

Appendix D:

Forms

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2014)

2014–15 NYSAA Student Page (1 of 2)

Student Information	
Last Name:	First Name:
Student Nickname if used in datafolio:	
Date of Birth:	
Student ID# (assigned by school district):	
District of Residence:	
Name of School Student Attends:	
Attending School City/State:	
Student most often receives instruction in the following setting (check one below): <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

Administration Period for 2014–15 NYSAA: September 29, 2014 – February 27, 2015

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, 2005—August 31, 2006	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 2004—August 31, 2005	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 2003—August 31, 2004	Grade 5	ELA, Mathematics
<input type="checkbox"/>	September 1, 2002—August 31, 2003	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 2001—August 31, 2002	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 2000—August 31, 2001	Grade 8	ELA, Mathematics, Science
<input type="checkbox"/>	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 type="checkbox"/> Assistive technology	
<input type="checkbox"/> Communication system	

Month in which the last Collegial Review of this datafolio was conducted:	
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Testing Accommodations are listed on the next page.

2014–15 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 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.

NYSAA Datafolio Table of Contents

Preliminary Documents	Page #
NYSAA Student Page	
Table of Contents	

The following documents must be included for each content area assessed.	Page #
Data Summary Sheet for ELA Extension 1	
Baseline verifying evidence* for ELA Extension 1 with Required Elements/VE Label	
Final verifying evidence* for ELA Extension 1 with Required Elements/VE Label	
Data Summary Sheet for ELA Extension 2	
Baseline verifying evidence* for ELA Extension 2 with Required Elements/VE Label	
Final verifying evidence* for ELA Extension 2 with Required Elements/VE Label	
Data Summary Sheet for ELA Extension 3	
Baseline verifying evidence* for ELA Extension 3 with Required Elements/VE Label	
Final verifying evidence* for ELA Extension 3 with Required Elements/VE Label	
Data Summary Sheet for ELA Extension 4	
Baseline verifying evidence* for ELA Extension 4 with Required Elements/VE Label	
Final verifying evidence* for ELA Extension 4 with Required Elements/VE Label	
Data Summary Sheet for ELA Extension 5	
Baseline verifying evidence* for ELA Extension 5 with Required Elements/VE Label	
Final verifying evidence* for ELA Extension 5 with Required Elements/VE Label	

Data Summary Sheet for Mathematics Extension 1	
Baseline verifying evidence* for Mathematics Extension 1 with Required Elements/VE Label	
Final verifying evidence* for Mathematics Extension 1 with Required Elements/VE Label	
Data Summary Sheet for Mathematics Extension 2	
Baseline verifying evidence* for Mathematics Extension 2 with Required Elements/VE Label	
Final verifying evidence* for Mathematics Extension 2 with Required Elements/VE Label	
Data Summary Sheet for Mathematics Extension 3	
Baseline verifying evidence* for Mathematics Extension 3 with Required Elements/VE Label	
Final verifying evidence* for Mathematics Extension 3 with Required Elements/VE Label	
Data Summary Sheet for Mathematics Extension 4	
Baseline verifying evidence* for Mathematics Extension 4 with Required Elements/VE Label	
Final verifying evidence* for Mathematics Extension 4 with Required Elements/VE Label	
Data Summary Sheet for Mathematics Extension 5	
Baseline verifying evidence* for Mathematics Extension 5 with Required Elements/VE Label	
Final verifying evidence* for Mathematics Extension 5 with Required Elements/VE Label	

For Grade 4, Grade 8, and High School (HS):

Data Summary Sheet for Science AGLI 1	
Baseline verifying evidence* for Science AGLI 1 with Required Elements/VE Label	
Final verifying evidence* for Science AGLI1 with Required Elements/VE Label	
Data Summary Sheet for Science AGLI 2	
Baseline verifying evidence* for Science AGLI 2 with Required Elements/VE Label	
Final verifying evidence* for Science AGLI 2 with Required Elements/VE Label	

For High School (HS) Only:

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

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)*

NYSAA DATA SUMMARY SHEET

**Grade 3
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.3.11 Frameworks Page(s): 2	Select and respond to narratives, poetry, and other literary texts by making text-to-self, text-to-text and/or text-to-world connections.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ▶	More Complex
<input type="checkbox"/> Identify a text-to-self connection from a narrative, poem, or other literary text. (31411)	<input type="checkbox"/> Identify a text-to-text connection comparing two narratives, poems, or other literary texts. (31421)	<input type="checkbox"/> Identify a text-to-world connection. (31431)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 3
ELA**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RI.3.5 Frameworks Page(s): 5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.

Extension (mark the Extension selected for this Standard)

Less Complex ◀ ◀◀ ◀◀◀ ▶▶ ▶▶▶ ▶ More Complex

<input type="checkbox"/> Recognize a text feature used to locate information. (32211)	<input type="checkbox"/> Identify a text feature and indicate how it can be used to provide information. (32221)	<input type="checkbox"/> Use a search tool to locate relevant information and generate information on a given topic. (32231)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 3 ELA	Extension 3
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
W.3.2 Frameworks Page(s): 8	Write an organized, informative/explanatory text to examine a topic and convey ideas clearly.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ▶	More Complex
<input type="checkbox"/> Recognize information that is related to a topic. (33111)	<input type="checkbox"/> Organize information on a topic. (33121)	<input type="checkbox"/> Create simple sentences on a topic. (33131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 3
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
L.3.1 Frameworks Page(s): 14	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Recognize a word, picture, or symbol as a noun. (35111)

Produce a simple sentence, using words, symbols, or pictures. (35121)

Combine two simple sentences to create a compound sentence. (35131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
3.OA Frameworks Page(s): 18	Identify and solve problems involving multiplication and division of whole numbers less than 100.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Identify multiplication and division symbols. (30111)	<input type="checkbox"/> Identify if multiplication or division should be used for a given situation (<i>For example, Will Marcus use multiplication or division to determine how to share 15 apples among 5 friends?</i>). (30121)	<input type="checkbox"/> Solve a number problem involving the multiplication or division of one and/or two-digit numbers (<i>For example, $3 \times 4 = ?$ or $12 \div 4 = ?$</i>). (30131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 3
MATH**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
3.NBT Frameworks Page(s): 21	Understand place value in a number and apply it to operations between numbers.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Identify a number with one or more digits. (30211)	<input type="checkbox"/> Add, subtract and/or multiply numbers with one or more digits. (30221)	<input type="checkbox"/> Recognize the value of a digit within a number with two or more digits. (For example, 96 is 90 ones and 6 ones; 96 is 9 tens and 6 ones). (30231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
3.NF Frameworks Page(s): 24	Develop an understanding that fractions are numbers that represent a part of a whole number.

