

Appendix B:

Sample Datafolio

ADMINISTRATION MANUAL

Note to Teachers:

This datafolio is a sample. Last names and school information have been blacked-out in the sample to protect privacy. This is not acceptable in an actual student datafolio.

New York State Alternate Assessment
(September 2010)

2010–11 NYSAA Student Page

Student Information	
Last Name: _____	First Name: <u>Jeff</u>
Date of Birth: <u>7-14-97</u>	
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 checked="" type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> 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, 2001—August 31, 2002	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 2000—August 31, 2001	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 5	ELA, Mathematics
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 7	ELA, Mathematics
<input checked="" type="checkbox"/>	September 1, 1996—August 31, 1997	Grade 8	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 1992—August 31, 1993	Secondary	ELA, Mathematics, Science, Social Studies

Administration Period for 2010–11 NYSAA: October 4, 2010–February 11, 2011

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

Testing Accommodations Required per IEP (check all that apply):		
	Testing Accommodations	ELL Testing Accommodations
<input type="checkbox"/>	Flexibility in scheduling/timing	<input type="checkbox"/> Large type
<input type="checkbox"/>	Flexibility in setting	<input type="checkbox"/> Tests read
<input type="checkbox"/>	Method of presentation (exclude Braille/large type and test read)	<input type="checkbox"/> Use of calculator, abacus, or arithmetic tables
<input type="checkbox"/>	Method of response	<input type="checkbox"/> Use of spell-check/grammar-check devices
<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"/> Time extension
<input type="checkbox"/>	Braille	<input type="checkbox"/> Separate location
	<input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation	<input type="checkbox"/> Bilingual dictionary/glossary
		<input type="checkbox"/> Oral translation
		<input type="checkbox"/> Responses written in native language
		<input type="checkbox"/> Translated edition (selected tests)

Month in which the last Collegial Review of this datafolio was conducted: January

NYSAA Datafolio Table of Contents

Preliminary Documents	Page #
NYSAA Student Page	1
Table of Contents	2

The following documents must be included for each content area assessed.	Page #
Data Summary Sheet for the first ELA AGLI (Required component #1)	3
First piece of verifying evidence* for the first ELA AGLI with VE label	4
Second piece of verifying evidence* for the first ELA AGLI with VE label	5
Data Summary Sheet for the second ELA AGLI (Required component #2)	6
First piece of verifying evidence* for the second ELA AGLI with VE label	7
Second piece of verifying evidence* for the second ELA AGLI with VE label	8

Data Summary Sheet for the first Mathematics AGLI (Required component #1)	9
First piece of verifying evidence* for the first Mathematics AGLI with VE label	10
Second piece of verifying evidence* for the first Mathematics AGLI with VE label	10
Data Summary Sheet for the second Mathematics AGLI (Required component #2)	13
First piece of verifying evidence* for the second Mathematics AGLI with VE label	14
Second piece of verifying evidence* for the second Mathematics AGLI with VE label	15

Data Summary Sheet for the first Science AGLI (Required component #1)	16
First piece of verifying evidence* for the first Science AGLI with VE label	17
Second piece of verifying evidence* for the first Science AGLI with VE label	18
Data Summary Sheet for the second Science AGLI (Required component #2)	19
First piece of verifying evidence* for the second Science AGLI with VE label	20
Second piece of verifying evidence* for the second Science AGLI with VE label	21

For High School (HS) Only:

Data Summary Sheet for the first Social Studies AGLI (Required component #1)	
First piece of verifying evidence* for the first Social Studies AGLI with VE label	
Second piece of verifying evidence* for the first Social Studies AGLI with VE label	
Data Summary Sheet for the second Social Studies AGLI (Required component #2)	
First piece of verifying evidence* for the second Social Studies AGLI with VE label	
Second piece of verifying evidence* for the second Social Studies AGLI with 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).*

Student Name: Jeff [redacted]	Date of Birth: 7-14-97
School Name: [redacted]	

1st ELA Required Component: Key Idea - Reading
 Choice Component (select one):
 Standard 1: Students will read, write, listen, and speak for information and understanding.
 Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: 1 1 1 0 4
 AGLI Text: **Relate fact(s) and/or idea(s) to chosen topic.**

