

New York State Alternate Assessment 2010-11 Administration Training

September 2010

Updates and Review for All Teachers



University of the
State of New York
State Education
Department

Introduction

- Because NYSAA procedures are reviewed and revised annually, it is very important for teachers to:
 - review carefully the 2010-11 NYSAA Administration Manual (September 2010)
 - understand the updates and clarifications provided by the Department
 - review any changes made to the procedures

NYSAA Administration Period



- Administration begins on October 4, 2010
- Administration ends on February 11, 2011
- All datafolios must be completed and turned in to building administrators by February 11, 2011
 - No further work, edits, additions, changes, etc. can be done to a datafolio after February 11th

NYSAA Overview

- Refer to the Age Range 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 (cont'd)

- Conduct the task on at least three separate dates during the administration period
- Record the student's performance data (Level of Accuracy and Level of Independence) for **last** three dates of performance
- Complete one Data Summary Sheet for each Required Component (refer to document titles)
- Collect verifying evidence of assessment task for any two of the last three dates documented on the Data Summary Sheet

Age Ranges for Testing on NYSAA in 2010–11

Assessment	Birth Date	Reaches age given between September 1, 2010 and August 31, 2011
Grade 3 ELA, Mathematics	Sept. 1, 2001—Aug. 31, 2002	9
Grade 4 ELA, Mathematics, Science	Sept. 1, 2000—Aug. 31, 2001	10
Grade 5 ELA, Mathematics	Sept. 1, 1999—Aug. 31, 2000	11
Grade 6 ELA, Mathematics	Sept. 1, 1998—Aug. 31, 1999	12
Grade 7 ELA, Mathematics	Sept. 1, 1997—Aug. 31, 1998	13
Grade 8 ELA, Mathematics, Science	Sept. 1, 1996—Aug. 31, 1997	14
Secondary-Level ELA, Mathematics, Science, Social Studies	Sept. 1, 1992—Aug. 31, 1993	18*

Test Accommodations

- The Department is required to report on the use of test accommodations to the US Department of Education
- Record test accommodations at the bottom of the Student Page in the space provided
- Refer to page 22 of NYSAA Administration Manual (September 2010) and the VESID website for information about test accommodations

Updates

- NYSAA Administration Manual
 - Grades 5 and 8 Social Studies no longer assessed
 - Test Accommodations added
 - Removal of the Parent/Family/Guardian Survey
 - Modified 2010-11 Forms
 - Must use only the Forms from the 2010-11 Administration Manual
- NYSAA Frameworks (September 2010)
 - Sample Assessment Tasks (SATs) were revised and expanded
 - Assessment strategies and possible verifying evidence were revised and expanded

Three Common Errors

#1

- Verifying evidence that does not connect to the assessment task due to a contradiction in directions and/or student action on worksheet
 - Most prevalent when pre-printed worksheets were used

Three Common Errors (cont'd)

#2

- Not modifying a Sample Assessment Task from the Frameworks
 - Assessment task indicated a specific student action that was then not evident in verifying evidence

Three Common Errors (cont'd)

#3

- Problems with calculation of student performance data
 - Specifically Level of Independence where a notation would be helpful

Student's Name: Marc
 School Name:
 1st Mathematics Required Choice Component (select one):
 Band: Number Theory
 Band: Operations
 Alternate Grade Level Indicator AGLI Code: 12107
 AGLI Text: add and/or subtract
 Assessment task: The student will fill in and/or circling answers on a worksheet.
 The SAT and page information:
 This assessment task is the same as the one used in the SAT.
 This assessment task is completely different from the one used in the SAT.
 This is an original assessment task.
 Student Performance (record the last three dates)

Name: Marc
 Using counting beads correct answer for each.
 $2 + 0$
 $3 + 1 =$

Name: Marc Date: 11/12/09
 Using counting beads add each correct answer for each.
 $2 + 0 =$
 $3 + 1 =$

Name: Marc
 Date: 11/12/09
 Using counting beads add each row. Circle the correct answer for each.
 $5 + 2 =$ 5 (7)

Issues: Three pieces of VE when only two are required. First VE does not have 7 required elements.

Verifying evidence (VE) must contain assessment task, level of accuracy, the Data Summary Sheet and the score.
 Two pieces of verifying evidence complete VE requirements). Verify student performance documents.

$5 + 2 =$

$4 + 1 =$
 $5 + 2 =$

$2 + 2 =$ (5) 4
 $1 + 3 =$ 4 (3)

NYSAA Verifying Evidence
 Date Student Performance: 11/4/2009
 Student Name: Marc
 Content Area: Mathematics
 AGLI Text: add and/or subtract one or two-digit whole numbers
 Task: The student will add and/or subtract one or two digit whole numbers by filling in and/or circling answers on a worksheet.
 Accuracy: 80% Independence: 60%

NYSAA Verifying Evidence Label
 Date Student Performance: 11/12/2009
 Student Name: Marc
 Content Area: Mathematics
 AGLI Text: add and/or subtract one or two-digit whole numbers
 Task: The student will add and/or subtract one or two digit whole numbers by filling in and/or circling answers on a worksheet.
 Accuracy: 60% Independence: 60%

Student's Name: **Alexandra** [REDACTED] Date of Birth: **01/06/2001**

School Name: [REDACTED] **Elementary School**

1st Mathematics Required Component: Strand - Number Sense and Operations
 Choice Component (select one):
 Band: Number Systems
 Band: Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: **13104**

AGLI Text: **add and/or subtract whole numbers from 1 to 9 using manipulatives**

Assessment task: **The student will solve addition problems using 1 to 9 using touchpoint math.**

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# 13104 on PAGE 23 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: 11/10/2009		Date 2: 11/12/2009		Date 3: 11/13/2009	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	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.

NYSAA Verifying Evidence Label
 Date Student Performance: **11/12/2009**
 Student Name: **Alexandra** [REDACTED]
 Content Area: **Mathematics**
 AGLI Text:
add and/or subtract whole numbers from 1 to 9 using manipulatives
 Task:

problems
math.
100%

11/12

MIG

8

8

4

NYSAA Verifying Evidence Label
 Date Student Performance: **11/13/2009**
 Student Name: **Alexandra** [REDACTED]
 Content Area: **Mathematics**
 AGLI Text:
add and/or subtract whole numbers from 1 to 9 using manipulatives
 Task:

The student will solve addition problems using 1 to 9 using touchpoint math.
 Accuracy: 100% Independence: 100%

11/13

8

8

8

4

+

a

+

17

8

8

8

4

Issues: VE labels not affixed to applicable verifying evidence

NYSAA DATA SUMMARY SHEET

Grade 7 - MATHEMATICS **7**

Student's Name: James [REDACTED] Date of Birth: 02/28/1997
 School Name: [REDACTED]

1st Mathematics Required Component: Strand - Number Sense and Operations
 Choice Component (select one):
 Band: Number Theory
 Band: Operations

