

# **Appendix B:**

# **Sample Datafolio**

## **ADMINISTRATION MANUAL**

### **Note to Teachers:**

This datafolio is a sample. Last names and school information have been blacked-out in the sample to protect privacy. This is not acceptable in an actual student datafolio.

**New York State Alternate Assessment**  
(September 2011)

## 2011–12 NYSAA Student Page (1 of 2)

Student Information	
Last Name: <span style="background-color: #cccccc; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span>	First Name: <i>Adam</i>
Date of Birth: <i>12-1-93</i>	
Student ID# (assigned by school district): <span style="background-color: #cccccc; display: inline-block; width: 350px; height: 1.2em; vertical-align: middle;"></span>	
District of Residence: <span style="background-color: #cccccc; display: inline-block; width: 380px; height: 1.2em; vertical-align: middle;"></span>	
Name of School Student Attends: <span style="background-color: #cccccc; display: inline-block; width: 380px; height: 1.2em; vertical-align: middle;"></span>	
Attending School City/State: <span style="background-color: #cccccc; display: inline-block; width: 180px; height: 1.2em; vertical-align: middle;"></span>	
Student most often receives instruction in the following setting (check one below): <input checked="" type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

**Administration Period for 2011–12 NYSAA: October 3, 2011–February 10, 2012**

NYSAA Datafolio Submitted for the Following Grade: (check only one box based on the student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="checkbox"/>	September 1, 2002—August 31, 2003	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 2001—August 31, 2002	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 2000—August 31, 2001	Grade 5	ELA, Mathematics
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 8	ELA, Mathematics, Science
<input checked="" type="checkbox"/>	September 1, 1993—August 31, 1994	Secondary	ELA, Mathematics, Science, Social Studies

Supports Required per IEP (check all that apply):	
Type of Support	Details
<input type="checkbox"/> Assistive technology	
<input type="checkbox"/> Communication system	

Month in which the last Collegial Review of this datafolio was conducted:	<i>January</i>
---	----------------

Testing Accommodations are listed on the next page.

## 2011–12 NYSAA Student Page (2 of 2): Testing Accommodations

Testing Accommodations Provided During Testing (check all that apply):				
Testing Accommodations	Content Area			
<input type="checkbox"/> Flexibility in scheduling/timing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Flexibility in setting	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of response	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Braille	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Large type	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Tests read *	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of calculator, abacus, or arithmetic tables **	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of spell-check/grammar-check devices ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
ELL Testing Accommodations	Content Area			
<input type="checkbox"/> Time extension	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Separate location	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Bilingual dictionary/glossary	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Oral translation	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Responses written in native language	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Translated edition (selected tests)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)

\* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA AGLIs that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

\*\* Only an allowable testing accommodation for HS mathematics or for Grades 3-8 mathematics AGLIs that do not assess calculation skills; is allowed for Grades 3-HS for ELA, science, and social studies.

\*\*\* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA AGLIs that do not assess writing skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

# NYSAA Datafolio Table of Contents

Preliminary Documents	Page #
NYSAA Student Page	1
Table of Contents	3

The following documents must be included for each content area assessed.	Page #
<b>Data Summary Sheet for the first ELA AGLI (Required component #1)</b>	4
First piece of verifying evidence* for the first ELA AGLI with VE label	5
Second piece of verifying evidence* for the first ELA AGLI with VE label	5
<b>Data Summary Sheet for the second ELA AGLI (Required component #2)</b>	8
First piece of verifying evidence* for the second ELA AGLI with VE label	9
Second piece of verifying evidence* for the second ELA AGLI with VE label	10

<b>Data Summary Sheet for the first Mathematics AGLI (Required component #1)</b>	11
First piece of verifying evidence* for the first Mathematics AGLI with VE label	12
Second piece of verifying evidence* for the first Mathematics AGLI with VE label	13
<b>Data Summary Sheet for the second Mathematics AGLI (Required component #2)</b>	14
First piece of verifying evidence* for the second Mathematics AGLI with VE label	15
Second piece of verifying evidence* for the second Mathematics AGLI with VE label	16

<b>Data Summary Sheet for the first Science AGLI (Required component #1)</b>	17
First piece of verifying evidence* for the first Science AGLI with VE label	18
Second piece of verifying evidence* for the first Science AGLI with VE label	19
<b>Data Summary Sheet for the second Science AGLI (Required component #2)</b>	20
First piece of verifying evidence* for the second Science AGLI with VE label	21
Second piece of verifying evidence* for the second Science AGLI with VE label	21

**For High School (HS) Only:**

<b>Data Summary Sheet for the first Social Studies AGLI (Required component #1)</b>	24
First piece of verifying evidence* for the first Social Studies AGLI with VE label	25
Second piece of verifying evidence* for the first Social Studies AGLI with VE label	26
<b>Data Summary Sheet for the second Social Studies AGLI (Required component #2)</b>	27
First piece of verifying evidence* for the second Social Studies AGLI with VE label	28
Second piece of verifying evidence* for the second Social Studies AGLI with VE label	29

*Number all of the pages of the datafolio sequentially, placing documents in the order provided above.*

*\*Place supporting evidence directly behind the corresponding Data Collection Sheets (DCS).*

Student Name:

Adam

Date of Birth:

12-1-93

School Name:

**1<sup>st</sup> ELA Required Component: Key Idea - Reading**

Choice Component (select one):

- Standard 1:** Students will read, write, listen, and speak for **information and understanding.**
- Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  1  3  1  0  6

AGLI Text: Attend to or read to identify main idea(s) and/or Supporting ideas

Assessment task: The student will attend to or read a text about a specific topic to identify the main idea and/or supporting details by indicating the main idea and/or supporting ideas from a set of choices.

