

## Mathematics ISAT-Alt Extended Content Objective #1 Grades 6, 7, & 8

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 1	<b>6.M.1.2.2 A</b> <b>Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.</b>	The student solves simple multiplication problems with single-digit multipliers and/or simple division problems with single-digit divisors.	Given manipulatives or picture cards, the student solves simple multiplication problems using multipliers up to 5 and/or simple division problems using divisors up to 5.	Using manipulatives and a 2 by 6 array, (egg carton), the student creates a row of 6, then the student adds another row of 6 (multiplies by 2), and takes away a row of 6 (divides by 2).	Using manipulatives and a 2 by 6 array (egg carton) the student demonstrates counting on using, 1:1 correspondence from 1-12.
Grade 7: Mathematics Obj. 1	<b>7.M.1.2.2 A</b> <b>Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.</b>	The student solves simple multiplication problems with double-digit multipliers and/or divides double- or triple-digit numbers by a single-digit divisor.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 7 and/or simple division problems using divisors up to 7.	Using manipulatives and 2 by 9 arrays, (egg cartons) the student creates a row of 9 then the student adds another row of 9 (multiplies by 2) then takes away 9 (divides by 2).	Using manipulatives and 2 by 9 arrays (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-18.
Grade 8: Mathematics Obj. 1	<b>8.M.1.2.2 A</b> <b>Add, subtract, multiply, and divide rational numbers, with or without the use of a calculator or manipulatives.</b>	The student solves simple multiplication problems of double-digit and decimal numbers times single-digit numbers and/or divides double- and triple- digit and decimal numbers by single-digit divisors.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 10 and/or simple division problems using divisors up to 10.	Using manipulatives and 2 by 12 arrays, (egg cartons) the student creates a row of 12 then adds another row of 12 (multiplies by 2) then takes away 12 (divides by 2).	Using manipulatives and a 2 by 12 array (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-24.

**Mathematics ISAT-Alt Extended Content Objective #2**  
**Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 2	<b><u>6.M.2.1.1 A</u></b> <b>Select and use appropriate units and tools to make formal measurements.</b>	Using the appropriate measurement tool, the student measures an object and labels the measurement with the correct unit.	Given a measurement tool (e.g. ruler, thermometer), the student identifies the appropriate unit for the tool.	Shown a measurement tool (e.g. ruler) the student matches the correct unit label to the measurement tool.	Given two sets of picture/photo cards the student matches at least one tool with another tool. (e.g. ruler)
Grade 7: Mathematics Obj. 2	<b><u>7.M.2.1.1 A</u></b> <b>Select and use appropriate units and tools to make formal measurements.</b>	Using two appropriate measurement tools, the student measures two objects and labels the measurements with the correct units.	Given two measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale)	Shown two measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer)	Given two sets of picture/photo cards the student matches picture or photo cards of at least two tools with two tools. (e.g. ruler, thermometer)
Grade 8: Mathematics Obj. 2	<b><u>8.M.2.1.1 A</u></b> <b>Select and use appropriate units and tools to make formal measurements.</b>	Using three appropriate measurement tools, the student measures the objects and labels the measurements with the correct units.	Given three measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Shown three measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer, measuring cup/spoon)	Given two sets of picture/photo cards the student matches picture or photo cards of at least three tools with at least three tools. (e.g. ruler, thermometer, measuring cup/spoon)

