

# **Appendix B:**

## **Sample Datafolio, Grade 4**

### **ADMINISTRATION MANUAL**

**New York State Alternate Assessment**  
(September 2014)

## 2014-15 NYSAA Student Page (1 of 2)

Student Information:
Last Name: <b>Student</b> First Name: <b>Esteban</b>
Student Nickname if used in datafolio: <b>Esteban</b>
Date of Birth: <b>04/03/2005</b>
Student ID# (assigned by school district): <b>123456789</b>
District of Residence: <b>Somewhere District</b>
Name of School Student Attends: <b>Somewhere Elementary School</b>
Attending School City/State: <b>Somewhere, NY</b>
Student most often receives instruction in the following setting (check one below): <input checked="" type="radio"/> <b>School</b> <input type="radio"/> Home <input type="radio"/> Hospital or <input type="radio"/> Other (specify):

**Administration Period for 2014–15 NYSAA: September 29, 2014 – February 6, 2015**

NYSAA Datafolio Submitted for the Following Grade: (check only one box based on student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="radio"/>	September 1, 2005-August 31, 2006	Grade 3	ELA, Mathematics
<input checked="" type="radio"/>	<b>September 1, 2004-August 31, 2005</b>	<b>Grade 4</b>	<b>ELA, Mathematics, Science</b>
<input type="radio"/>	September 1, 2003-August 31, 2004	Grade 5	ELA, Mathematics
<input type="radio"/>	September 1, 2002-August 31, 2003	Grade 6	ELA, Mathematics
<input type="radio"/>	September 1, 2001-August 31, 2002	Grade 7	ELA, Mathematics
<input type="radio"/>	September 1, 2000-August 31, 2001	Grade 8	ELA, Mathematics, Science
<input type="radio"/>	September 1, 1996-August 31, 1997	Secondary	ELA, Mathematics, Science, Social Studies

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

Month in which the last Collegial Review of this datafolio was conducted: <b>January</b>
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Testing Accommodations are listed on the next page:

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## 2014-15 NYSAA Student Page (2 of 2): Testing Accommodations

Test Accommodations Provided During Testing (check all that apply):	
Testing Accommodations	Content Area
<input checked="" type="checkbox"/> Flexibility in scheduling/timing	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Flexibility in setting	<input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)

<input checked="" type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Method of Response	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" 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)
<b>ELL Testing Accommodations</b>	<b>Content Area</b>			
<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 Extensions that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

\*\* Only an allowable testing accommodation for Grades 6-8 and H.S. mathematics; is allowed for Grades 3-H.S. ELA, science, and social studies.

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

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

<b>Data Summary Sheet for Social Studies AGLI 1</b>	NA
Baseline verifying evidence* for Social Studies AGLI 1 with Required Elements/VE Label	NA
Final verifying evidence* for Social Studies AGLI 1 with Required Elements/VE Label	NA
<b>Data Summary Sheet for Social Studies AGLI 2</b>	NA
Baseline verifying evidence* for Social Studies AGLI 2 with Required Elements/VE Label	NA
Final verifying evidence* for Social Studies AGLI 2 with Required Elements/VE Label	NA

*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).*

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 4 Extension</b> <b>ELA 1</b>
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Student Name: <b>Esteban Student</b>	Date of Birth: <b>04/03/2005</b>
School Name: <b>Somewhere Elementary School</b>	

CCLS Code	Essence(s) of Cluster
<b>RL.4.3</b> Frameworks Page(s): 2	Describe a character, setting, or event in a story or drama, using details from the text.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="radio"/> Identify a character, setting, and/or event from a story or drama. (41111)	<input checked="" type="radio"/> Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)	<input type="radio"/> Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/9/2014</b>	Date	<b>12/12/2014</b>
Level of Accuracy (74% or below)	<b>50%</b>	Level of Accuracy	<b>75%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>NO</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

Name: Esteban

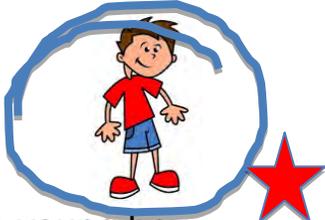
Date: *October 9, 2014*

*2/4 = 50%*

Directions: Describe the character's physical appearance.

Consider the descriptions and pictures of Danny Bigtree in the book *Eagle Song* by Joseph Bruchac:

1) Danny Bigtree is

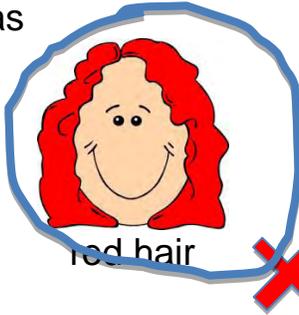


A young boy



an Mohawk chief

2) Danny has



red hair



dark hair

3) Danny usually wears

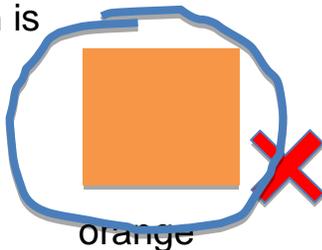


jeans and sneakers



an apron

4) Danny's skin is



orange



darker

Teacher read each question and response choices to the student. Response choices were placed on Big Mac buttons and student pressed his choice. Teacher circled response on worksheet.