The SAT and page information below is not required, however it is helpful for scoring:

- This assessment task is the **same** as SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.
- This assessment task is **comparable** to SAT# 13106 on page 10 in the NYSAA Frameworks.
- This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 1-11-12		Date 2: 1-24-12		Date 3: 2-1-12			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		100	4	100	4	100	4		
Level of Independence		50	2	100	4	75	3		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements).** Verifying evidence must confirm data for **TWO OF THE THREE DATES** of student performance documented on this Data Summary Sheet.

# NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: Adam      Content Area:  ELA     Science     Mathematics     Social Studies (HS only)

AGLI Text: attend to or read to identify main idea(s) and/or supporting ideas

Assessment task: The student will attend to or read a text about a specific topic to identify the main idea and/or supporting details by indicating the main idea and/or supporting ideas from a set of choices.

**INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted**

Describe each Step of the Assessment Task:	Date 12-8-11		Date 12-13-11		Date 1-11-12		Date 1-24-12		Date 2-1-12		Date		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
look at book as it is read	+	+	+	-	+	-	+	+	+	+	+	+	+				
remain quiet as book is read	+	+	+	+	+	+	+	+	+	+	+	+	+				
attend to choices presented	+	+	+	-	+	+	+	+	+	+	+	+	+				
point to main idea card	+	-	-	+	+	-	+	+	+	+	+	+	+				
<b>Total +'s</b>	4	3	3	2	4	2	4	4	4	4	4	4	4				
<b>Total Steps</b>	4	4	4	4	4	4	4	4	4	4	4	4	4				
<b>Fraction</b>	4/4	3/4	3/4	2/4	4/4	2/4	4/4	4/4	4/4	4/4	4/4	4/4	4/4	1	1	1	1
<b>Percent (%)</b>	100%	75%	75%	50%	100%	50%	100%	100%	100%	100%	100%	75%					
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date	KI	KI	KI	KI	KI	KI	KI	KI	KI	KI	KI	KI	KI				

**Staff Key (REQUIRED)**  
 Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: KI Name: K Initials: KI Name: I Initials: KI Name: K Initials: KI Name: I

**NOTE:** A Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.

Adam



A-100%

I-100%

1-24-12

What is the main idea of the text?



C

Adam was given  
 a field of three to  
 choose from - the main  
 idea and two supporting  
 details.

C = correct

**NYSAA Verifying Evidence Label**

Date of Student Performance: 1/24/12

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: attend to or read to  
identify main idea(s)  
and/or supporting ideas

Task: The student will attend to or read a text  
about a specific topic to identify the main idea  
and/or supporting details by indicating the main  
idea and/or supporting ideas from a set of choices.

Accuracy: 100% Independence: 100%

## NYSAA Observer Verification Form

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

### Teacher completes this section:

Student Name: Adam \_\_\_\_\_ Date of Student Performance: 2/1/12

ELA     Mathematics     Science     Social Studies (HS only)

AGLI text: attend to or read to identify main idea(s) and/or supporting ideas

Assessment task: The student attend to or read a text about a specific topic to identify the main idea and/or supporting details by indicating the main idea and/or supporting ideas from a set of choices.  
Accuracy: 100 % Independence: 75 %

### Observer\* completes this section:

Observer Name: Jessica \_\_\_\_\_

Observer Title/Position (REQUIRED):

- Teacher  
 Administrator  
 School Psychologist  
 Related Service Provider:  Occupational Therapist,  Physical Therapist,  Speech & Language Therapist,  Certified Occupational Therapy Assistant,  Physical Therapist Assistant  
 Nurse  
 Other certified or licensed professional: \_\_\_\_\_ (title)

I hereby certify the assessment task was conducted in my presence.

