

# **2008-2009 New York State Alternate Assessment Administration Training**

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Overview of NYSAA Administration for  
New Teachers



University of the  
State of New York  
State Education  
Department

## **Purpose of Training Segment**

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- Intended for
    - Teachers new to administering NYSAA or
    - Teachers who have limited experience with NYSAA
  - Provides an overview of the NYSAA administration process
  - All teachers must review the 2008-09 Administration Manual (September 2008)
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# NYSAA Steps Chart

NYSAA  
Administration  
Manual, Page 7

## Section One: Steps for Administering NYSAA

This section helps teachers select AGLIs, identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.

### Steps for Completing a NYSAA Datafolio

Administration Period: October 6, 2008 – February 13, 2009

<b>Step 1:</b>	Confirm students to be assessed; Prepare to administer NYSAA
<b>Step 2:</b>	Determine Required Components using Test Blueprints
<b>Step 3:</b>	Determine Choice Components using Test Blueprints
<b>Step 4:</b>	Select two AGLIs per content area
<b>Step 5:</b>	Meet with Parent/Family/Guardian and complete survey
<b>Steps 6-10:</b> Address first selected AGLI (1 <sup>st</sup> choice component)	
<b>Step 6:</b>	Select assessment task
<b>Step 7:</b>	Prepare to collect data
<b>Step 8:</b>	Conduct assessment task
<b>Step 9:</b>	Complete Verifying Evidence (VE) documentation
<b>Step 10:</b>	Complete Data Summary Sheet
<b>Step 11:</b> Complete steps 6-10 for second selected AGLI (2 <sup>nd</sup> choice component)	
<b>Step 12:</b> Complete steps 2-11 for each content area to be assessed	
<b>Step 13:</b>	Assemble the datafolio according to the standardized procedures described in this Administration Manual
<b>Step 14:</b>	Submit the datafolio to the building administrator no later than close of business <b>February 13, 2009</b> . The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 13 <sup>th</sup> .
<b>Step 15:</b>	Complete the on-line Teacher Survey <a href="http://services.assessment.nysed.gov/NYSAA5Survey.asp">http://services.assessment.nysed.gov/NYSAA5Survey.asp</a>

Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 29 for more info on collegial review.

2008-09 NYSAA Administration Manual (September 2008)

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## Introduction – Steps 1, 2, 3

- Determine students to be assessed using
  - Individual Education Plan (IEP)
  - Student's date of birth and NYSAA Birth Date Chart
- Determine grade and content areas to be assessed
- Review NYSAA Test Blueprints

## **When are students assessed?**

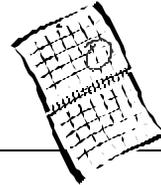
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Teachers

- Work with students during regular instruction
  - Provide an instructional period where skills are introduced
  - Collect performance data on three separate dates within the administration period for a specific assessment task
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## **NYSAA Administration Period**

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- Administration begins on October 6, 2008
  - Administration ends on February 13, 2009
  - All datafolios must be completed and turned in to building administrators by February 13, 2009
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# NYSAA Scoring Dimensions

## Connection to Grade Level Content

- AGLI from grade level,
- Task connects to AGLI, and
- Verifying evidence connects to Task

## Performance

- Accuracy – the number of correct responses
- Independence – the number of steps/items did not require prompts or cues



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,  
NY 12234

David Abrams, Assistant Commissioner  
Office of Standards, Assessment and Reporting

### Age Ranges for the 2008-09 New York State Alternate Assessment (NYSAA)

NYSAA is a datafolio assessment that measures student progress in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take NYSAA must be tested in 2008-09. Students with severe disabilities are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all the content areas indicated for each grade.

Age Ranges for Testing on NYSAA in 2008-09		
Assessment	Birth Date	Reaches This Age Between September 1, 2008 and August 31, 2009
Grade 3 ELA, Mathematics	September 1, 1999—August 31, 2000	9
Grade 4 ELA, Mathematics, Science	September 1, 1998—August 31, 1999	10
Grade 5 ELA, Mathematics, Social Studies	September 1, 1997—August 31, 1998	11
Grade 6 ELA, Mathematics	September 1, 1996—August 31, 1997	12
Grade 7 ELA, Mathematics	September 1, 1995—August 31, 1996	13
Grade 8 ELA, Mathematics, Science, Social Studies	September 1, 1994—August 31, 1995	14
Secondary-Level ELA, Mathematics, Science, Social Studies	September 1, 1990—August 31, 1991	18*

\*Note: NYSAA-eligible students who will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1990 who have not been assessed must be assessed in 2008-09 before they leave school.