Extension (mark the Extension selected for this Standard)

Less Complex ◀ ◀◀◀ ◀◀◀ ▶▶▶ ▶▶▶ ▶▶▶ More Complex

<input type="checkbox"/> Recognize a whole and/or parts in relation to the whole. (For example, 1/2, 1/3, 1/4, 1/6, 1/8). (30311)	<input type="checkbox"/> Compare a set of fractions with the same numerator or the same denominator. (30321)	<input type="checkbox"/> Recognize and/or generate a simple equivalent fraction using a strategy. (For example, 1/2 = 2/4; 4/6 = 2/3). (30331)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
3.MD Frameworks Page(s): 27	Understand that data can be represented on a graph (horizontal or vertical). Understand that a graph can be used to compare data.

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Recognize information presented in a bar graph or pictograph. (30411)	<input type="checkbox"/> Interpret information from a bar graph or pictograph. (30421)	<input type="checkbox"/> Create a bar graph or pictograph, including labeling the graph's axes and providing a title. (30431)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 3
MATH**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
3.G Frameworks Page(s): 30	Different geometric shapes may share properties. Geometric shapes can be broken up into equal parts.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

<input type="checkbox"/> Recognize shapes with a common attribute. (30511)	<input type="checkbox"/> Sort quadrilaterals into groups. <i>(For example, put all the rectangles and squares in one group and all other quadrilaterals in another group).</i> (30521)	<input type="checkbox"/> Demonstrate that a shape can be partitioned into parts with equal areas. <i>(For example, place unit squares inside of a given rectangle).</i> (30531)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.4.3 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="checkbox"/> Identify a character, setting, and/or event from a story or drama. (41111)	<input type="checkbox"/> Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)	<input type="checkbox"/> 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):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
ELA**

**Extension
2**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
RL.4.7 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

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)

Identify a detail that connects a text to another form (story, drama, visual, or oral presentation of text) of the same text. (41321)

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):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
L.4.4 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

Use a visual cue to understand the meaning of a word. (45311)

Use context to understand meaning. (45321)

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):

Student Performance Data

Baseline Data Point

Final Data Point

Date / /

Date / /

Level of Accuracy
(74% or below) %

Level of Accuracy %

Was the student prompted? YES NO

Was the student prompted? YES NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 4 MATH	Extension 2
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Student Name:	Date of Birth:
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School Name:

CCLS Code	Essence(s) of Cluster
4.NBT 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)		
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Less Complex		More Complex
<input type="checkbox"/> Identify place-value of a digit in a number containing three or more digits. <i>(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.)</i> (40211)	<input type="checkbox"/> Round a multi-digit whole number to any place. <i>(For example, 123 rounded to the tens or hundreds.)</i> (40221)	<input type="checkbox"/> 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):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
MATH**

**Extension
3**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
4.NF 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 type="checkbox"/> Recognize and/or model a unit fraction from a whole. (40311)	<input type="checkbox"/> Add and/or subtract unit fractions. (40321)	<input type="checkbox"/> Multiply unit fractions (e.g., 1/2, 1/5, etc.). (40331)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
MATH**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
4.MD 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 type="checkbox"/> Identify a standard and/or a non-standard tool for measurement. (40411)	<input type="checkbox"/> Identify the appropriate unit of measurement for an object. (40421)	<input type="checkbox"/> 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):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 4
MATH**

**Extension
5**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
4.G 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	
<input type="checkbox"/> Sort figures according to a geometrical attribute. <i>(For example, number of sides, shape of sides, angles, etc.)</i> (40511)	<input type="checkbox"/> Identify and/or create a figure based on a geometric property. <i>(For example, parallel or perpendicular lines.)</i> (40521)	<input type="checkbox"/> Identify and/or create a matching part of a symmetrical figure. (40531)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 4	AGLI 2
<h1 style="margin: 0;">SCIENCE</h1>		

Student Name:	Date of Birth:
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School Name:

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

Extension (mark the Extension selected for this Standard)
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Less Complex		More Complex
The student will: <input type="checkbox"/> distinguish between a plant and an animal (42211) <input type="checkbox"/> identify a basic plant or animal structure (e.g., fin, wing, leg, arm, mouth, nose, eye, ear, root, stem, leaf, flower, seed, etc.) (42212) <input type="checkbox"/> identify a plant or an animal found in a given place (42213) <input type="checkbox"/> recognize the environment in which an organism is typically found (42214)	The student will: <input type="checkbox"/> identify the function of a basic plant or animal structure (42221) <input type="checkbox"/> identify the part that is missing from a specific plant or animal (42222)	The student will: <input type="checkbox"/> identify that an animal or plant has different structures that are essential for growth, reproduction, and/or survival (42231) <input type="checkbox"/> recognize how animals or plants adapt to their environment (42232)

Assessment Task (same Assessment Task used for both baseline and final administrations): <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Student Performance Data					
<i>Baseline Data Point</i>	<i>Final Data Point</i>				
Date	/	/	Date	/	/
Level of Accuracy <small>(74% or below)</small>		%	Level of Accuracy		%
Was the student prompted?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 5
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.5.4 Frameworks Page(s): 2	Recognize and determine the meaning of words and phrases including figurative language (e.g., metaphors and similes).

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ **More Complex**

<input type="checkbox"/> Identify the meaning of a word and/or a phrase from a text. (51211)	<input type="checkbox"/> Identify the connotative meaning of one or more words and/or phrases from text. (51221)	<input type="checkbox"/> Identify an instance of figurative language and its meaning in literary text. (51231)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 5
ELA**

**Extension
3**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
<p>W.5.9 Frameworks Page(s): 8</p>	<p>Use details from literary or informational texts to analyze, reflect, and research.</p> <ul style="list-style-type: none"> • Develop the ability to compare and contrast. • Relate setting, event, or character in a text to others' lives or to one's own life. • Distinguish between relevant/irrelevant information.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Recognize a similarity or a difference between two or more story elements in literary text (e.g., character, event, setting), or information presented in informational text. (53311)

Identify a similarity and a difference in text. (53321)

Produce a paragraph by using evidence in text to support a point or analyze a text. (53331)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point

Final Data Point

Date

/ /

Date

/ /

Level of Accuracy
(74% or below)

%

Level of Accuracy

%

Was the student prompted?