Jessica \_\_\_\_\_  
OBSERVER'S SIGNATURE  
(cannot be the same person collecting data)

2/1/2012  
DATE  
(must be same date of student performance noted above)

\*An observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)**

**Note: Use only one date of student performance data per Observer Verification Form**

<b>Student Name:</b> Adam [redacted]	<b>Date of Birth:</b> 12-1-93
<b>School Name:</b> [redacted]	

**2<sup>nd</sup> ELA Required Component: Key Idea - Writing**  
 Choice Component (select one):  
 **Standard 1:** Students will read, write, listen, and speak for **information and understanding.**  
 **Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)  
 AGLI Code:  2  1  1  1  0  
 AGLI Text: Convey answers to literal questions about explicit text (e.g., "who," "what," "where," "when," and/or "how")

Assessment task: The student will convey answers to literal questions about explicit text.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# 2110 on page 15 in the NYSAA Frameworks.  
 This assessment task is **comparable** to SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 11-17-11		Date 2: 11-30-11		Date 3: 12-8-11	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	50	2	50	2	50	2
Level of Independence	50	2	100	4	100	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.**

Name: Adam

Date: 11-17-11

A - 50%  
I - 50%

### Saturn

Saturn is the sixth planet from the sun. It is 887 million miles from the sun. Saturn is almost twice as far from the sun as Jupiter is.

Like Jupiter, Saturn is a giant ball of gas with a rocky center. It does not have a solid surface. It is the second largest planet. It is about ten times bigger than Earth. Saturn has 34 moons.



Answer the following questions based on the information above.

C  
P

1.) What is Saturn made up of?

- a.) water and land formations
- b.) gas and a rocky center
- c.) lush rainforests and gases

Adam was asked the literal questions. He pointed to the answer. Staff recorded his responses.

X

2.) How many moons does Saturn have?

- a.) 6
- b.) 887
- c.) 34

C = correct  
X = incorrect  
P = prompt

**NYSAA Verifying Evidence Label**

Date of Student Performance: 11 / 17 / 11

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: convey answers to literal questions about explicit text (e.g., "who," "what," "where," "when," and/or "how")

Task: The student will convey answers to literal questions about explicit text.

Accuracy: 50 % Independence: 50 %

A-50%  
I-100%

Name: Adam \_\_\_\_\_ Date: 11-30-11

### TIGERS

Tigers are not as common now as they were year ago. In 1930, there were about 100,000 Indian tigers. By 1969, there were only about 5,000 tigers left in the whole world.

There are different kinds of tigers, including Chinese, Indian, and Himalayan. Though tigers all look similar, no two are exactly alike.

Some tigers are completely white. Most of these come from a white tiger cub owned by the Maharajah of India.

Tigers fail in their hunts 18 out of 29 times. It is usually because other animals find out they are coming and run away.

A tiger can eat up to 70 pounds of food at a time. Tigers eat deer, pigs, monkeys, and turtles. Sometimes they eat young elephants or rhinos.

Tigers are not much of a threat to humans. Most "man-eating" tigers are animals that have been injured and cannot hunt their usual prey.

Answer the following questions based on the information above.

X 1.) What do tigers usually eat?

- a.) monkeys, deer, pigs
- b.) insects, snakes, spiders
- c.) alligators, lions, humans

C 2.) How many pounds can a tiger eat at one time?

- a.) 18 pounds
- b.) 70 pounds
- c.) 5,000 pounds

NYSAA Verifying Evidence Label	
Date of Student Performance:	<u>11 / 30 / 11</u>
Student Name:	<u>Adam</u>
<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)
AGLI text:	<u>Convey answers to literal questions about explicit text (e.g., "who," "what," "where," "when," and/or "how")</u>
Task:	<u>The student will convey answers to literal questions about explicit text.</u>
Accuracy:	<u>50</u> % Independence: <u>100</u> %

Adam was asked the literal questions. He pointed to the answer. Staff recorded his response.

C = correct  
X = incorrect

<b>Student Name:</b> Adam [redacted]	<b>Date of Birth:</b> 12-1-93
<b>School Name:</b> [redacted]	

**1<sup>st</sup> Mathematics Required Component: Strand - Algebra**  
 Choice Component (select one):  
 **Band: Variables and Expressions**  
 **Band: Equations and Inequalities**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)  
 AGLI Code: **4 2 1 0 4**  
 AGLI Text: *When given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern.*

Assessment task: *The student will identify the missing shape by filling in the missing element in a repeating shape pattern using concrete objects (shape cut-outs).*

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is **comparable** to SAT# 42104 on PAGE 32 in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

