

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

---

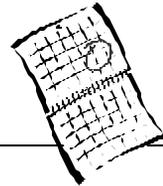
NYSAA Updates and  
Review for All Teachers



University of the  
State of New York  
State Education  
Department

## **NYSAA Administration Period**

---



- 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
-

## **Introduction**

---

All teachers must:

- carefully review the 2008-09 NYSAA Administration Manual (September 2008)
  - understand the updates and clarifications provided by the Department
  - not assume they know the expectations because they administered the assessment previously
- 

## **NYSAA Overview**

---

- Refer to the Birth Date Chart to confirm the grade and content area to be assessed
  - Follow the NYSAA Test Blueprints
  - Select one AGLI from each Required Component
  - Demonstrate the AGLI using an assessment task
-

## NYSAA Overview (continued)

---

- Conduct the task on at least three separate dates during the administration period
  - Record the student's level of accuracy and level of independence
  - Complete one Data Summary Sheet for each required component
  - Submit two pieces of verifying evidence for each AGLI
- 

## NYSAA Birth Date Chart

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.

# Test Accommodations

- The Department is required to report test accommodations to the US Department of Education
- Record test accommodations at the bottom of the Student Page in the space provided
- Refer to the VESID website for information about test accommodations (<http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>)

## Test Accommodations on the Student Page

### 2008-09 NYSAA—STUDENT PAGE

**Student Information:**  
 Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_  
 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):  
 School  Home  Hospital or  Other (specify): \_\_\_\_\_

### 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, 1999—August 31, 2000	Grade 3	ELA, Mathematics
<input type="checkbox"/> September 1, 1998—August 31, 1999	Grade 4	ELA, Mathematics, Science

**Test Accommodations Required per IEP (check and specify type for all that apply):**

Flexibility in scheduling/timing \_\_\_\_\_

Flexibility in setting \_\_\_\_\_

Method of presentation \_\_\_\_\_

Method of response \_\_\_\_\_

Other \_\_\_\_\_

Braille \_\_\_\_\_

**Test Accommodations Required per IEP (check and specify type for all that apply):**

Flexibility in scheduling/timing \_\_\_\_\_

Flexibility in setting \_\_\_\_\_

Method of presentation \_\_\_\_\_

Method of response \_\_\_\_\_

Other \_\_\_\_\_

Braille \_\_\_\_\_

Month in which the last collegial review of this datafolio was conducted \_\_\_\_\_

## **Updates**

---

- NYSAA Administration Manual
    - Background, development, and criteria information is available on the Department's NYSAA web page
    - Use 2008-09 Forms
  - NYSAA Frameworks
    - Sample assessment tasks (SATs) were expanded
    - Assessment strategies and possible verifying evidence were expanded
- 

## **NYSAA Scoring**

---

- Issues noted by Scorers are reviewed and confirmed by the Table Leader
  - No Scores must be confirmed by the Table Leader
  - Any changes to the Data Summary Sheet must be confirmed by the Table Leader
  - Issues may be reviewed by a Floor Manager and/or the Score Site Coordinator
-

## **Elion Sample**

---

- AGLI #21106 – recognize relationships between living and non-living things
  
  - Task – Elion will identify living things from a selection of living and non-living objects or an example on a given worksheet.
- 

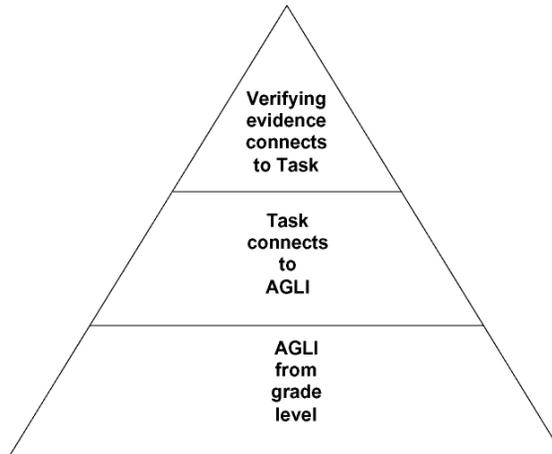
## **Ashley Sample**

---

- AGLI #16107 – recognize the contributions of a famous American associated with the 1920s (for example Charles Lindbergh, Babe Ruth, Amelia Earhart, Henry Ford, etc.)
  
  - Task – The student will recognize the contributions of Amelia Earhart by selecting pictures relevant to her contributions.
-

## Connection to Grade Level Content

---



## Data Collection Sheets

---

Data Collection Sheets submitted as evidence

- must be for one or both of the last two dates on the Data Summary Sheet
  - must include a minimum of three dates of student performance
  - must include only the data transcribed from the last (most recent) date(s) of student performance,
  - must be completed in full
  - requires submission of another type of verifying evidence for the date(s) transcribed to the Data Summary Sheet. Evidence accompanying a Data Collection Sheet is called supporting evidence (see page 20-21)
-

## Data Collection Sheets (continued)

- Multi-Step Data Collection Sheet
- Time Segment Data Collection Sheet
- Discrete Trial Data Collection Sheet

## Multi-Step Data Collection

NYSAA Data Collection Sheet for Multi-Step Task															
Student Name: JANE								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies							
AGLI text: RECOGNIZE PICTURE, OBJECT, ETC. THAT REFLECT CHARACTER(S) AND/OR EVENT(S) IN FAMILIAR TEXT(S) (12108)								Assessment task: THE STUDENT WILL RECOGNIZE A CHARACTER AND EVENT FROM A LITERARY TEXT(S) BY EYE-GAZING TO THE CORRECT CHOICE.							
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response								INDEPENDENCE KEY: (+) Independent (-) Prompted							
Describe each Step of the Assessment		Date	Date	Date	Date	Date	Date	Date	Date						
Task:		Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind
RECOGNIZE CHARACTER-BOOK 1															
RECOGNIZE EVENT-BOOK 1															
RECOGNIZE CHARACTER-BOOK 2															
RECOGNIZE EVENT-BOOK 2															