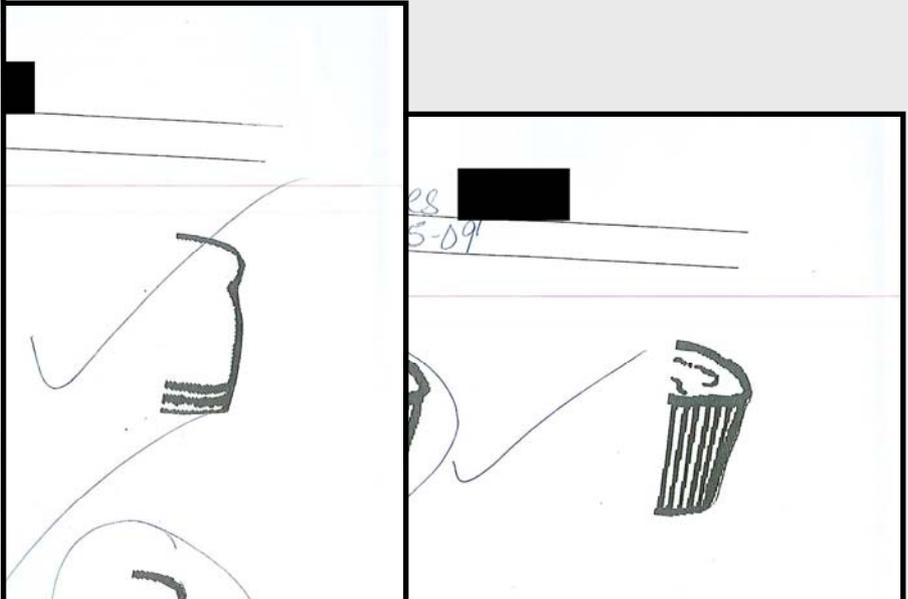
Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: **13104**

AGLI Text: **Identify a whole and its parts**

Assessment task:

The SAT and page information below is not required, however it is helpful for scoring:
 This assessment task is the same as SAT# 13104 on PAGE 27 in the NYSAA Frameworks.
 This assessment task is comparable to SAT# [REDACTED] on PAGE [REDACTED] 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: 11/23/2009		Date 2: 11/24/2009		Date 3: 11/25/2009	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	100	4
Level of Independence	100	4	100	4	100	4



Issue: DSS and VE missing the assessment task, a required element

complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

AGLI Text:
 Identify a whole and its parts
 Task:
 Accuracy: 100% Independence: 100%

Verifying Evidence Label
 Performance: 11/25/2009
 Name: James [REDACTED]
 Mathematics

Identify a whole and its parts
 Task:
 Accuracy: 100% Independence: 100%

6th Grade Student Sample

VE Connects to Task – No

- AGLI 11107 – recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole
- Assessment task as written on DSS – The student will recognize that $\frac{1}{2}$ is the same as 50% when presented with representations of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ by marking the $\frac{1}{2}$ when asked “which is 50%”.
- Verifying evidence
 - Both student work products show only a whole object and a half object

6th Grade Student Sample (cont'd.)

Re-written Task

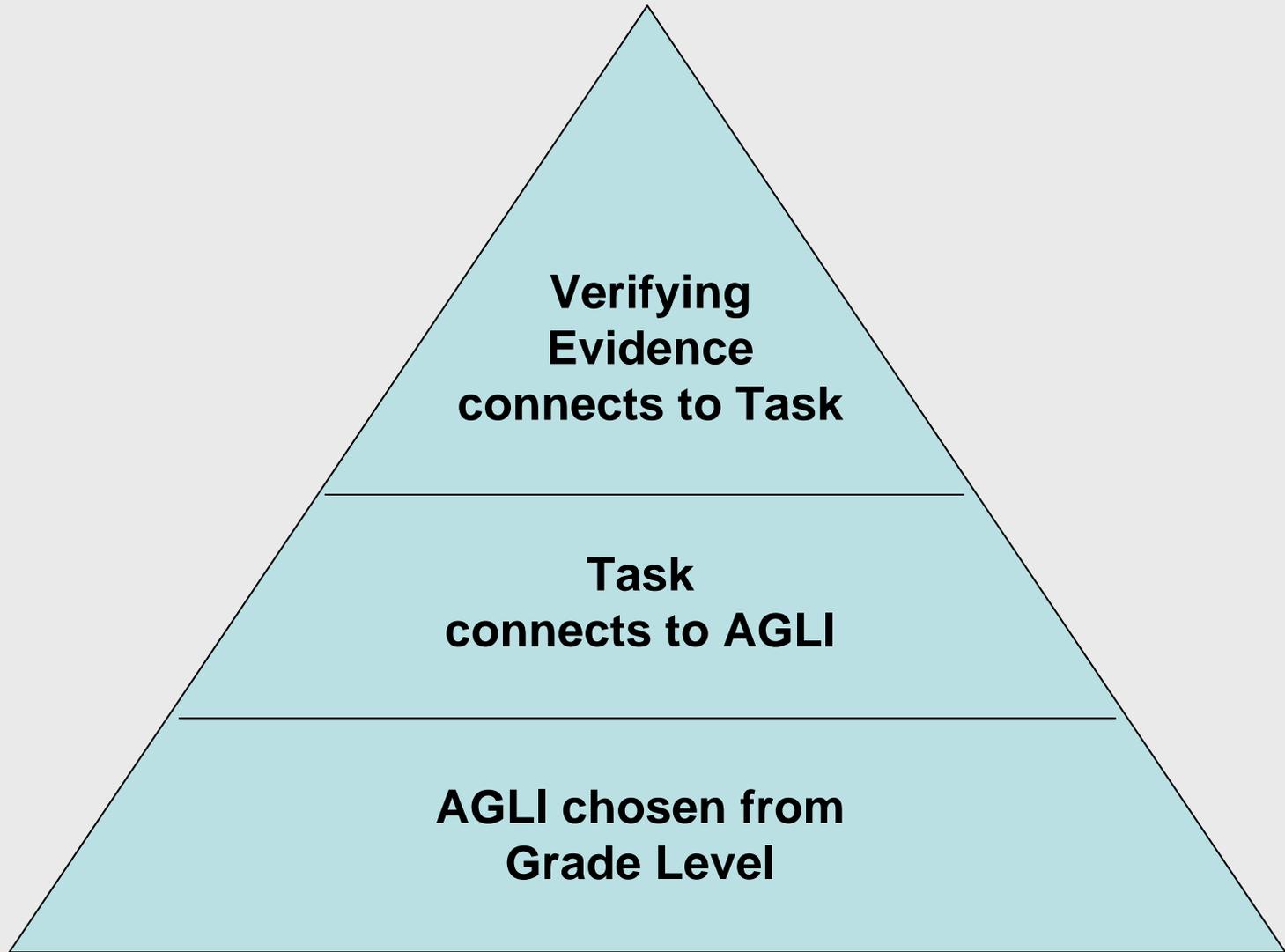
- AGLI 11107 – recognize that 50% represents the same amount as $\frac{1}{2}$ of the whole
- Assessment task as written on DSS – The student will recognize that $\frac{1}{2}$ is the same as 50% when presented with representations of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ by marking the $\frac{1}{2}$ when asked “which is 50%”.
- Adjusted assessment task
 - The student will recognize that $\frac{1}{2}$ is the same as 50% when presented with a whole item and a half item by indicating 50% and $\frac{1}{2}$ of the same representations.