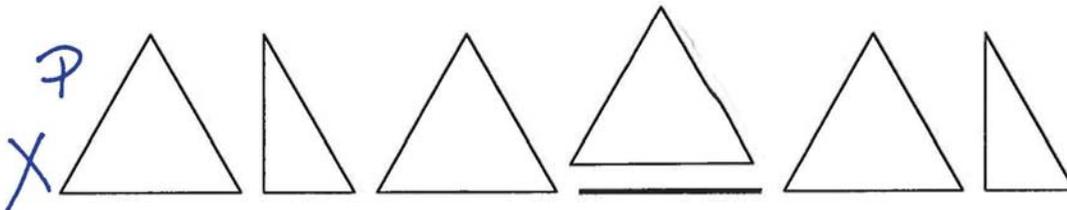
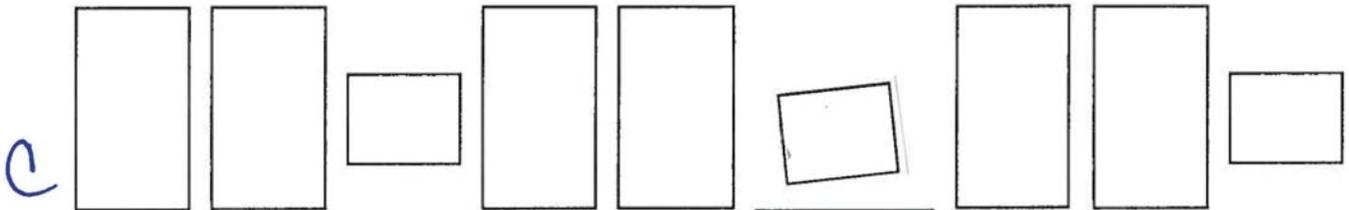
Student Performance (record the last three dates of documented data in chronological order)		Date 1: <u>1-4-12</u>		Date 2: <u>1-5-12</u>		Date 3: <u>1-6-12</u>	
		%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>		<u>50</u>	<u>2</u>	<u>50</u>	<u>2</u>	<u>50</u>	<u>2</u>
<b>Level of Independence</b>		<u>0</u>	<u>1</u>	<u>50</u>	<u>2</u>	<u>50</u>	<u>2</u>
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%	
	Rating	4		3		2	
						29% - 0%	
						1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

A=50%  
I=50%

Name: Adam \_\_\_\_\_ Date: 1/5/12

Fill in the missing shape in the pattern.



**NYSAA Verifying Evidence Label**

Date of Student Performance: 1/5/12

Student Name: Adam \_\_\_\_\_

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: When given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern.

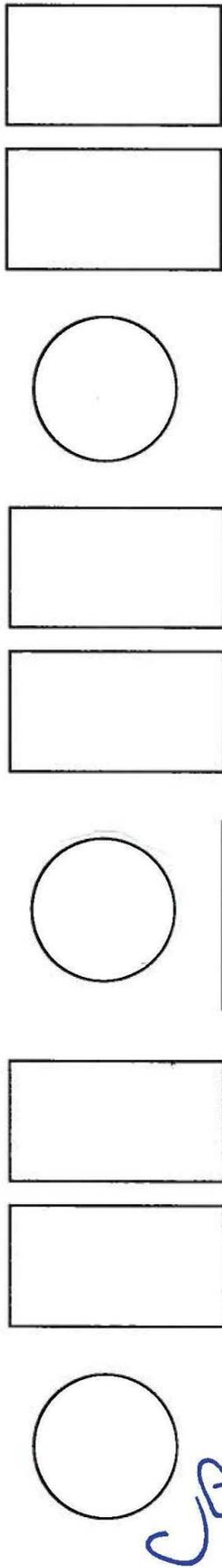
Task: The student will identify the missing shape by filling in the element in a repeating shape pattern using concrete objects (shape cut-outs).

Accuracy: 50 % Independence: 50 %

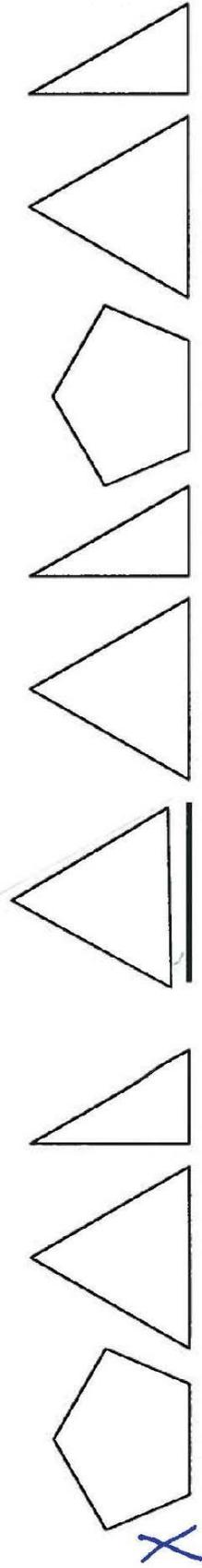
A = 50%  
I = 50%

Name: Abelam Date: 1-6-13

Fill in the missing shape in the pattern.



CP



X

### NYSAA Verifying Evidence Label

Date of Student Performance: 1/6/12

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: When given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern.

Task: The student will identify the missing shape by filling in the element in a repeating shape pattern using concrete objects (shape cut-outs).

Accuracy: 50 % Independence: 50 %

#### \*Note to Teachers:

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School – MATHEMATICS (cont'd)</b>	<b>HS</b>
---------------------------------	---	-----------

<b>Student Name:</b> Adam [redacted]	<b>Date of Birth:</b> 12-1-93
<b>School Name:</b> [redacted]	

**2<sup>nd</sup> Mathematics Required Component: Strand - Statistics and Probability**  
 Choice Component (select one):  
 **Band: Organization and Display of Data**  
 **Band: Analysis of Data**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)  
 AGLI Code: 5 2 2 0 3  
 AGLI Text: gather data and display it in a graph

Assessment task: The student will gather data after asking staff and/or peers a specific question and then display the data in a graph.