Assessment task:
The student will relate facts to a chosen topic by placing pictures/phrases representing facts on a graphic organizer

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.
 This assessment task is comparable to SAT# _____ on page _____ in the NYSAA Frameworks.
 This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 11-18-10		Date 2: 12-7-10		Date 3: 1-6-11			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		75	3	100	4	88	4		
Level of Independence		88	4	100	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

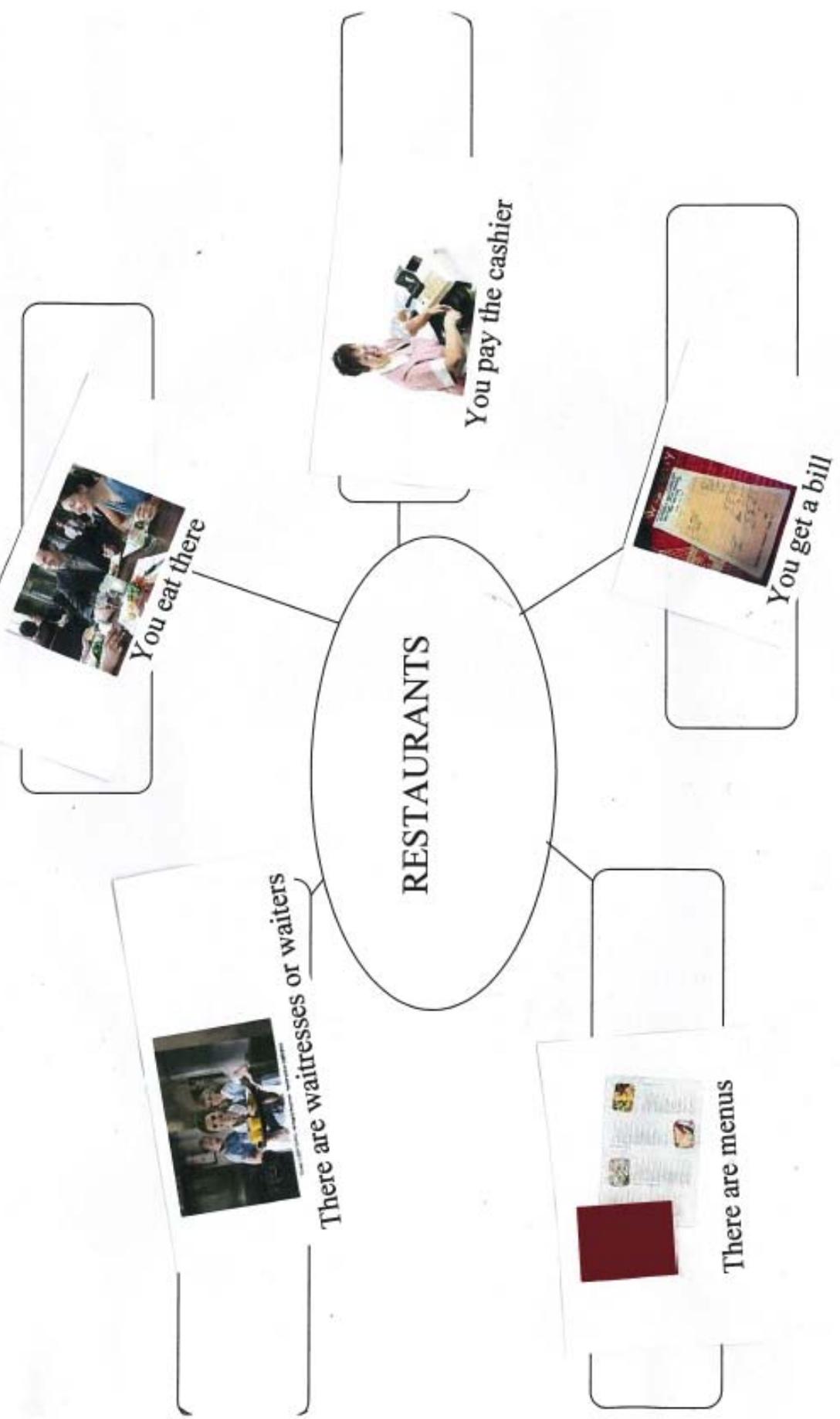
Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NAME: Wpff

