

2010-11 NYSAA Fall Administration Training

Guided Practice #4 WORKSHEETS

GP 4	Guided Practice #4	Guided Practice
	Connection Progression	

Review the attached information and answer the following questions for each example.

Example A – Andrew’s Science Entry

Review the information provided on the Data Summary Sheet. Use the NYSAA Age Range chart on page 4 of the NYSAA Administration Manual and the Frameworks to answer the following questions. Fill in the table below, which is part of the Checklist of Things to Remember.

	2 nd AGLI	
	Yes	No
AGLI selected from grade per student’s date of birth		
	2 nd AGLI	
	Yes	No
Task connects to AGLI		
Task is written simply without cues, prompts, levels of assistance, or criterion		
	2 nd AGLI	
	Yes	No
Submit TWO pieces of VE for each AGLI assessed		
VE 1 connects to task		
VE 2 connects to task		

NYSAA DATA SUMMARY SHEET	Grade 4 – SCIENCE (cont'd)	4
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Student Name: <u>Andrew</u> [REDACTED]	Date of Birth: <u>3-16-2001</u>
School Name: [REDACTED] <u>Elementary</u>	

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

Choice Component (select one):

Standard 4–Living Environment, Key Idea 3: Change in organisms over time

Standard 4–Physical Setting/Earth Science, Key Idea 2: Interactions among components of air, water, and land

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

AGLI Code: 2 2 1 0 6

AGLI Text: identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.)

Assessment task:
The student will label a diagram outlining basic structures of a fish and/or a bird.

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# 221063 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>10-22-10</u>		Date 2: <u>10-27-10</u>		Date 3: <u>12-3-10</u>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<u>80</u>	<u>4</u>	<u>100</u>	<u>4</u>	<u>100</u>	<u>4</u>
Level of Independence	<u>80</u>	<u>4</u>	<u>100</u>	<u>4</u>	<u>100</u>	<u>4</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.