5th Grade Student Sample

VE Connects to Task – No & Re-written Task

- AGLI 31103 – identify geometric shapes
- Assessment task as written on DSS– The student will identify geometric shapes by drawing a line to the correct name.
- Adjusted assessment task possibilities
 - 1.) The student will identify geometric shapes by pasting the shape with the name.
 - 2.) The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.

Connection to Grade Level Content



7th Grade Student Sample

VE Connects to Task – No

- AGLI 51101 – gather data and record it on a list or in a chart
- Assessment task as written on DSS – The student will gather and record data on a list or chart in response to a question posed by the teacher.
- Verifying evidence
 - Multi-step Data Collection Sheet

7th Grade Student Sample (Cont'd.)

Describe each Step of the Assessment Task:
asked question
recorded correctly

NYSAA Data Collection Sheet for Multi-Step Task										
Student Name: Joshua						Content Area: Mathematics				
AGLI text: gather data and record it on a list or in a chart										
Assessment task: The student will gather and record data on a list or chart in response to a question posed by the teacher.										
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted										
Describe each Step of the Assessment Task:	Date 10/20/2009		Date 10/21/2009		Date 10/22/2009		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
asked question	+	+	+	+	+	+				
recorded correctly	+	+	+	+	+	+				
recorded correctly	+	+	+	+	+	+				
recorded correctly	+	+	+	+	+	+				
recorded correctly	+	+	+	+	+	+				
Total +'s	5	5	5	5	5	5				
Total Steps	5	5	5	5	5	5				
Fraction	5/5	5/5	5/5	5/5	5/5	5/5				
Percent (%)	100	100	100	100	100	100				
Staff Recording Data for each Date (Req'd)	<i>fe</i>		<i>fe</i>		<i>fe</i>					
Setting	C		C		C					
Name and Initials of Staff recording data (REQUIRED)	Name: F E Initials: <i>fe</i>					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.

Notations on Verifying Evidence

- A notation should clarify for an outside person any information about:
 - the task, (i.e., how it took place, materials used, choices presented, etc.),
 - the verifying evidence itself, or
 - how the performance data was calculated.
- If a teacher feels that the verifying evidence or its scoring needs an explanation, include a short notation on the verifying evidence. This should be written directly on the piece of evidence.

Page 15 of NYSAA Administration Manual
(September 2011)

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

Student Name: Adam [REDACTED]

Content Area: ELA Mathematics
 Science Social Studies

AGLI Text: attend to or read different genres

Assessment task: The student will attend to or read different genres when given a selection of genres.

ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE KEY: (+) Independent (-) Prompted

Length of Time for each Segment <u>30</u> (sec./min. (circle one))	Date <u>1-12-10</u>		Date <u>1-13-10</u>		Date <u>1-19-10</u>		Date <u>1-20-10</u>		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-						
Segment 1	+	+	+	+	+	+	+	+								
Segment 2	+	+	-	-	-	-	-	-								
Segment 3	-	-	+	+	+	+	-	-								
Segment 4	-	-	+	+	+	+	+	+								
Segment 5			+	+	+	+	+	+								
Total +'s	2	2	4	4	4	4	3	3								
Total Segments	4	4	5	5	5	5	5	5								
Fraction	2/4	2/4	4/5	4/5	4/5	4/5	3/5	3/5	/	/	/	/	/	/	/	/
Percent (%)	50%	50%	80%	80%	80%	80%	60%	60%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req'd)	<u>RB</u>		<u>RB</u>		<u>JT</u>		<u>RB</u>									
Setting	<u>L</u>		<u>C</u>		<u>L</u>		<u>C</u>									

Name and Initials of Staff recording data (REQUIRED)
 Name: B [REDACTED] Initials: RB
 Name: J [REDACTED] Initials: JT
 Name: T [REDACTED] Initials: _____

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.

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

Student Name: Reni [redacted]

Content Area: ELA Mathematics
 Science Social Studies

AGLI Text: attend to or read different genres

Assessment task: Reni will attend to or read different genres when given a selection of genres.

ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE KEY: (+) Independent (-) Prompted

Length of Time for each Segment <u>30</u> sec./min. (Circle one)	Date <u>1/28/10</u>		Date <u>1/29/10</u>		Date <u>2/4/10</u>		Date <u>2/5/10</u>		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Segment 1	+	+	+	+	+	+	+	+								
Segment 2	+	+	+	+	+	+	+	+								
Segment 3	-	-	+	+	+	+	+	+								
Segment 4	-	-	-	-	+	+	+	+								
Segment 5	+	+	-	-	+	+	+	+								
Total +'s	3	3	3	3	5	5	5	5								
Total Segments	5	5	5	5	5	5	5	5								
Fraction	3/5	3/5	3/5	3/5	5/5	5/5	5/5	5/5	/	/	/	/	/	/	/	/
Percent (%)	60%	60%	60%	60%	100%	100%	100%	100%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req'd)	BK		SW		SW		KB									
Setting	h		h		h		c									

Name and Initials of Staff recording data (REQUIRED)

Name: K [redacted] Initials: KB
 Name: B [redacted] Initials: BK
 Name: S [redacted] Initials: SW

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.

1/28/10 - fiction (Book of Dragons) 2/4/10 - poem (Bed in Summer)
1/29/10 - poem (at the Seaside) 2/5/10 - play (Stone Soup)

Student Performance Percentage-Teacher Rubric

- AGLI 21207 – compose clear sentences to answer literal questions or to present information about explicit informational text
- Assessment task-modified SAT21207: The student will record clear sentences to present information about informational text.

0 clear sentences	1-2 clear sentences	3-4 clear sentences	5-6 clear sentences	7-8 clear sentences
0 %	25 %	50 %	75 %	100 %

Science Example Template (DSS)

NYSAA DATA SUMMARY SHEET						Grade 4 - SCIENCE (cont'd)	4
Student's Name: Gabriel [REDACTED]				Date of Birth: 12/03/1999			
School Name: [REDACTED]							
2nd Science Required Component: Standard 4 - Living Environment and Physical Setting/Earth Science							
Choice Component (select one):							
<input checked="" type="radio"/> Standard 4 - Living Environment, Key Idea 3: Change in organisms over time <input type="radio"/> 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: 22106							
Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above) AGLI Code: 22106							noses,
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 identify basic plant structures using worksheets.							8: 2009
or documented data in chronological order)		%	Rating	%	Rating	%	Rating
Level of Accuracy		100	4	100	4	100	4
Level of Independence,		100	4	100 <input type="checkbox"/>	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. <u>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.</u>							
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.							

Science Example – Template (VE)

NYSAA Verifying Evidence Label
Date Student Performance: **10/21/2009**
Student Name: **Gabriel**
Content Area: **Science**
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 identify basic plant
structures using worksheets.
Accuracy: **100%** Independence: **100%**

Gabe: 10-21-09

What are the parts of a plant? Accuracy 100%

Most plants have 4 parts. Independence 100%

✂ Cut out the plant parts. 📄 Glue them in the correct boxes.