DATE: 12/17/10

A = 100%
T = 100%

Select facts that are related to the topic and place in the graphic organizer



NON-CHOICES



You get your groceries there



You shop for things there

NYSAA Verifying Evidence Label

Date of Student Performance: 12/7/10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Relate fact(s) and/or
idea(s) to chosen
topic

Task: The student will relate
facts to a chosen topic by
placing pictures/phrases representing
facts on a graphic organizer.

Accuracy: 100 % Independence: 100 %

***Note to Teachers:**

In an actual datafolio, these non-choice cards and this verifying evidence (VE) label would be attached to the back of the work product.

NAME:

JOFF

DATE:

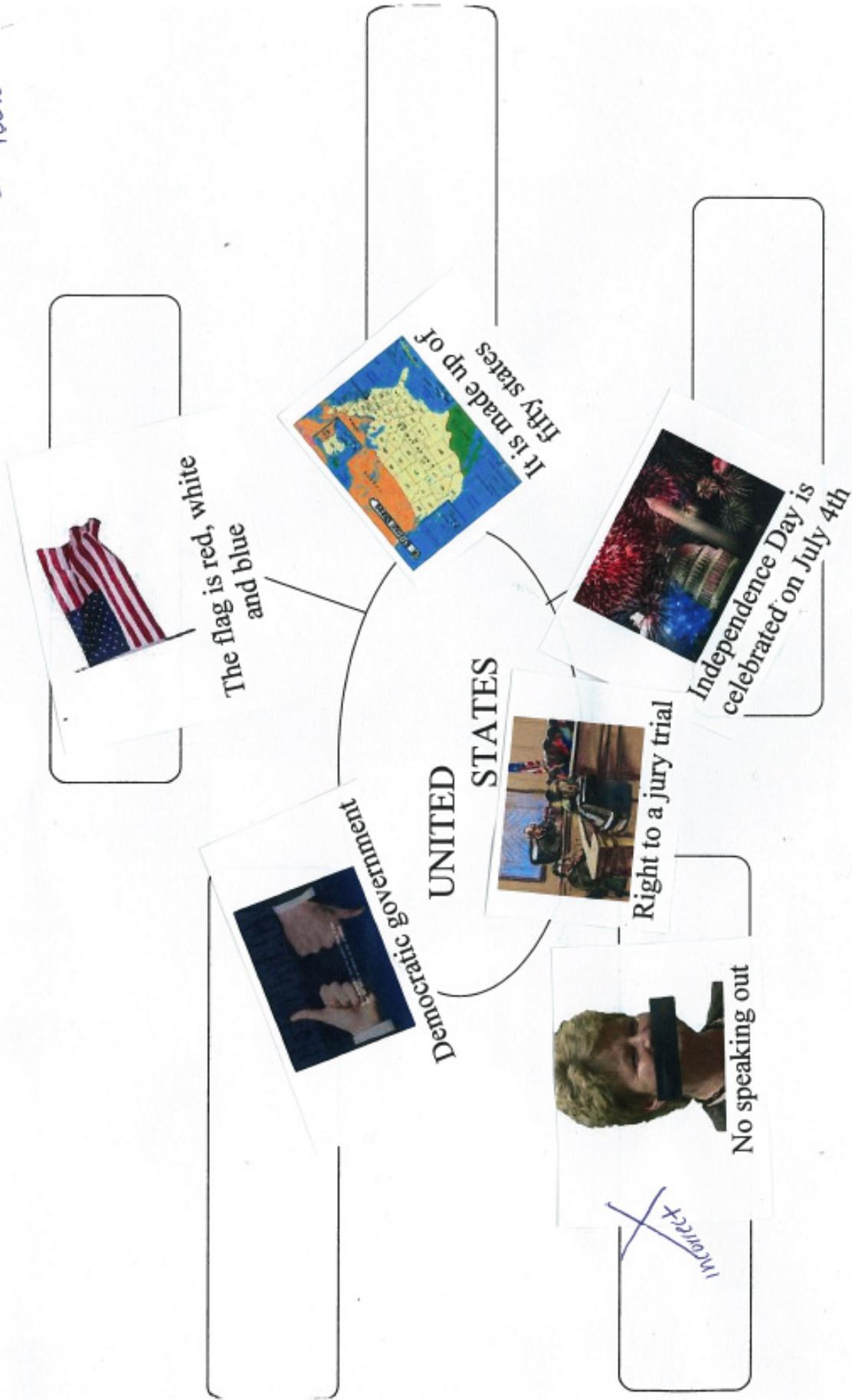
VG/CA

11/6/11

A = 7/8 = 88%

I = 100%

Select facts that are related to the topic and place in the graphic organizer



NON CHOICES



Ruled by a dictator



It is a group of islands

NYSAA Verifying Evidence Label

Date of Student Performance: 1/6/11

Student Name: Jeff

ELA Mathematics Science Soci

AGLI text: Relate fact(s) and/or
idea(s) to chosen topic

Task: The student will relate
facts to a chosen topic by placing
pictures/phrases representing
facts on a graphic organizer.

Accuracy: 88 % Independence: 100 %

***Note to Teachers:**

In an actual datafolio, these non-choice cards and this verifying evidence (VE) label would be attached to the back of the work product.

Student Name:

Jeff

Date of Birth:

7.14.97

School Name:

2nd ELA Required Component: Key Idea - Writing

Choice Component (select one):

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: 2 1 1 0 7

AGLI Text:

Create pictures, symbol(s), objects). etc.
to communicate information.

Assessment task:

The student will create sentences using symbols to communicate information about his favorite activities during school.

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.

This assessment task is comparable to SAT# _____ on page _____ in the NYSAA Frameworks.

