

2012–13 NYSAA Fall Administration Training

Guided Practice #4 WORKSHEETS

GP 4

Guided Practice #4: Calculations

Level of Accuracy and Level of Independence

Guided Practice

The **Level of Accuracy** is the number of correct responses divided by the total number of expected responses.

Accuracy Example:

20 correct responses out of 25 possible total responses

$$20/25 = .8 \times 100\% = 80\% \text{ accurate} = \text{Level 4}$$

Document both the percentage and the rating on the Data Summary Sheet

Note: Rounding up is acceptable for a percentage calculation of .5 or above

The **Level of Independence** is the number of steps or items that did not require prompts divided by the total number of steps or items.

Independence Example:

Student completes a 6 step task with prompts on 2 steps

$$4/6 = .66667 \times 100\% = 66.7\% \text{ rounded up to } 67\% = \text{Level 3}$$

Document both the percentage and the rating on the Data Summary Sheet

Note: Rounding up is acceptable for a percentage calculation of .5 or above

Use your NYSAA Administration Manual and the above information to answer the following questions.

- Information on calculating the Level of Accuracy and Level of Independence can be found in which Step in the Administration Manual?
A) Step 5 B) Step 14 C) Step 7
- How is the Level of Independence calculated?
A) It is the number of steps or items that were prompted divided by the number of steps or items that did not require a prompt.
B) It is the number of steps or items which did not require a prompt divided by the total number of steps or items.
C) It is calculated by estimating the prompts the student needed for each item.
- If a teacher makes an error in any documentation within a datafolio, how should the error be corrected?
A) White-out, black-out, or cover over the error
B) Cross-out, correct, and initial the error
C) Throw the document away and start all over
- Information on distinguishing between cues, prompts, and Testing Accommodations can be found on what page in the Administration Manual?
A) Page 23
B) Page 4
C) Page 30
- Calculate the Percentages:
Level of Accuracy: five comprehension questions are presented to the student. The student indicates an incorrect response for two of the questions.
A) $\underline{2/5} = \underline{40\%}$ B) $\underline{3/5} = \underline{60\%}$ C) $\underline{2/3} = \underline{67\%}$

Level of Independence: ten addition and subtraction problems are presented to the student. The student is prompted to refocus on one of the problems and prompted twice on one other problem.

A) $\underline{3/10} = \underline{30\%}$ B) $\underline{2/10} = \underline{20\%}$ C) $\underline{8/10} = \underline{80\%}$

Name: Wayne

Date: 12-19

100% A
100% I

Math-Algebra Expressions

Directions: translate the given written phrases into numeric expressions

1.) The sum of ten and three

$$10 + 3$$

2.) The difference of fourteen and six

$$14 - 6$$

3.) I have five books and Josh gave me two more

$$5 + 2 =$$

4.) Rene had two pencils and found three more

$$2 + 3 =$$

NYSAA Verifying Evidence Label
Date Student Performance: 12/19/2012
Student Name: Wayne
Content Area: Mathematics
AGLI Text: translate verbal or written phrases into algebraic expressions, using numbers and the symbols + and/or -
Task: The student will translate verbal or written phrases into algebraic expressions using numbers and + or - by writing or selecting the correct translated expression.
Accuracy: 100% Independence: 100%

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. Based on the asterisk for this AGLI in the Frameworks (HS AGLI 41103 page 25), the Level of Accuracy is not calculated correctly. What should it be? _____

3. If the student had included an equal sign for each of the items, what would the Level of Accuracy be? _____

4/4 = 100% Accuracy
4/4 = 100% Independence

Name: Michael Date: 10/25/12

Directions: After reading or listening to each statement below, circle (F) if it is a fact or (O) if it is an opinion.

1. Call 911 in case of an emergency.

F

O

2. Fall is everyone's favorite season.

F

O

Child self-corrected

3. Playing with matches could cause a fire.

F

O

4. We go to school Monday through Friday.

F

O

5. Snoopy is a cute dog.

F

O

NYSAA Verifying Evidence Label

Date Student Performance: **10/25/2012**

Student Name: **Michael**

Content Area: **ELA**

AGLI Text:

distinguish facts from opinions

Task:

The student will distinguish facts from opinions.