Can you name the parts?

flower

stem

leaf

roots

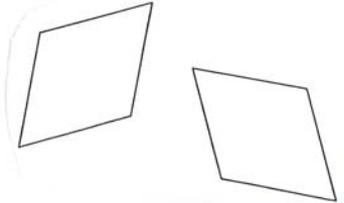
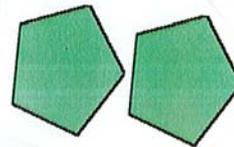
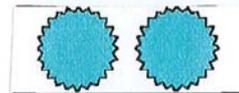
Template

Mathematics Example - Template (VE)

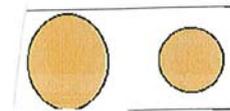
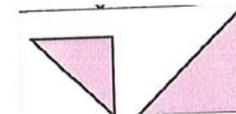
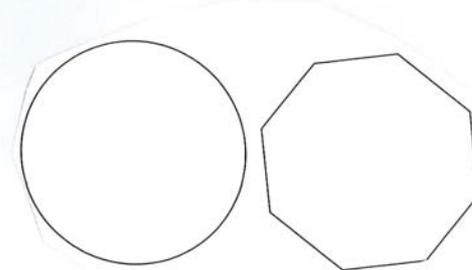
NAME: Abraham DATE: 11/13/09

WHEN TWO FIGURES ARE CONGRUENT, THEY ARE EXACTLY THE SAME SIZE AND SHAPE. DIVIDE THE FIGURES INTO TWO COLUMNS, CONGRUENT AND NOT CONGRUENT.

CONGRUENT



NOT CONGRUENT



21/36

NYSAA Verifying Evidence Label

Date Student Performance: **11/13/2009**

Student Name: **Abraham**

Content Area: **Mathematics**

AGLI Text:

identify congruent shapes (same size and shape) and/or congruent angles (same size)

Task:

The student will identify congruent shapes and/or angles by sorting a variety of examples into two categories congruent and not congruent.

Accuracy: **100%** Independence: **98%**

ELA Example - Template (VE)

NAME: Joy

DATE: 2-4-10

ELA-AGLI 31104 "identify the main idea(s) in informational text".

100%
Great job!

The main ideas is what the story or passage is mostly about. It is what you think about when you are reading.

After reading your science lesson,
mark the statement that best describes the main idea of the chapter on states of matter

NYSAA Verifying Evidence Label

Date of Student Performance: 2/4/10

Student Name: Joy

ELA Mathematics Science Social Studies

AGLI text: identify main idea(s)
in informational text

Task: Joy will identify the
main idea in an article, passage,
etc. by indicating the main
idea given various choices.

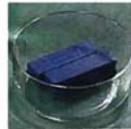
Accuracy: 100% Independence: 100%



2) There are three states of matter, solid, liquid and gas.



3) A solid with hold it's shape.



4) Water is an example of a liquid.



ELA Example – Template (VE)

Name: **Lauren**

Grade 4 ELA

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

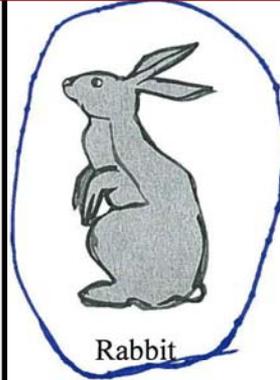
Task: The student will identify an important character from a text by circling the picture of this character from multiple pictures.

100% Acc.

100% Ind. Date: 2-2-10

A character is a person that takes part in the plot. The character is the “who” in the story.

Circle the picture that shows an important character from *Tale of Peter Rabbit*.



Rabbit



Cat



Dog



Fish

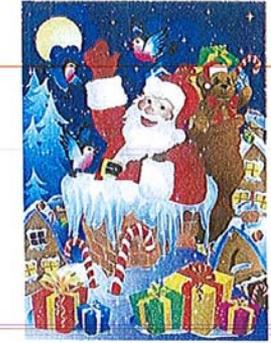
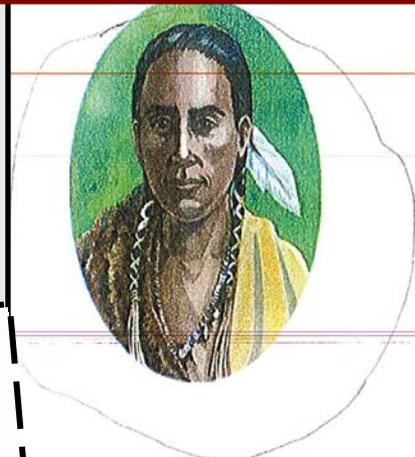
ELA Example – Not a Template (VE)

Name Drew

Date 11/25/09

Please circle the important character from the story, Squanto: The Pilgrim Adventure that was read aloud to you.

100%



NYSAA Verifying Evidence Label
Date Student Performance: **11/25/2009**
Student Name: **Andrew** [REDACTED]
Content Area: **ELA**
AGLI Text:
identify important character(s) and/or event (s) in story(s) read or read aloud by others
Task:
The student will identify an important character from the text by circling the picture of this character from multiple pictures.
Accuracy: **100%** Independence: **100%**

Mathematics Example – Template (VE)

Name: Emma [REDACTED]
Grade 8 math

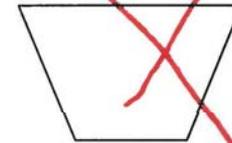
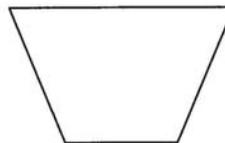
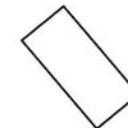
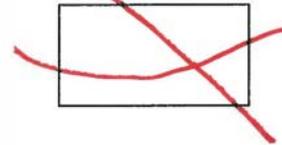
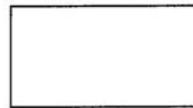
Date: 12/4/09

AGL: Identify congruent shapes and/or congruent angles (31104)

Task: The student will identify congruent shapes when shown a shape by selecting a congruent shape from a variety of choices.

100% Accuracy & 100% Independence

Directions: Choose the shape with the same size and same shape below.



Mathematics Example – Not a Template (VE)

Name: Jack [REDACTED]

Date: Jan. 19, 2010

Grade 8 math

AGLI: Identify congruent shapes and/or congruent angles (31104)

Task: The student will identify congruent shapes when shown a shape by selecting a congruent shape from a variety of choices.

Accuracy 100%

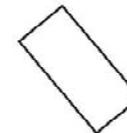
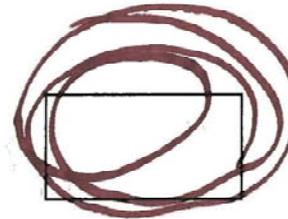
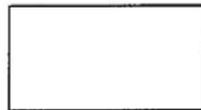
Independence 100%

Directions: Choose the shape that is congruent to the given shape below.