Name Andrew 10/27

Parts of a Bird

100%

NYSAA Verifying Evidence Label

Date of Student Performance: 10/27/10

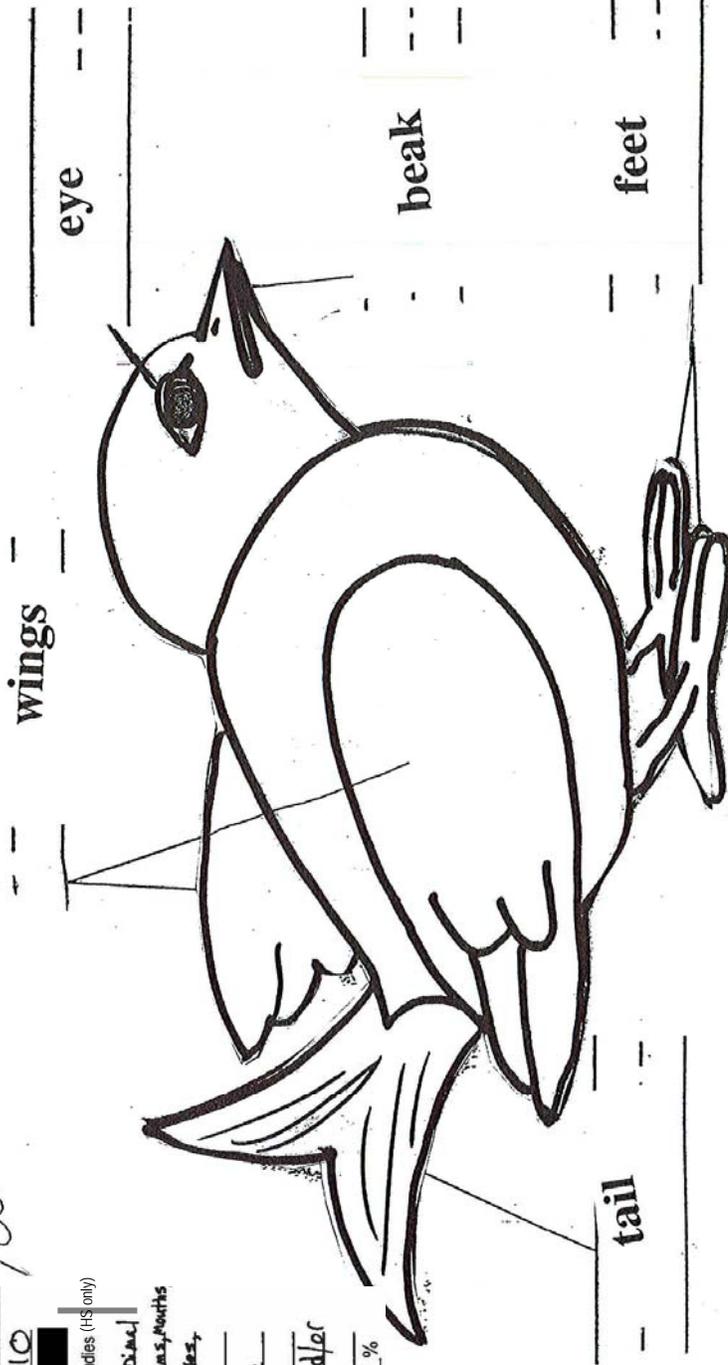
Student Name: Andrew

ELA Mathematics Science Social Studies (HS only)

AGLE text: Identify basic plant or animal structures (e.g., fins, wings, legs, ears, mouths, noses, eyes, ears, coats, stems, leaves, flowers, seeds, etc.)

Task: The student will label a diagram outlining basic structures of a fish and/or a bird.