*The SAT and page information below is not required, however it is helpful for scoring:*  
 This assessment task is the **same** as SAT# 52203 on page 38 in the NYSAA Frameworks.  
 This assessment task is **comparable** SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

<b>Student Performance</b> (record the last three dates of documented data in chronological order)		Date 1: 1-9-12		Date 2: 1-24-12		Date 3: 2-7-12			
		%	Rating	%	Rating	%	Rating		
<b>Level of Accuracy</b>		50	2	83	4	83	4		
<b>Level of Independence</b>		75	3	67	3	67	3		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

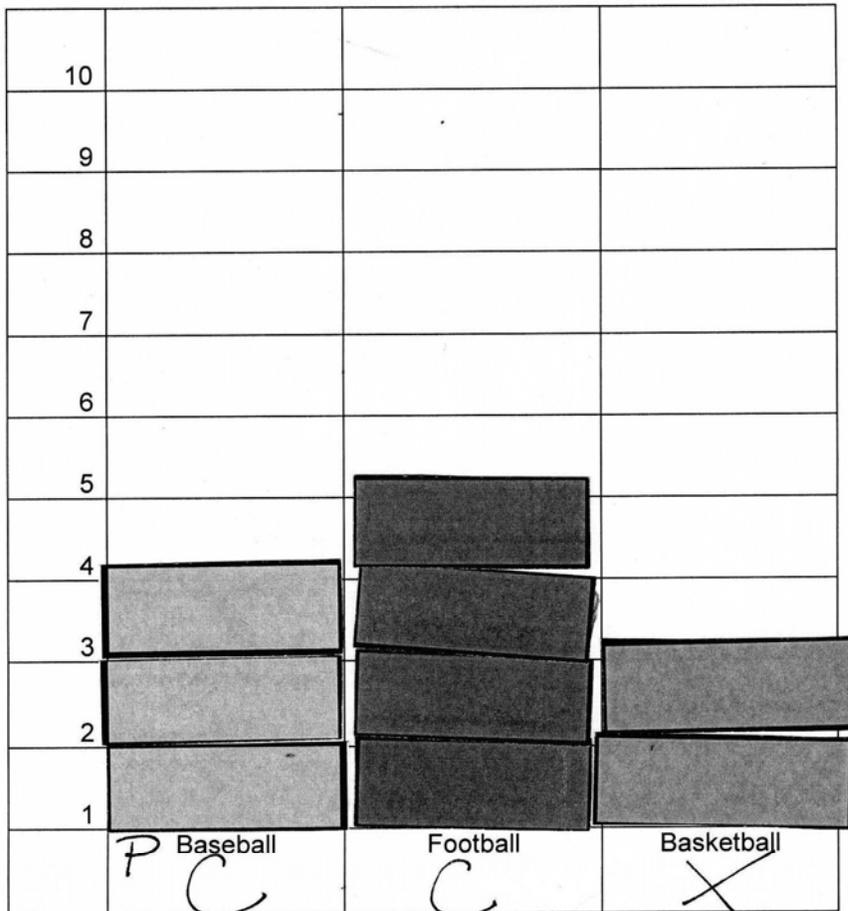
C = Correct  
 X = incorrect  
 P = prompt

Name: Adam Date: 1-24-12  
 Gather peer and teacher information in the table below based on a specific question that you ask using your communication board.

Question student asked: "What is your favorite sport, baseball, football, or basketball?"		
Baseball <i>C</i>	Football <i>C</i>	Basketball <i>C</i>
<i>P</i> Ryan	Amanda	Miss Debi
Jackson	Patty	
Andy	Riley	
	Miss Kelly	

A -  $\frac{5}{6} = 83\%$   
 I -  $\frac{4}{6} = 67\%$

Graph your classmates and teachers favorite sport.



Adam asked each peer and teacher the question and placed the name sticker in the Correct column. He was then given colored stickers to use to graph the collected data.

**NYSAA Verifying Evidence Label**

Date of Student Performance: 1/24/12

Student Name: Adam [redacted]

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: Gather data and display it in a graph

Task: The student will gather data after asking staff and/or peers a specific question and then display the data in a graph.