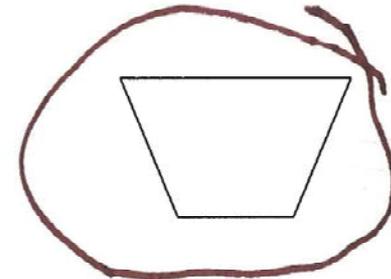
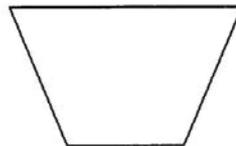


H I

+ +



+ +



+ +

2009-10 NYSAA-STUDENT PAGE

Student Information:

Date of Birth: 1/3/1998
 Last Name: [REDACTED] First Name: Joseph
 Student ID# (assigned by school district): [REDACTED]
 District of Residence: [REDACTED] District
 Name of School Student Attends: [REDACTED] School
 Attending School City/State: [REDACTED]

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, 2000—August 31, 2001	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 4	ELA, Mathematics, Science
<input checked="" type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 5	ELA, Mathematics, Social Studies
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1996—August 31, 1997	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 1995—August 31, 1996	Grade 8	ELA, Mathematics, Science, Social Studies
<input type="checkbox"/>	September 1, 1991—August 31, 1992	Secondary	ELA, Mathematics, Science, Social Studies

Administration Period for 2009-10 NYSAA: October 5, 2009–February 12, 2010

Supports Required per IEP (check and specify type for all that apply):

Type of Support	Details
<input type="checkbox"/> Assistive technology	_____
<input type="checkbox"/> Communication system	_____

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

<input type="checkbox"/> Flexibility in scheduling/timing	_____
<input type="checkbox"/> Flexibility in setting	_____
<input type="checkbox"/> Method of presentation	_____
<input type="checkbox"/> Method of response	_____
<input type="checkbox"/> Other	_____
<input type="checkbox"/> Braille	_____

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

Recap Common Errors

- Verifying evidence must show the assessment task indicated as student action
- Notations help make a piece of verifying evidence clear to an outside person
- Double check all calculations of Levels of Accuracy and Levels of Independence
- Collegial review is required and is a very beneficial part of the NYSAA process

I continually use the strategies and the vocabulary from the AGLIs that the students will need to know in order to respond independently and consistently... Since I have implemented this practice... I have noticed a dramatic increase in my student's ability to be successful in the NYSAA.

-Teacher who administered 2009-10 NYSAA

NYSAA Scoring Dimensions

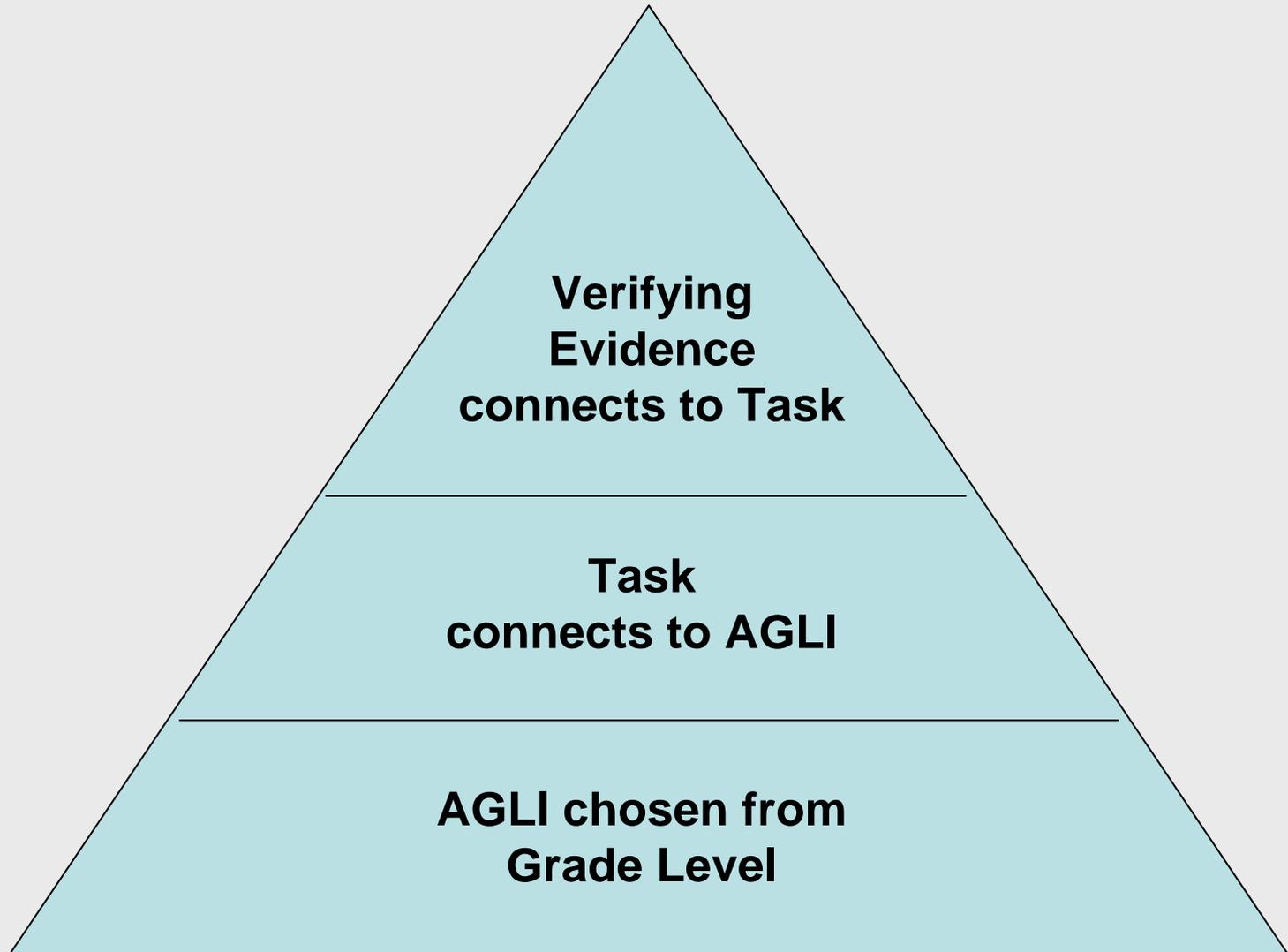
- **Connection to Grade Level Content**
 - AGLI from grade level,
 - Task connects to AGLI, and
 - Verifying evidence connects to Task
- **Performance**
 - Accuracy – the number of correct responses
 - Independence – the number of steps/items that did not require prompts or cues

Connection to Grade Level Content

The Connection to Grade Level Content is a progression with three parts:

1. AGLI from grade level
2. Task connects to AGLI
3. Verifying evidence connects to Task

Connection to Grade Level Content



AGLIs page Important Note

AGLIs	
AGLIs	
MATH – Grade 4	
Required Component 2—Strand: Measurement	
Choice Component 1—Band: Units of Measurement	
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*	
POSSIBLE ENTRY POINTS for Measurement—Units of Measurement	
Less Complex	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> order objects according to their lengths (21101) recognize the difference in length between standard units of measurement (21102) compare two objects according to the attributes of mass (more mass/less mass) (21107) order three or more objects according to the attributes of mass (more mass/less mass) (21108) identify tools appropriate for measurement (21105) use standard and/or non-standard tool(s) for measurement (21109) 	<p>The student will:</p> <ul style="list-style-type: none"> use a ruler to measure and identify lengths to the nearest whole standard unit (21206) use a scale to measure and identify the mass of objects measured in grams (21207) use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208) use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209) use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)
<p>The student will:</p> <ul style="list-style-type: none"> use a ruler or meter stick to measure and compare lengths to the nearest whole standard unit (21304) use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305) recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306) 	

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, mass, capacity, volume, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, mass, capacity, volume, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

Connection to Grade Level Content – Assessment Task

- Assessment task describes **how** the student is going to demonstrate the AGLI
- Three Options:
 - Choose one directly from Frameworks,
 - Modify one from Frameworks, or
 - Write original assessment task: use the verb or verb phrase and direct object from the AGLI when developing an original assessment task

Example of No Connection – Task to AGLI – Grade 7 ELA

- AGLI 32107 “identify story elements”
- Assessment task as written on DSS: The student will identify a story element (character).
- Does the assessment task connect to the AGLI? **NO**
 - AGLI is about understanding story elements (plural) and the task needs to reflect this

Example of No Connection – Task to AGLI– Grade 5 Mathematics

- AGLI 13204 “add, subtract, multiply, and/or divide whole numbers using two or more strategies”
- Assessment task as written on DSS: The student will add and subtract whole numbers using a number line.
- Does the assessment task connect to the AGLI? **No**
 - AGLI indicates using two or more strategies and the task does not reflect this

High School Science Connection Example

“And”, “Or”, and “And/Or” Statements

- AGLI 31110 “recognize the Earth, sun, and/or moon”
- Assessment task as written on DSS: The student will recognize the Earth and sun by selecting each from a set of pictures.
*Yes for Task connects to AGLI

High School Science

Connection Example (cont'd)

“And”, “Or”, and “And/Or” Statements

- Verifying evidence possibilities
 - One piece shows the student recognizing the Earth and the other piece shows the student recognizing the sun *Yes for VE connects to task
 - Both pieces show the student recognizing the Earth and the sun *Yes for VE connects to task
 - One piece shows the student recognizing the Earth and the other piece shows the student recognizing the moon *No for VE connects to task
- Remember to refer to the manual for guidance on “and”, “or”, and “and/or” statements in an AGLI and assessment task

Connection to Grade Level Content – Assessment Task

- How the student will communicate or demonstrate his/her responses for the assessment should not be included in the assessment task as what is being measured
 - It should go after the verb or at the end of the assessment task
- Assessment task: Joe will identify which numbers are prime numbers on a number line from 1 to 10 by pointing to the prime numbers.

Connection to Grade Level Content – Assessment Task

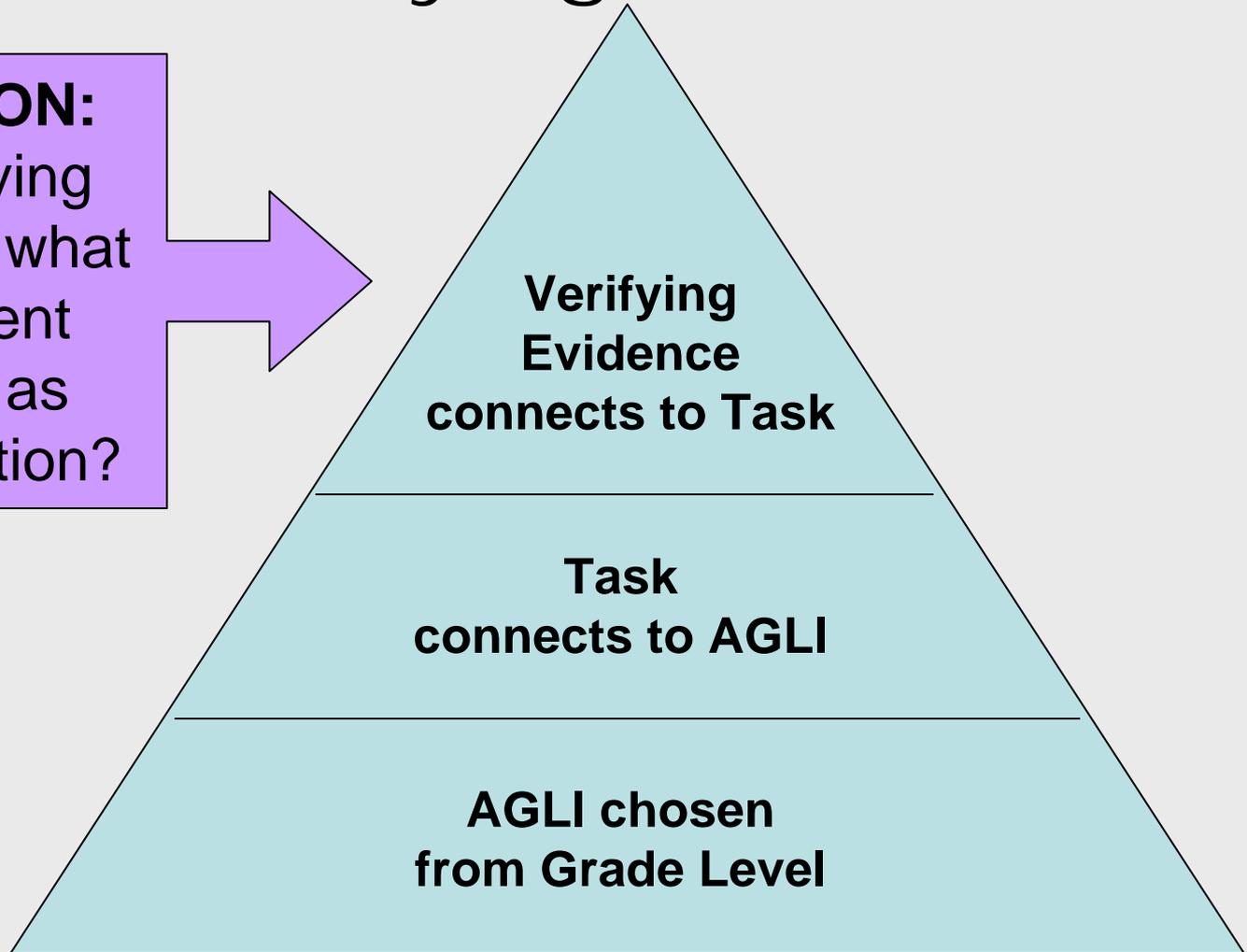
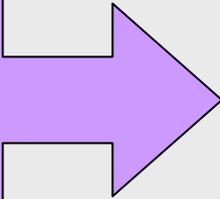
- Be aware of when to modify assessment tasks to reflect student action or method of response in verifying evidence
 - Grade 5 AGLI: locate the school library (11102)
 - Assessment task as written on DSS: The student will locate the school library on a map of the school by pointing to the library.
 - Verifying evidence
 - Student work product with answers to directional questions about the library *No for VE connects to task
 - Sequenced, caption, and dated photographs of the student point to the library on a school map on the wall *Yes for VE connects to task
 - Modified assessment task: The student will locate the school library by indicating where the library is located on a map or indicating directions to the library.

