

2012–13 NYSAA Fall Administration Training

Guided Practice #3 WORKSHEETS

GP 3	Guided Practice #3	Guided Practice
	Connection Progression	

Review the attached information and answer the following questions for each example.

Example A – Matthew’s Grade 7 ELA Entry

Review the information provided on the Data Summary Sheet. Use the NYSAA Age Range chart on page 4 of the NYSAA Administration Manual and the Frameworks to answer the following questions. Fill in the table below, which is part of the Checklist of Things to Remember.

		2 nd AGLI	
		Yes	No
AGLI from Grade Level	AGLI selected from grade per student’s DOB		
	Code & text recorded exactly as in Frameworks		
	AGLI from Required Component (2 nd DSS says “cont’d.” & AGLI is from Required Component 2)		
		2 nd AGLI	
		Yes	No
Task connects to AGLI	Task clearly connects to AGLI		
	Task includes any plurals, AND, OR, or AND/OR statements in AGLI		
	Written simply without cues, prompts, levels of assistance, or a criterion		
		2 nd AGLI	
		Yes	No
Submit TWO pieces of VE for each AGLI, dated within administration period (or DCS with minimum 3 dates within administration period in chronological order, including SE)			
VE connects to task	Each piece of VE clearly connects to task		
	VE demonstrates any plurals, AND, OR, or AND/OR statements in task		
	VE demonstrates the student was assessed using vocabulary from the task and AGLI		
	Will someone who does not know the student understand what the assessment task was? Matches student action in task.		

NYSAA DATA SUMMARY SHEET	Grade 7 - ELA (cont'd)	7
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Student Name: Matthew [REDACTED]	Date of Birth: 09/22/1999
School Name: [REDACTED]	

<p>2nd ELA Required Component: Key Idea - Listening Choice Component (select one):</p> <p><input checked="" type="radio"/> Standard 1: Students will read, write, listen and speak for information and understanding.</p> <p><input type="radio"/> Standard 2: Students will read, write, listen and speak for literary response and expression.</p>
<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above) AGLI Code: 31201 AGLI Text: listen to and follow two-step directions that provide information about a task or assignment</p>
<p>Assessment task: The student will listen to and follow two-step directions that provide information about a task or assignment.</p>

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

This assessment task is the **same** as SAT# SAT31201 on page 18 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: 11/29/2012		Date 2: 12/13/2012		Date 3: 1/11/2013	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	67	3	67	3	100	4
Level of Independence	100	4	67	3	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.

NYSAA Data Collection Sheet for Discrete Trial Data														
Student Name: Matthew							Content Area: ELA							
AGLI Text: listen to and follow two-step directions that provide information about a task or assignment							Assessment Task: The student will listen to and follow two-step directions that provide information about a task or assignment.							
Trial Information: describe each skill or sub-skill being assessed (include a number for each skill or sub-skill) 1.) Get the Time magazine and point to the cover. 2.) Go over to the computer and open Paint. 3.) Select a book to listen to and bring it the reading area. Note: directions were stated as a whole.														
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response							INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted							
Date: 11/21/2012			Date: 11/29/2012			Date: 12/13/2012			Date:			Date:		
#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND
1	-	+	2	+	+	3	-	+						
2	+	-	1	+	+	2	+	+						
1	-	-	3	-	+	1	+	-						
# +'s	1	1	# +'s	2	3	# +'s	2	2	# +'s			# +'s		
# Trials	3	3	# Trials	3	3	# Trials	3	3	# Trials			# Trials		
Fract.	1/3	1/3	Fract.	2/3	3/3	Fract.	2/3	2/3	Fract.			Fract.		
(%)	33	33	(%)	67	100	(%)	67	67	(%)			(%)		
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date			DE			(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date			DE			(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date		
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Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above			Initials: DE Initials: Initials: Initials:			Name: D E Name: Name: Name:								

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

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: **Matthew**

Date of Student Performance: **12/13/2012**

Content Area: **ELA**

AGLI text:

listen to and follow two-step directions that provide information about a task or assignment

Assessment task:

The student will listen to and follow two-step directions that provide information about a task or assignment.