YES NO

Was the student prompted?

YES NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 5 ELA	Extension 5
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
L.5.3 Frameworks Page(s): 14	Use knowledge of language and its conventions when speaking, reading, or listening, including varieties of English used in stories, dramas, poems or other media.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Recognize the meaning of a phrase from a non-standard dialect (e.g., “The Secret Garden” is an example of a literary text that includes dialects). (55211)	<input type="checkbox"/> Expand or reduce information in order to interpret the message or the information presented in a story, drama, and/or poem. (55221)	<input type="checkbox"/> Paraphrase information in order to interpret the message or information presented in an informational text or media. (55231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET

**Grade 5
MATH**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
5.OA Frameworks Page(s): 18	Understand how to read, write, interpret, and evaluate numerical expressions.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Identify a numerical expression. (50111)	<input type="checkbox"/> Create a numerical expression for a given situation. (50121)	<input type="checkbox"/> Evaluate an expression that represents a situation. (50131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 5
MATH**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
5.NBT Frameworks Page(s): 21	Know how to add, subtract, multiply, and/or divide multi-digit whole numbers and decimals to the hundredths.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Add, subtract, multiply, and/or divide single digit whole numbers. (50211)	<input type="checkbox"/> Add, subtract, multiply, and/or divide decimals to the tenths. (50221)	<input type="checkbox"/> Add, subtract, multiply, and/or divide whole numbers and decimals to the hundredths. (50231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
5.NF Frameworks Page(s): 24	Extend knowledge of multiplication and division of whole numbers to multiplication and division of fractions. Use this knowledge in solving problems.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Represent a fraction as a division problem. (For example, given the statement, "If 1 apple is shared equally by 2 people each person will get 1/2 of the apple" the student is asked, "how this situation would be represented as a fraction?" [1÷2]). (50311)

Multiply a fraction and a whole number less than 10. (50321)

Divide a fraction and a whole number. (50331)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 5 MATH	Extension 4
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
5.MD Frameworks Page(s): 27	Understand concepts of volume and/or relate volume to multiplication and/or addition. Understand the concept of volume of a solid figure.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ▶ ◀◀ ▶▶ ◀◀◀ ▶▶▶ ▶▶▶ ▶▶▶▶ ▶▶▶▶ ▶▶▶▶▶	More Complex
<input type="checkbox"/> Identify an object that can have volume. (For example, the student is asked which object can have volume; choices presented to the student include a right rectangular prism and a rectangle. Correct student response is the right rectangular prism.) (50411)	<input type="checkbox"/> Recognize the number of unit cubes in a solid figure and relate that to the corresponding mathematically calculated volume. (50421)	<input type="checkbox"/> Determine the volume of a solid figure with or without manipulatives. (For example, $V = l \times w \times h$; the volume of the fish tank is 42 unit cubes; volume of a truck bed; volume of a room.) (50431)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 5
MATH**

**Extension
5**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
5.G Frameworks Page(s): 30	Classify two-dimensional figures into categories based on their properties.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀ ⋯⋯◀ ⋯⋯ ▶ ⋯⋯▶ ⋯⋯▶	More Complex
<input type="checkbox"/> Identify a two-dimensional shape based on a property. (50511)	<input type="checkbox"/> Sort two-dimensional shapes, based on a property, such as the number of sides, number of angles, or types of angles. (50521)	<input type="checkbox"/> Compare a similarity and a difference between two or more two-dimensional shapes based on a property. (50531)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.6.3 Frameworks Page(s): 2	Describe the plot and how the character(s) change(s) throughout the story or drama.

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Sequence the events of a story or drama. (61111)	<input type="checkbox"/> Identify a change in a character throughout a story or drama. (61121)	<input type="checkbox"/> Identify the sequence of a story or drama and how a character changes throughout. (61131)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
ELA**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RI.6.2 Frameworks Page(s): 5	Create a summary, using the main idea and supporting details of a text.

Extension (mark the Extension selected for this Standard)

Less Complex ◀..... ..◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Identify the main idea of informational text. (62111)	<input type="checkbox"/> Identify the main idea and a supporting detail of informational text. (62121)	<input type="checkbox"/> Create a summary of an informational text that includes the main idea and a supporting detail. (62131)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 6 ELA	Extension 4
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
SL.6.2 Frameworks Page(s): 11	Interpret information from diverse media and formats and connect it to a topic or issue.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Identify information from a source relevant to a topic or issue. (64111)	<input type="checkbox"/> Organize information from a source to support a topic or issue. (64121)	<input type="checkbox"/> Present information from a source to advocate persuasively about a topic or issue. (64131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
L.6.1 Frameworks Page(s): 14	Demonstrate command of standard English grammar in verbal or written language.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Recognize a pronoun in verbal or written language. (65111)

Identify the correct use of a pronoun in verbal or written language. (65121)

Demonstrate the correct use of a pronoun in verbal or written language. (65131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
MATH**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
6.G Frameworks Page(s): 18	Solve real-world and mathematical problems involving area, surface area, and volume.

Extension (mark the Extension selected for this Standard)

Less Complex	◀ ◻ ◻ ◻ ◻ ◻ ▶	More Complex
<input type="checkbox"/> Identify congruent geometric figures (2-dimensional) or objects (3-dimensional). (60511)	<input type="checkbox"/> Determine the area of a figure (2-dimensional) and/or volume of a geometric object (3-dimensional). (60521)	<input type="checkbox"/> Identify geometric figures (2-dimensional) with the same area, or geometric objects (3-dimensional) with the same volume. (60531)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
MATH**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
6.RP Frameworks Page(s): 21	Recognize, understand and solve ratios and rate in real-world problems. Understand the meaning of a ratio and rate.

