT-Alt Extended Content Objectives Grades 9 &10

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Mathematics Obj. 1	10.M.1.2.1 A Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without calculator or manipulatives.	The student solves multiplication problems of double-digit and/or decimal numbers times single- and/or double-digit numbers and/or divides double- and triple-digit and decimal numbers by single- and double-digit divisors with or without a calculator.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 15 and/or simple division problems using divisors up to 15.	Using manipulatives and a 2 by 20 array (egg cartons), the student creates a row of 20 then adds another row of 20 (multiplies by 2) then takes away 20 (divides by 2).	Using manipulatives and a 2 by 15 array (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-30.
Grades 9 and 10: Mathematics Obj. 2	10. M.2.4.1 A Select and use an appropriate measurement tool correctly.	Using appropriate measurement tools, the student measures the objects and labels the measurements with the correct units.	Given four measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Shown four measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Given two sets of picture/photo cards the student matches picture or photo cards of four tools with at least four tools. (e.g. ruler, thermometer, measuring cup/spoon)
Grades 9 and 10: Mathematics Obj. 3	10.M.3.3.2 A Match a math problem with a graphical representation.	The student matches an ordered pair to the linear equation and/or graph that contains the ordered pair.	The student locates the position of an ordered pair in the 2nd, 3rd or 4th quadrant.	The student locates the position of an ordered pair in the first quadrant.	The student distinguishes a straight line from a curved line in a graph by sorting or matching picture cards.

<p>Grades 9 and 10: Mathematic Obj. 4</p>	<p>10.M.4.1.1 A Arrange shapes to show congruence, similarities, and line symmetry of shapes.</p>	<p>The student sorts similar and congruent shapes into 2 categories, tells why, and identifies lines of symmetry.</p>	<p>Given several symmetrical shapes, the student identifies the line of symmetry.</p>	<p>Give several pictures of real world items, the student selects two that are most similar.</p>	<p>Given a five-sided object, the student matches the object to a corresponding two dimensional picture or object.</p>
<p>Grades 9 and 10: Mathematics Obj. 5</p>	<p>10.M.5.1.1 A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.</p>	<p>Given a graph, the student interprets at least five aspects of the data from it. (e.g. gives the location of five points).</p>	<p>The student tells the number of objects shown in a line or bar graph of five sets of data. (e.g. How many manipulatives does each of the five students have?)</p>	<p>Given a bar or line graph with five bars or data points representing five different groups of manipulatives, the student identifies the one that correctly represents the groups of manipulatives presented in terms of quantity (e.g. Which group has the most, which has the least and which two groups are next in quantity and which is the one group in the middle?)</p>	<p>Given a collection of five different manipulatives, the student sorts them into five groups arranging them in rows corresponding to a bar graph.</p>

Reading ISAT-Alt Extended Content Objectives Grades 9 & 10

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 1	10.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.	The student describes how to find selections by topic in the text and locates a definition of a word in the glossary.	The student demonstrates how to gather or locate electronic text.	The student locates the title, author, table of contents, index, preface, glossary, and appendices of a book.	The student points to (or indicates through the use of Assistive Technology) the title and author, opens the book and turns the pages. (May use a switch operated electronic page turner)
Grades 9 and 10: Reading Obj. 2	10.LA.2.1.1 A <u>Interpret different kinds of text to demonstrate understanding.</u>	Through a 15 to 20 word retell, the student describes what is read to him/her or what she/he read.	After identifying whether it is fiction or nonfiction, the student identifies five features of the reading material (character, setting, plot, problems, and solutions).	After identifying whether it is fiction or nonfiction, the student identifies four features of the reading material (character, setting, plot, problems, and solutions).	The student listens (follows along) to text being read and points to, or indicates, three or more features in the text. (character, setting, plot)
Grades 9 and 10: Reading Obj. 3	10.LA.2.1.1 A <u>Interpret different kinds of text to demonstrate understanding</u>	The student independently reiterates what caused the main event in a story and what effect it had.	The student independently reiterates the response to the event in a story.	The student independently identifies the crisis or turning point in a story.	The student points to or identifies, or indicates, the book title, and author then listens to a story and points to pictures or objects to identify what came first, two events in the middle, and last in the story.

<p>Grades 9 and 10: Reading Obj. 4</p>	<p><u>10. LA.2.2.1 A</u> <u>Identify and sequence information or procedures from informational text.</u></p>	<p>The student independently reiterates what caused the main event and what effect it had.</p>	<p>The student independently reiterates the response to the event in the reading.</p>	<p>The student independently identifies the crisis or turning point in the reading.</p>	<p>The student points to or indicates the book title & author then listens to a reading and points to pictures or objects to identify what came first, two events in the middle, and last in the reading.</p>
<p>Grades 9 and 10: Reading Obj. 5</p>	<p><u>10.LA.2.3.1 A</u> <u>Demonstrate comprehension of literary text from a variety of genres.</u></p> <p><u>10. LA.2.3.2 A</u> <u>Identifies characters and their traits and/or actions.</u></p> <p><u>10. LA.2.3.3 A</u> <u>Identify a story's speaker.</u></p> <p><u>10. LA.2.3.4 A</u> <u>Identify the theme of a story.</u></p>	<p>The student independently retells the story in the correct sequence, identifying the characters, their traits and actions, and the story's theme and/or speaker.</p>	<p>The student independently retells the story in the correct sequence, identifying the characters, their traits and/or actions.</p>	<p>The student independently identifies a character, at least one trait or action of the character and what happened at the beginning, middle, and end of the story.</p>	<p>The student points to the book title and author, listens to a reading and points to pictures or objects to identify actions that took place in the story.</p>