Accuracy: **67%** Independence: **67%**

Observer* completes this section:

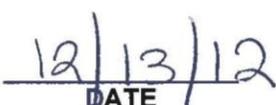
Observer Name: **S [REDACTED] W. [REDACTED]**

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:

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


OBSERVER SIGNATURE
 (cannot be the same person collecting data)

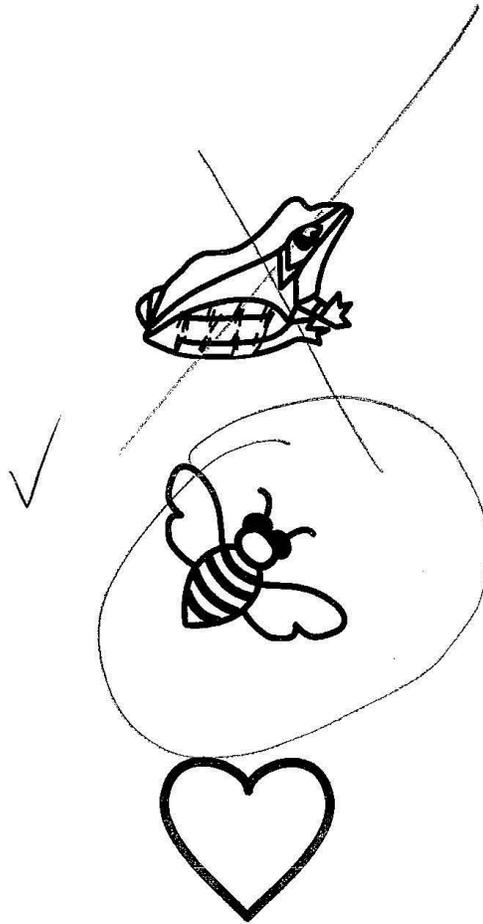

DATE
 (must be same date of student performance noted above)

*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

Name Matthew Date 1/11

Directions: Listen and follow two-step directions



Student was asked to,
 "Put an 'x' on the frog and circle the bee"
 (Signature)

$$A = \frac{1}{1} = 100\%$$

$$I = \frac{1}{1} = 100\%$$

NYSAA Verifying Evidence Label	
Date Student Performance:	1/11/2013
Student Name:	Matthew
Content Area:	ELA
AGLI Text:	listen to and follow two-step directions that provide information about a task or assignment
Task:	The student will listen to and follow two-step directions that provide information about a task or assignment.
Accuracy:	100%
Independence:	100%

Example B – Task Connects to AGLI

Use your Frameworks, review the assessment task on each Data Summary Sheet excerpt.

<p>Grade 3 Mathematics (RC #1, CC#1 page 22)</p>	<p>1st Mathematics Required Component: Strand - Number Sense and Operations Choice Component (select one): <input checked="" type="radio"/> Band: Number Systems <input type="radio"/> Band: Operations</p>
	<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above) AGLI Code: 11204 AGLI Text: recognize that a fraction is a part of a whole</p>
	<p>Assessment task: The student will identify a whole circle and the parts that make up the whole circle.</p>

<p>1st Science Required Component: Standard 1 - Scientific Inquiry Choice Component (select one): <input checked="" type="radio"/> Key Idea 1: Develop explanations of natural phenomena <input type="radio"/> Key Idea 2: Testing proposed explanations</p>	<p>Grade 4 Science (RC #1, CC#1 page 43)</p>
<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above) AGLI Code: 11206 AGLI Text: sort objects according to differences</p>	
<p>Assessment task: The student will sort leaves by a different physical characteristic.</p>	

1.) The Grade 3 Mathematics AGLI 11204 has the verb (recognize) and the direct object (fraction is part of a whole). Does the assessment task meet the verb and direct object and therefore, connect to the AGLI? _____
 If no, how could the assessment task be written so that it aligns to the AGLI? _____

2.) The Grade 4 Science AGLI 11206 has plurals (objects, differences). Does the assessment task meet the plural requirement and therefore, connect to the AGLI? _____
 If no, how could the assessment task be written so that it aligns to the AGLI? _____

Example C – Grade 6 Mathematics VE connects to Task

Use your Frameworks, review the assessment task and pieces of verifying evidence.

Name: Becca Date: 11-12-12

Addition Word Problems 4/4=100 Acc.
4/4=100 Ind.