Name: Esteban

Date: 12 / 12 / 14     3/4 = 75%

Directions: Describe the character's physical appearance.

Consider the description and pictures of Violet in the book *The Hope Chest* by Karen Schwabach:

1.) Violet is



a mom



a young girl

2.) Violet wears



a hat on her head



a flower in her hair

Violet's clothes were

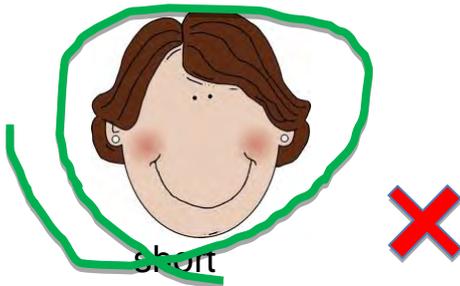


jeans and sneakers

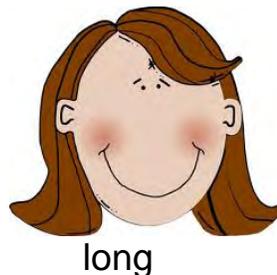


long skirts or dresses

3.) Violet's hair was



short



long

Teacher read each question and response choices to the student. Response choices were placed on Big Mac buttons and student pressed his choice. Teacher circled response on worksheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension  
ELA 2**

Student Name: <b>Esteban Student</b>	Date of Birth: <b>04/03/2005</b>
School Name: <b>Somewhere Elementary School</b>	

CCLS Code	Essence(s) of Cluster
<b>RL.4.7</b> Frameworks Page(s): 5	Identify details that connect a text to the same text in other media.

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

<input checked="" type="radio"/> Identify a visual representation of a character in two or more forms (story, drama, visual or oral presentation of text) of the same text. (41311)	<input type="radio"/> Identify a detail that connects a text to another form (story, drama, visual or oral presentation of text) of the same text. (41321)	<input type="radio"/> Compare and contrast details that connect two or more forms of the same text. (For example, compare and contrast characters, settings, or events). (41331)
---	--	--

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will identify a visual representation of a character in two or more forms of the same text (e.g., a picture of the boy from the storybook of *Stone Soup* and a picture of the boy from the text of the play *Stone Soup*). (AT41311)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>11/18/2014</b>	Date	<b>1/20/2015</b>
Level of Accuracy (74% or below)	<b>50%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>NO</b>

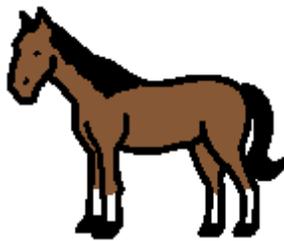
Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

<b>NYSAA Verifying Evidence Label</b>
Date of Student Performance: <b>11/18/2014</b>
Student Name: <b>Esteban Student</b>
Accuracy: <b>50%</b> Prompted?: <b>YES</b>
Optional: Extension Code: <b>41311</b>

Name: Esteban

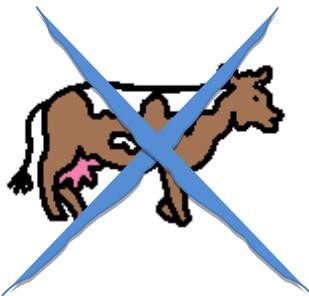
Compare the two texts The Three Little Pigs and the audio book The True Story Of The Three Little Pigs.

① What character is blowing down the house in both of the stories?



C

② Identify the three (characters) animals that the wolf meets in both of the stories.



X

<b>NYSAA Verifying Evidence Label</b>
Date of Student Performance: <b>1/20/2015</b>
Student Name: <b>Esteban Student</b>
Accuracy: <b>100%</b> Prompted?: <b>NO</b>
Optional: <b>Extension Code: 41311</b>

Name: **Esteban**

Compare the text Where the Wild Things Are and the movie representation of the text.

① Which character runs away in both of the stories?



C

② Which character says he is king in both of the stories?



C

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**  
**ELA 3**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>W.4.4</b> Frameworks Page(s): 8	Produce clear and coherent writing appropriate to task, purpose, and audience. (i.e., opinion, narrative, or informative)

**Extension (mark the Extension selected for this Standard)**

Less Complex ← → More Complex

<input checked="" type="radio"/> Recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic. (43211)	<input type="radio"/> Indicate the purpose and the audience for a piece of writing. (43221)	<input type="radio"/> Produce a clear paragraph on a topic that is based on a specific purpose and audience. (43231)
--	---	--

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will label a sentence as opinion, informative, or narrative (e.g., given the sentence "I went to the park yesterday to ride my bike, and had a picnic," the student identifies the sentence as narrative). (AT43211B)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>11/10/2014</b>	Date	<b>1/8/2015</b>
Level of Accuracy (74% or below)	<b>0%</b>	Level of Accuracy	<b>60%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

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Name: Esteban

Date: *November 10, 2014* 0/5 = 0%

**Directions:** Listen to the following sentences. Label each sentence with which kind of sentence it is. These sentences are either opinion, informative or narrative sentences.