Accuracy: 100 % Independence: 100 %



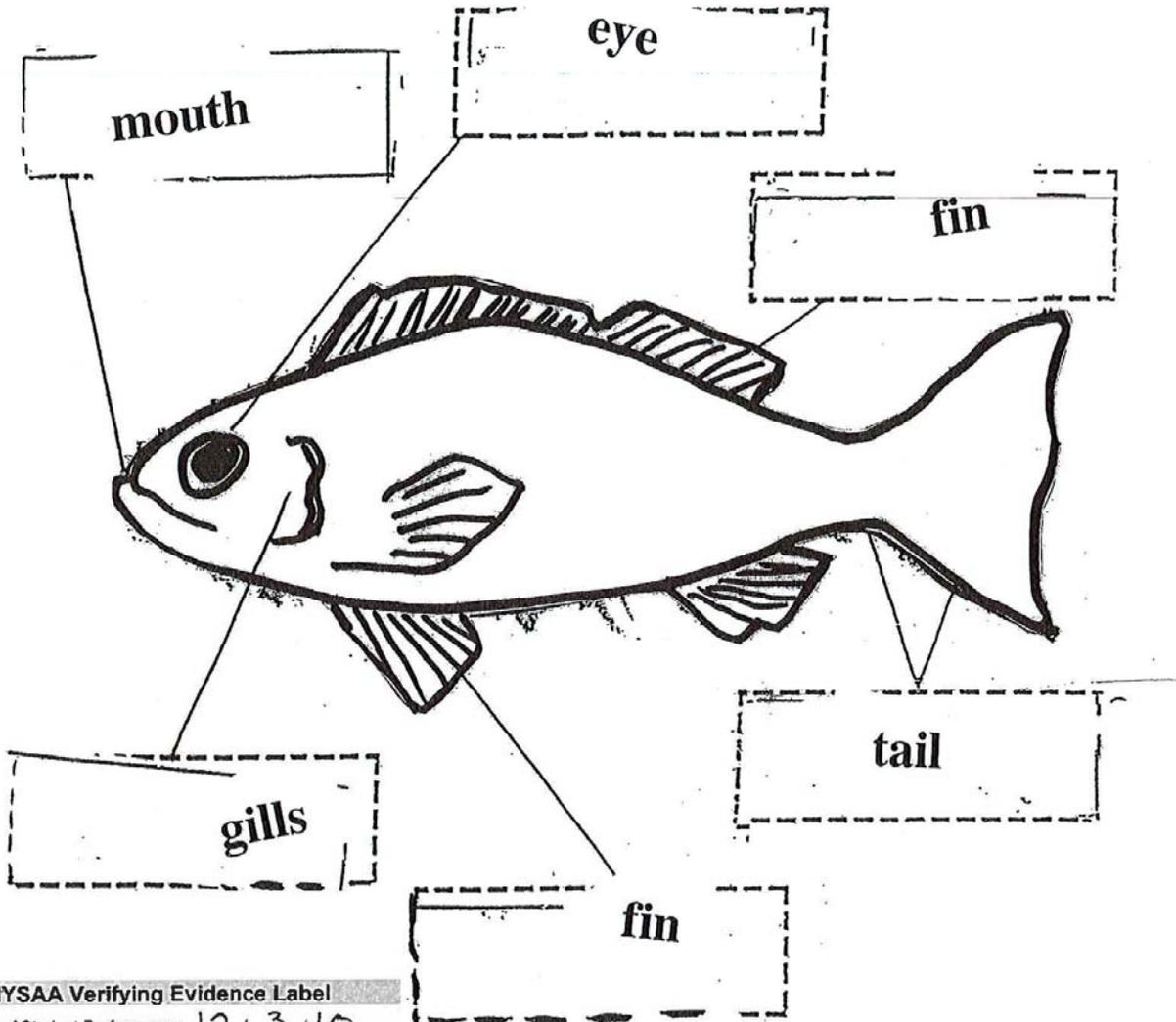
PLANTS AND ANIMALS
Birds

Name Andrew

12/3

100%

Parts of a Fish



NYSAA Verifying Evidence Label

Date of Student Performance: 12/3/10

Student Name: Andrew

ELA Mathematics Science Social Studies (HS only)

AGLI text: identify basic plant or animal structures (e.g., fins, wings, legs, arms, mouths, noses, eyes, ears, roots, stems, leaves, flowers, seeds, etc.)

Task: The student will label a diagram outlining basic structures of a fish and/or a bird.

Accuracy: 100% Independence: 100%

Example B – Sara's Grade 5 ELA Verifying Evidence

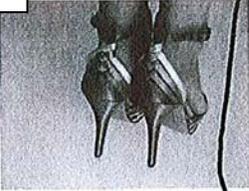
Use your Frameworks, review the assessment task and piece of verifying evidence.

Name Sara

Who is the main character in the book Stellaluna?

NYSAA Verifying Evidence Label
 Date of Student Performance: 1/25/11
 Student Name: Sara
 ELA Mathematics Science Social Studies (HS only)
 AGLI text: identify story elements (e.g., character, plot, setting, etc.)
 Task: The student will identify story elements (e.g., plot, setting, characters, etc.) from a literary text that has been read aloud.
 Accuracy: 100% Independence: 100%

Stellaluna shoes



Stellaluna the bat



A dog named Stellaluna



Name Sara

Who is the main character in the book Stellaluna?

Stellaluna the bat



Stellaluna shoes



A dog named Stellaluna



NYSAA Verifying Evidence Label
 Date of Student Performance: 2/2/11
 Student Name: Sara
 ELA Mathematics Science Social Studies (HS only)
 AGLI text: identify story elements (e.g., character, plot, setting, etc.)
 Task: The student will identify story elements (e.g., plot, setting, characters, etc.) from a literary text that has been read aloud.
 Accuracy: 100% Independence: 100%

Grade 5 ELA 2/2 32108
The student will identify story elements(characters) from a text that has been read aloud

1.) The AGLI and assessment task are plural (elements). Does the verifying evidence meet the plural requirement and therefore, connect to the assessment task? _____

2.) What should be done to assess the student on the story elements in a way that aligns to the assessment task? _____

Example C –Grade 6 mathematics Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

Name: Nathaniel

Math Worksheets
Single Digit Multiplication Worksheet

Practice your multiplication skills by multiplying the numbers in each group and write the answer below the line.

$\frac{29}{10} = 100\%$

$\begin{array}{r} 2 \\ \times 0 \\ \hline 0 \end{array}$ ✓	$\begin{array}{r} 5 \\ \times 8 \\ \hline 40 \end{array}$ ✓	$\begin{array}{r} 0 \\ \times 7 \\ \hline 0 \end{array}$ ✓	$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$ ✓
$\begin{array}{r} 0 \\ \times 6 \\ \hline 0 \end{array}$ ✓	$\begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array}$ ✓	$\begin{array}{r} 8 \\ \times 1 \\ \hline 8 \end{array}$ ✓	$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$ ✓
$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$ ✓	$\begin{array}{r} 1 \\ \times 9 \\ \hline 9 \end{array}$ ✓	$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$ ✓	$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$ ✓
$\begin{array}{r} 2 \\ \times 6 \\ \hline 12 \end{array}$ ✓	$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$ ✓	$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ ✓	$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$ ✓
$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$ ✓	$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$ ✓	$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$ ✓	$\begin{array}{r} 5 \\ \times 0 \\ \hline 0 \end{array}$ ✓

