

## **New York State Alternate Assessment (NYSAA) Frequently Asked Questions about Collegial Review**

### **1.) What is a collegial review?**

A collegial review is a facilitated process in which the student's Lead Special Education Teacher has a colleague, or administrator who is familiar with the NYSAA review each student datafolio to ensure that all requirements have been met.

### **2.) Why are collegial reviews important?**

Collegial reviews provide feedback to the Lead Special Education Teacher about possible issues in the datafolio, such as whether there is a clear connection among the alternate grade level indicators (AGLIs), the assessment tasks, and the verifying evidence selected for a given student. Collegial reviews help ensure, but do not guarantee, that a datafolio meets the procedural requirements in order for the datafolio to receive a reportable score. These reviews are a vital part of the administration process for the NYSAA.

### **3.) Who should conduct the collegial review?**

A colleague or administrator who is familiar with the requirements of the NYSAA, but is not the student's special education teacher, should review and provide feedback regarding the student's datafolio contents prior to it being submitted for scoring.

### **4.) What document should a reviewer use to conduct a collegial review?**

The Department recommends the use of the *Checklist for Collegial Reviews* (in the Appendix of the NYSAA Administration Manual) to guide collegial reviews. The Checklist highlights the required contents of the datafolio, as well as the rules regarding these contents. Lead Special Education Teachers are strongly encouraged to thoroughly review the administration guidelines outlined in the NYSAA Administration Manual and training materials prior to administering the NYSAA. The *Checklist for Collegial Reviews* is located at the following link:

<http://www.p12.nysed.gov/apda/nysaa/2010-2011/manual/appendix-f-checklist.pdf>

### **5.) How often and when should collegial reviews take place during the administration period?**

Collegial reviews should occur early in the administration period to afford teachers the opportunity to obtain feedback and make revisions prior to completing the datafolio and submitting it for scoring. The Department recommends that these reviews occur more than once during the administration period. The Department requires that at least one collegial review is conducted on each completed datafolio.

**6.) What should happen after the collegial review?**

After a collegial review session, the Lead Special Education Teacher should make the needed changes to the datafolio that were discovered through the collegial review process. The Department recommends that an additional collegial review occur to ensure that the changes were made and that the revisions are appropriate.

**7.) Who is responsible for ensuring that at least one collegial review of each datafolio is conducted?**

School district administrators are responsible for ensuring that at least one collegial review is conducted for each student datafolio. Lead Special Education Teachers are responsible for making revisions to the datafolios based on the feedback he or she received during collegial review.

**8.) How will the Department know that a collegial review has taken place on each datafolio?**

Lead Special Education Teachers must indicate the month in which the collegial review was conducted on the Student Page of each datafolio. Beginning with Spring 2008, this information will be transcribed to the scannable score document during scoring and the data will be sent to the Department for review.