Extension (mark the Extension selected for this Standard)

Less Complex ◀ ▶ ▶ ▶ More Complex

<input type="checkbox"/> Identify what a ratio means in a real-world situation. (60611)	<input type="checkbox"/> Generate a ratio statement applied to a real-world problem. (60621)	<input type="checkbox"/> Solve a real-world problem involving ratio. (60631)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
MATH**

**Extension
3**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
6.NS Frameworks Page(s): 24	Recognize and demonstrate that integers represent quantities and positions.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◀◀ ◀◀◀ ▶▶ ▶▶▶ ▶	More Complex
<input type="checkbox"/> Plot and/or identify an integer on a horizontal or vertical number line diagram. (60711)	<input type="checkbox"/> Identify and/or plot a point on a coordinate plane. (60721)	<input type="checkbox"/> Solve a real-world problem involving an integer as related to quantity and position on a coordinate grid (e.g., temperature, reading a map on a coordinate grid, credits/debits). (60731)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 6
MATH**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
6.EE (1, 2, 3, 4) Frameworks Page(s): 27	Write, read, and evaluate algebraic expressions.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀ ◻ ◻ ◻ ◻ ◻ ▶	More Complex	
<input type="checkbox"/> Identify a number, mathematical symbol, and/or numeric expression. (60811)	<input type="checkbox"/> Evaluate a numeric and/or algebraic expression. (60821)	<input type="checkbox"/> Translate words into an algebraic expression, using a variable, and then evaluate the expression. (60831)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 6 MATH	Extension 5
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
6.EE (5, 6, 7, 8) Frameworks Page(s): 30	Solve simple algebraic equations and inequalities.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ▶ ..◀... ▶▶	More Complex
<input type="checkbox"/> Solve a numeric equation and/or inequality (e.g., $2 + 1 = ?$). (61811)	<input type="checkbox"/> Translate a verbal or written sentence into an algebraic equation, including numerals, variables, and the symbols (+, -, ×, or ÷) and equal sign (=). (61821)	<input type="checkbox"/> Solve an algebraic equation and/or inequality with the variable within the expression. (For example, $6 + n > 11$; $6 + p = 11$). (61831)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 7
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.7.9 Frameworks Page(s): 2	Use compare and contrast to demonstrate an understanding of how authors of fiction use or alter history in terms of time, place, or character.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Recognize time, place, and/or character in a fictional portrayal that is set in a true historical period. (71311)	<input type="checkbox"/> Compare a fictional portrayal of a time, place, and/or character to a true historical account of the same period. (71321)	<input type="checkbox"/> Compare and contrast a fictional portrayal of a time, place, and/or character with a true historical account of the same period. (71331)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET

**Grade 7
ELA**

**Extension
2**

Student Name:	Date of Birth:
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School Name:

CCLS Code	Essence(s) of Cluster
RI.7.1 and RI.7.8 Frameworks Page(s): 5	Recognize the argument and specific claims in a text, and cite relevant textual evidence to support the explicit or inferred claims in a text.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Recognize text that contains an argument and/or a claim. (72411)	<input type="checkbox"/> Identify relevant textual evidence to support an argument and/or a claim in text. (72421)	<input type="checkbox"/> Evaluate textual evidence to determine whether sufficient and relevant information is present to make a decision or take action. (72431)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 7 ELA	Extension 3
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
W.7.4 Frameworks Page(s): 8	Produce writing (print or non-print) that explores a variety of cultures and points of view in which the development, organization, and style are appropriate to the task, purpose, or audience. Writing types should include argumentative, expository, and narrative.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀..... ◻..... ▶..... ▶..... ▶..... ▶	More Complex
<input type="checkbox"/> Recognize a personal point of view about text. (73211)	<input type="checkbox"/> Produce argumentative, expository, or narrative writing that includes a point of view. (73221)	<input type="checkbox"/> Produce writing that presents a variety of cultures and points of view. (73231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 7 ELA	Extension 4
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
SL.7.2 Frameworks Page(s): 11	Analyze the main idea and supporting details in diverse media and formats.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Recognize the main idea in diverse media and formats. (74111)	<input type="checkbox"/> Identify the main idea and supporting detail in diverse media and formats. (74121)	<input type="checkbox"/> Explain how supporting detail supports and/or clarifies the main idea. (74131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 7
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
L.7.5 Frameworks Page(s): 14	Develop an understanding of how words and phrases are used and their inferred meanings in context (e.g., figures of speech, idioms, synonyms, antonyms, analogies).

Extension (mark the Extension selected for this Standard)

Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶		More Complex
<input type="checkbox"/> Recognize a synonym and/or an antonym of a word and/or phrase. (75311)	<input type="checkbox"/> Identify the inferred meaning of a word and/or a phrase in context. (75321)	<input type="checkbox"/> Interpret a word and/or a phrase containing figurative speech, an idiom, or an analogy. (75331)	

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 7 MATH	Extension 1
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
7.G Frameworks Page(s): 18	Understand characteristics of geometric figures and the relationships between them.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ▶⋯⋯ ▶	More Complex
<input type="checkbox"/> Produce a geometric shape, based on a given condition. (70511)	<input type="checkbox"/> Identify and/or describe a relationship between closed geometric figures. (70521)	<input type="checkbox"/> Identify a two-dimensional figure that results from slicing a three-dimensional figure. (70531)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
7.RP Frameworks Page(s): 21	Use ratios to understand proportionality to solve mathematical problems with real-world applications. Understand both rates and ratios. Know what a proportion is and how to solve it.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex	
<input type="checkbox"/> Identify proportionality in terms of a unit rate (miles per hour, dollars per hour, etc.) in a real-world situation. <i>(For example, a car is traveling 60 miles per hour. What is the unit rate?)</i> (70611)	<input type="checkbox"/> Use unit rate in a real-world situation to make a comparison. <i>(For example, a car is traveling 50 mph, a second car is traveling 60 mph. Which car travels farther in an hour?)</i> (70621)	<input type="checkbox"/> Solve a problem involving a proportional relationship. <i>(For example, a game costs \$20 and there is an additional 10 percent tax. What does the game cost, including tax?)</i> (70631)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
7.NS Frameworks Page(s): 24	Apply understanding of performing mathematical operations on non-integer rational numbers including fractions, decimals, and percentages.