This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 12.8.10		Date 2: 12.17.10		Date 3: 1-11-11			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		100	4	67	3	100	4		
Level of Independence		100	4	100	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. 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 AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

12/8/10



I



like



art



class.



We

use



paint



and



clay.



I



like



to make



things.



I



make

made



a

bowl



mom.

fr
for

A=100%

I=100%

*spelling & grammar
not counted in
scoring, thoughts/
ideas must relate
to first sentence*

NYSAA Verifying Evidence Label

Date of Student Performance: 12 / 8 / 10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: create picture(s),
symbol(s), object(s), etc.
to communicate information

Task: The student will create
sentences using symbols
to communicate information about
his favorite activities during school.

Accuracy: 100 % Independence: 100 %

The student was asked about his favorite activities in school. He used symbols on Pix Writer to create these sentences.



A = 100%
I = 100%

spelling, grammar
& punctuation not
counted in score
• ideas must relate to
1st sentence

NYSAA Verifying Evidence Label

Date of Student Performance: 1/1/11

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Create picture(s), symbols(s), object(s), etc. to communicate information

Task: The student will create sentences using symbols to communicate information about his favorite activities during school.

Accuracy: 100% Independence: 100%

The student was asked about his favorite activities in school. Given a picture vocabulary on Pix Writer he used the symbols to create these sentences.

Student Name: Jeff [redacted] Date of Birth: 7.14.97

School Name: [redacted]

1st Mathematics Required Component: Strand - Geometry
 Choice Component (select one):
 Band: Geometric Relationships
 Band: Transformational Geometry

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: 3 2 1 0 3
 AGLI Text:
Recognize the image of a figure or shape that has been rotated, translated, dilated or reflected.