## Mathematics ISAT-Alt Extended Content Objective #3 Grades 6, 7, & 8

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 3	<b><u>6.M.3.4.2 A</u></b> <b>Extend whole number patterns, using manipulatives and pictorial representations if needed.</b>	The student creates a pattern with two objects (2- or 3-dimensional) once and repeats the whole pattern at least twice (e.g., For a total of three repeated patterns of two objects $2 \times 3 = 6$ ).	Given a pattern of two objects (2- or 3- dimensional), shown once, the student extends the whole pattern at least twice. (e.g., for a total of three repeated patterns of two objects or $2 \times 3 = 6$ colored cubes).	Given a pattern of two objects (2- or 3-dimensional), shown twice, the student extends the whole pattern at least once (e.g., for a total of three repeated patterns of two objects or $2 \times 3 = 6$ colored cubes).	The student distinguishes between the circle and triangle used in a pattern by matching manipulatives to picture pattern cards illustrating a pattern of six shapes.
Grade 7: Mathematics Obj. 3	<b><u>7.M.3.4.1 A</u></b> <b>Extend simple patterns involving rational numbers, including decimals as inputs.</b>	The student creates a pattern with three objects (2- or 3-dimensional) twice and repeats the whole pattern at least twice (e.g., for a total of four repeated patterns of three objects ( $3 \times 4 = 12$ colored cubes)).	Given a pattern of three objects (2- or 3-dimensional), shown once, the student extends the whole pattern at least twice. (e.g., for a total of three repeated patterns of three objects or $3 \times 3 = 9$ colored cubes).	Given a pattern of three objects (2- or 3-dimensional) shown twice, the student extends the whole pattern at least once. (e.g., for a total of three repeated patterns of three objects or $3 \times 3 = 9$ colored cubes)	The student distinguishes between the circle, triangle, and rectangle used in a pattern by matching manipulatives to picture pattern cards illustrating a pattern of nine shapes.
Grade 8: Mathematics Obj. 3	<b><u>8.M.3.4.1 A</u></b> <b>Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.</b>	The student creates their own pattern with four objects (2- or 3-dimensional) and repeats the whole pattern at least twice. (e.g. for a total of four repeated patterns of four objects or $4 \times 4 = 16$ colored cubes).	Given a pattern of four objects (2- or 3- dimensional) shown once, the student extends the whole pattern at least twice. (e.g. for a total of three repeated patterns of four objects or $4 \times 3 = 12$ colored cubes).	Given a pattern of four objects (2- or 3-dimensional) shown twice, the student extends the whole pattern at least once (e.g., for a total of three repeated patterns of four objects or $4 \times 3 = 12$ colored cubes).	The student distinguishes between the circle, triangle, rectangle, and star used in a pattern matching manipulatives to picture pattern cards illustrating a pattern of twelve shapes.

**Mathematics ISAT-Alt Extended Content Objective #4  
Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Mathematic Obj. 4</b>	<b><u>6.M.4.1.5 A</u></b> <b>Arrange shapes to show congruence, similarities, and line symmetry of shapes.</b>	Given a set of similar and congruent objects the student will select congruent objects.	Given a picture of half of a common geometric shape, the student creates the other half.	Given half of a figure and a selection of multiple halves (up to five) of figures, the student matches the correct halves.	Given an object made from two straight lines (e.g. X, T, I), the student matches the object to a corresponding 2 dimensional picture or object.
<b>Grade 7: Mathematic Obj. 4</b>	<b><u>7.M.4.1.5 A</u></b> <b>Arrange shapes to show congruence, similarities, and line symmetry of shapes.</b>	The student sorts similar and congruent shapes into 2 categories.	The student sorts symmetrical and non-symmetrical shapes into two categories.	Given several pictures of common geometric shapes, the student picks the two that are most similar.	Given a three-sided object, the student matches the object to a corresponding two dimensional picture or object.
<b>Grade 8: Mathematic Obj. 4</b>	<b><u>8.M.4.1.5 A</u></b> <b>Arrange shapes to show congruence, similarities, and line symmetry of shapes.</b>	The student sorts similar and congruent shapes into 2 categories, and tells why.	Given symmetrical and non-symmetrical items/pictures, the student identifies those that are symmetrical and tells why.	Given several pictures of real world objects, the student picks the two that are most similar.	Given a four-sided object, the student matches the object to a corresponding two dimensional picture or object.