NYSAA Verifying Evidence Label

Date of Student Performance: 2/1/11

Student Name: Nathaniel

ELA Mathematics Science Social Studies (HS only)

AGLI text: Solve one-step equations using any of the four operations

Task: The student will solve one-step equations using addition, subtraction, multiplication, and/or division.

Accuracy: 100% Independence: 100%

Name: Liam Date: 12-9-10

Content: Mathematics

AGLI: solve one-step equations using any of the four operations

Task: The student will solve one-step equations using addition, subtraction, multiplication, and/or division.

Accuracy: 80% Independence: 80%

1 + 1 + 1 =	<u>3</u>	A	I
	7	+	+
5 - 1 + 2 =	<u>10</u>	-	+
	6		
10 + 10 =	1	+	-
	<u>20</u>		refocus prompt
	6		
2 X 4 =	12	+	+
	4		
8 X 1 =	<u>8</u>	+	+

- 1.) Does the verifying evidence for Nathaniel connect to the assessment task documented on the VE label? _____
 Does the verifying evidence for Liam connect to the assessment task documented on the evidence? _____
- 2.) If the teacher had presented Nathaniel's equations in horizontal format, could Nathaniel rewrite them to put them in a vertical format before solving them? _____ If this occurs, how can it be made clear to an outside reviewer? _____

Example D – Grade 7 ELA Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

NYSAA Data Collection Sheet for a Multi-Step Task													
Student Name: Marc				Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)									
AGLI Text: Identify story elements (e.g., character, plot, setting, etc)				Assessment task: the student will identify story elements by responding to questions about a story read aloud.									
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response							INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted						
Describe each Step of the Assessment Task:	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
	10/27/2010	10/13/2010	10/15/2010										
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-
Who was the main character in the story?	+	+	+	+	+	-							
What was the plot of the story?	-	+	+	-	+	+							
What was the setting of the story?	+	-	+	-	+	-							
How did the story end?	-	+	-	-	+	+							
Total +'s	2	3	3	1	4	2							
Total Steps	4	4	4	4	4	4							
Fraction	2/4	3/4	3/4	1/4	4/4	2/4	/	/	/	/	/	/	/
Percent (%)	50%	75%	75%	25%	100%	50%	%	%	%	%	%	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	AG		AG		AG								
Staff Key (REQUIRED)	1.) Initials: AG Name: Anita			2.) Initials: _____ Name: _____									
Record the Initials and Corresponding Name of Staff Recording Data	3.) Initials: _____ Name: _____			4.) Initials: _____ Name: _____									

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

NYSAA Data Collection Sheet for Documenting a Task by Time Segments													
Student Name: Heather						Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)							
AGLI Text: Attend to different genres that are read aloud						Assessment task: the student will quickly attend to stories from different genres read aloud during library class for 5 minutes							
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response							INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted						
Length of Time for each Segment (sec/min)	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
	11/16/2010	11/17/2010	11/18/2010	11/19/2010	11/22/2010								
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-
Segment 1	+	-	+	+	+	+	+	+	+	+			
Segment 2	+	-	+	-	+	+	+	+	+	+			
Segment 3	+	+	+	+	+	+	+	+	+	+			
Segment 4	+	+	+	+	+	+	+	+	+	+			
Segment 5	+	+	+	+	+	+	+	+	+	+			
Total +'s	5	3	5	4	5	5	5	5	5	5			
Total Segments	5	5	5	5	5	5	5	5	5	5			
Fraction	5/5	3/5	5/5	4/5	5/5	5/5	5/5	5/5	5/5	5/5	/	/	/
Percent (%)	100%	60%	100%	80%	100%	100%	100%	100%	100%	100%	%	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	HR		HR		NE		HR		HR				
Staff Key (REQUIRED)	1.) Initials: HR Name: Heather			2.) Initials: _____ Name: _____									
Record the Initials and Corresponding Name of Staff Recording Data	3.) Initials: NE Name: Natacha			4.) Initials: _____ Name: _____									