Assessment task:
The student will recognize an image of a figure when the figure is dilated and/or rotated by selecting the correct figure given choices showing the figure differently

The SAT and page information below is not required, however it is helpful for scoring:
 This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.
 This assessment task is comparable to SAT# _____ on page _____ in the NYSAA Frameworks.
 This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: <u>12.15-10</u>		Date 2: <u>12.21.10</u>		Date 3: <u>1.7.11</u>			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		<u>100</u>	<u>4</u>	<u>100</u>	<u>4</u>	<u>100</u>	<u>4</u>		
Level of Independence		<u>50</u>	<u>2</u>	<u>50</u>	<u>2</u>	<u>75</u>	<u>3</u>		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	<u>4</u>		<u>3</u>		<u>2</u>		<u>1</u>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. 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 AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: Jeff [redacted] Content Area: ELA Mathematics Science Social Studies (HS only)

AGLI Text: Recognize the image of a figure or shape that has been rotated, translated, dilated or reflected
 Assessment task: The student will recognize an image of a figure when the figure is dilated and/or rotated by selecting the correct figure given choices showing the figure differently

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

Describe each Step of the Assessment Task:	Date 12/10/10		Date 12/13/10		Date 12/15/10		Date 12/21/10		Date 1-7-11		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-								
recognize dilated shape	-	-	-	-	+	-	+	-	+	+	+			
recognize dilated shape	-	+	+	+	+	+	+	+	+	-				
recognize rotated shape	+	+	+	-	+	-	+	-	+	+				
recognize rotated shape	+	-	+	-	+	+	+	+	+	+				
Total +'s	2	2	3	1	4	2	4	2	4	3				
Total Steps	4	4	4	4	4	4	4	4	4	4				
Fraction	$\frac{2}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{4}{4}$	$\frac{2}{4}$	$\frac{4}{4}$	$\frac{2}{4}$	$\frac{4}{4}$	$\frac{3}{4}$				
Percent (%)	50%	50%	75%	25%	100%	50%	100%	50%	100%	75%				
Staff Initials Recording Data for each Date from Key (Req'd)	CC	VP	VP	VP	VP	VP	CC	CC	CC	CC				

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data
 1.) Initials: CC Name: [redacted] 2.) Initials: [redacted] Name: [redacted]
 3.) Initials: VP Name: V [redacted] 4.) Initials: P [redacted] Name: [redacted]

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

NAME: _____

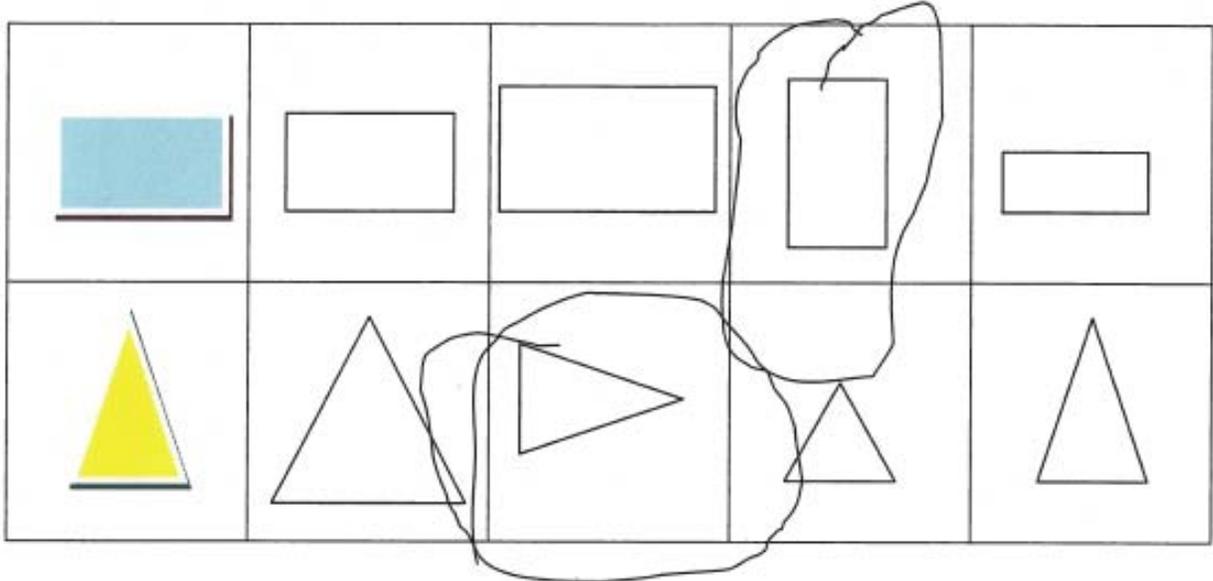
DATE: _____

12-15-10

Follow the directions below to identify the correct shape.