NOTE: Student choose word cards and teacher recorded response on worksheet

1.) The sunset is very beautiful.

opinion

informative 

2.) Rain forests have bright colors and can be poisonous.

opinion 

informative

3.) I went for a walk on the beach yesterday.

opinion 

narrative

4.) Cars have four wheels

informative

narrative 

5.) It is not that cold outside.

opinion

informative 

Name: Esteban

Date: *January 8, 2015*

3/5 = 60%

**Directions:** Listen to the following sentences. Label each sentence with which kind of sentence it is. These sentences are either opinion, informative or narrative sentences.

1.) The sunset is very beautiful. 

opinion      informative

NOTE: Student choose word cards and teacher recorded response on worksheet

2.) Rain forests have bright colors and can be poisonous. 

opinion      informative

3.) I went for a walk on the beach yesterday. 

opinion      narrative

4.) Cars have four wheels. 

informative      narrative

5.) It is not that cold outside. 

opinion      informative

# NYSAA DATA SUMMARY SHEET

**Grade 4 Extension**  
**ELA 4**

Student Name: **Esteban Student** Date of Birth: **04/03/2005**  
 School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>SL.4.6</b> Frameworks Page(s): 11	Use appropriate communication and social skills in a variety of situations.

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

<input checked="" type="radio"/> Show appropriate behavior in a social situation. (44211)	<input type="radio"/> Provide an appropriate salutation or response for social situations. (44221)	<input type="radio"/> Engage in appropriate conversation in a formal and an informal situation. (44231)
---	--	---

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will respond to a greeting appropriately in a social situation (e.g., eye contact, waving, verbal response). (AT44211B)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/22/2014</b>	Date	<b>1/28/2015</b>
Level of Accuracy (74% or below)	<b>25%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>NO</b>	Was the student prompted?	<b>NO</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

## NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: **Esteban Student**

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

**ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response**

Describe Steps of the Assessment Task (recommend at least 4):	Baseline 10/22/2014	Date 2 11/6/2014	Date 3 12/9/2014	Date 4 1/7/2015	Date 5	Date 6	Date 7	Final 1/28/2015
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
Student will respond appropriately to greeting (hi, hello, etc.)	+	+	+	+	N	N	N	+
Student will respond using proper title with name (e.g., Mrs., Mr., Miss)	-	-	-	+	N	N	N	+
Student will make eye contact when addressing school personnel	-	-	-	-	N	N	N	+
Student will respond, using text to speech device, when asked by school personnel "How are you?"	-	+	+	+	N	N	N	+
<b>Total +'s</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>				<b>4</b>
<b>Total Steps</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>				<b>4</b>
<b>Fraction</b>	<b>1/4</b>	<b>2/4</b>	<b>2/4</b>	<b>3/4</b>				<b>4/4</b>
<b>Percent (%)</b>	<b>25</b>	<b>50</b>	<b>50</b>	<b>75</b>				<b>100</b>
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	AT	AT	DA	DA				AT

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

Initials: **AT**  
Initials: **DA**  
Initials:

Name: **Andrea Teacher**  
Name: **Debra Aide**  
Name:

for Initials Recorded Above

Initials:

Name:

**Optional Information (for organizational and tracking purposes only):**

**Content Area:**  ELA  Mathematics  Science  Social Studies (HS only)

**Extension/AGLI#:** 44211

**Assessment Task:** The student will respond to a greeting appropriately in a social situation (e.g., eye contact, waving, verbal response). (AT44211B)

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## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **10/22/2014**

Baseline    Final   Student Performance: Accuracy: **25%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.

*Pauline Principal*

\_\_\_\_\_  
OBSERVER'S NAME (PRINT)

*Pauline Principal*  
\_\_\_\_\_  
OBSERVER SIGNATURE

(cannot be the same person collecting data)

*10/22/14*  
\_\_\_\_\_  
DATE OBSERVED

(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.)

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGL#: 44211

**Assessment Task:** The student will respond to a greeting appropriately in a social situation (e.g., eye contact, waving, verbal response). (AT44211B)

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

## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **1/28/2015**

Baseline  Final Student Performance: Accuracy: **100%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.

*Pauline Principal*

OBSERVER'S NAME (PRINT)

*Pauline Principal*

OBSERVER SIGNATURE

(cannot be the same person collecting data)

*1/28/15*

DATE OBSERVED

(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.)**

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGLI#: 44211

**Assessment Task:** The student will respond to a greeting appropriately in a social situation (e.g., eye contact, waving, verbal response). (AT44211B)

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

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension  
ELA 5**

Student Name: **Esteban Student** Date of Birth: **04/03/2005**  
 School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>L.4.4</b> Frameworks Page(s): 14	Define the meaning of unknown and multiple-meaning words using multiple strategies (i.e., context clues, affixes and roots) to determine meaning.