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

- 1.) Does the verifying evidence for Marc connect to the assessment task documented on the evidence? _____
Does the verifying evidence for Heather indicate anything about different genres, therefore connecting to the assessment task documented on the evidence? _____
- 2.) Is the steps/time-segment information clear in what is being expected of both Marc and Heather? _____
- 3.) How could the Data Collection Sheets be notated to provide information to an outside reviewer, so that he/she can understand exactly what took place during the assessment task? _____

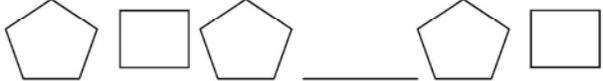
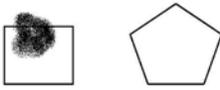
Example E – Grade 8 Mathematics Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

Name: Jamie **Date:** 1/11/11 **Accuracy:** $\frac{2}{2} = 100\%$ **Independence:** $\frac{2}{1} = 100\%$
 AGLI 43204 when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern
 Task: Jamie will fill in the missing element in a repeating number and/or shape pattern.

Math

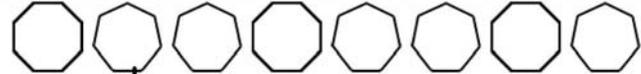
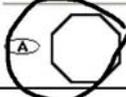
Directions: Mark the one that completes the pattern.

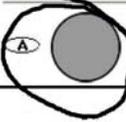






Name Robert  Date 12-14-10
 (Answer ID # 0860140)

Patterns

1.  _____
 A  B  $\frac{A}{-} \frac{I}{+}$

2.  _____
 A  B  $\frac{A}{+} \frac{I}{+}$

3.  _____ not assessed on #s 3+4

4.  _____

NYSAA Verifying Evidence Label

Date of Student Performance: 12/14/10
 Student Name: Robert 
 ELA Mathematics Science Social Studies (HS only)
 AGLI text: when given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern
 Task: The student will fill in the missing element in a repeating number and/or shape pattern.
 Accuracy: 30 % Independence: 100 %

1.) Does the verifying evidence for Jamie connect to the assessment task documented on the evidence? _____
 Does the verifying evidence for Robert connect to the assessment task documented on the VE label? _____

2.) Could Robert's worksheet be used for a different AGLI and assessment task? If so, which one? _____

Example F – High School ELA Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

TANYA review page

WHAT is the paper about ?

WHAT do many Americans and Canadians love ?

WHAT do mascots help lead ?

WHAT is Delta State's mascot ?

WHAT do mascots bring to a football game ?

WHAT did Syracuse University students name their new mascot ?

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NYSAA Verifying Evidence Label

Date of Student Performance: 11/2/10

Student Name: Tanya

ELA Mathematics Science Social Studies (HS only)

AGLI text: Connect supporting details to main idea

Task: Tanya will connect supporting details to main idea by indicating each and how they go together.

Accuracy: 83 % Independence: 100 %

Tyler review page

1. WHAT is the paper about ?

2. WHERE can you see Smokey ?

3. WHO does Smokey Bear work for ?

4. WHO was on the first poster ?

5. WHERE do most home fires begin ?

6. WHO is Smokey named after ?

I=4/6 A=5/6

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NYSAA Verifying Evidence Label

Date of Student Performance: 11/3/10

Student Name: Tyler

ELA Mathematics Science Social Studies (HS only)

AGLI text: Convey answers to literal questions about explicit text (e.g., who, what, where, when, and/or how)

Task: The student will convey answers to literal questions (e.g., who, what, where, when, and/or how) about an explicit text.

Accuracy: 83 % Independence: 100 %

1.) Does the verifying evidence for Tanya connect to the assessment task documented on the VE label? _____
 Does the verifying evidence for Tyler connect to the assessment task documented on the VE label? _____

2.) Could Tanya's worksheet be used for the same AGLI and assessment task as Tyler's, even though it only has "what" questions? If so, why could it be used? _____

Example G – Grade 8 Mathematics Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

10/27
67% A
100% I

Shania

Color the congruent shapes in each row.