## NYSAA Birth Date Chart

## **Confirm IEP Information**

- NYSAA designated as assessment
  - Test Accommodations
  - Goals and objectives
- 

## **Recap – Steps 1, 2, 3**

- NYSAA administration period
  - Refer to the students IEP
  - Confirm the student's date of birth
  - Use the NYSAA Birth Date Chart to determine the grade and content area to be assessed
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## **Recap – Steps 1, 2, 3 (continued)**

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- Use the NYSAA Test Blueprints to determine
    - Required Components
    - Choice Components
- 

“After reading an eighth grade student's IEP, I decided to use Key Idea: Writing, Standard 1: Students will read, write, listen, and speak for information and understanding...He was amazed with what he learned from the book and wanted to share this newly gained information with his peers...The expression on his face revealed his delight and self satisfaction.”

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*-Teacher who completed 2007-08 NYSAA*

## **Introduction – Steps 4, 5, 6**

- NYSAA Frameworks
  - Grade Level Indicators
  - Essences
  - Alternate Grade Level Indicators (AGLIs)
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## **4<sup>th</sup> Grade ELA Assessment**

- Required Component 1 – Key Idea Reading
    - Choice Component (select one)
      - Standard 2 **OR**
      - Standard 4
  - Required Component 2 – Key Idea Writing
    - Choice Component (select one)
      - Standard 1 **OR**
      - Standard 2
- 



## Alternate Grade Level Indicators (AGLIs)

- Aligned to the core curriculum and the New York State Learning Standards
- Narrow depth and breadth of content for students with severe cognitive disabilities

## NYSAA Planning Tool

**2008-09 NYSAA Administration Planning Tool**  
Grade Level Assessed: High School  
(Birth Date: September 1, 1990 - August 31, 1991)

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

	Required Components	Choice Components	AGLI Codes
ELA*	<b>Key Ideas</b>	<b>Standards**</b>	<b>Reading AGLI Code</b>
	Reading	<input type="checkbox"/> 1 - Reading for information and understanding, OR <input type="checkbox"/> 3 - Reading for critical analysis and evaluation	
	<b>AND</b>		<b>Writing AGLI Code</b>
	Writing	<input type="checkbox"/> 1 - Writing for information and understanding, OR <input type="checkbox"/> 3 - Writing for critical analysis and evaluation	
Mathematics*	<b>Strands</b>	<b>Bands</b>	<b>Algebra AGLI Code</b>
	Algebra	<input type="checkbox"/> Variables and Expressions, OR <input type="checkbox"/> Equations and Inequalities	
	<b>AND</b>		<b>Statistics and Probability AGLI Code</b>
	Statistics and Probability	<input type="checkbox"/> Organization and Display of Data, OR <input type="checkbox"/> Analysis of Data	
Science*	<b>Standards</b>	<b>Key Ideas**</b>	<b>Living Environment AGLI Code</b>
	4 - Living Environment	<input type="checkbox"/> 1 - Similarities/Differences between living and non-living things, OR <input type="checkbox"/> 7 - Human decisions/activities impact	
	<b>AND</b>		<b>Physical Setting/Earth Science AGLI Code</b>
	4 - Physical Setting/Earth Science	<input type="checkbox"/> 1 - Relative motion and perspective, OR <input type="checkbox"/> 2 - Interactions among components of air, water and land	
Social Studies*	<b>Standards</b>	<b>Units**</b>	<b>US and NYS History AGLI Code</b>
	1 - US and NYS History	<input type="checkbox"/> 2 - Constitutional Foundations, OR <input type="checkbox"/> 7(B) - World in Uncertain Times (1985-Present)	
	<b>AND</b>		<b>World History AGLI Code</b>
	2 - World History	<input type="checkbox"/> 5 - Age of Revolution, OR <input type="checkbox"/> 8 - Global Connections and Interactions	

# Selecting an AGLI

- Locate the grade level at which the student will be assessed
- Review the grade level indicators
- Review the essences to understand the "big ideas"
- Select an AGLI from the first Required Component and the second Required Component

**Parent/Family/Guardian Survey—Documentation Page**

**Student Name:** \_\_\_\_\_

Person providing survey information about the student:

Signature \_\_\_\_\_ Relationship to student \_\_\_\_\_ Date \_\_\_\_\_

Person recording answers to survey questions:

Signature \_\_\_\_\_ Relationship to student \_\_\_\_\_ Date \_\_\_\_\_

**The Parent/Family/Guardian Survey was completed (please check one):**

During parent/family/guardian meeting at school

During parent/family/guardian meeting at home

During parent/family/guardian telephone conference

At home

Other \_\_\_\_\_

Parent/Teacher in the s\_\_\_\_\_

**Student Name:** \_\_\_\_\_

**New York State Alternate Assessment  
Parent/Family/Guardian S**

(Teachers complete this document as part of an interview or by sending it home to be completed by the parent.)