**Extension (mark the Extension selected for this Standard)**

Less Complex ← More Complex

<input type="radio"/> Use a visual cue to understand the meaning of a word. (45311)	<input checked="" type="radio"/> Use context to understand meaning. (45321)	<input type="radio"/> Use context clues in a single paragraph or multi-paragraph text to define multiple-meaning words. (45331)
---	---	---

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will use context to understand meaning (e.g., given "He showers" the student selects a picture that represents the meaning of the word in context). (AT45321A)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/16/2014</b>	Date	<b>1/21/2015</b>
Level of Accuracy (74% or below)	<b>25%</b>	Level of Accuracy	<b>67%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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Name: Esteban

Date: 10 / 16 / 14     1/4 = 25%

Directions: Circle the picture that shows the meaning of each word based on the context of the given sentence.

Student was read each sentence and picture cards were placed on his Big Mac. Student pressed button for picture response choice.

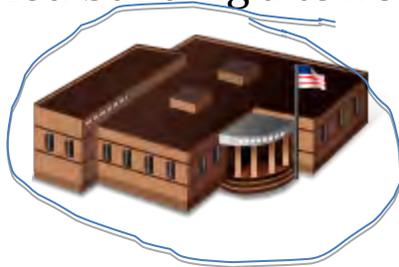
1.) The girl is showering.

C



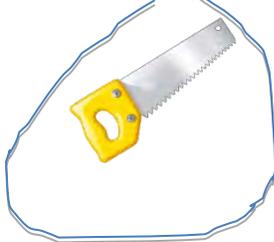
2.) We tried building a tower.

X



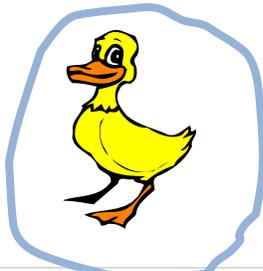
3.) Grandma saw the newspaper.

X



4.) You need to duck so you do not bump your head.

X



Name: *Esteban*

Date: *Jan. 21, 2015*

4/6 correct = 67%

Directions: Circle the picture that shows the meaning of each word based on the context of the given sentence.

1.) They paid a fine for parking in the wrong place.



C

2.) We found a bat sleeping in the attic.



C

3.) Tricia came in second in the road race.



X

4.) Gabriel was sick yesterday, but today he is feeling fine.



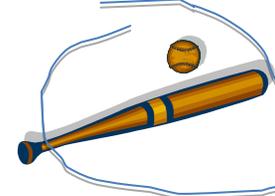
C

5.) Anita asked for one more second to finish her work.



X

6.) Louis used the bat during P.E. class.



C

Student was read each sentence and picture cards were placed on his Big Mac. Student pressed button for picture response choice.

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**  
**MATH 1**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>4.OA</b> Frameworks Page(s): 18	Recognize a pattern given a sequence of shapes or numbers. Determine (figure out) the next item (shape or number) in a sequence (pattern).

**Extension (mark the Extension selected for this Standard)**

Less Complex ←

→ More Complex

Determine the next number or shape in a pattern. (40111)

Generate a pattern from a given rule. (For example, count by odd and/or even numbers.) (40121)

Determine the rule for a given pattern. (40131)

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will generate a pattern from a given rule and a starting point. (AT40121A)**

**Student Performance Data**

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	<b>10/9/2014</b>	Date	<b>12/11/2014</b>
Level of Accuracy (74% or below)	<b>0%</b>	Level of Accuracy	<b>75%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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Name: Esteban

Date: 10/9/14

**Fill in the missing numbers when following the pattern of +2.**

2, 3, 4, 5 ✗

10, 11, 12, 13 ✗

5, 7,     ,      ✗

3, 7, 5, 2 ✗

Student was given an array of number cards to choose from. Student picked cards for each space in pattern and teacher helped glue them on the worksheet.

Name: Esteban

Date: 12/11/14

**Fill in the missing numbers when following the pattern of +3.**

2, 5, 8, 11 C

10, 11, 12, 13 X

5, 8, 11, 14 C

3, 6, 9, 12 C

Student was given an array of number cards to choose from. Student picked cards for each space in pattern and teacher helped glue them on the worksheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**

**MATH 2**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>4.NBT</b> Frameworks Page(s): 21	Understand place value of any digit in a multi-digit base-ten number. Be able to compare two multi-digit numbers.

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

Identify place-value of a digit in a number containing three or more digits. (For example, present the student with the number 123. Ask the student to identify the number in the tens place. Correct work example would be that the student identifies "2" as being in the tens place.) (40211)

Round a multi-digit whole number to any place. (For example, 123 rounded to the tens or hundreds.) (40221)

Compare two or more multi-digit whole numbers using words and/or symbols to identify greater than (>), less than (<), or equal to (=). (40231)

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will indicate the requested digit for a given three-or-more-digit number (e.g., in the number 154, what digit is in the tens place?). (AT40211C)**

**Student Performance Data**

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	<b>11/7/2014</b>	Date	<b>1/5/2015</b>
Level of Accuracy (74% or below)	<b>25%</b>	Level of Accuracy	<b>75%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

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Name: Esteban

Date: Nov. 7, 2014

Directions: Mark the requested digit for the given number.