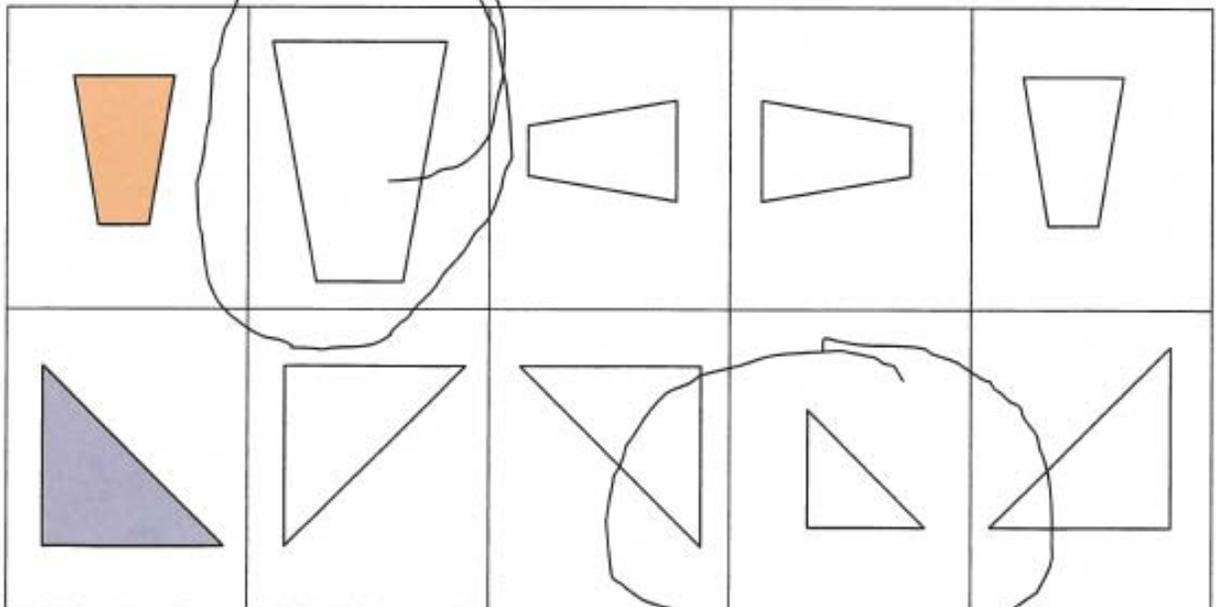
Circle the shape that has been rotated.

P



Circle the shape that has been dilated

P



P = Prompt

NYSAA Verifying Evidence Label

Date of Student Performance: 12/15/10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Recognize the image of a figure or shape that has been rotated, translated, dilated, or reflected

Task: The student will recognize an image of a figure when the figure is dilated and/or rotated by selecting the correct figure given choices showing the figure differently

Accuracy: 100 % Independence: 50 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

NYSAA Observer Verification Form

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and will jeopardize the student receiving a reportable score.

Teacher completes this section:

Student Name: Jeff [redacted] Date of Student Performance: 12/21/10

ELA Mathematics Science Social Studies

AGLI text:

Recognize the image of a figure or shape that has been rotated, translated, dilated or reflected

Assessment task:

The student will recognize an image of a figure when the figure is dilated and/or rotated by selecting the correct figure given 4 choices showing the figure differently
Accuracy: 100 % Independence: 50 %

Observer* completes this section:

Observer Name: Renee [redacted]

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 the assessment task was conducted in my presence.

Renee [redacted]
OBSERVER'S SIGNATURE

(cannot be the same person collecting data)

12/21/2010
DATE

(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.)**

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

NYSAA DATA SUMMARY SHEET

**Grade 8 –
MATHEMATICS
(cont'd)**

8

Student Name:

Jeff

Date of Birth:

7-14-97

School Name:

2nd Mathematics Required Component: Strand - Algebra

Choice Component (select one):

Band: Variables and Expressions

Band: Patterns, Relations and Functions

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: 4 1 2 0 4

AGLI Text: identify correct number sentences that use any of the symbols +, -, x, ÷, ≠, >, and/or <

Assessment task:

The student will identify correct number sentences that use the symbols +, -, and/or = given a set of choices.