**Mathematics ISAT-Alt Extended Content Objective #5  
Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Mathematics Obj. 5</b>	<b><u>6.M.5.1.1 A</u> Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.</b>	Given a graph, the student interprets at least two aspects of the data from it. (e.g. gives the location of two points)	The student tells the number of objects shown in a chart or graph of 2 sets of data. (e.g. How many age appropriate items does each of the two students have?)	Given a chart or graph representing two different groups of manipulatives, the student identifies the one that correctly represents the quantity presented. (e.g. Which group has more than the other?)	Given a collection of two different manipulatives, the student sorts them into two groups arranging them in rows corresponding to a bar graph.
<b>Grade 7: Mathematics Obj. 5</b>	<b><u>7.M.5.1.1 A</u> Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.</b>	Given a graph, the student interprets at least three aspects of data from it. (e.g. gives the location of three points).	Given a chart or graph with three bars or sections representing three different groups of manipulatives, the student identifies the one that correctly represents one set of data. (e.g. How many manipulatives does each of the three students have?)	Given a chart or graph with three bars or sections representing three different groups of manipulatives, the student identifies the one that correctly represents the quantity presented. (e.g. Which group has the most and which group has the least?)	Given a collection of three different manipulatives, the student sorts them into three groups arranging them in rows corresponding to a bar graph.
<b>Grade 8: Mathematics Obj. 5</b>	<b><u>8.M.5.1.1 A</u> Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.</b>	Given a graph, the student interprets at least four aspects of the data from it. (e.g. gives the location of four points).	Given a bar or circle graph with four bars or sections representing four different groups of manipulatives, the student identifies the one that correctly represents one set of data. (e.g. How many manipulatives does each of the four students have?)	Given a bar or circle graph representing four different groups of manipulatives, the student identifies the one that correctly represents the groups of manipulative presented in terms of quantity. (e.g. Which group has the most, which group has the least and which are the two groups in the middle?)	Given a collection of four different manipulatives, the student sorts them into four groups arranging them in rows corresponding to a bar graph.

**Reading ISAT-Alt Extended Content Objective #1**  
**Grade 6, 7 & 8**

More Complex ←-----→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 1	<b><u>6.LA.1.2.2 A</u></b> <b>Identify parts of a book and/or text features to aid comprehension, i.e. directions, sequences, glossary.</b>	The student explains the use of chapter headings and page numbers or the student points to or indicates the correct answer in response to teacher questions.	The student locates the chapter headings and page numbers in a book.	The student locates the title and author of a book through pointing or indicating a response.	The student points to or indicates a response to “What is the title of the book?”
Grade 7: Reading Obj. 1	<b><u>7.LA.1.2.2 A</u></b> <b>Use parts of a book and/or text features to understand a selection, such as appendix.</b>	The student explains the use of the table of contents and picture captions.	The student locates the chapter headings, page numbers, and picture captions in a book.	The student locates the table of contents and index of a book.	The student points to or indicates a response to “What is the title of the book?” and “Who is the author of the book?”
Grade 8: Reading Obj. 1	<b><u>8.LA.1.2.2 A</u></b> <b>Use parts of a book and/or text features to understand a selection.</b>	The student explains why it is important to have chapters, table of contents, picture captions, and chapter headings.	Given a chapter number, the student locates the specific chapter.	The student locates the preface and glossary of a book.	The student points to or indicates a response to “What is the title of the book?” “Who is the author of the book?” and also opens the book.