Connection to Grade Level Content – Assessment Task

- Keep assessment tasks simple
- Be aware of when to modify Sample Assessment Tasks
 - Grade 8 AGLI: identify congruent shapes and/or angles (31104)
 - Sample Assessment Task (SAT31104D): The student will identify congruent shapes and/or angles by sorting a variety of examples into two categories, congruent and not congruent.
 - Verifying evidence must show sorting of shapes and/or angles into two different categories, not selecting or circling the shape and/or angle that is congruent to a given shape and/or angle

Connection to Grade Level Content – Verifying Evidence

KEY QUESTION:
Does the verifying evidence show what the assessment task outlined as the student action?



Connection to Grade Level Content – Verifying Evidence

- Remember to assess the vocabulary from the AGLI and the assessment task
 - Grade 7 AGLI: identify story elements (e.g., character, plot, setting, etc.) (32107)
 - Sample Assessment Task (SAT32107): The student will identify story elements by responding to questions about a story read aloud.
 - Verifying evidence
 - Student work products with answers to “wh” questions (literal questions) *No for VE connects to task
 - **VE must show student answering questions about character, plot, setting, etc.**

Connection to Grade Level Content – Verifying Evidence

- Remember to assess the vocabulary from the AGLI and the assessment task
 - High School AGLI: convey answers to literal questions about explicit text (e.g., “who”, “what”, “where”, “when”, and/or “how”) (21110)
 - Assessment task: The student will answer who, what, or where questions about explicit texts and place them on a graphic organizer in the appropriate boxes.
 - Verifying evidence
 - Shows the who, what, or where questions answered by the student but not the graphic organizer *No for VE connects to task
 - **VE must show answers to “wh” questions and who, what, or where answers placed on the graphic organizer**

AGLIs page Important Note – Translate an Expression

AGLIs		AGLIs
		MATH – Grade 6 (cont'd)
Required Component 2—Strand: Algebra		
Choice Component 1—Band: Variables and Expressions		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions		
Less Complex		More Complex
The student will:	The student will:	The student will:
<ul style="list-style-type: none"> use whole numbers and the symbol + and/or – to translate verbal/written expression(s) into numerical expression(s) (41104)** 	<ul style="list-style-type: none"> use numerals and the symbols +, −, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)** evaluate numerical expressions (41202)*** 	<ul style="list-style-type: none"> use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)** evaluate and/or simplify algebraic expressions (41302)***
<p>*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., algebraic (or numeric) expression, whole number, evaluate/solve in algebra AGLIs (find the value), numeral, variable, operation, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.</p>		
<p>** Student must show/select the numeric/algebraic expression. For the translated expression to be considered correct it must be horizontal and does not include an = sign. Also, the student only needs to translate the verbal/written expression and does not need to solve it.</p>		
Page 32 – NYSAA Frameworks – Grade 6 Mathematics		

AGLIs page Important Note – Solve an Expression or Equation

AGLIs		MATH – HS (cont'd)
Required Component 1—Strand: Algebra		
Choice Component 2—Band: Equations and Inequalities		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*		
POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities		
Less Complex	◀.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> when given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern (42104)** 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, >, and/or <) and equal (=) or not equal (≠) sign 	<p>The student will:</p> <ul style="list-style-type: none"> translate verbal/written sentences into algebraic sentences using the symbols (+, −, ×, ÷, >, <, ≥, and/or ≤) and equal (=) or not equal (≠) sign (42304)***** complete and/or identify correct number sentences that use any of the symbols +, −, ×, ÷, ≠, >, <, ≥, and/or ≤ (42306)***** solve two or more step verbal/written problems using one or more strategies (42305) solve one-step and/or two-step equations (42303)***
	<p>sentences that use any of the symbols +, −, ×, ÷, ≠, >, and/or < (42206)*****</p>	
<p>*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., pattern (growing, repeating, number, shape, missing element, rule for the pattern), algebraic (or numeric) equation (sentence), strategy, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.</p> <p>** Missing element (number or shape) to be filled in needs to occur in/near middle and not at the very end or very beginning of the pattern.</p>		

- solve simple algebraic equations involving addition and/or subtraction (42102)***

*** Equation must be presented horizontally, but student may solve it by putting it into a vertical (working format) before indicating the answer.

I have a...student with severe cognitive disabilities...I used the AGLI of recognizing the days of the week. I don't think anyone expected her to be able to recognize written words. Wrong! She enthusiastically tried and before testing was over she could choose the day of the week when given three choices. Later, after testing, I wondered if she had retained this information and gave her two word cards, Tuesday and Thursday, and asked her to pick out one of them—she did so without hesitation!!

-Teacher who administered 2009-10 NYSAA

Data Collection Sheets (pages 18-21)

Data Collection Sheets submitted as evidence

- may be for one or two of the three 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,
- require 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).

NYSAA Data Collection Sheet for Multi-Step Task

Student Name: George [REDACTED]

Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)

Assessment task: The student will recognize a character and event from a literary text by eye-gazing to the correct choice.

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted

Describe each Step of the Assessment Task:	Date 11/30/10		Date 12/1/10		Date 12/2/10		Date									
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Recognize the character	+	+	+	+	+	+										
Recognize the event	-	-	+	+	+	+										
Total +'s	1	1	2	2	2	2										
Total Steps	2	2	2	2	2	2										
Fraction	1/2	1/2	2/2	2/2	2/2	2/2	/	/	/	/	/	/	/	/	/	/
Percent (%)	50%	50%	100%	100%	100%	100%	%	%	%	%	%	%	%	%	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	RD		RD		MT											

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data

- 1.) Initials: RD Name: R [REDACTED] D [REDACTED] 2.) Initials: MT Name: M [REDACTED] T [REDACTED]
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

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

NYSAA Data Collection Sheet for Multi-Step Task

Student Name: Henry [REDACTED]

Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)

Assessment task: The student will recognize a character and event from a literary text by eye-gazing to the correct choice.

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted

Describe each Step of the Assessment Task:	Date 11/30/10		Date 12/1/10		Date 12/2/10		Date									
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Recognize the character in Book 1	+	+	+	+	+	+										
Recognize the event in Book 1	-	-	+	+	+	+										
Recognize the character in Book 2	+	+	-	+	+	+										
Recognize the event in Book 2	+	-	+	+	+	+										
Total +'s	3	2	3	4	4	4										
Total Steps	4	4	4	4	4	4										
Fraction	3/4	2/4	3/4	4/4	4/4	4/4	/	/	/	/	/	/	/	/	/	/
Percent (%)	75%	50%	75%	100%	100%	100%	%	%	%	%	%	%	%	%	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	RD		RD		MT											

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data

- 1.) Initials: RD Name: R [REDACTED] D [REDACTED] 2.) Initials: MT Name: M [REDACTED] T [REDACTED]
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

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

NYSAA Data Collection Sheet for Discrete Trial Data

Student Name: Jennifer [REDACTED]

Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: recognize coin and dollar denominations

Assessment Task: The student will recognize coin and dollar denominations given different coins by indicating the appropriate denominations.