Extension (mark the Extension selected for this Standard)			
Less Complex		More Complex	
<input type="checkbox"/> Add and/or subtract fraction to fraction, decimal to decimal, or percentage to percentage. <i>(For example, a fraction to/from a fraction, a decimal to/from a decimal and a percentage to/from a percentage.)</i> (70711)	<input type="checkbox"/> Add and/or subtract between a fraction, decimal, and/or percentage. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70721)	<input type="checkbox"/> Multiply and/or divide between a fraction, decimal, and/or percentage. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70731)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 7
MATH**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
7.EE Frameworks Page(s): 27	Use numerical and algebraic expressions and equations to find solutions to mathematical problems.

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Identify a numeric expression and/or equation. (70811)	<input type="checkbox"/> Generate an algebraic expression and/or an equation that includes a variable. (70821)	<input type="checkbox"/> Solve an algebraic equation that includes a variable. (70831)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 7
MATH**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
7.SP Frameworks Page(s): 30	Determine the probability of the occurrence of an event. Understand the concept of probability.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Identify the probability of an event as either 0 or 1. (71011)

Identify the likelihood of an event occurring. (71021)

Collect data and make a prediction. (71031)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RI.8.6 Frameworks Page(s): 2	Identify the author’s purpose (e.g., describe, entertain, inform, or persuade) or point of view in a text.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Recognize the author’s purpose in informational text. (82211)	<input type="checkbox"/> Identify the author’s point of view in text. (82221)	<input type="checkbox"/> Identify the author’s point of view and recognize any conflicting evidence in informational text. (82231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET	Grade 8 ELA	Extension 2
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Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RI.8.9 Frameworks Page(s): 5	Compare and contrast conflicting information from two or more texts on the same topic.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Recognize similar topic and/or information in informational texts. (82311)	<input type="checkbox"/> Identify conflicting information on the same topic in informational texts. (82321)	<input type="checkbox"/> Analyze conflicting information in informational texts on the same topic, in order to make an informed decision. (82331)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
ELA**

**Extension
3**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
W.8.9 Frameworks Page(s): 8	Gather information to support analysis, reflection, and research. <ul style="list-style-type: none"> Analyze themes, patterns of events, and character types Evaluate arguments and specific claims

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Identify the sequence of events in literary text or a claim the author is making in informational text. (83311)	<input type="checkbox"/> Identify a theme or character type in literary text, or identify detail related to a specific claim in informational text. (83321)	<input type="checkbox"/> Produce an analysis of a theme or character type from a work of fiction, using evidence from the text and/or other source. (83331)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
ELA**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
SL.8.6 Frameworks Page(s): 11	Adapt expressive communication as appropriate for a student's audience and social context.

Extension (mark the Extension selected for this Standard)

Less Complex ◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶ More Complex

<input type="checkbox"/> Respond appropriately to a speaker. (84211)	<input type="checkbox"/> Maintain an appropriate conversation with another person. (84221)	<input type="checkbox"/> Initiate and maintain an appropriate conversation in a variety of social contexts. (84231)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
L.8.3 Frameworks Page(s): 14	Understand vocabulary, mood, and voice to create connections to ensure effective communication.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Identify a verb in a statement. (85211)

Recognize a verb as active or passive voice in a statement or question. (85221)

Recognize a statement as indicative, imperative, or subjunctive. (85231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
MATH**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
8.G Frameworks Page(s): 18	Understand congruent and/or similar figures (traditional or non-standard shapes), using transformations.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ▶	More Complex
<input type="checkbox"/> Identify a similar and/or a congruent figure. (80511)	<input type="checkbox"/> Identify a transformation of a figure. <i>(For example, which picture represents a dilation?)</i> (80521)	<input type="checkbox"/> Demonstrate the effect of a dilation, translation, rotation, and/or reflection of a figure on a coordinate grid. (80531)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**Grade 8
MATH**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
8.EE (5, 6) Frameworks Page(s): 21	Know how to graph a linear equation and understand the meaning of slope.

Extension (mark the Extension selected for this Standard)

Less Complex ◀◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Recognize a graph that represents a linear equation. (80811)	<input type="checkbox"/> Graph a line represented by a linear equation. (80821)	<input type="checkbox"/> Compare the graphs of linear equations. (80831)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
8.EE (7, 8) Frameworks Page(s): 24	Be able to solve a system of linear equations algebraically and graphically.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Solve a simple linear equation, given one variable. (For example, $3 + x = 4$, $3 + 1 = x$). (81811)

Compare linear equations to answer a question. (For example, one babysitter works 5 hours and earns x dollars per hour. She brings home \$40. Another babysitter works 4 hours and earns y dollars per hour. He brings home \$36. Which babysitter makes more per hour?) (81821)

Graph a set of two linear equations and identify where they intersect. (81831)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
8.F Frameworks Page(s): 27	Solve and compare functions.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯⋯▶⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Identify and/or create a numeric pattern, based on a given rule. (80911)	<input type="checkbox"/> Complete a function table based on an algebraic equation. (80921)	<input type="checkbox"/> Identify or solve a function in a real-world situation. <i>(For example, which function represents the cost of renting a boat for 3 hours?)</i> (80931)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET	Grade 8 SCIENCE	AGLI 1
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Student Name:	Date of Birth:
School Name:	

Learning Standard	Essence(s) of Cluster
Standard 1, Key Idea 3 Frameworks Page(s): 34	<ul style="list-style-type: none"> Organize data (results) using graphs, diagrams, tables, and models Draw conclusions based on data from an investigation

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
The student will: <input type="checkbox"/> recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311) <input type="checkbox"/> recognize the cause of a science related event (81312) <input type="checkbox"/> recognize whether an event is possible, based on the result(s) of the investigation (81313)	The student will: <input type="checkbox"/> record the result of a scientific investigation, using a graph, diagram, table, or model (81321) <input type="checkbox"/> identify a trend in the results of a scientific investigation (81322) <input type="checkbox"/> identify the cause-and-effect relationship of a science-related event (81323) <input type="checkbox"/> identify a conclusion, based on the result(s) of an investigation (81324)	The student will: <input type="checkbox"/> compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331) <input type="checkbox"/> predict a future event, based on the result(s) of a scientific investigation (81332)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

Grade 8

SCIENCE

**AGLI
2**

Student Name:

Date of Birth:

School Name:

Learning Standard

Essence(s) of Cluster

**Standard 4,
Key Idea 3**

Frameworks Page(s):
39-40

- Understand that matter can be described by its characteristics, such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point
- Recognize that matter can change either physically or chemically, but matter is always conserved
- Understand that matter is made up of atoms
- Understand that elements combine to form all substances