1.) What digit is in the TENS place in 163?

X

a.) 1

b.) giraffe

c.) 6

2.) What digit is in the ONES place in 254?

C

a.) ocean

b.) 4

c.) =

3.) What digit is in the HUNDREDS place in 100?

X

a.) zero

b.) 1

c.) cereal

4.) What digit is in the ONES place in 4031?

X

a.) truck

b.) 1

c.) +

SCORE:  $1/4 = 25\%$  Level of Accuracy

Teacher read questions and presented the student with three choices as number, picture, and symbol cards. Student indicated choice and teacher circled response on the worksheet.

Name: Esteban

Date: Jan. 5, 2015

Directions: Mark the requested digit for the given number.

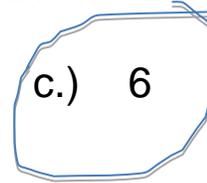
1.) What digit is in the TENS place in 163?



a.) 1

b.) giraffe

c.) 6



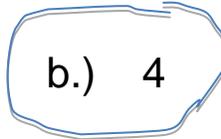
2.) What digit is in the ONES place in 254?



a.) ocean

b.) 4

c.) =

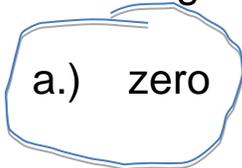


3.) What digit is in the HUNDREDS place in 100?

a.) zero

b.) 1

c.) cereal



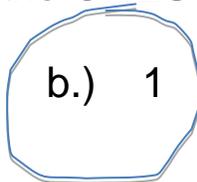
4.) What digit is in the ONES place in 4031?



a.) truck

b.) 1

c.) +



SCORE:  $3/4 = 75\%$  Level of Accuracy

Teacher read questions and presented the student with three choices as number, picture, and symbol cards. Student indicated choice and teacher circled response on the worksheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**  
**MATH 3**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>4.NF</b> Frameworks Page(s): 24	Apply knowledge of operating with whole numbers to operating with fractions and mixed numbers.

**Extension (mark the Extension selected for this Standard)**

Less Complex ← More Complex

<input checked="" type="radio"/> Recognize and/or model a unit fraction from a whole. (40311)	<input type="radio"/> Add and/or subtract unit fractions. (40321)	<input type="radio"/> Multiply unit fractions (e.g., 1/2, 1/5, etc.). (40331)
---	---	---

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will recognize fractional parts of a given whole (e.g., given a set of choices, which part is 1/4 of this rectangle (whole)?). (AT40311B)**

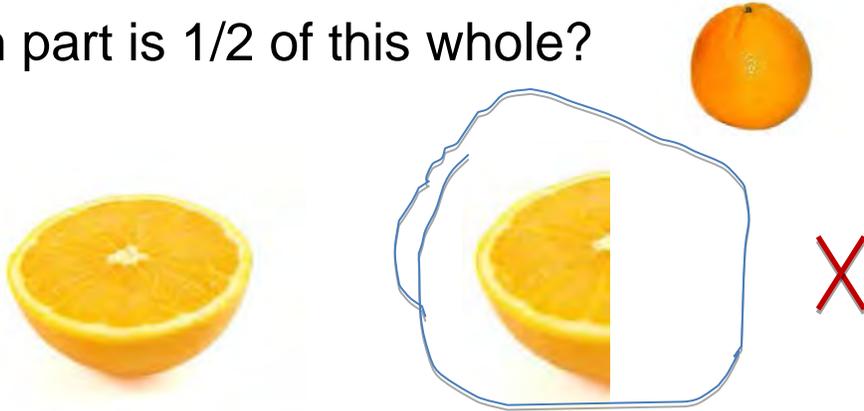
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/27/2014</b>	Date	<b>1/30/2015</b>
Level of Accuracy (74% or below)	<b>0%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

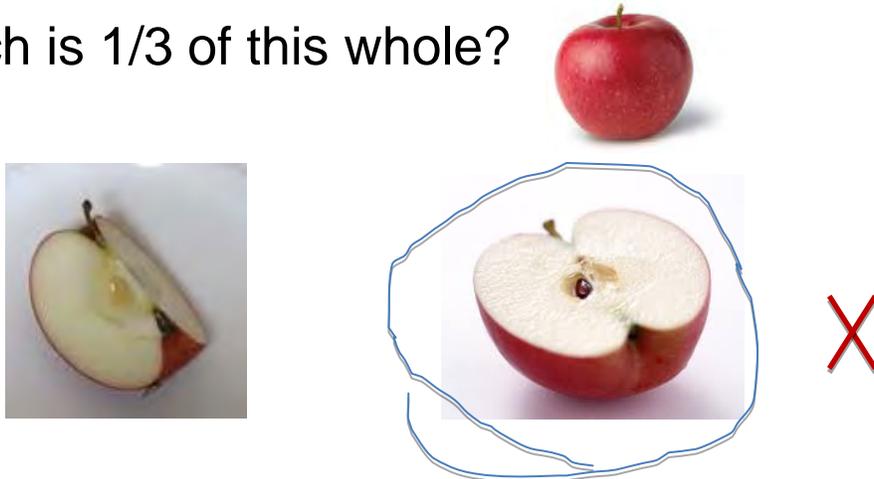
NAME: Esteban DATE: Oct. 27, 2014 0/3 = 0%

Identify the part of the whole indicated by the fraction.