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.

This assessment task is comparable to SAT# 41204 on page 33 in the NYSAA Frameworks.

This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 11-12-10		Date 2: 11-22-10		Date 3: 11-29-10			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		100	4	90	4	90	4		
Level of Independence		80	4	70	3	70	3		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. 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 AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NAME: _____

DATE: _____

11/12/10

Look at each number sentence below. Circle the sentences that are equal to 7.

1) $5 + 1 + 3$

2) $8 - 5 + 4$ P

3) $3 + 2 + 3$

4) $4 + 4 - 1$

5) $10 - 3$

6) $6 + 5 - 4$

7) $4 + 2 + 2$

8) $5 + 2 + 3$

9) $6 - 2 + 1$ P

10) $2 + 2 + 1 + 1$

P = prompt

A = 100%

I = 80%

NYSAA Verifying Evidence Label

Date of Student Performance: 11/12/10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: identify correct number sentences that use any of the symbols +, -, x, ÷, ≠, >, and/or <

Task: The student will identify correct number sentences that use the symbols +, -, and/or = given a set of choices.

Accuracy: 100 % Independence: 80 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

NAME: _____

DATE: _____

Look at each number sentence below. Circle the sentences that are correct.

1) $5 + 3 = 8$

2) $6 = 1 + 1 + 3$ P

3) $2 + 2 = 3 + 1$

~~4)~~ $8 = 3 + 2 + 1 + 1$ P

5) $7 + 2 = 5 + 3$

6) $4 + 1 = 1 + 4$

7) $5 - 2 = 2 + 1$

8) $4 - 1 = 6 - 4$

9) $9 = 6 + 3 + 1$

10) $5 - 4 + 1 = 1 + 1$ P

P = prompt

A = 90%

I = 70%

NYSAA Verifying Evidence Label

Date of Student Performance: 11/22/10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Identify correct number sentences that use any of the symbols $+$, $-$, \times , \div , \neq , $>$, and/or $<$

Task: The student will identify correct number sentences that use the symbols $+$, $-$, and/or $=$ given a set of choices.

Accuracy: 90 % Independence: 70 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

Student Name:

Jeff

Date of Birth:

7.14-97

School Name:

1st Science Required Component: Standard 1 - Scientific Inquiry

Choice Component (select one):

Key Idea 2: Testing proposed explanations

Key Idea 3: Observations made while testing

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: 1 2 1 0 6

AGLI Text:

Recognize tool(s) used for scientific investigations

Assessment task:

The student will recognize the tool used for various scientific investigations by selecting the tool appropriate for the given investigation.

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.

This assessment task is comparable to SAT# 12106 on page 44 in the NYSAA Frameworks.

This is an original assessment task developed by the teacher.

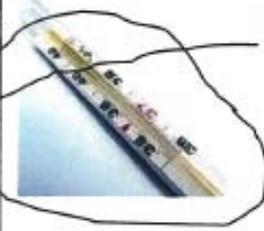
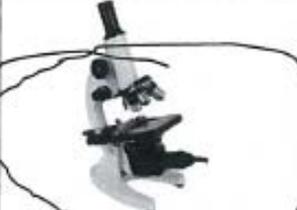
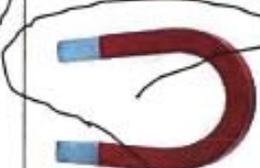
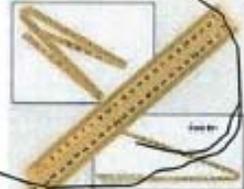
Student Performance (record the last three dates of documented data in chronological order)		Date 1: 11-16-10		Date 2: 11-23-10		Date 3: 11-30-10			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		80	4	80	4	80	4		
Level of Independence		100	4	100	4	80	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. 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 AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NAME: _____

DATE: _____

Directions: Circle the tool used for the scientific investigation described.