**Reading ISAT-Alt Extended Content Objective #2**  
**Grades 6, 7 & 8**

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	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 2	<b>6.LA.1.5.1 A</b> <b>Identify that letters put together with certain rules make words.</b>	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	Given a word or card representation, the student determines if it is a one or two syllable word.	Given a word with multiple syllables, the student indicates a physical response (clap, nod) for each syllable.	The student mimics the physical response of the teacher (clap, nod, or uses AT) as he/she verbalizes a word with the suffix -ed or -s.
Grade 7: Reading Obj. 2	<b>7.LA.1.5.1 A</b> <b>Identify that letters put together with certain rules make words.</b>	When adding -ing, -er, and/or -est endings (suffixes), the student decides if it changes the number of syllables.	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	Given a word or card representation, the student determines if it is a one or two syllable word.	The student mimics the physical response of the teacher (clap, nod or uses AT), as he/she verbalizes a word ending in -ing, -er, or -est.
Grade 8: Reading Obj. 2	<b>8.LA.1.5.1 A</b> <b>Identify that syllables put together with certain rules make words.</b>	When adding the prefix re- or un- (remake, undo, the student decides if it changes the number of syllables.	When adding -ing, -er, and/or -est endings (suffixes), the student decides if it changes the number of syllables.	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	The student mimics the physical response of the teacher (clap, nod or uses AT), as he/she verbalizes a word with a prefix of re- or un-.

**Reading ISAT-Alt Extended Content Objective #3  
Grades 6, 7 & 8**

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	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Reading Obj. 3</b>	<b><u>6.LA.1.7.1 A</u> Read simplified, grade 6 appropriate text.</b>	The student reads grade six appropriate text of one to two paragraphs with a total of six to eight simple sentences.	The student reads or identifies 61 or more high frequency words.	The student reads or identifies 21-60 high frequency words.	The student reads or to identifies 1-20 high frequency words.
<b>Grade 7: Reading Obj. 3</b>	<b><u>7.LA.1.7.1 A</u> Read simplified, grade 7 appropriate text.</b>	The student reads grade seven appropriate text of one to two paragraphs with a total of eight to ten simple sentences.	The student reads or identifies 71 or more high frequency words.	The student reads or identifies 26- 70 high frequency words.	The student reads or identifies 1-25 high frequency words.
<b>Grade 8: Reading Obj. 3</b>	<b><u>8.LA.1.7.1 A</u> Read simplified, grade 8 appropriate text.</b>	The student reads grade eight appropriate text of two to three paragraphs with a total of thirteen to fifteen simple sentences.	The student reads or identifies 81 or more high frequency words.	The student reads or identifies 41-80 high frequency words.	The student reads or identifies 1-40 high frequency words.

**Reading ISAT-Alt Extended Content Objective #4**  
**Grades 6, 7 & 8**

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	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Reading Obj. 4</b>	<b><u>6. LA.2.1.1 A</u> Identify the purpose of different kinds of text.</b>	After identifying whether it is fiction or nonfiction, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies two features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading and, given two choices fiction and nonfiction, correctly identifies or indicates which was read.	The student listens and or follows along with eyes and/or finger, place marker or AT (assistive technology) to text being read.
<b>Grade 7: Reading Obj. 4</b>	<b><u>7. LA.2.1.1 A</u> Identify the purpose or use of various texts.</b>	After identifying whether it is fiction or nonfiction, the student identifies four features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading, the student identifies two features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens and or follows along with eyes and/or finger, place marker or AT to text being read and points to identify some feature of the text being read. (e.g. character <b>or</b> setting)
<b>Grade 8: Reading Obj. 4</b>	<b><u>8. LA.2.1.1 A</u> Interpret facts or events from different kinds of text to demonstrate understanding.</b>	After identifying whether it is fiction or nonfiction, the student identifies five features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies four features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	The student Listens and or follows along with eyes and/or finger, place marker or AT to text being read and points to identify two or more features in the text being read. (e.g. character <b>and</b> setting)