NYSAA Verifying Evidence Label

Date of Student Performance: 10/27/10
 Student Name: Shania [redacted]
 ELA Mathematics Science Social Studies (HS only)
 AGLI text: Identify congruent shapes and/or congruent angles
 Task: The student will identify congruent shapes by sorting a variety of examples into two categories: congruent and not congruent.
 Accuracy: 67% Independence: 100%

NYSAA Verifying Evidence Label

Date of Student Performance: 11/19/10
 Student Name: Ben [redacted]
 ELA Mathematics Science Social Studies (HS only)
 AGLI text: Identify congruent shapes and/or congruent angles
 Task: Ben will identify congruent shapes by sorting a variety of examples into two categories: congruent and not congruent.
 Accuracy: 100% Independence: 100%

Accuracy: 100%
Independence: 100%
c = correct

Name: Ben Date: 11/19

Directions: Compare your shape to the shape in the blue box. Sort the shapes by congruent and not congruent.

Congruent Shape	Not Congruent Shape

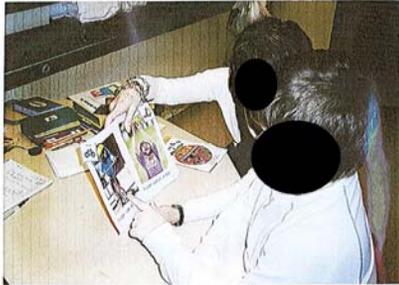
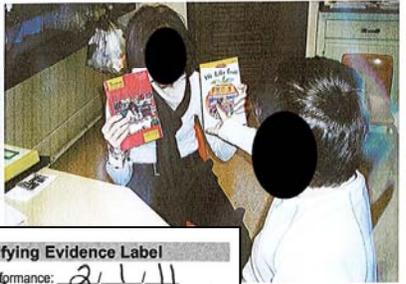
1.) Does the verifying evidence for Shania connect to the assessment task documented on the VE label? _____
 Does the verifying evidence for Ben connect to the assessment task documented on the VE label? _____

2.) The directions and specific action of Shania's worksheet do not connect to the assessment task. If the teacher wanted to use this worksheet, could a different sample assessment task be chosen, or could the assessment task be modified in a way that would allow this worksheet to be used? _____

Example H – Grade 6 and Grade 3 ELA Verifying Evidence

Use your Frameworks, review the assessment task and piece of verifying evidence.

<p>NYSAA Verifying Evidence Label Date of Student Performance: 1/10/11 Student Name: Shelby [redacted] <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only) AGLI text: recognize details of setting in story(s) <hr/> Task: The student will recognize the details of the setting by selecting pictures that are used in the story to develop the setting. Accuracy: 100% Independence: 75%</p>	
 <p>Shelby is asked, "Which one is part of the setting of the story? She looks at "Abby's school" independently (+/+)</p>	 <p>Shelby is asked, "Which one is part of the setting of the story? She looks at "night" with one verbal prompt to make a choice (+/-)</p>
 <p>Shelby is asked, "Which one is part of the setting of the story? She looks at "Abby's room" independently (+/+)</p>	 <p>Shelby is asked, "Which one is part of the setting of the story? She looks at "morning" independently (+/+)</p>

<p>Ronald [redacted] Grade 3 - ELA</p> <p>To the right, Ronald follows along to the story, <u>We Like Fruit</u>. written by: Millen Lee</p>	
<p>To the left, Ronald follows along to the story, <u>Things I Can Do</u>. Written by: Peter & Sheryl Sican</p>	
<p>To the right, Ronald points to <u>We Like Fruit</u>, as being his favorite.</p>	
<p>NYSAA Verifying Evidence Label Date of Student Performance: 2/1/11 Student Name: Ronald [redacted] <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only) AGLI text: show appreciation by responding appropriately and/or by selecting favorites <hr/> Task: The student will show appreciation of a text after listening to two texts by indicating his/her favorite between the two literary texts. Accuracy: 100% Independence: 100%</p>	

- 1.) Does the verifying evidence for Shelby and Ronald connect to the assessment task documented on the VE label? _____
- 2.) Both are sequenced, captioned, dated photographs. Do the photographs meet the requirements outlined in the manual to be valid? Do both sets of captions and series of pictures show the student working on the assessment task as described? _____