Trial Information: describe each skill or sub-skill being assessed (include a number for each skill or sub-skill)

1.) the student will recognize a dime as .10; 2.) the student will recognize a quarter as .25; 3.) the student will recognize a dollar bill as its value; 4.) the student will recognize a five dollar bill as its value

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted

Date 1/11/11			Date 1/12/11			Date 1/13/11			Date			Date			Date			Date					
#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND	#	ACC	IND
1	+	-	3	+	+	3	+	+															
3	+	+	2	+	-	2	+	-															
1	-	-	4	+	+	3	-	-															
2	+	-	1	+	-	4	+	+															
						1	+	+															
# +'s	3	1	# +'s	4	2	# +'s	4	3	# +'s														
# Trials	4	4	# Trials	4	4	# Trials	5	5	# Trials														
Fract	3/4	1/4	Fract	4/4	2/4	Fract	4/5	3/5	Fract	/	/												
(%)	75%	25%	(%)	100%	50%	(%)	80%	60%	(%)	%	%	(%)	%	%	(%)	%	%	(%)	%	%	(%)	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	LR		Staff Initials Recording Data for each Date from Key (Req'd)	LR		Staff Initials Recording Data for each Date from Key (Req'd)	JS		Staff Initials Recording Data for each Date from Key (Req'd)			Staff Initials Recording Data for each Date from Key (Req'd)			Staff Initials Recording Data for each Date from Key (Req'd)			Staff Initials Recording Data for each Date from Key (Req'd)			Staff Initials Recording Data for each Date from Key (Req'd)		

Staff Key (REQUIRED)

Record the Initials and Corresponding Name of Staff Recording Data

- 1.) Initials: LR Name: L [REDACTED] R [REDACTED] 2.) Initials: JS Name: J [REDACTED] S [REDACTED]
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

NOTE: 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: *Michael* [redacted]

Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: *Attend to text(s) read aloud by others*

Assessment task: *The student will attend to a text during reading time.*

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted

Length of Time for each Segment	Date <i>12/13/10</i>		Date <i>12/14/10</i>		Date <i>12/15/10</i>		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
<i>1</i> sec/min. (circle one)														
Segment 1	+	+	+	+	+	+								
Segment 2	-	-	+	+	+	+								
Segment 3	+	+	-	-	-	-								
Segment 4	+	+	+	+	-	-								
Segment 5			-	-										
Total +'s	3	3	3	3	2	2								
Total Segments	4	4	5	5	4	4								
Fraction	<i>3/4</i>	<i>3/4</i>	<i>3/5</i>	<i>3/5</i>	<i>2/4</i>	<i>2/4</i>	<i> </i>							
Percent (%)	<i>75%</i>	<i>75%</i>	<i>60%</i>	<i>60%</i>	<i>50%</i>	<i>50%</i>	%	%	%	%	%	%	%	%
Staff Initials Recording Data for each Date from Key (Req'd)	<i>KL</i>		<i>GS</i>		<i>GS</i>									

Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data

1.) Initials: *KL* Name: *K [redacted] L [redacted]* 2.) Initials: *GS* Name: *G [redacted] S [redacted]*
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

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

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: Jacklyn [redacted]

Date of Student Performance: 12 / 3 / 10

ELA Mathematics

AGLI text:

attend to various genres as they are read aloud

Assessment task:

The student will attend to various genres read aloud during reading class.

Accuracy: 100% Independence: 100%

Observer* completes this section:

Observer completes this section:

Observer Name: Gail Observer-Example

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.

Gail Observer-Example

OBSERVER SIGNATURE

(cannot be the same person collecting data)

12-3-10

DATE

(must be same date of student performance noted above)

Observer Name and Observer Signature need to match

Date of Student Performance and Date observer signs need to match

Final Do's and Don'ts

- Double check ALL transcriptions
- Make sure the Levels of Accuracy and Levels of Independence are calculated correctly
- Confirm the seven required elements are recorded on DSS, VE, and supporting evidence
- Verifying evidence is required for any two of the three dates of student performance
- Supporting evidence must be included when submitting a Data Collection Sheet
- Data Collection Sheets must be completed in full

Final Do's and Don'ts (cont'd)

- Do not omit or skip components—use the Table of Contents to organize
- Confirm grade assessed and only use AGLIs from that grade
- Datafolios must be submitted by close of business on February 11, 2011
 - No further work, changes, additions, etc. can be done after the last day of the administration period
- Never use correction fluid, white-out, black-out or submit photocopies (in part or in whole)

NYSAA Checklists Things to Remember Collegial Reviews

Administration Manual, Appendix F

Checklist For Teachers Administering NYSAA		Checklist of Things to Remember		
Student Name:	Use 1 checklist for each content area assessed: <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)			
		Yes/No	Done	Reviewed
1. Table of Contents:				
All pages are numbered in the datafolio				
All forms in the datafolio are the 2010–11 versions (old forms cannot be used)				
Table of Contents page numbers match the corresponding pages in the datafolio				
2. Student Page:				
Complete all fields: DOB, student name and ID number, based on date of birth				

Checklist For Teachers Administering NYSAA		Checklist for Collegial Reviews		
Student Name:	Teacher Name:	Use 1 checklist for each content area assessed: <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)		
		Reviewed	Reviewer Comments/Recommended Follow Up	
1. Table of Contents:				
All pages are numbered in the datafolio				
All forms in the datafolio are the 2010–11 versions (old forms cannot be used)				
Table of Contents page numbers match the corresponding pages in the datafolio				
2. Student Page:				
All fields complete: DOB, student name and ID number, based on date of birth indicate grade, district of residence, school name, and service provider				
Test accommodations used in the datafolio are from the current IEP				
Student's date of birth corresponds to the correct grade and assessed content areas per the Age Range Chart on page 5 of the 2010–11 Administration Manual				
		1 st AGLI Reviewed	2 nd AGLI Reviewed	Reviewer Comments/Recommended Follow Up
3 Data Summary Sheet (DSS):				
One Data Summary Sheet is included 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 connects 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 original, not photocopied				
4. Verifying Evidence (VE):				
Reviewer Comments/Recommended Follow Up				
TWO pieces of VE are present for each AGLI assessed				
Each piece of VE connects to task				
Will someone who does not know the student understand what the assessment task was?				
VE confirms data for TWO OF THE THREE DATES of data transcribed to the DSS				
Levels of accuracy and independence are calculated correctly, include notes if calculations will not be clear to scorer				

“Just raise your expectations for each child and they will rise to meet you. If you don't expect them to perform, they won't.”

“Students rose to the challenge of their tasks.”

“I have high expectations of all of my students. I am very proud of the work they are able to accomplish and enjoy being able to see them progress and/or maintain skills.”

-Teachers who administered 2009-10 NYSAA