

2011-12 New York State Alternate Assessment

Administration Training: Updates and Review for All Teachers

Office of Assessment Policy, Development and Administration



University of the
State of New York
State Education
Department

Purpose of Administration Training

- Provides an overview of the NYSAA administration process and prepares teachers to plan, administer, assemble, and submit student datafolios for scoring.
- All teachers must review the 2011-12 Administration Manual (September 2011).



New York State Alternate Assessment

ADMINISTRATION MANUAL

2011–12



Developed by
The New York State Education Department
Office of Assessment Policy, Development and Administration
Measured Progress, Inc.

September 2011

Appendix G: Introduction

NYSAA Frameworks

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2011)

Age Ranges for Testing on NYSAA in 2011–12

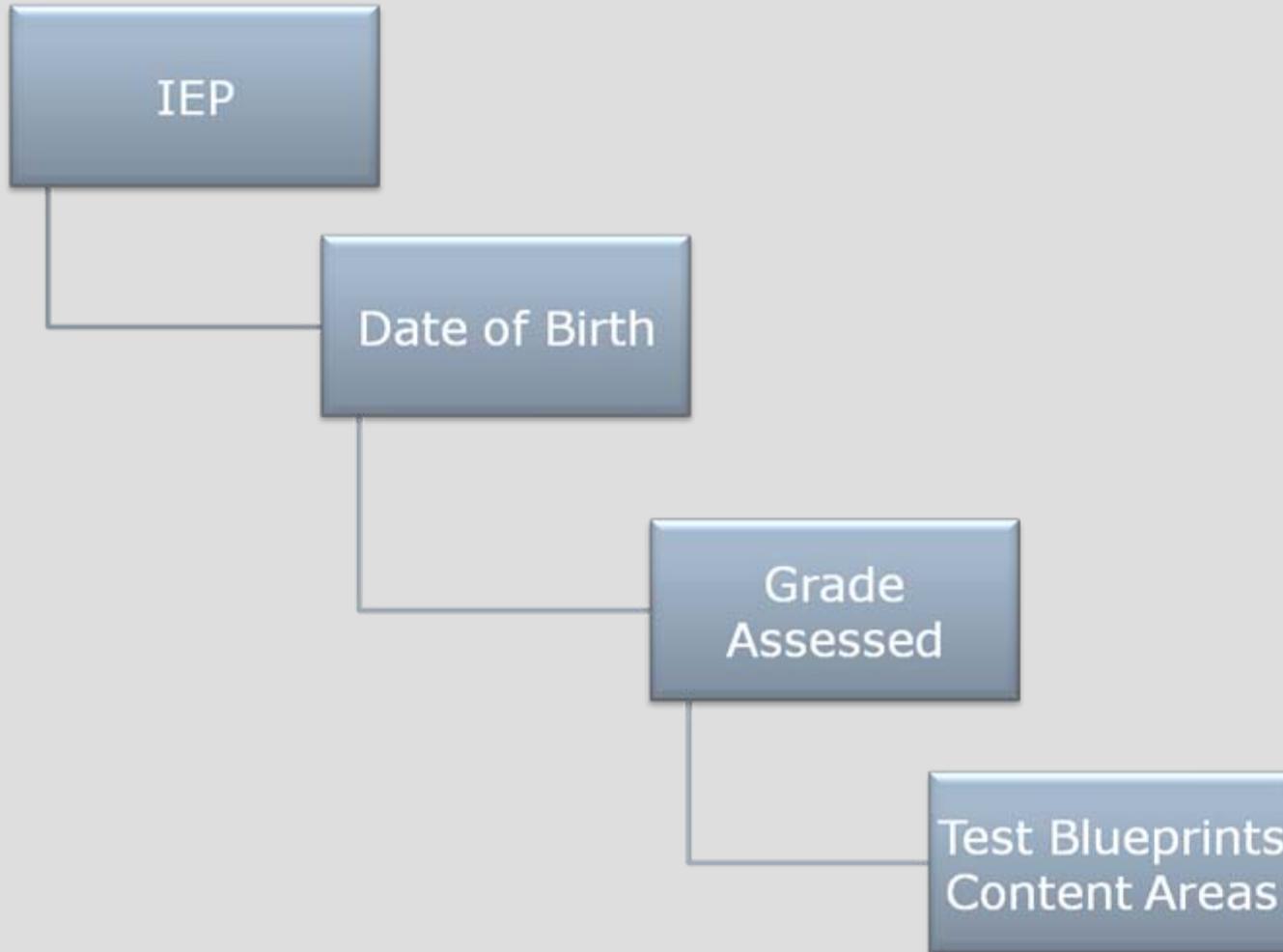
| Assessment | Birth Date | Reaches age given between September 1, 2011 and August 31, 2012 |
|--|-----------------------------|--|
| Grade 3 ELA, Mathematics | Sept. 1, 2002—Aug. 31, 2003 | 9 |
| Grade 4 ELA, Mathematics, Science | Sept. 1, 2001—Aug. 31, 2002 | 10 |
| Grade 5 ELA, Mathematics | Sept. 1, 2000—Aug. 31, 2001 | 11 |
| Grade 6 ELA, Mathematics | Sept. 1, 1999—Aug. 31, 2000 | 12 |
| Grade 7 ELA, Mathematics | Sept. 1, 1998—Aug. 31, 1999 | 13 |
| Grade 8 ELA, Mathematics, Science | Sept. 1, 1997—Aug. 31, 1998 | 14 |
| Secondary-Level ELA, Mathematics, Science, Social Studies | Sept. 1, 1993—Aug. 31, 1994 | 18* |