Language Usage ISAT-Alt Extended Content Objectives Grades 9 & 10

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Language Obj. 1	<p>10 LA 3.1.1 A Generate ideas using simple, prewriting strategies.</p> <p>10 LA 3.1.2 A Participate in identifying the main idea appropriate to the type of writing.</p> <p>10 LA 3.1.3 A Use strategies for planning and organizing writing.</p> <p>10 LA 3.2.1 A Use ideas generated in prewriting to write a draft.</p> <p>10 LA 3.2.2 A Produces a draft with a main idea and sequences supporting details.</p> <p>10 LA 3.3.1 A Revise writing for clarity and effective sequencing.</p> <p>10 LA 3.5.1 A Publish improved piece of writing.</p> <p>10 LA 4.2.1 A Compose expository text on a main idea that includes beginning, middle, and ending paragraphs.</p>	<p>The student writes, or produces using AT, an expository piece of at least three paragraphs about a topic that includes at least six aspects and/or details related to the topic with at least one revision.</p> <p>Or</p> <p>The student correctly fills out, or produces using AT, a job application.</p>	<p>The student writes, or produces using AT, an expository piece of at least two paragraphs about a topic that includes at least five aspects and/or details related to the topic with at least one revision.</p>	<p>The student writes, or produces using AT, an expository piece of at least two paragraphs about a topic that includes at least four aspects and/or details related to the topic with at least one revision.</p>	<p>Using pictures /word cards he student assembles, or produces using AT, an expository piece of writing and publishes it.</p>

<p style="text-align: center;">Grades 9 and 10: Language Obj. 2</p>	<p>10 LA 3.4.1 A Edit for errors using common edit marks.</p> <p>10 LA 3.4.2A Edit for errors.</p> <p>10 LA 5.3.1 A Use pictures, words, or symbols to express varied sentence types.</p> <p>10 LA 5.3.2 A Edit for fluency in writing.</p> <p>10 LA 5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tense, & adjectives in writing simple & compound sentences.</p> <p>10 LA 5.4.2 A Demonstrate uses of punctuation & capitalization skills.</p>	<p>The student writes, or produces using AT, three paragraphs, using correct sentence structure, following an editing tool (e.g. editing checklist).</p>	<p>The student writes, or produces using AT, two to three paragraphs, using correct sentence structure, following an editing tool (e.g. editing checklist).</p>	<p>The student writes, or produces using AT, two short paragraphs that demonstrate the use of past and present tense.</p>	<p>Using multiple objects, pictures, symbols, or words, the student generates a statement or a question.</p>
<p style="text-align: center;">Grades 9 and 10: Language Obj. 3</p>	<p>10 LA 4.2.3A Write job application.</p> <p>10 LA 5.4.2 A Demonstrate uses of punctuation and capitalization skills.</p>	<p>Using correct spelling and punctuation, the student legibly fills out, or produces using AT, a job application.</p>	<p>Using correct format, capitalization, spelling and punctuation, the student writes, or produces using AT, a simple letter. (e.g. to a parent)</p>	<p>Using correct format, capitalization, and spelling, the student writes, or produces using AT, a simple letter. (e.g. to a parent)</p>	<p>The student connects, or produces using AT, the dots to make a curved line.</p>

Science ISAT-Alt Extended Content Objectives Grade 10

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 10: Science Obj. 1	10.NS.1.1.1 A Demonstrate understanding of a system.	The student presents or discusses a comparison of two systems including two to three similarities and differences between those two systems.	The student describes how a system works by labeling, diagramming and charting the elements.	Using icons, sorting, or matching, the student discriminates between the characteristics of a system.	The student selects three representations (e.g. object, photo, picture or icon) that correspond to three actual observations of a system.
Grade 10: Science Obj. 2	10.S.2.4.4 A Identify matter that has basic electrical properties.	The student demonstrates, through an activity, electrical properties of matter.	The student describes the electrical properties of matter. (e.g. labels, charts)	The student is able to group by matching or sorting three sets of different items based on electrical vs. non-electrical properties.	The student groups by sorting two different sets of items based on electrical vs. non-electrical properties.
Grade 10: Science Obj. 3	10.B.3.3.2 A Identify different functions of particular cell structures.	The student demonstrates understanding through creation and/or demonstration of a model that explains the functions of more than two cell structures.	The student identifies one or two cell structures and their function by labeling and/or communicating.	The student distinguishes between two cell structures by matching the cell structure with their picture/word card.	The student sorts two sets of representations of cell structures. (e.g. object, photo, picture sound or icon)
Grade 10: Science Obj. 4	10.ES.4.1.3 A Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time.	The student describes what happens to the earth over time including the effects of water, erosion, and organisms.	The student identifies the impact on earth exposed over time to water erosion. (e.g. rivers, oceans, rain)	The student presents a type of erosion and explains what has happened over time. (e.g. water erosion, wind erosion)	The student sequences objects, picture and word cards representing a type of erosion before, during and after the process occurs. (e.g. water erosion, wind erosion)

<p>Grade 10: Science Obj. 5</p>	<p>10.T5.1.1 A Identify common environmental issues with water, air quality, or trash.</p>	<p>The student reports on local/community recycling benefits and describes how recycling can occur in the community.</p>	<p>The student demonstrates an understanding/ identifies differences between renewable and non-renewable resources.</p>	<p>The student matches pictures/photos of objects to word cards by their composition. (e.g. wood, paper, glass, or aluminum products)</p>	<p>The student sorts objects or photos/pictures of three different recyclable objects (e.g. wood, paper, glass or aluminum products)</p>
--	---	--	---	---	--