Date	Content Area	ELA (Teacher writes one AGLI below)

Students targeted Alternate Grade Level Indicator (AGLI), as listed by the teacher. An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.

**1. If applicable, does your child demonstrate this knowledge, skills, and understanding:**

1. at home?  Yes  No  Sometimes

2. in the community?  Yes  No  Sometimes

**3. Is your child able to do this without any help?**  Yes  No  Sometimes

**What level of support does your child need to do this?**  None  Verbal  Physical  Direction  Assistance

Please describe how and if you see your child making progress, at home and/or in the community, beyond meeting the AGLI that the teacher has written above. (Continue on back if needed.)

## Parent/Family/ Guardian Survey

**New York State Alternate Assessment (NYSAA)  
Parent/Family/Guardian Survey**

Dear Parent/Family/Guardian:

Your child is participating in an alternate assessment this year. Your child's teacher is required to let you know some of the assessment activities for your child. These activities will focus on English language arts (ELA), mathematics, science, and/or social studies. Your child's teacher needs to know how you think your child is doing with these content areas at home. This is an opportunity to share concerns about the educational needs of your child and how you and your child's teacher can work together to meet those needs.

The State Education Department developed Alternate Grade Level Indicators (AGLIs) for students to ensure access to the core curriculum. An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the grade level core curriculum established for all students by the New York State Board of Regents.

Your child's teacher has indicated one AGLI on which your son or daughter is working within a particular content area. Please check all boxes that apply to your child's performance level and describe what your child knows and is able to do concerning the skill or skills listed.

This survey may take as little as 10 minutes of your time to complete.

- ✓ It is preferred that the survey be completed with your child's teacher during a meeting at the school, home, or another location.
- ✓ If that is not possible, you could engage in a telephone conference with your child's teacher.
- ✓ The third, but least preferred method of completing the survey, would be for the teacher to ask that you complete the survey and return it to the teacher.

Thank you for your time and assistance.

## **Assessment Tasks**

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Three options...

- Use a Sample Assessment Task directly from Frameworks
  - Modify a Sample Assessment Task from the Frameworks
  - Create an original Sample Assessment Task
    - Include the verb or verb phrase and direct object from AGLI
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## **Modifying a Sample Task**

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- Sample Assessment Task:  
The student will take notes recording three important facts, data, or ideas presented in a text.
  - Comparable Task-Example 1:  
The student will take notes recording three important facts, data, or ideas presented in a text by pointing to word or phrase cards that are appropriate to the text.
-

## **Modifying a Sample Task (continued)**

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Sample Assessment Task:

The student will take notes recording three important facts, data, or ideas presented in a text.

Comparable Task-Example 2:

The student will take notes recording two important facts, data, or ideas presented in a text.

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## **Steven's 1<sup>st</sup> Required Component – Reading**

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**AGLI:** identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)

**Task:** SAT12106A ...The student will identify an important character from the text by choosing the picture of this character from multiple choices.

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## **Steven's 2<sup>nd</sup> Required Component – Writing**

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**AGLI:** arrange events in logical and sequential order (21103)

**Task:** comparable SAT21103 ...The student will arrange three or more pictures in chronological order that represent a sequence of events, after listening to a short passage.

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## **Verifying Evidence**

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- Assess a single task on three separate dates
  - Submit two pieces of verifying evidence that show what the student did
  - Submit evidence for the last two dates of student performance
-

## **Another AGLI and Task**

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**AGLI:** identify story elements such as character, plot, and setting

**Task:** The student will identify character, plot, and setting in various stories

**Possible Evidence:**

VE #1 – student work product where student circles character, plot, and setting

VE #2 – photographs showing the student selecting picture cards of character, plot, and setting

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## **Recap – Steps 4, 5, 6**

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- Step 4:** Select two AGLIs per content area
    - One from each Required Component
  - Step 5:** Meet with Parent/Family/Guardian and complete survey
  - Step 6:** Select assessment task
-

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“I was extremely pleased with my students' responses to my high expectations. I chose AGLIs and tasks that challenged them. They took the NYSAA very seriously and, as a result, met or exceeded my expectations.”

*-Teacher who completed 2007-08 NYSAA*

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## **Assessment Tasks**

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Three options...