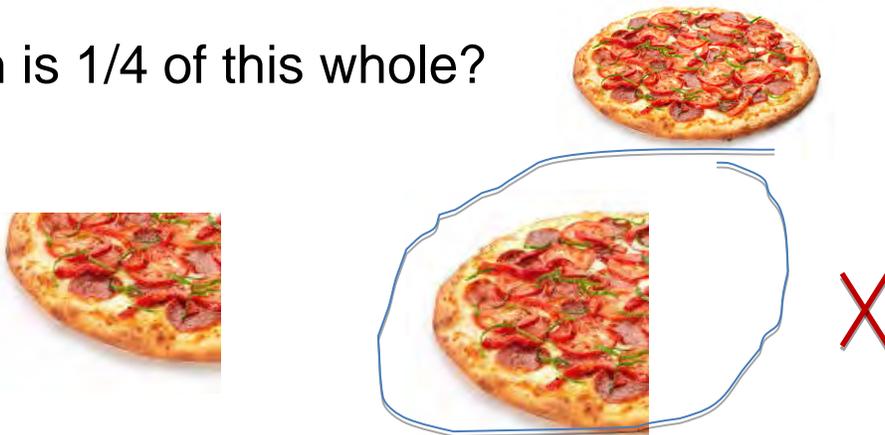
1. Which part is  $\frac{1}{2}$  of this whole?



2. Which is  $\frac{1}{3}$  of this whole?



3. Which is  $\frac{1}{4}$  of this whole?

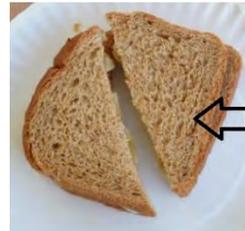
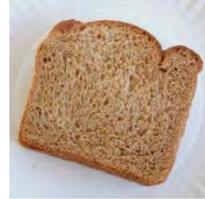
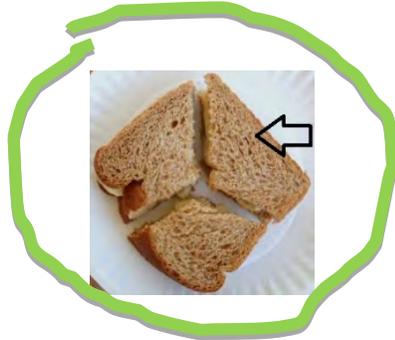


NAME: Esteban

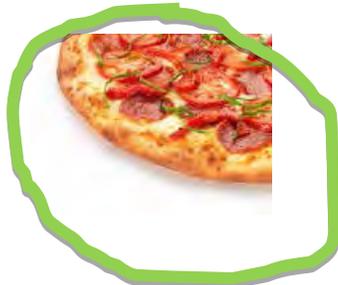
DATE: Jan. 30, 2015      3/3 = 100%

Identify the part of the whole indicated by the fraction.

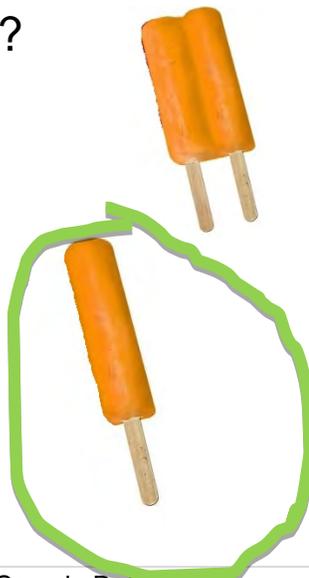
1.) Which part is  $\frac{1}{3}$  of this whole?



2.) Which is  $\frac{1}{4}$  of this whole?



3.) Which is  $\frac{1}{2}$  of this whole?



**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**  
**MATH 4**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>4.MD</b> Frameworks Page(s): 27	Solve problems involving measurement and conversions of larger units to smaller units.

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

<input checked="" type="radio"/> Identify a standard and/or a non-standard tool for measurement. (40411)	<input type="radio"/> Identify the appropriate unit of measurement for an object. (40421)	<input type="radio"/> Compare objects with different units of measurement according to the attribute of mass, weight, time, and/or length. (40431)
--	---	--

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will identify an appropriate tool to measure an object (e.g., how would you measure time? [choices: scale, ruler, clock]; how would you measure height? [choices: scale measuring tape, clock]) (AT40411B)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/14/2014</b>	Date	<b>1/8/2015</b>
Level of Accuracy (74% or below)	<b>25%</b>	Level of Accuracy	<b>75%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

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## NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: **Esteban Student**