Accuracy: 83 % Independence: 67 %

**\*Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

A - 5/6 = 83%  
 I - 4/6 = 67%

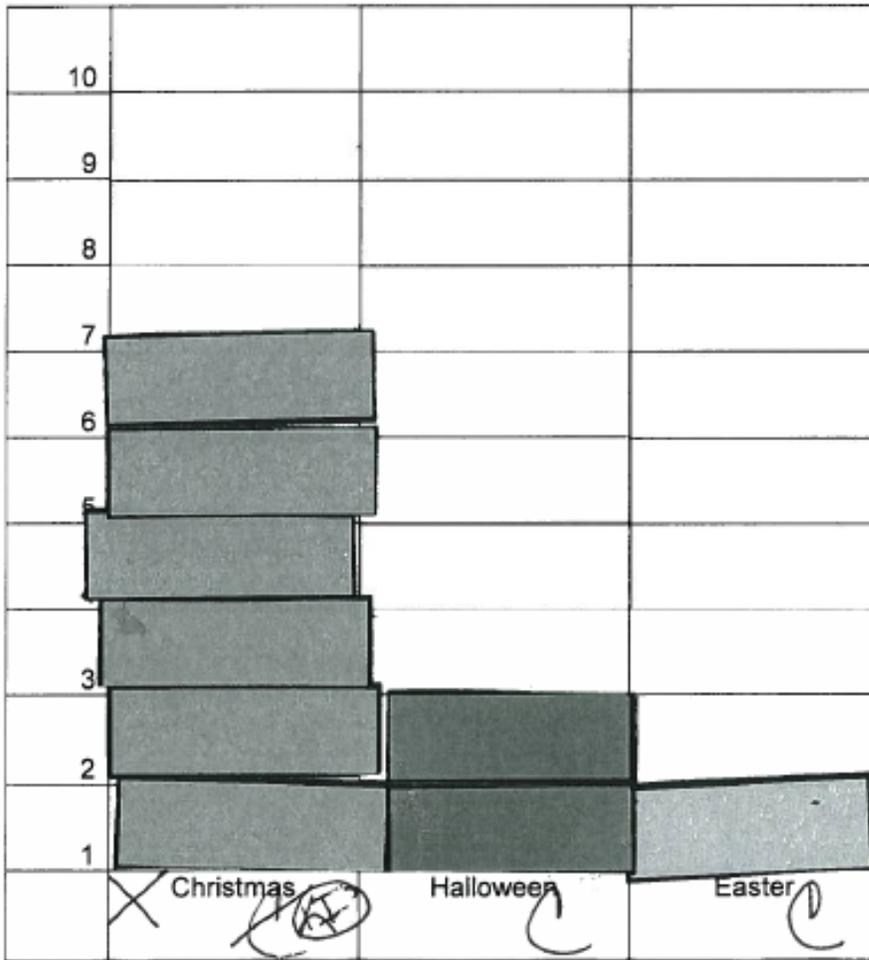
C = correct  
 X = incorrect  
 P = prompt

Name: Adam Date: 2-7-12

Gather peer and teacher information in the table below based on a specific question that you ask using your communication board.

Question student asked: "What is your favorite holiday, Christmas, Halloween, or Easter?"			
Christmas	Halloween	Easter	
Patty	Miss Debi	Miss Kelly	P
Andy	Jackson		
Amanda			
Riley			
Ryan			

Graph your classmates and teachers favorite holiday.



Adam asked each peer and teacher the question about favorite holiday. He placed the name sticker in the correct column. He was then given colored stickers to use to graph the collected data.

**NYSAA Verifying Evidence Label**

Date of Student Performance: 2/7/12

Student Name: Adam [redacted]

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: Gather data and  
display it in a graph

Task: The student will gather data after  
asking staff and/or peers a specific  
question and then display the  
data in a graph

Accuracy: 83 % Independence: 67 %

**\*Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

**NYSAA DATA SUMMARY SHEET**

**High School –  
SCIENCE**

**HS**

<b>Student Name:</b> Adam [redacted]	<b>Date of Birth:</b> 12-1-93
<b>School Name:</b> [redacted]	

**1<sup>st</sup> Science Required Component: Standard 4 - Living Environment**

Choice Component (select one):

**Key Idea 1:** Similarities/differences between living and non-living things

**Key Idea 7:** Human decisions/activities impact

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  2  1  1  0  4

AGLI Text:  
Identify a living thing

Assessment task: The student will identify a living thing from a selection of living and non-living objects or examples.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** SAT# 21104 on page 47 in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 1-17-12		Date 2: 1-26-12		Date 3: 2-2-12			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		100	4	100	4	100	4		
Level of Independence		100	4	100	4	75	3		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

A-100%  
I-100%

Directions: Put the living things on the "living" side and the non-living things on the "non-living" side.

# Living



# Non-living



Name Adam [redacted]

1-17-12

C = correct  
X = incorrect

### NYSAA Verifying Evidence Label

Date of Student Performance: 1/17/12

Student Name: Adam [redacted]

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: identify a living thing

Task: The student will identify a living thing from a selection of living and non-living objects or examples.

Accuracy: 100 % Independence: 100 %

1-26-12  
A-100%  
I-100%

Adam

Name \_\_\_\_\_

Select the living things.



**This assignment was completed on the computer. Student was given four images some living some non-living, he selected the pictures of things that were living and moved them to this worksheet.**

**NYSAA Verifying Evidence Label**

Date of Student Performance: 1 / 26 / 12

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: Identify a living  
thing

Task: The student will identify  
a living thing from a selection of  
living and non living objects  
or examples.