1.) Jamie collects 8 CD's. Her father gives her 2 more CD's for her birthday. How many CD's does Jamie have?
8 + 2 = 10

2.) Paulo ran 5 miles today. Abigale ran 3 miles today. How many more miles did Paulo run?
5 - 3 = 2

3.) If there are 10 hats in the closet and Eric puts 2 more hats in the closet, how many hats are in the closet?
10 + 2 = 12

4.) Teri has 15 books. She gives 3 books to Jessica. How many books does Teri have left?
15 - 3 = 12

*5.) BONUS: Mark and Karen are planning a trip. They first drive to the store which is 10 miles away. Then they need to go to a gas station which is 5 miles from the store. After that they go to Amy's house which is 40 miles from the gas station. How many miles will Mark and Karen drive to get to Amy's house?
10 + 5 + 40 = 55

** Not counted in student score*

NYSAA Verifying Evidence Label	
Date Student Performance:	11/12/2012
Student Name:	Becca Student
Content Area:	Mathematics
AGLI Text:	use whole numbers and the symbol + and/or - to translate verbal/written expression(s) into numerical expression(s)
Task:	The student will use whole numbers and + or - to translate verbal/written expression(s) in word problem(s) into numerical expression(s).
Accuracy:	100%
Independence:	100%

Name: Julie Date: 1/11/13

Accuracy: 100 Independence: 100

Mathematics

Translate the given written expressions in word problems into numerical expressions.

A I 1.) Anna has 25 pencils. She gave 4 to Jack.
++ 25 - 4

2.) Raymond has 3 cats. Katie gave him 2 more.
++ 3 + 2

3.) Beth had 11 necklaces. She went to the store and bought 1 more.
++ 11 + 1

NYSAA Verifying Evidence Label	
Date Student Performance:	1/11/2013
Student Name:	Julie Student
Content Area:	Mathematics
AGLI Text:	use whole numbers and the symbol + and/or - to translate verbal/written expression(s) into numerical expression(s)
Task:	The student will use whole numbers and + or - to translate verbal/written expression(s) in word problem(s) into numerical expression(s).
Accuracy:	100%
Independence:	100%

1.) Does the verifying evidence for Becca connect to the assessment task documented on the VE label? _____
Does the verifying evidence for Julie connect to the assessment task documented on the VE label? _____

2.) What does the mathematics glossary indicate about translating verbal or written expressions (phrases) into algebraic/numeric expressions given word problems? _____

Example D – ELA VE connects to Task

Use your Frameworks, review the assessment task and verifying evidence for each student.

NYSAA Data Collection Sheet for a Multi-Step Task										
Student Name: Abigail					Content Area: ELA					
AGLI Text: attend to familiar text(s) and recognize: "who", "what", "where", "when", and/or "how" in those text(s)					Assessment task: Abby will attend to text(s) and recognize "who" by indicating the appropriate choice by eye gazing or reaching for the appropriate picture symbol.					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response					INDEPENDENCE KEY: (+) Independent (-) Prompted					
Describe each Step of the Assessment Task:	Date 11/12/2012		Date 11/14/2012		Date 11/15/2012		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
attend to text for 1st minute	+	+	-	-	+	+				
attend to text for 2nd minute	+	+	+	+	+	-				
attend to text for 3rd minute	+	+	+	+	+	-				
attend to text for 4th minute	+	+	+	+	+	+				
attend to text 5th minute	+	+	+	+	-	-				
answer "who was in the story?"	-	-	+	+	-	+				
Total +'s	5	5	5	5	4	3				
Total Steps	6	6	6	6	6	6				
Fraction	5/6	5/6	5/6	5/6	4/6	3/6				
Percent (%)	83	83	83	83	67	50				
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	BW "Run, Turkey, Run"		BW "Turkey Trouble"		BW "Little Scarecrow Boy"					
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: BW Name: B W		Initials: Name:		Initials: Name:		Initials: Name:			

Grade 3 ELA (RC #2, CC #1 page 11)

NYSAA Data Collection Sheet for Documenting a Task by Time Segments										
Student Name: Michael					Content Area: ELA					
AGLI text: attend to and respond to environmental sound(s) in the story					Assessment task: The student will attend and respond to environmental sound(s) in a story by repeating the sound(s) made during the reading of the story.					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response					INDEPENDENCE KEY: (+) Independent (-) Prompted					
Length of Time for each Segment 1 Min.	Date 12/6/2012		Date 12/13/2012		Date 12/20/2012		Date 1/8/2013		Date 1/15/2013	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Segment 1	+	+	+	-	+	+	+	-	+	-
Segment 2	+	-	+	+	+	+	+	-	+	+
Segment 3	+	-	+	+	+	-	+	+	+	+
Segment 4	+	+	+	+			+	+	+	-
Segment 5			+	-					+	-
Total +'s	4	2	5	3	3	2	4	2	5	2
Total Segments	4	4	5	5	3	3	4	4	5	5
Fraction	4/4	2/4	5/5	3/5	3/3	2/3	4/4	2/4	5/5	2/5
Percent (%)	100	50	100	60	100	67	100	50	100	40
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	KC		KC		AK		AK		KC	
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: KC Name: K C		Initials: AK Name: A K		Initials: Name:		Initials: Name:			