- Use a Sample Assessment Task directly from Frameworks
  - Modify a Sample Assessment Task from the Frameworks
  - Create an original Sample Assessment Task
    - Include the verb or verb phrase and direct object from AGLI
-

## **Assessment Tasks** **(continued)**

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Assessment Tasks must be

- Observable
  - Measureable
  - Challenging
  - Appropriate
- 

## **Introduction – Steps 7, 8, 9**

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- Step 7:** Prepare to collect data
  - Step 8:** Conduct assessment task
  - Step 9:** Complete Verifying Evidence (VE) documentation
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## **Data Collection**

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- Collect data
  - Conduct the assessment task
  - Document student performance data
  - Consider all needs
    - Materials
    - Equipment
    - Supports
    - Staff
- 

## **Four Types of Verifying Evidence**

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- Student work product
- Sequence of captioned dated photographs
- Video tape or audio tape clip
- Data Collection Sheet with supporting evidence

See pages 15-21 of the Administration Manual for specific guidelines

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## **Seven Required Elements**

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**For all evidence** (Data Summary Sheet, Verifying Evidence, Supporting Evidence):

- Student's name
  - Date of student performance
  - Content area
  - AGLI text
  - Assessment task
  - Level of accuracy
  - Level of independence
- 

## **Recording Required Elements**

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Record the seven required elements either

- Directly on the verifying evidence
  - On a verifying evidence label affixed to the verifying evidence
-

## Verifying Evidence Label

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### NYSAA Verifying Evidence Label

Date Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

ELA Mathematics Science Social Studies

AGLI text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Accuracy: \_\_\_\_\_ % Independence: \_\_\_\_\_ %

## Performance Scores

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Accuracy is a key measure of student performance for NYSAA. The teacher determines the level of accuracy by comparing the student's number of correct responses with the total number of expected responses.

### Accuracy Example:

20 correct responses out of 25 possible total responses

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

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

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

## **Rounding Example**

### **Level of Accuracy:**

4 correct responses out of 6 addition problems

$4/6 = .66667 \times 100\% = 66.667\%$  ,  
rounded to 67% accurate = Level 3

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

## **Performance Scores**

Independence is a key measure of student performance for NYSAA. The level of independence cannot be estimated. It is determined by dividing the number of steps or items not requiring prompts or cues by the total number of steps in the task.

### **Independence Example:**

Student completes a 6 step task with prompts on 2 steps  
 $4/6 = .66667 \times 100\% = 66.7\%$  rounded up to 67% = Level 3  
Document both the percentage and the rating on the Data Summary Sheet

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

## Example – Scientific Tools

NAME: K. S. K. DATE: Jan. 7 2009

Identify Scientific Tools

DIRECTIONS: select the pictures that are scientific tools

% Accuracy: 100%  
% Independence: 80%

Beaker	Balance	Microscope
A: +	A: +	A: +
I: -	I: +	I: +

## Example – Data Collection Sheet

**NYSAA Data Collection Sheet for Multi-Step Task**

Student Name: Jane Content Area:  ELA  Mathematics  Science  Social Studies

AGLI text: read or attend to various genres as they are read aloud (12107) Assessment task: The student will read or attend to various genres during reading.

ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted time

Describe each Step of the Assessment Task	Date 1/9/09		Date 1/16/09		Date 1/23/09		Date 1/30/09		Date 2/6/09		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
genre 1	+	-	-	-	+	-	+	+	+	+				
genre 2	+	-	+	-	+	-	+	-	+	+				
genre 3	+	+	+	-	+	+	+	+	+	+				
Total +/s	3	1	2	0	3	1	3	2	3	3				
Total Steps	3	3	3	3	3	3	3	3	3	3				
Fraction	3/3	1/3	2/3	0/3	3/3	1/3	3/3	2/3	3/3	3/3				
Percent (%)	100%	33%	67%	0%	100%	33%	100%	67%	100%	100%				
Staff Recording Data for each Date (Req'd)	AB	AB	AB	AB	AB	AB	AB	AB	AB	AB				
Setting	C	C	L	C	L	C	L	C	L	C				

Name and Initials of Staff recording data (REQUIRED): Name: Aley Initials: AB

SETTING KEY: (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify

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

## Example – Observer Verification Form Signature

**NYSAA Data Collection Sheet for Multi-Step Task**

Student Name: G.O.E. Content Area: ELA  Science  Mathematics  Social Studies

Assessment Task: Read or attend to various texts or attend to various genres before finding

Describe each Step of the Assessment Task:

Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Step 1	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Step 2	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Step 3	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total # of Steps: 3 1 2 0 3 1 3 2 3 3

Percent (%)

Observer Name: Alex Initials: AB Date: 2/6/09

Observer Title/Position (REQUIRED): Teacher

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

Observer Signature: [Signature] Date: 2/6/09

Staff Recording Data for each Date (Req'd)

Date	Setting	Name and Initials of Staff recording data (REQUIRED)
2/6/09	C	Alex AB
2/6/09	C	Alex AB
2/6/09	L	Alex AB
2/6/09	C	Alex AB
2/6/09	L	Alex AB

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full.