NYSAA Administration Period



- Administration begins on October 3, 2011
- Administration ends on February 10, 2012
- All datafolios must be completed and turned in to building administrators by February 10, 2012
- No further work, edits, additions, changes, etc. can be done to a datafolio after February 10th

Administration Overview



Administration Overview (cont'd)

Test Blueprints
Content Areas

Required Component 1
(Choice Component 1 or 2)

Required Component 2
(Choice Component 1 or 2)

First AGLI

Second AGLI

Assessment Task

Assessment Task

Verifying Evidence
1
for Task

Verifying Evidence
2
for Task

Verifying Evidence
1
for Task

Verifying Evidence
2
for Task

Administration 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

Testing Accommodations

- The Department is required to report on the use of testing accommodations to the US Department of Education
- Record the content-specific testing accommodations on page 2 of the Student Page in the space provided
- Refer to pages 23-24 of the NYSAA Administration Manual (September 2011) and the OSE website for information about testing accommodations

Measured Progress ProFile™ Information – Appendix A

- Available to teachers statewide
- Online during the Administration Period
 - Taken off-line February 10, 2012 at 6:00 pm
- Includes all required NYSAA documents and eliminates the need for transcription of information across multiple documents
- Compatible with IBM or PC and Mac platforms

NYSAA Scoring Dimensions

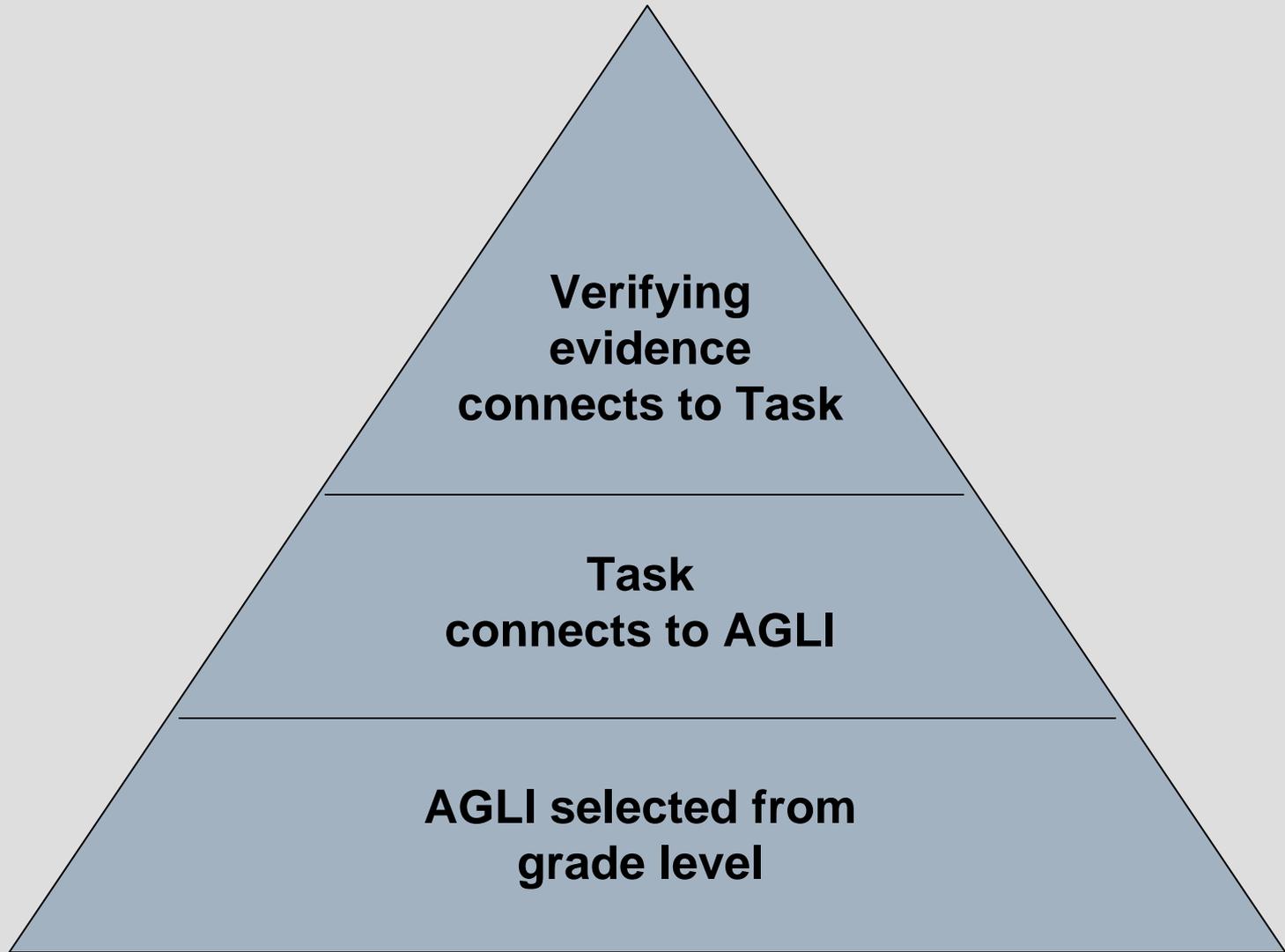
- **Connection to Grade-Level Content**
 - AGLI selected from grade level,
 - Task connects to AGLI, and
 - Verifying evidence connects to Task
- **Performance**
 - Accuracy – the number of correct responses
 - Independence – the number of steps/items that did not require prompts or cues