Grade 3 ELA (RC #2, CC #1 page 11)

1.) Does the verifying evidence for Abigail connect to the assessment task documented on the evidence? _____
Does the verifying evidence for Michael connect to the assessment task documented on the evidence? _____

2.) On the Data Collection Sheet for both Abigail and Michael there are staff initials listed under each date and the staff key is complete. If only the staff key was complete would the Data Collection Sheet meet the requirements outlined in the Administration Manual and be considered complete? _____

Example E – Grade 4 ELA AGLI 12106 (page 3) VE connects to Task

Use your Frameworks, review the assessment task and pieces of verifying evidence.

Name Angela Date 11/15/12

The Old Woman and the Red Pumpkin 100% Acc.
100% Ind.

1.) Circle the pictures of the characters in the story.

giraffe bear zebra tiger Old Woman jackal

NYSAA Verifying Evidence Label	
Date Student Performance:	11/15/2012
Student Name:	Angela
Content Area:	ELA
AGLI Text:	identify important character(s) and/or event(s) in story(s) read or read aloud by others
Task:	The student will identify important character(s) and/or event(s) in story(s) read by the student or read aloud by others.
Accuracy:	100%
Independence:	100%

NYSAA Verifying Evidence Label	
Date Student Performance:	11/8/2012
Student Name:	Basa
Content Area:	ELA
AGLI Text:	identify important character(s) and/or event(s) in story(s) read or read aloud by others
Task:	The student will identify important character(s) and/or event(s) in story(s) read by the student or read aloud by others.
Accuracy:	100%
Independence:	100%

Name Basa

A
+ = 100%
I

Who is an important character in the story?

The story read was "Owl Babies"; student pointed to answer and adult circled.

1.) The Grade 4 ELA AGLI 12106 (page 3) and assessment task (SAT12106A page 4) use the vocabulary "important character(s)". Does the verifying evidence for Angela connect to the assessment task documented on the VE label? _____

Does the verifying evidence for Basa connect to the assessment task documented on the VE label? _____

2.) If the AGLI had stories as plural, how many stories would the student need to be assessed on his/her knowledge, skills, and understanding of identifying important character(s) and/or event(s)? _____

Example F – Grade 8 Science AGLI 13104 (page 48) VE connects to Task

Use your Frameworks, review the assessment task and piece of verifying evidence.

4/4=100% accuracy
4/4=100% independence

NAME: Jewel DATE: 11/8

Read each question. Circle the correct answer.

- What caused the plant to die?
Sun and water no water
- What caused a candle to melt?
A heat lamp an ice cube
- What caused the ice cream to freeze?
very Cold very hot
- What caused the boy to get sick?
Too much junk food eating fruits and vegetables

NYSAA Verifying Evidence Label	
Date Student Performance:	11/8/2012
Student Name:	Jewel
Content Area:	Science
AGLI Text:	recognize the cause of an event
Task:	The student will recognize the cause of an event by indicating a cause for a given event.
Accuracy:	100%
Independence:	100%

Name: Jake 12-18-12

Cause & Effect

Directions: Read the sentences below. Use a red crayon to underline the cause in each sentence. Use a blue crayon to underline the effect in each sentence.

1. <u>Cara's dress was wrinkled</u> , <u>so her mother ironed it.</u>	A I + -
2. <u>Sally took out her art box</u> <u>because she wanted to paint.</u>	A I + +
3. <u>Ben worked hard on his project</u> <u>and got a great grade!</u>	A I + -
4. Dad lit the grill <u>because we all wanted to eat hamburgers.</u>	A I - +

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Jake pointed to the part of the sentence when asked to indicate the cause and indicate the effect. Teacher underlined + boxed where he indicated.

NYSAA Verifying Evidence Label	
Date Student Performance:	12/18/2012
Student Name:	Jake
Content Area:	Science
AGLI Text:	recognize the cause of an event
Task:	The student will recognize the cause of an event by indicating a cause for a given event.
Accuracy:	75%
Independence:	50%

1.) Does the verifying evidence for Jewel connect to the assessment task documented on the VE label? _____
Does the verifying evidence for Jake connect to the assessment task documented on the VE label? _____

2.) On Jake's worksheet the teacher included a notation and also indicated whether Jake was accurate and independent on each item. Did these things make it clear how the worksheet was completed and how the performance data was calculated? _____
Would you have understood the activity and performance calculation without them? _____