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

The student will:

- recognize that everything is made of matter (83211)
- identify one characteristic of matter (e.g., color, odor, mass, hardness, etc.) (83212)
- recognize a solid and a liquid (83213)
- recognize an object as hot (warm) or cold (cool) (83214)

The student will:

- identify two or more characteristics to describe matter (e.g., color, odor, mass, hardness, etc.) (83221)
- identify whether matter is a solid, a liquid, or a gas (83222)
- identify whether a change occurs when materials interact (83223)
- identify a physical change in a substance (e.g., salt dissolves in water) (83224)
- identify a chemical change in a substance (e.g., oxygen and iron interact to cause iron to rust) (83225)
- sort objects according to characteristic(s) such as mass, length or size (83226)

The student will:

- describe the properties of a solid, a liquid, or a gas (83231)
- compare two objects that are the same size to determine which is more dense or less dense (83232)
- demonstrate conservation of matter (83233)
- recognize that matter is made of small parts (atoms) (83234)
- perform an investigation involving a physical change (83235)
- perform an investigation involving a chemical change (83236)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point

Final Data Point

Date

/ /

Date

/ /

Level of Accuracy
(74% or below)

%

Level of Accuracy

%

Was the student prompted?

YES **NO**

Was the student prompted?

YES **NO**

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NYSAA DATA SUMMARY SHEET

**High School
ELA**

**Extension
1**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RL.11.2 Frameworks Page(s): 2	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯◀⋯⋯ ⋯▶⋯ ⋯▶⋯ ⋯▶▶	More Complex
<input type="checkbox"/> Recognize the central idea of literary text. (91111)	<input type="checkbox"/> Identify a sequence of events and the central idea of a literary text. (91121)	<input type="checkbox"/> Create an objective summary of a literary text that includes one or more themes. (91131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
ELA**

**Extension
2**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
RI.11.1 Frameworks Page(s): 5	Cite relevant textual evidence to support the explicit or inferred claims in a text and determine areas of further exploration.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀.....	.....▶	More Complex
<input type="checkbox"/> Identify an emotion (e.g., happy, sad) or a qualifier (e.g., good, bad) shown in informational text. (92111)	<input type="checkbox"/> Recognize an explicit or inferred claim in informational text. (92121)	<input type="checkbox"/> Cite fact and inference (either explicit or inferred) in informational text as evidence to determine an area for further exploration. (92131)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
ELA**

**Extension
3**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
W.11.1 Frameworks Page(s): 8	Explore and inquire into areas of interest to formulate an argument.

Extension (mark the Extension selected for this Standard)

Less Complex ◀..... ..◀... ◀... ...▶... ▶ ▶ More Complex

<input type="checkbox"/> Recognize a relevant idea about an area of interest. (93111)	<input type="checkbox"/> Identify a source and gather relevant evidence about an area of interest. (93121)	<input type="checkbox"/> Select and explore an area of interest, and compose an argument with supporting detail. (93131)
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Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
ELA**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
SL.11.4 Frameworks Page(s): 11	Present information conveying a point of view, which includes supporting ideas appropriate to a specific audience.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Deliver cogent information to a teacher or a peer (e.g., verbally or using assistive technology, etc.). (94211)	<input type="checkbox"/> Deliver an organized presentation, expressing an opinion to a class or group. (94221)	<input type="checkbox"/> Deliver an organized presentation that is designed for a specific audience, and is based on two or more points of view. (94231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
ELA**

**Extension
5**

Student Name:

Date of Birth:

School Name:

CCLS Code

Essence(s) of Cluster

L.11.2

Frameworks Page(s): 14

Demonstrate conventions of standard English capitalization, punctuation, and spelling when using text.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

Identify punctuation, capitalization, and/or spelling used in language. (95111)

Edit a word and/or a sentence that requires a correction in capitalization, punctuation, and/or spelling. (95121)

Compose a complete sentence, using correct capitalization, punctuation, and spelling. (95131)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point

Final Data Point

Date

/ /

Date

/ /

Level of Accuracy

(74% or below)

%

Level of Accuracy

%

Was the student prompted?

YES

NO

Was the student prompted?

YES

NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
MATH**

**Extension
1**

Student Name:

Date of Birth:

School Name:

CCLS Code	Essence(s) of Cluster
N.Q Frameworks Page(s): 18	Use and understand appropriate units when solving real-world problems. Be able to determine which units are appropriate when solving word problems.

Extension (mark the Extension selected for this Standard)

Less Complex	.....	.....	.....	.....	.....	More Complex
<input type="checkbox"/> Determine appropriate measurement tool(s) for a real-world situation. (91111)	<input type="checkbox"/> Determine the appropriate measurement unit for a real-world situation. <i>(For example, a car travels between Buffalo and Rochester. Which unit of measure would provide the distance between the cities? [pounds, gallons, miles]).</i> (91121)	<input type="checkbox"/> Solve a problem involving conversion of a unit of measure. <i>(For example, when buying fencing, students convert feet to yards.)</i> (91131)				

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student’s name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
A-CED Frameworks Page(s): 21	Create and solve equations and inequalities and interpret their meanings. Know how to create one-variable equations and inequalities and how to solve them. Know how to solve a system of linear equations or inequalities.

Extension (mark the Extension selected for this Standard)

Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Create an equation and/or inequality based on a given situation. <i>(For example, Jim needs two notebooks for Math today and three notebooks for Science. How many notebooks does Jim need in total? [2 + 3 = ___])</i> (91211)	<input type="checkbox"/> Solve an equation and/or inequality for a given term. <i>(For example, use the volume of an object to determine a missing length.)</i> (91221)	<input type="checkbox"/> Interpret a solution to an equation and/or an inequality. (91231)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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.**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
F.IF Frameworks Page(s): 24	Interpret the key features of functions in terms of the context.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶ ◯ ◯ ◯ ◯ ▶ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Complete a function table (e.g., fill in the input/output information). (91311)	<input type="checkbox"/> Identify features on a linear graph. (91321)	<input type="checkbox"/> Identify a function as positive or negative, on a given graph. (91331)
Assessment Task (same Assessment Task used for both baseline and final administrations):		

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
MATH**

**Extension
4**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
G-GPE Frameworks Page(s): 27	Algebraically prove simple geometric concepts, using coordinates. Be able to calculate the perimeter and area of a triangle or rectangle using coordinates.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Identify a geometric shape and/or a concept on a coordinate grid. (91411)	<input type="checkbox"/> Determine the characteristics of a geometric shape and/or lines located on a coordinate grid. <i>(For example, specify why, in a group of shapes, some shapes are squares.)</i> (91421)	<input type="checkbox"/> Compute the perimeter and/or area of a geometric shape located on a coordinate grid. <i>(For example, find the area of a rectangle, using the distance between points.)</i> (91431)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

**High School
MATH**

**Extension
5**

Student Name:	Date of Birth:
School Name:	

CCLS Code	Essence(s) of Cluster
S-ID Frameworks Page(s): 30	Use statistical methods to represent and interpret data on a graph (dot plots, histograms and box plots).