Investigation	Scientific Tools		
Testing the temperature of water as it sits in the sun and shade			
Investigating the cells in an onion			
Testing if something is magnetic			
Investigating the amount of growth in a plant with and without plant food			
Testing the distance traveled by toy cars sent down different height ramps			

Incorrect

*A=80%
T=100%*

NYSAA Verifying Evidence Label

Date of Student Performance: 11 / 16 / 10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Recognize tool(s)
used for scientific
Investigations

Task: The student will recognize the tool
used for various scientific investigations
by selecting the tool appropriate
for the given investigation.

Accuracy: 80 % Independence: 100 %

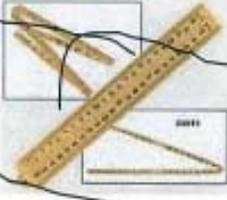
***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

NAME: _____

DATE: _____

Directions: Circle the tool used for the scientific investigation described.

Investigation	Scientific Tools		
The time it takes to melt ice using heat from sun and the stove			
Investigating the temperature changes during the month of October			
Investigating the amount of snow that falls in December as compared to January			
Investigating the amount of liquid various sponges can absorb			
Investigating the speed of the wind over the course of two weeks			

Incorrect

*A=80%
I=100%*

NYSAA Verifying Evidence Label

Date of Student Performance: 11/23/10

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Recognize tool(s)
used for scientific
investigations

Task: The student will recognize the
tool used for various scientific investigations
by selecting the tool appropriate
for the given investigation.

Accuracy: 80 % Independence: 100 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

Student Name:

Jeff

Date of Birth:

7.14.97

School Name:

2nd Science Required Component: Standard 4 - Living Environment and Physical Setting/Earth Science

Choice Component (select one):

Standard 4—Living Environment, Key Idea 5: Dynamic Equilibrium

Standard 4—Physical Setting/Earth Science, Key Idea 3: Particle properties determine observable characteristics of matter and its reactivity

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: 2 3 1 0 2

AGLI Text:

Recognize an aspect of an organism's design that helps the organism get food.

Assessment task:

The student will recognize an aspect of an organism's design that helps it get food by selecting that aspect from a set of choices.

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the same as SAT# _____ on page _____ in the NYSAA Frameworks.

This assessment task is comparable to SAT# _____ on page _____ in the NYSAA Frameworks.

This is an original assessment task developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 1.12.11		Date 2: 1.19.11		Date 3: 1.26.11			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		60	3	80	4	100	4		
Level of Independence		80	4	100	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

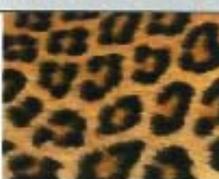
Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NAME: _____

DATE: _____

1-19-11
A=80%
I=100%

Directions: Identify the aspect of the organism's design that helps it get food

Organism	Design of organism		
	 Claws	 fur	 ears
	 tail	 hooves	 neck
	 feathers	 Talons/claws	 mouth
	 speed	 nose	 fur
	 skin	 tail	 tongue

X
incorrect

NYSAA Verifying Evidence Label

Date of Student Performance: 1/19/11

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Recognize an aspect of an organism's design that helps the organism get food

Task: The student will recognize an aspect of an organism's design that helps it get food by selecting that aspect from a set of choices.

Accuracy: 80 % Independence: 100 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.

NAME: _____

DATE: _____

1-26-11
A=100%
I=100%

Directions: Identify the aspect of the organism's design that helps it get food

Organism	Design of organism		
	 feet	 mouth	 feathers
	 tail	 hooves	 neck
	 Jaw/mouth	 skin	 fin
	 speed	 nose	 fur
	 fur	 claws	 ears

NYSAA Verifying Evidence Label

Date of Student Performance: 1/26/11

Student Name: Jeff

ELA Mathematics Science Social Studies (HS only)

AGLI text: Recognize an aspect of an organism's design that helps the organism get food

Task: The student will recognize an aspect of an organism's design that helps it get food by selecting that aspect from a set of choices.

Accuracy: 100 % Independence: 100 %

***Note to Teachers:**

In an actual datafolio, this verifying evidence (VE) label would be attached to the back of the work product.