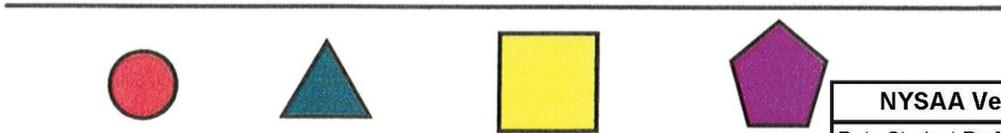
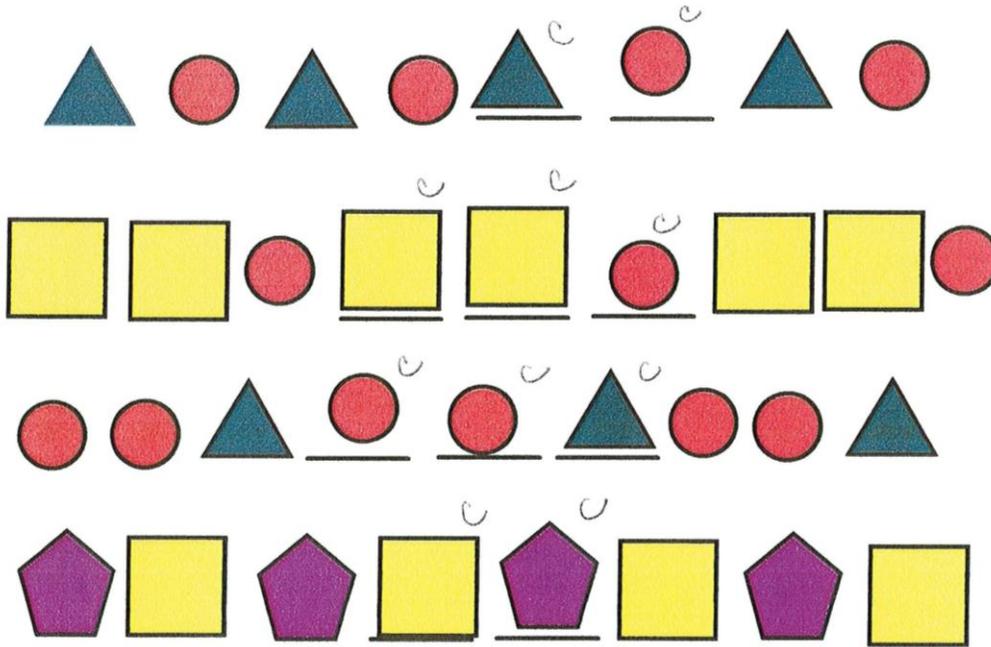
Accuracy: **100%** Independence: **100%**

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. The performance calculations do not appear to be calculated correctly. What should they be?

3. The student self corrected on question two. Does this affect the performance calculation? _____

Fill in the missing elements in the repeating shape pattern by dragging the shapes at the bottom to the blank lines.



Student dragged the shapes to the line using the SMARTboard

C = correct

Emily Acc 100% 11/21/12
Ind 70%

NYSAA Verifying Evidence Label	
Date Student Performance:	11/21/2012
Student Name:	Emily
Content Area:	Mathematics
AGLI Text:	when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern
Task:	The student will fill in the missing element in a repeating or growing number and/or shape pattern.
Accuracy:	100%
Independence:	70%

1. Did the teacher calculate the Level of Accuracy in a manner that can be confirmed/replicated? _____
2. Did the teacher calculate the Level of Independence in a manner that can be confirmed/replicated? _____
3. How could the teacher mark the worksheet to make the Level of Independence calculation clear?

Name: Sarah

Directions: describe your observations of objects placed in water by answering yes or no to each question.

A 1

+ + 1.) Did the magnet float?

Yes

No

+ + 2.) Did the duck float?

Yes

No

+ + 3.) Did the sponge sink?

Yes

No

- + 4.) Did the Clifford change color?

Yes

No

+ + 5.) Did the eraser break apart?

Yes

No

Sarah was asked to describe her observations of objects being placed in water by indicating Yes or No to questions (e.g., "Did the {object} float?", "Did the {object} sink?", "Did the {object} change color?", "Did the {object} break apart?") She was presented with two cards, one with "Yes" and one with "No." She eye-gazed toward one of the cards ("Yes" or "No"). Staff provided hand over hand assistance to help her mark the worksheet with the response she had provided.

NYSAA Verifying Evidence Label

Date Student Performance: 2/1/2013
Student Name: Sarah
Content Area: Science
AGLI Text: describe observations of objects and/or events
Task: The student will describe what happens to objects when they are placed in water.
Accuracy: 80% Independence: 100%

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. The teacher included a notation to indicate how the activity took place and how the performance was calculated. What would the Level of Accuracy and Level of Independence be, if the student was prompted to refocus for question 2, and was able to answer it correctly after the refocus prompt?