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Identify given data on a graph. (91511)	<input type="checkbox"/> Create a histogram, dot plot, or box plot based on data. <i>(For example, the student places data into a histogram. Note: data can be given or collected by the student.)</i> (91521)	<input type="checkbox"/> Interpret data displayed on a histogram, dot plot, or box plot. <i>(For example, answer questions on two related graphs about the most common lunch choice.)</i> (91531)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 SUMMARY SHEET

High School SCIENCE

AGLI 1

Student Name:

Date of Birth:

School Name:

Learning Standard

Essence(s) of Cluster

**Standard 4,
Key Idea 1**

Frameworks Page(s): 34-35

- Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability.
- Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis.
- Understand that one-celled organisms contain structures to maintain homeostasis.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

The student will:

- identify a living thing (92111)
- identify a non-living thing (92112)
- recognize a dependency between a living and a non-living thing (92113)
- recognize a body part associated with one of the five senses (nose, eye, ear, mouth, hand) (92114)
- identify a single-celled organism (92115)

The student will:

- identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121)
- identify organs that work together in a system (92122)
- recognize that an organism is made up of cells (92123)

The student will:

- recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem (92131)
- describe how a system of organs fulfills a certain need in humans (e.g., circulation, respiration, digestion, waste removal) (92132)
- describe the purpose and/or use of the senses (92133)
- recognize that a one-celled organism has structure(s) that fulfill certain need(s) (92134)
- identify different cells that the human body is made up of (92135)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point

Final Data Point

Date

/ /

Date

/ /

Level of Accuracy
(74% or below)

%

Level of Accuracy

%

Was the student prompted?

- YES NO

Was the student prompted?

- YES NO

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NYSAA DATA SUMMARY SHEET

High School SCIENCE

AGLI 2

Student Name:

Date of Birth:

School Name:

Learning Standard	Essence(s) of Cluster
Standard 4, Key Idea 2 Frameworks Page(s): 40-43	<ul style="list-style-type: none"> Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth. Understand how internal forces create landforms that can be broken down by weathering and erosion. Understand how weather and climate are affected by solar radiation, ocean currents, and land masses.

Extension (mark the Extension selected for this Standard)

Less Complex	◀ ▶	More Complex
The student will: <input type="checkbox"/> recognize that it feels warmer in the sunshine than in the shade (93111) <input type="checkbox"/> identify weather conditions (93112) <input type="checkbox"/> recognize that land is removed by erosion (93113) <input type="checkbox"/> recognize a mountain and a valley (93114)	The student will: <input type="checkbox"/> identify the sun as an external source of heat (93121) <input type="checkbox"/> associate the visible presence or absence of the sun with certain weather (93122) <input type="checkbox"/> associate change in the amount of heat in the atmosphere with a change in season (93123) <input type="checkbox"/> identify an appropriate tool for measuring a weather condition (93124) <input type="checkbox"/> identify that weathering and/or erosion break down the land (93125) <input type="checkbox"/> identify a force within Earth that causes land to be folded into a mountain and/or a valley (93126)	The student will: <input type="checkbox"/> describe the relationship between the position of the Sun to Earth and certain weather conditions (93131) <input type="checkbox"/> use a tool to measure a weather condition (93132) <input type="checkbox"/> describe the relationship between differences in heating and weather (93133) <input type="checkbox"/> describe the relationship between differences in heating and climate (93134) <input type="checkbox"/> recognize that Earth has internal heat (93135) <input type="checkbox"/> recognize that Earth's internal heat drives the motion of material inside Earth (convection currents) (93136)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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
SUMMARY SHEET**

**High School
SOCIAL STUDIES**

**AGLI
1**

Student Name:

Date of Birth:

School Name:

Learning Standard	Essence(s) of Cluster
<p>Standard 1, Unit 2 Frameworks Page(s): 48</p>	<ul style="list-style-type: none"> • Explain why all nations have established organized governments. • Understand how the United States organized its government under a written constitution. • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution. • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights. • Explore the powers of the three branches of the federal and state governments. • Discuss the importance of elections to the democratic process in the United States at the federal and state levels.

Extension (mark the Extension selected for this Standard)

Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize at least one classroom rule (91111) <input type="checkbox"/> recognize examples of governmental laws (91112) <input type="checkbox"/> identify the importance of obeying classroom rules and/or governmental laws (91113) <input type="checkbox"/> recognize at least one purpose of government (91114) <input type="checkbox"/> recognize at least one right guaranteed to citizens (91115) 	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify reason(s) people create governments (91121) <input type="checkbox"/> identify who is eligible to vote (91122) <input type="checkbox"/> identify at least two rights of citizens guaranteed by the Bill of Rights (91123) <input type="checkbox"/> identify the development of the United States Constitution using simple timelines (91124) <input type="checkbox"/> identify the three branches of government (91125) <input type="checkbox"/> identify the individual purposes of judicial, legislative, and/or executive branches (911262) <input type="checkbox"/> explore his or her rights as a citizen (91127) 	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain why people create governments (91131) <input type="checkbox"/> explain why voting is an essential part of a democracy (911322) <input type="checkbox"/> compare the responsibilities of New York State government and the responsibilities of the United States government (91133) <input type="checkbox"/> compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134) <input type="checkbox"/> explain the importance of the Bill of Rights in protecting individual rights (911355) <input type="checkbox"/> explain how to protect and secure his or her rights as citizens (91136)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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
SUMMARY SHEET**

**High School
SOCIAL STUDIES**

**AGLI
2**

Student Name:

Date of Birth:

School Name:

Learning Standard

Essence(s) of Cluster

**Standard 2,
Unit 8**

Frameworks
Page(s): 53

- Identify the location of continents.
- Locate countries in Asia, Africa, and Latin America.
- Explore world population trends (where the trends occur, problems, etc.).
- Identify industrialized and developing nations.
- Discuss how ways of life differ between industrialized and developing nations.
- Recognize efforts to improve standards of living in 21st century developing and overpopulated nations.
- Understand the political, social, and economic causes of migration within and between selected nations.