Accuracy: 100 % Independence: 100 %

**\*Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

**NYSAA DATA SUMMARY SHEET**

**High School –  
SCIENCE (cont'd)**

**HS**

**Student Name:**

Adam [redacted]

**Date of Birth:**

12-1-93

**School Name:**

[redacted]

**2<sup>nd</sup> Science Required Component: Standard 4 - Physical Setting/Earth Science**

Choice Component (select one):

**Key Idea 1:** Relative motion and perspective

**Key Idea 2:** Interactions among components of air, water, and land

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **3 2 1 0 6**

AGLI Text:

Recognize appropriate tools for measuring various weather conditions

Assessment task:

The student will recognize tools for measuring different weather conditions by responding yes/no to questions regarding instruments.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# **32106** on page **67** in the NYSAA Frameworks.

This assessment task is **comparable** SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 10-26-11		Date 2: 11-2-11		Date 3: 11-29-11			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		75	3	50	2	75	3		
Level of Independence		100	4	50	2	50	2		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements).** Verifying evidence must confirm data for **TWO OF THE THREE DATES** of student performance documented on this Data Summary Sheet.



Name: Adam

A - 75%

I - 100%

Date: 10-26-11

1.) Does a thermometer measure the temperature outside?

Yes or No

X2.) Does a barometer measure pressure?

Yes or No

3.) Does a ruler or yard stick measure how much snow we have had?

Yes or No

4.) Does a shovel measure how much rain we have had?

Yes or No

Adam was asked the yes/no questions. He pointed to yes/no cards. Staff recorded his answers.

C = correct

X = incorrect

#### NYSAA Verifying Evidence Label

Date of Student Performance: 10/26/11

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: recognize appropriate tools for measuring various weather conditions

Task: The student will recognize tools for measuring different weather conditions by responding yes/no to questions regarding instruments.  
Accuracy: 75% Independence: 100%

## NYSAA Observer Verification Form

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

### Teacher completes this section:

Student Name: Adam \_\_\_\_\_ Date of Student Performance: 11/29/11

ELA     Mathematics     Science     Social Studies (HS only)

AGLI text: Recognize appropriate tools for measuring various weather conditions

Assessment task: The student will recognize tools for measuring different weather conditions by responding yes/no to questions regarding instruments.

Accuracy: 75 % Independence: 50 %

### Observer\* completes this section:

Observer Name: Jessica \_\_\_\_\_

**Observer Title/Position (REQUIRED):**

- Teacher  
 Administrator  
 School Psychologist  
 Related Service Provider:  Occupational Therapist,  Physical Therapist,  Speech & Language Therapist,  Certified Occupational Therapy Assistant,  Physical Therapist Assistant  
 Nurse  
 Other certified or licensed professional: \_\_\_\_\_ (title)

**I hereby certify the assessment task was conducted in my presence.**

Jessica \_\_\_\_\_  
**OBSERVER'S SIGNATURE**  
(cannot be the same person collecting data)

11/29/2011  
\_\_\_\_\_  
**DATE**  
(must be same date of student performance noted above)

\*An observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)**

**Note: Use only one date of student performance data per Observer Verification Form**

**NYSAA DATA SUMMARY SHEET**

**High School –  
SOCIAL STUDIES**

**HS**

**Student Name:**

Adam

**Date of Birth:**

12-1-93

**School Name:**

**1<sup>st</sup> Social Studies Required Component: Standard 1 - US History**

Choice Component (select one):

**Unit 2:** Constitutional Foundations

**Unit 7 (B):** World in Uncertain Times: 1980–Present)

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  1  4  2  0  2

AGLI Text:

Identify the president of the United states

Assessment task:

The student will identify the president of the United States by indicating the appropriate photo from an array of photographs.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# 14202 on page 80 in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

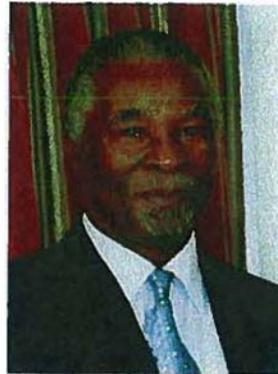
Student Performance (record the last three dates of documented data in chronological order)		Date 1: 12-19-11		Date 2: 1-5-12		Date 3: 1-10-12			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		100	4	100	4	100	4		
Level of Independence		100	4	100	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

Name: Adam [redacted] Date: 12/19/11

**Circle the photo of the President of the United States**

A = 100%  
I = 100%



**NYSAA Verifying Evidence Label**

Date of Student Performance: 12/19/11

Student Name: Adam [redacted]

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: identify the  
President of the  
United States

Task: the student will identify the  
President of the United States by  
indicating the appropriate photo from  
an array of photographs.

Accuracy: 100 % Independence: 100 %

Name: Adam [redacted] Date: 1/10/12

Circle the photo of the President of the United States

A=100%  
I=100%



**NYSAA Verifying Evidence Label**

Date of Student Performance: 1/10/12

Student Name: Adam [redacted]

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: identify the President of the United States

Task: the student will identify the President of the United States by indicating the appropriate photo from an array of photographs.