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

**ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response**

Describe Steps of the Assessment Task (recommend at least 4):	Baseline 10/14/2014	Date 2 11/11/2014	Date 3 11/25/2014	Date 4	Date 5	Date 6	Date 7	Final 1/8/2015
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
How would you measure the weight of a person?	-	+	+	N	N	N	N	+
How would you measure the length of a book?	+	+	-	N	N	N	N	+
How would you measure how long it takes to eat an apple?	-	-	-	N	N	N	N	-
How would you measure how much milk is needed for a recipe?	-	-	+	N	N	N	N	+
<b>Total +'s</b>	<b>1</b>	<b>2</b>	<b>2</b>					<b>3</b>
<b>Total Steps</b>	<b>4</b>	<b>4</b>	<b>4</b>					<b>4</b>
<b>Fraction</b>	<b>1/4</b>	<b>2/4</b>	<b>2/4</b>					<b>3/4</b>
<b>Percent (%)</b>	<b>25</b>	<b>50</b>	<b>50</b>					<b>75</b>
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	BA	DT	BA	DT				BA

**Staff Key (REQUIRED)**

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

Initials: **BA**

Initials: **DT**

Initials:

Initials:

Name: **Brian Aide**

Name: **Danielle Teacher**

Name:

Name:

---

**Optional Information (for organizational and tracking purposes only):**

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

Extension/AGL#: 40411

**Assessment Task:** The student will identify an appropriate tool to measure an object (e.g., how would you measure time? [choices: scale, ruler, clock]; how would you measure height? [choices: scale measuring tape, clock]) (AT40411B)

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*Notation: For each date task was conducted, student was read the question and presented an array of measuring tools to choose from.*

## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **10/14/2014**

Baseline    Final   Student Performance: Accuracy: **25%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.**

Danielle Teacher

\_\_\_\_\_  
**OBSERVER'S NAME (PRINT)**

*Danielle Teacher*

\_\_\_\_\_  
**OBSERVER SIGNATURE**

(cannot be the same person collecting data)

*Oct. 14, 2014*

**DATE OBSERVED**

(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.)**

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGLI#: 40411

**Assessment Task:** The student will identify an appropriate tool to measure an object (e.g., how would you measure time? [choices: scale, ruler, clock]; how would you measure height? [choices: scale measuring tape, clock]) (AT40411B)

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

## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **1/8/2015**

Baseline  Final Student Performance: Accuracy: **75%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.**

**Danielle Teacher**

OBSERVER'S NAME (PRINT)

*Danielle Teacher*

OBSERVER SIGNATURE

(cannot be the same person collecting data)

*Jan. 8, 2015*

DATE OBSERVED

(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.)

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGL#: 40411

**Assessment Task:** The student will identify an appropriate tool to measure an object (e.g., how would you measure time? [choices: scale, ruler, clock]; how would you measure height? [choices: scale measuring tape, clock]) (AT40411B)

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

**NYSAA DATA SUMMARY SHEET**

**Grade 4 Extension**  
**MATH 5**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>4.G</b> Frameworks Page(s): 30	Create and classify lines and figures based on their properties. Distinguish between a line, ray and line segment. Classify angles by size and distinguish between perpendicular and parallel lines.

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

Sort figures according to a geometrical attribute. (For example, number of sides, shape of sides, angles, etc.) (40511)

Identify and/or create a figure based on a geometric property. (For example, parallel or perpendicular lines.) (40521)

Identify and/or create a matching part of a symmetrical figure. (40531)

Assessment Task (same Assessment Task used for both baseline and final administrations):  
**The student will sort two or more figures according to a geometrical attribute (e.g., sort based on the number of sides, the number of angles, the length of sides). (AT40511A)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/2/2014</b>	Date	<b>11/20/2014</b>
Level of Accuracy (74% or below)	<b>67%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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## NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: **Esteban Student**

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

**ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response**

Describe Steps of the Assessment Task (recommend at least 4):	Baseline 10/2/2014	Date 2 10/8/2014	Date 3 10/22/2014	Date 4	Date 5	Date 6	Date 7 11/5/2014	Final 11/20/2014
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
Given a set of various shapes and a bin to sort in to, student will sort...shape(s) with two or more angles	-	+	+	N	N	N	+	+
...shape(s) with two or more sides (using a seperate bin)	+	+	-	N	N	N	-	+
...shape(s) with curved sides (using a separate bin)	+	+	-	N	N	N	+	+
<b>Total +'s</b>	<b>2</b>	<b>3</b>	<b>1</b>				<b>2</b>	<b>3</b>
<b>Total Steps</b>	<b>3</b>	<b>3</b>	<b>3</b>				<b>3</b>	<b>3</b>
<b>Fraction</b>	<b>2/3</b>	<b>3/3</b>	<b>1/3</b>				<b>2/3</b>	<b>3/3</b>
<b>Percent (%)</b>	<b>67</b>	<b>100</b>	<b>33</b>				<b>67</b>	<b>100</b>
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	BA	DT	DT				BA	BA

**Staff Key (REQUIRED)**

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

Initials: **DT**

Initials: **BA**

Initials:

Initials:

Name: **Danielle Teacher**

Name: **Brian Aide**

Name:

Name:

**Optional Information (for organizational and tracking purposes only):**

**Content Area:**    ELA    Mathematics    Science    Social Studies (HS only)

**Extension/AGL#:** 40511

**Assessment Task:** The student will sort two or more figures according to a geometrical attribute (e.g., sort based on the number of sides, the number of angles, the length of sides). (AT40511A)

NYSAA ProFile™ 2014-2015

## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **10/2/2014**

Baseline    Final   Student Performance: Accuracy: **67%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.**

**Danielle Teacher**

OBSERVER'S NAME (PRINT)

*Danielle Teacher*

OBSERVER SIGNATURE

(cannot be the same person collecting data)

*10/2/14*

DATE OBSERVED

(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.)**

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGLI#: 40511

**Assessment Task:** The student will sort two or more figures according to a geometrical attribute (e.g., sort based on the number of sides, the number of angles, the length of sides). (AT40511A)

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

NYSAA ProFile™ 2014-2015

## NYSAA Observer Verification Form

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):

Student Name: **Esteban Student**

Date of Student Performance: **11/20/2014**

Baseline  Final Student Performance: Accuracy: **100%**

### Observer\* completes this section (REQUIRED):

#### 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 was conducted in my presence.**

Danielle Teacher

OBSERVER'S NAME (PRINT)

Danielle Teacher

OBSERVER SIGNATURE

(cannot be the same person collecting data)

11/20/14

DATE OBSERVED

(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.)

#### Optional Information (for organizational and tracking purposes only):

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

Extension/AGL#: 40511

**Assessment Task:** The student will sort two or more figures according to a geometrical attribute (e.g., sort based on the number of sides, the number of angles, the length of sides). (AT40511A)

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

NYSAA ProFile™ 2014-2015

**NYSAA DATA SUMMARY SHEET**

**Grade 4 AGLI  
SCIENCE 1**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>Standard 1, Key Idea 2</b> Frameworks Page(s): 34	<ul style="list-style-type: none"> <li>Plan and develop procedures for exploration</li> <li>Identify materials needed for exploration</li> <li>Implement an exploration</li> <li>Report observations</li> </ul>

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

The student will: <input checked="" type="radio"/> recognize a scientific tool used in a scientific investigation (41111)	The student will:	The student will:
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Assessment Task:

**The student will recognize a scientific tool by indicating the tool appropriate for the given scientific investigation. (AT41111A)**

**Student Performance Data**

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	<b>10/15/2014</b>	Date	<b>1/29/2015</b>
Level of Accuracy (74% or below)	<b>33%</b>	Level of Accuracy	<b>67%</b>
Was the student prompted?	<b>YES</b>	Was the student prompted?	<b>YES</b>

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2014-2015

Name: Esteban

1/3 = 33%

Date: October 15, 2014

Directions: Circle/mark the tool used for scientific investigation.

1. What would you use to measure water evaporation?



beaker



robot

2. What would you use to see a small bug in an insect investigation?



toy truck



hand lens

3. What would you use to investigate if the weight of a pencil is more than the weight of a book?



balance



soccer ball

$2/3 = 67\%$

Name: Esteban

Date: Jan. 29, 2015

Directions: Circle/mark the tool used for scientific investigation.

1. What would you use to measure temperature?



clown



thermometer



2. What would you use to see leaf cells in a plant investigation?



microscope



jacket



3. What would you use to measure how much liquid to add to a mixture?



bicycle



graduated cylinder

**NYSAA DATA SUMMARY SHEET**

**Grade 4 AGLI  
SCIENCE 2**

Student Name: **Esteban Student**

Date of Birth: **04/03/2005**

School Name: **Somewhere Elementary School**

CCLS Code	Essence(s) of Cluster
<b>Standard 4, Key Idea 3</b> Frameworks Page(s): 39	<ul style="list-style-type: none"> <li>• Understand that animals and plants have different structures that are essential for growth, reproduction, and survival</li> <li>• Understand that animals and plants adapt to their environment</li> </ul>

**Extension (mark the Extension selected for this Standard)**

Less Complex More Complex

The student will:	The student will: <input checked="" type="radio"/> identify the function of a basic plant or animal structure (42221)	The student will:
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Assessment Task:

**The student will identify the function of a plant or animal structure. (AT42221)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	12/3/2014	Date	1/30/2015
Level of Accuracy (74% or below)	0%	Level of Accuracy	100%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2014-2015

Name: Esteban Date: 12 / 3 / 14 0%

Directions: Listen to the question and choices, and point to the function of the plant or animal structure indicated below.



1.) What is the function of a plant's leaves?

a.) take in water

b.) make food X



2.) What is the function of the rhino's horn?

a.) thinking X

b.) protection from enemies



3.) What is the function of a bird's wings?:

a.) flying

b.) eating X

Name: Esteban

Date: 1 / 30 / 15 100%

Directions: Listen to the question and choices, and point to the function of the plant or animal structure indicated below.



1.) What is the function of a plant's leaves?

a.) take in water

b.) make food

2.) What is the function of the rhino's horn?

a.) thinking

b.) protection from enemies



3.) What is the function of a bird's wings?:

a.) flying

b.) eating