## Recap – Steps 7, 8, 9

- Review the NYSAA Administration Manual (September 2008) carefully
- Plan before administering the assessment
- Review the Verifying Evidence guidelines (pages 15-22)
- Don't take short cuts – you will jeopardize the student receiving a reportable score

"... information was programmed on several buttons of her Dynavox. This student needs to use row/scan ... and it requires the student to concentrate ALOT. She really surprised us all in the classroom with her accurate responses-- obviously she was highly motivated to answer the "wh" questions ...."

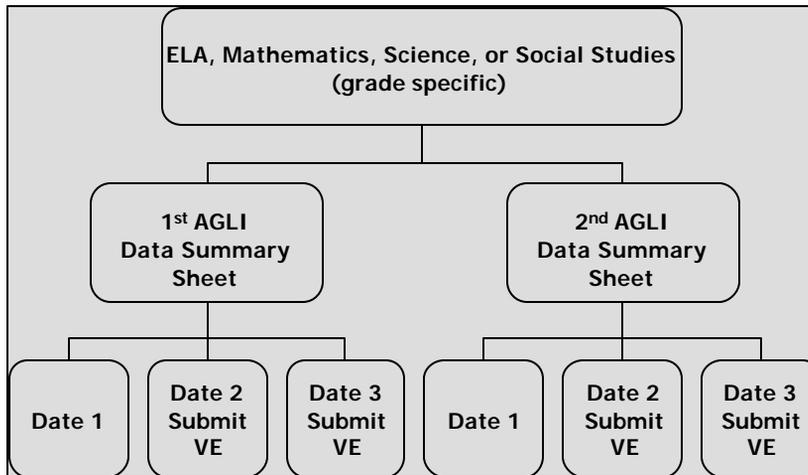
*-Teacher who completed 2007-08 NYSAA*

## **Introduction – Step 10**

Completing the Data Summary Sheet in full

- Demographic information
- Check the Choice Component box
- Record the AGLI code and text
- Record the assessment task
- Complete the performance data section

## Assembling the Datafolio



## Datafolio Order

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- ELA
    - 1<sup>st</sup> Required Component AGLI
    - 2<sup>nd</sup> Required Component AGLI
  - Mathematics
    - 1<sup>st</sup> Required Component AGLI
    - 2<sup>nd</sup> Required Component AGLI
  - Science, if applicable
    - 1<sup>st</sup> Required Component AGLI
    - 2<sup>nd</sup> Required Component AGLI
  - Social Studies, if applicable
    - 1<sup>st</sup> Required Component AGLI
    - 2<sup>nd</sup> Required Component AGLI
-

## **Recap – Step 10**

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Complete the Data Summary Sheet in full

- Demographic information
  - Check the Choice Component box
  - Record the AGLI code and text
  - Record the assessment task
  - Complete the performance data section
  - Data Summary Sheets are grade and content specific
- 

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“My students took great pride in doing their work when they realized that they were compiling an important datafolio...”

*-Teacher who completed 2007-08 NYSAA*

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## **Steps 11 – 15**

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- Step 11: Complete steps 6-10 for the second selected AGLI (2<sup>nd</sup> required component)
  - Step 12: Complete steps 2-11 for each content area to be assessed
  - Step 13: Assemble the datafolio using the Table of Contents and Checklist of Things to Remember
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## **Steps 11 – 15 (continued)**

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- Step 14: Submit the datafolio to the building administrator no later than close of business **February 13, 2009**. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 13th.
  - Step 15: Complete the on-line Teacher Survey [http://iservices.measuredprogress.org/NYSAA\\_Survey.asp](http://iservices.measuredprogress.org/NYSAA_Survey.asp)
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## **Collegial Review**

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- Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period
  - At least one collegial review must be conducted on each datafolio
  - Record the month in which the collegial review was conducted on the bottom of the Student Page
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“High expectations have always characterized my educational program. NYSAA provides a tangible way to demonstrate how my students are learning content from the core curriculum.”

*-Teacher who completed 2007-08 NYSAA*

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