Accuracy: 100 % Independence: 100 %

**NYSAA DATA SUMMARY SHEET**

**High School –  
SOCIAL STUDIES  
(cont'd)**

**HS**

**Student Name:**

Adam

**Date of Birth:**

12-1-93

**School Name:**

**2<sup>nd</sup> Social Studies Required Component: Standard 2 - Global History**

Choice Component (select one):

**Unit 5:** Age of Revolution

**Unit 8:** Global Connections and Interactions

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:

AGLI Text:

Recognize work done on farms

**Assessment task:**

The student will recognize work done on farms by drawing a picture or indicating picture(s) or object(s) that show work on farms.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# 21108 on page 84 in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 11-4-11		Date 2: 11-18-11		Date 3: 12-6-11			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		80	4	80	4	100	4		
Level of Independence		60	3	60	3	80	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.**

Name: Adam

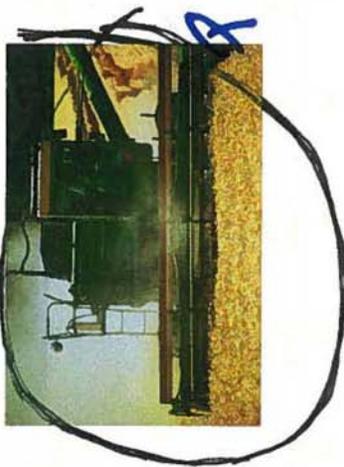


$A = 4/5 = 80\%$   
 $I = 3/5 = 60\%$

Date: 11-18-11

P = prompt

Circle the pictures that show work done on farms.



**NYSAA Verifying Evidence Label**

Date of Student Performance: 11 / 18 / 11

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: recognize work  
done on farms

Task: The student will recognize  
work done on farms by drawing  
a picture or indicating picture(s)  
or object(s) that show work on farms.

Accuracy: 80 % Independence: 60 %

**\*Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

Name: Adam

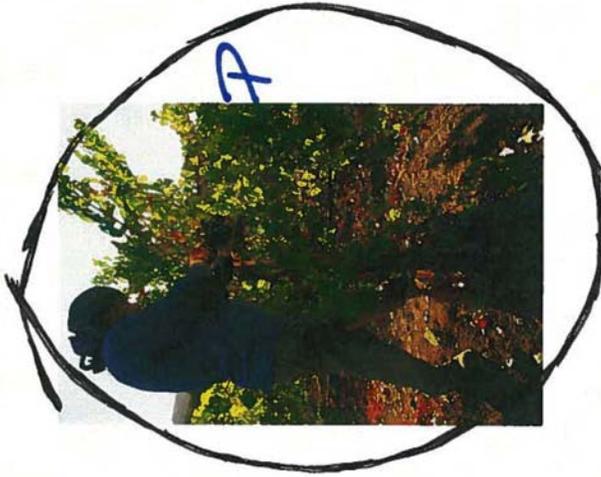
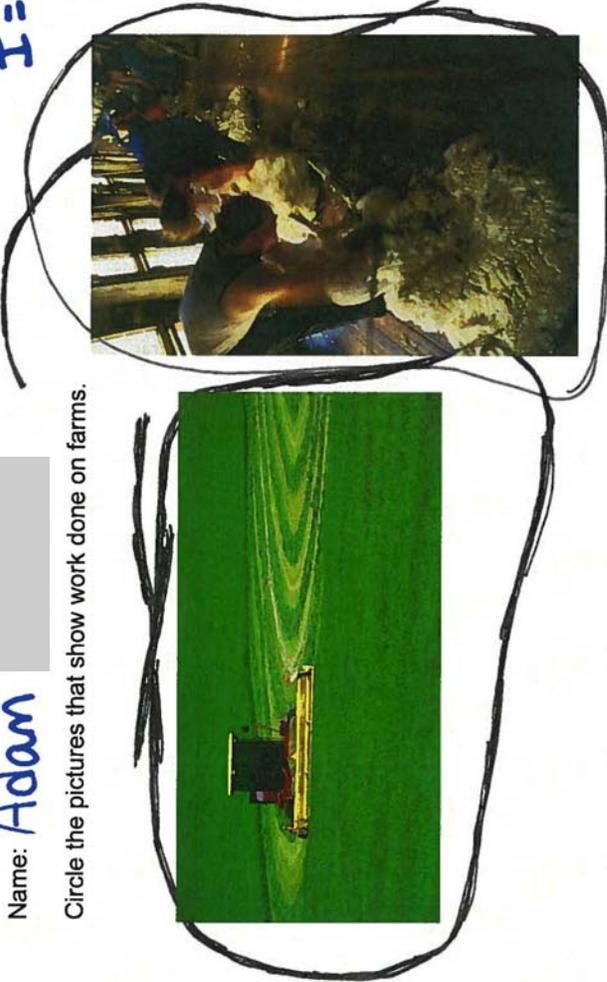
Date: 12-6-11

$A = 5/5 = 100\%$

$I = 4/5 = 80\%$

P = prompt

Circle the pictures that show work done on farms.



NYSAA Verifying Evidence Label

Date of Student Performance: 12/6/11

Student Name: Adam

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: recognize work done on farms

Task: The student will recognize work done on farms by drawing a picture or indicating picture(s) or object(s) that show work on farms.  
Accuracy: 100 % Independence: 80 %