**Reading ISAT-Alt Extended Content Objective #5**  
**Grades 6, 7 & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Reading Obj. 5</b>	<b><u>6. LA.2.1.2 A</u></b> <b>Connects cause and effect relationships in text.</b>	The student answers who, what, when, and where questions about a story.	The student retells the events of a simple (3-5 sentences) story.	The student tells what happened first, next, and last (beginning, middle, and end) in a story.	The student listens to a story and points to (or indicates through AT) a response to a picture or object to identify what came first in the story.
<b>Grade 7: Reading Obj. 5</b>	<b><u>7. LA.2.1.2 A</u></b> <b>Connects cause and effect relationships in text.</b>	The student identifies the crisis or turning point in the story.	The student answers who, what, when, and where questions about a story.	The student retells the events of a simple (3-5 sentences) story.	The student listens to a story and points (or indicates through AT) a response to pictures or objects to identify what came first and last in the story.
<b>Grade 8: Reading Obj. 5</b>	<b><u>8. LA.2.1.2 A</u></b> <b>Identify a cause and effect relationship in text.</b>	The student reiterates the response to an event in the story and or creates his/her own solution to the story problem or crisis.	The student identifies the crisis or turning point in the story.	The student answers who, what, when, and where questions about a story	The student listens to a story and points to (or indicates through AT) a response to pictures or objects to retell the events of a simple (3-5 sentence) story.

**Language Usage ISAT-Alt Extended Content Objective #1  
Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Language Obj. 1</b>	<p><b><u>6 LA 3.1.1 A</u></b> <b>Generate ideas using simple, prewriting strategies.</b></p> <p><b><u>6 LA 3.1.2 A</u></b> <b>Participate in identifying the main idea appropriate to the type of writing.</b></p> <p><b><u>6 LA 3.1.3 A</u></b> <b>Use strategies for planning and organizing writing.</b></p> <p><b><u>6 LA 3.2.1 A</u></b> <b>Use ideas generated in prewriting to write a draft.</b></p> <p><b><u>6 LA 3.2.2 A</u></b> <b>Produces a draft with a main idea &amp; supporting details.</b></p> <p><b><u>6 LA 4.2.2 A</u></b> <b>Participate in writing brief observations of events/ processes.</b></p>	The student writes, or produces using AT, an expository piece of at least three to four sentences on a topic and includes at least three ideas and/or details related to the topic.	The student writes, or produces using AT, an expository piece of at least two to three sentences on a topic and includes three ideas and/or details related to the topic.	The student selects a topic for an expository piece of writing and lists, or produces using AT, three ideas related to the topic.	Given picture cards, the student selects a topic that interests him/ her and three other picture/word cards related to the topic.

<p style="text-align: center;">Grade 7 Language Obj. 1</p>	<p><b><u>7 LA 3.1.1 A</u></b>  <b>Generate ideas using simple, prewriting strategies.</b></p> <p><b><u>7 LA 3.1.2 A</u></b>  <b>Participate in identifying the main idea appropriate to the type of writing.</b></p> <p><b><u>7 LA 3.1.3</u></b>  <b>Use strategies for planning and organizing writing.</b></p> <p><b><u>7 LA 3.2.1 A</u></b>  <b>Use ideas generated in prewriting to write a draft.</b></p> <p><b><u>7 LA 3.2.2 A</u></b>  <b>Produces a draft with a main idea and supporting details in logical order.</b></p> <p><b><u>7 LA 3.3.1 A</u></b>  <b>Revise writing for clarity and effective sequencing.</b></p> <p><b><u>7 LA 4.2.1 A</u></b>  <b>Compose text that identifies a sequence of activities or processes.</b></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>The student writes, or produces using AT, an expository piece of at least three to four sentences about a topic that includes at least three aspects and/or details related to the topic.</p>	<p>The student writes, or produces using AT, an expository piece of at least two to three sentences that includes three aspects and/or details related to the topic.</p>	<p>Given picture cards, the student selects a topic that interests him/ her and four other picture/word cards related to the topic.</p>
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<p style="text-align: center;">Grade 8 : Language Obj. 1</p>	<p><b><u>8 LA 3.1.1 A</u></b>  <b>Generate ideas using simple, prewriting strategies.</b></p> <p><b><u>8 LA 3.1.2 A</u></b>  <b>Participate in identifying the main idea appropriate to the type of writing.</b></p> <p><b><u>8 LA 3.1.3</u></b>  <b>Use strategies for planning and organizing writing.</b></p> <p><b><u>8 LA 3.2.1 A</u></b>  <b>Use ideas generated in prewriting to write a draft.</b></p> <p><b><u>8 LA 3.2.2 A</u></b>  <b>Produces a draft using a template to sequence ideas in logical order.</b></p> <p><b><u>8 LA 3.3.1 A</u></b>  <b>Revise writing for clarity and effective sequencing.</b></p> <p><b><u>8 LA 4.2.1 A</u></b>  <b>Compose text that identifies a sequence of activities or processes.</b></p>	<p>The student writes, or produces using AT, an expository piece of at least 2 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 2 paragraphs about a topic that includes at least four 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 3-4 sentences about a topic that includes at least three aspects and/or details related to the topic.</p>	<p>Given picture/word cards, the student selects a topic that interests him/ her and five other picture/word cards related to the topic.</p>
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**Language Usage ISAT-Alt Extended Content Objective #2  
Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Language Obj. 2</b>	<p><b><u>6 LA 5.3.1 A</u></b> Use pictures, words, or symbols to express a complete thought with subject and verb.</p> <p><b><u>6 LA 5.3.2 A</u></b> Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.</p>	Through the writing, or production using AT, of 3-4 sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.	Through the writing, or production using AT, of two sentences, the student distinguishes between a statement and a question.	The student writes, or produces using AT, a simple sentence that includes a detail and/or an adjective.	Given multiple pictures/photo word cards, the student chooses one word card to express a thought.
<b>Grade 7: Language Obj. 2</b>	<p><b><u>7 LA 5.3.1 A</u></b> Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, &amp; imperative).</p> <p><b><u>7 LA 5.3.2 A</u></b> Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.</p>	The student writes, or produces using AT, two short paragraphs that demonstrate the use of past and present tense.	Through writing, or production using AT, of three to four sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.	Through writing, or production using AT of two sentences, the student distinguishes between a statement and a question.	Given multiple pictures/photo word cards the student chooses one word card to express a statement.