Connection to Grade-Level Content

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

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

Connection to Grade-Level Content



AGLIs

page:

Grade 8 specific AGLIs Important Notes

AGLIs

MATH – Grade 8 (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:

- compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than, or less than) (41103)
- compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than, or not equal) (41104)
- translate verbal/written sentences into algebraic sentences using numerals and the symbols +, −, =, and/or ≠ (41105)**

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols +, −, ×, ÷, ≠, >, and/or < (41203)**
- identify correct number sentences that use any of the symbols +, −, ×, ÷, ≠, >, and/or < (41204)****
- evaluate numerical expressions (41205)****

The student will:

- translate verbal/written sentences into algebraic sentences using the symbols +, −, ×, ÷, ≠, >, <, ≥, and/or ≤ (41304)**
- complete and/or identify correct number sentences that use any of the symbols +, −, ×, ÷, ≠, >, <, ≥, and/or ≤ (41305)***
- create verbal expressions that match given mathematical expressions (41306)****
- evaluate and/or simplify algebraic expressions (41307)****

*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) sentence, algebraic (or numeric) expression, numeral, evaluate/solve in expression (numeric/algebraic) and equation (numeric/algebraic), simplify 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.

** Student must show/select the numeric/algebraic sentence. For the translated sentence to be considered correct it must be horizontal.

*** Sentence/Expression must be presented horizontally.

**** Expression must be presented horizontally, but student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

** Student must show/select the numeric/algebraic sentence. For the translated sentence to be considered correct it must be horizontal.

*** Sentence/Expression must be presented horizontally.

**** Expression must be presented horizontally, but student may put it into a vertical (working format) before evaluating it to determine a specific value as an answer or before simplifying it which does not require a specific value for an answer and only that it be reduced to the point of being able to evaluate it for an answer.

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 the Frameworks,
 - Modify one from the Frameworks, or
 - Write an 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 6 Mathematics

- 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 50% represents the same amount as $\frac{1}{2}$ of the whole by placing a dot on items that are $\frac{1}{2}$ or 50%.
- Does the assessment task connect to the AGLI? **NO**
 - AGLI is about understanding that 50% is the same amount as $\frac{1}{2}$

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

Example of No Connection – Task to AGLI – Plural Component

- Grade 3 ELA
- AGLI 32202 “answer questions of who, what, where, when, how and/or why about texts read aloud”
- Assessment task as written on DSS: The student will answer who, what, where, when, how, and/or why questions about a text read aloud.
- Does the assessment task connect to the AGLI?
No
 - AGLI indicates “texts” as plural and the task has “text” as singular

AGLI Details – Plurals and AND, OR, and AND/OR Statements (Page 11)

| If the AGLI contains... | Then the teacher... |
|---------------------------------------|---|
| plural | Must also reflect the plural component in the assessment task |
| “s” in parentheses (e.g., text(s)) | Has the option of having the assessment task specifics be singular or plural, depending on what is appropriate given the student’s knowledge, skills, and understanding |
| AND | Must include all parts of the AGLI in the assessment task |
| OR | May choose one of the two or more elements most appropriate for the student |
| AND/OR | May choose to include all the elements from the AGLI or choose one of the more appropriate parts of the AGLI for the student |

Connection to Grade-Level Content – Assessment Task

- How the student will communicate or demonstrate his or 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 – Verifying Evidence to Task

- Key Questions
 - Does the verifying evidence show what the assessment task outlined as the student action?
 - Does the verifying evidence include the vocabulary from the assessment task?