# Single Step Task

- Record on a Multi-Step Data Collection Sheet
- Provide more opportunities to respond: different presentations of numeral order

NYSAA Data Collection Sheet for Multi-Step Task															
Student Name: JANI				Content Area: 1-2				Grade: 1				Subject: Mathematics			
AGLI text: IDENTIFY NUMERAL(S) 0 TO 19 (11106)				AGLI Item: IDENTIFY NUMERAL(S) 0 TO 19 (11106)				Assessment Task: THE STUDENT WILL IDENTIFY THE				Assessment Task: THE STUDENT WILL IDENTIFY THE			
AGLI text: IDENTIFY NUMERAL(S) 0 TO 19 (11106)				Assessment task: THE STUDENT WILL IDENTIFY THE NUMERAL 1 UPON REQUEST WHEN GIVEN THREE LARGE CUT-OUT NUMERALS OF 1, 3, AND 5.											
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response						INDEPENDENCE KEY: (+) Independent (-) Prompted									
Describe each Step of the Assessment Task:	Date		Date		Date		Date		Date		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
PRESENTED IN 1, 3, 5 ORDER															
PRESENTED IN 5, 1, 3 ORDER															
PRESENTED IN 3, 5, 1 ORDER															

Setting	Name and Initials of Staff reading/dictating (REQUIRED)	Name	Initials	Setting KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify
---------	---------------------------------------------------------	------	----------	-------------------------------------------------------------------------------

# Connection to Grade Level Content

- AGLI
  - AND: task must reflect all that is outlined for the AND in the AGLI
  - OR or AND/OR: task can reflect all or part of the AGLI that is most appropriate for the student
- Assessment Task
  - AND: verifying evidence (in total) must show all that is outlined for the AND in the task
  - OR or AND/OR: verifying evidence can show all or part of the task that is most appropriate for the student

# Checklist of Things to Remember

VE requirements are completed in permanent ink		Levels of accuracy and independence are calculated correctly, include notes if calculations will not be able to score							
<b>Student Work Products:</b>									
Work products are the student's original work—NOT PHOTOCOPIED									
Calculators or charts are submitted for a single date (the last date)									
The original information does not contradict the test assessed									
<b>Photographs:</b>									
If classroom areas appear in photographs, the Informed Consent for Incidental Photographing in Schools and Districts must be signed and returned to the school									
Informed Consent is signed and is on file with the district									
If classroom areas appear in photographs, the Informed Consent for Incidental Photographing in Schools and Districts must be signed and returned to the school									

Checklist of Things to Remember		Use 1 checklist for each content area assessed			
		ELA	Mathematics	Science	Social Studies
		Yes/No	Done	Reviewed	
<b>1. Table of Contents:</b>					
All pages are numbered in the details					
All forms in the details are the 2013-14 versions (old forms cannot be used)					
Table of Contents page numbers match the corresponding pages in the details					
<b>2. Student Page:</b>					
Complete all fields: DOB, student name and ID number, based on date of birth indicate grade, district of residence, school name, and service provider					
List only the test accommodations shown in the details and in the current IEP					
Students' date of birth corresponds to the correct grade and assessed content areas per the birth date chart on page 6 of the Administration Manual					
<b>3. Parent/Family/Guardian Survey:</b>					
Parent/Family/Guardian survey is included in the details					
If unable to make contact or if parent is unwilling to complete the survey, all dates attempted are documented on the last page and include all three pages in the details					
<b>4. Data Summary Sheet (DSS):</b>					
One Data Summary Sheet for each AGLI assessed					
All fields are complete including the AGLI code and AGLI text					
AGLI selected from grade per student's date of birth					
Task corresponds to AGLI					
Tasks are written simply without cues, prompts, levels of assistance, or criterion					
Dates match the last three dates of recorded student performance data					
Dates listed on the DSS are within the administration period and are listed in chronological order with the most recent date in the right column					
Percentages for accuracy and independence are filled in and match what is documented on the VE					
Mistakes made during data collection are crossed out, corrected, and initialed - NO erasures, correction fluid, black out, etc.					
DSS is completed in permanent ink					
DSS is original, NOT PHOTOCOPIED					
<b>5. Verifying Evidence (VE):</b>					
Submit TWO pieces of VE for each AGLI assessed					
VE corresponds to task					
VE confirms data for LAST two dates of data transcribed to the DSS					
VE is labeled with student name, date of performance, content area, AGLI text, assessment task, and levels of accuracy and independence					
If a VE label is used, it does not substitute any student work (stay on task)					
Tasks are written without cues, prompts, or a criterion					
Date(s) on VE are within the specified administration period					
Mistakes made during data collection are crossed out, corrected, and initialed - NO erasures, correction fluid, black out, etc.					
VE and VE label are original, NOT PHOTOCOPIED					

## NYSAA Overview - Recap

- Follow the Steps Chart
- Follow the flow of the NYSAA Frameworks
  - Grade level expectations ⇒ Essences ⇒ AGLIs ⇒ Sample Assessment Tasks
- Notate how a task was conducted if it's not clear to an outsider
- Collegial Review is required