<p style="text-align: center;">Grade 8: Language Obj. 2</p>	<p><b><u>8 LA 3.4.1 A</u></b>  <b>Edit for errors using common edit marks.</b></p> <p><b><u>8 LA 5.3.1 A</u></b>  <b>Use pictures, words, or symbols to express different structures of sentences (simple and compound).</b></p> <p><b><u>8 LA 5.3.2 A</u></b>  <b>Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.</b></p> <p><b><u>8 LA 5.4.1 A</u></b>  <b>Demonstrate use of capitalization skills.</b></p> <p><b><u>8 LA 5.4.2 A</u></b>  <b>Demonstrate use of punctuation skills. (e.g. parentheses or commas)</b></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>Through the writing, or production using AT, of three to four sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.</p>	<p>Given multiple picture/photo/word cards the student chooses one word card to express a question.</p>
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**Language Usage ISAT-Alt Extended Content Objective #3  
Grades 6, 7, & 8**

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
<b>Grade 6: Language Obj. 3</b>	<p><b><u>6 LA 4.2.2 A</u></b> <b>Participate in writing brief observations of events or processes.</b></p> <p><b><u>6 LA 5.1.1 A</u></b> <b>Write fluently and legibly.</b></p> <p><b><u>6 LA 5.2.1 A</u></b> <b>Demonstrate spelling skills with high frequency words.</b></p> <p><b><u>6 LA 5.4.1 A</u></b> <b>Demonstrate uses of capitalization skills.</b></p>	The student writes, or produces using AT, 20 high frequency words legibly and spells them correctly.	The student writes, or produces using AT, all letters, lower and upper case, of the alphabet legibly.	The student writes, or produces using AT, all letters, lower <b>or</b> upper case, of the alphabet legibly.	The student connects the dots on the page using a writing tool, or produces using AT.
<b>Grade 7: Language Obj. 3</b>	<p><b><u>7 LA 4.2.1 A</u></b> <b>Compose texts that identify a sequence of activities or processes.</b></p> <p><b><u>7 LA 5.1.1 A</u></b> <b>Write fluently and legibly.</b></p> <p><b><u>7 LA 5.2.1 A</u></b> <b>Demonstrate spelling skills with high frequency words and content areas.</b></p> <p><b><u>7 LA 5.4.1 A</u></b> <b>Demonstrate uses of capitalization skills.</b></p>	Using correct format, capitalization, and spelling, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	The student writes, or produces using AT, 20 high frequency words legibly and spells them correctly.	The student writes, or produces using AT, all letters, lower <b>and</b> upper case, of the alphabet legibly.	The student makes, or produces using AT, intersecting lines, independently. (e.g. T or X)