Extension (mark the Extension selected for this Standard)

Less Complex



More Complex

The student will:

- locate one country other than the United States on a map (92111)
- recognize rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (92112)
- recognize that some countries are overpopulated (92113)
- identify one issue related to migration (92114)
- explore the lifestyles of people living in a foreign country(ies), e.g., Mexico, Russia, China, etc. (92115)

The student will:

- locate two continents or countries other than North America and the United States on a map or globe (92121)
- differentiate between continents and/or countries (92122)
- identify the locations of cities outside the United States on a map or globe (92123)
- determine the populations of two or more major cities in and/or outside of the United States (92124)
- identify problems created by migrations (92125)
- examine how ways of life differ in rural and urban areas in a country other than the United States (92126)

The student will:

- explain the differences between a developing and a developed country (92131)
- identify a developed country and/or a developing country (92132)
- explore how migration may create economic, social, and political problems between countries (92133)
- investigate how developing countries are using advances in science and technology to address problems created by overpopulation (92134)

Assessment Task (same Assessment Task used for both baseline and final administrations):

Student Performance Data

Baseline Data Point

Final Data Point

Date

/ /

Date

/ /

**Level of Accuracy
(74% or below)**

%

Level of Accuracy

%

Was the student prompted?

YES **NO**

Was the student prompted?

YES **NO**

Verifying evidence (VE) must confirm the student's name, date of student performance, and 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 Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

NYSAA Verifying Evidence Label

Date of Student Performance: ____/____/____

Student Name: _____

Accuracy: ____ % Prompt? Yes No

Optional: Extension Code _____

New York State Alternate Assessment (NYSAA)	STUDENT
Informed Consent for Photographing, and/or Recording Digital Video and/or Audio Clips	

To the Parent/Family/Guardian of: _____
(Student's name)

Your child is currently participating in the New York State Alternate Assessment (NYSAA).

During this process, your child's teacher may find it necessary to record how your son or daughter performs the assessment tasks by taking photographs, and/or by recording digital video and/or audio clips.

Your signed permission below will allow these records to be used as part of the assessment. Any reproduction of your child's assessment records for training purposes by the State Education Department will require that all identifying information be removed.

I, (Parent/Family/Guardian's name) _____, grant permission for
(Teacher's name) _____ to take photographs and/or record digital video and/or audio clips of my son/daughter as necessary for his/her NYSAA datafolio.

Parent/Family/Guardian's signature

Date (within the administration period)

NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.

New York State Alternate Assessment (NYSAA)	PEERS
Informed Consent for Incidental Photographing of, and/or Recording Digital Video and/or Audio Clips of Classroom Peers	

To Parents/Family/Guardians:

Your child's teacher will be administering the New York State Alternate Assessment (NYSAA) to students in your child's classroom this year. We request your consent to have your child appear in a limited way in photographs taken and/or digital video and/or audio clips recorded.

NYSAA requires teachers to collect student work and/or collect evidence of a student performing an assessment task through data collection sheets, photographs, digital video clips, and/or audio clips. It may be necessary for your child's teacher to record the voice or image of the student who is being assessed during classroom activities with other students in the room. Therefore, there may be limited occasions when your child might appear in photographs taken and/or digital video and/or audio clips recorded that would be included in another student's datafolio. Please note that your child would not be identified by name.

Your signature below gives permission for your child's teacher to take photographs and/or record digital video and/or audio clips that may include your child in an indirect (incidental) manner for the purposes of developing another student's datafolio.

STUDENT'S NAME: _____

SCHOOL NAME: _____

TEACHER'S NAME: _____

I, (Parent/Family/Guardian's name) _____, grant

permission for (Teacher's name) _____ to take photographs and/or record digital video and/or audio clips of my son/daughter. I understand that my child's voice or visual image may appear in a limited way in another student's NYSAA datafolio, but he/she will not be identified by name.

Parent/Family/Guardian's signature

Date (within the administration period)

NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.

NYSAA DIGITAL VIDEO AND AUDIO CLIP SUMMARY FORM

Student's Name (*one student per digital video and/or audio clip*): _____

Student's Teacher: _____ School Name: _____

Label the digital video and/or audio clip with the above information. Attach this summary form to the digital video and/or audio clip. Record a marker at the beginning of the clip and include: the student's name and date of performance. When the assessment task is completed, a second marker must be recorded at the end of the clip, indicating the Level of Accuracy for the assessment task demonstrated. Record Yes/No indicating whether or not the student was prompted during the task.

Clip #	Audio/Digital Video	Date of Task	Content Area	Extension/AGLI Code #	Clip Length (90 sec. or less)	Staff Initials	Level of Accuracy (%)	Was the student prompted?
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO

NOTE: DVD- and CD-compatible equipment will be provided at scoring sites. If VHS, cassette tape, or any other video/audio format is submitted, the teacher will be responsible for providing the necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence may not be scored.

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

Student Name: _____

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

Length of Time for each Segment <small>_____ sec./min. (circle one)</small>	Date	Date	Date	Date	Date	Date	Date	Date
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
Segment 1								
Segment 2								
Segment 3								
Segment 4								
Segment 5								
Total +'s								
Total Segments								
Fraction	/	/	/	/	/	/	/	/
Percentage (%)	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date								

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

Optional Information (for organizational and tracking purposes only):

Content Area: ELA Mathematics Science Social Studies (HS only) **Extension/AGLI#:** _____

Assessment Task: _____

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: _____ **Date of Student Performance:** ____/____/____

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

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: _____ (title)

I hereby certify that the Assessment Task was conducted in my presence.

OBSERVER'S NAME (PRINT)

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

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#: _____

Assessment Task: _____

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