<p style="text-align: center;">Grade 8: Language Obj. 3</p>	<p><b><u>8 LA 4.2.1 A</u></b>  <b>Compose text that identifies a sequence of activities or processes.</b></p> <p><b><u>8 LA 5.1.1 A</u></b>  <b>Write fluently and legibly.</b></p> <p><b><u>8 LA 5.2.1 A</u></b>  <b>Demonstrate spelling skills with high frequency words and content area words.</b></p> <p><b><u>8 LA 5.4.1 A</u></b>  <b>Demonstrate uses of capitalization skills.</b></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 writes, or produces using AT, 20 high frequency words legibly and spells them correctly.</p>	<p>Given a curved line, the student traces over it, or produces using AT.</p>
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## Science ISAT-Alt Extended Content Objectives Grade 7

More Complex ←-----→ Less Complex

	<b>Extended Content Objectives</b>	<b>Complexity Level 4</b>	<b>Complexity Level 3</b>	<b>Complexity Level 2</b>	<b>Complexity Level 1</b>
Grade 7: Science Obj. 1	<b><u>7.NS.1.2.2 A</u></b> <b>Identify observation data to use in defensible inferences.</b>	The student compares or contrasts data collected. (e.g. of a system) giving an explanation about the findings.	The student records data on a simple graph related to observations. (e.g. of a system) and makes a prediction based upon information recorded on the graph.	The student records data related to observations (e.g. of a system) over a period of time and presents the information on a simple graph.	The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system).
Grade 7: Science Obj. 2	<b><u>7.S.2.1.2 A</u></b> <b>Identify the properties of matter.</b>	The student demonstrates an understanding of the physical change that occurs when matter changes form. (e.g. from a solid to a liquid or liquid to a gas.)	The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas.	The student discriminates by matching three different sets of items with their picture/word cards based on whether they are a solid, a liquid, or a gas.	The student discriminates by sorting three different sets of items based on whether they are a solid, a liquid, or a gas.
Grade 7: Science Obj. 3	<b><u>7.B.3.3.4 A</u></b> <b>Communicate how dominant and recessive traits are inherited.</b>	The student demonstrates understanding by completing and/or presenting a genealogy chart distinguishing between dominant and recessive genes of humans or animals.	The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits)	The student matches or sorts pictures or photos of human or animal offspring to the appropriate parent.	The student sorts two sets of representations of parents and their offspring. (e.g. object, photo, picture sound or icon)
Grade 7: Science Obj. 4	<b><u>7.ES.4.1.2 A</u></b> <b>Illustrate the water cycle and its relationship to weather and climate.</b>	The student creates and explains a model of the water cycle and the effect weather plays in the cycle.	The student identifies the components of the water cycle by; naming, charting, labeling. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)	The student demonstrates an understanding of the components of the water cycle through matching picture and word cards. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)	The student sorts two sets of objects and or picture cards that represent two components of the water cycle. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)

Grade 7: Science Obj. 5	<b><u>7.T.5.3.1 A</u></b> <b><u>Identify an alternative source of energy.</u></b>	The student compares and contrasts two alternative sources of energy. (e.g. wind, sun)	The student demonstrates an understanding/identifies the differences between two sources of alternative energy. (e.g. wind, sun)	The student matches objects or pictures/photos and word cards of at least two sources of alternative energy. (e.g. wind, sun)	The student sorts objects or photos/pictures based on a source of alternative energy. (e.g. wind, sun)
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