Connection to Grade-Level Content – Verifying Evidence to Task

- Assessment task has an **AND** statement
- Grade 6 AGLI: select and attend to or read literature (12101)
 - Sample Assessment Task (SAT12101): The student will select and attend to or read literature by first making a selection and then attending or reading the selected literature.
 - Verifying evidence must show student performance percentages based on both “selecting” and “attending”

Connection to Grade-Level Content – Verifying Evidence to Task

- Assessment task has a **plural** statement
- Grade 3 AGLI: answer questions about texts read or read aloud by others (12203)
 - Assessment Task: The student will answer questions about texts read or read aloud by others.
 - Verifying evidence
 - Shows multiple questions but they were only about one text **No for VE connects to task*
 - **VE must demonstrate that multiple texts were used to answer the questions**

Connection to Grade-Level Content

– Verifying Evidence

- Remember to use the vocabulary from the AGLI and the assessment task
 - Grade 4 Science AGLI: recognize scientific tool(s) used in a simple investigation (12101)
 - Assessment task: The student will recognize scientific tool(s) by indicating the tool appropriate for the given scientific investigation.
 - Verifying evidence
 - Shows a collection of scientific tools and classroom tools with no indication of a scientific investigation **No for VE connects to task*
- **VE must indicate a scientific investigation that the scientific tool(s) are used for**

Connection to Grade-Level Content

– Verifying Evidence

- Remember to use the vocabulary from the AGLI and the assessment task (cont'd.)
 - Grade 7 ELA AGLI: identify main idea(s) in informational text(s) (11109)
 - Assessment task: The student will identify the main idea in an informational text.
 - Verifying evidence questions or directive
 - “What is the main idea of this text?”
 - “Point to the main idea from the informational text that we read.”

For two students, I was able to show parents how their children who were non-verbal were able to learn and understand concepts in stories that were read to them. The students selected facts about famous people that related to their own lives. Now, the students are selecting sentences to write their own stories!!

-Teacher who administered the 2009-10 NYSAA

Three Common Errors

#1

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

Three Common Errors (cont'd)

#2

- 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)

#3

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

| | | | | | | |
|--|----------------------|---------------------------|----------------------|--------|----------------------|--------|
| NYSAA DATA SUMMARY SHEET | | Grade 7 - ELA | | | | |
| Student Name: Alexander [redacted] | | Date of Birth: 04/13/1998 | | | | |
| School Name: [redacted] | | | | | | |
| 1st ELA Required Component: Key Idea - Reading Choice Component (select one): <input checked="" type="radio"/> Standard 1: Students will read, write, listen and speak for information and understanding. <input type="radio"/> Standard 2: Students will read, write, listen and speak for literary response and expression. | | | | | | |
| Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above) AGLI Code: 11107 | | | | | | |
| AGLI Text: recognize statements of opinion | | | | | | |
| Assessment task: The student will recognize the statements which are opinions by indicating the statements of opinion. | | | | | | |
| <i>The SAT and page information below is not required, however it is helpful for scoring:</i> <input checked="" type="radio"/> This assessment task is the same as SAT# SAT11107 on page 5 in the NYSAA Frameworks. <input type="radio"/> This assessment task is comparable to SAT# _____ on page _____ in the NYSAA Frameworks. <input type="radio"/> 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: 10/5/2010 | | Date 2: 10/6/2010 | | Date 3: 10/7/2010 | |
| | % | Rating | % | Rating | % | Rating |
| | 100 | 4 | 100 | 4 | 100 | 4 |
| Level of Accuracy | 100 | 4 | 100 | 4 | 100 | 4 |
| Level of Independence | 100 | 4 | 100 | 4 | 100 | 4 |

| | |
|---|--------------------|
| NYSAA Verifying Evidence Label | |
| Date Student Performance: 10/6/2010 | |
| Student Name: Alexander [redacted] | |
| Content Area: ELA | |
| AGLI Text: distinguish facts from opinions | |
| Task: The student will distinguish facts from opinions by circling whether a sentence is a fact or opinion when given a set of statements. | |
| Accuracy: 100% | Independence: 100% |

ELA 7

$A = \frac{5}{5} = 100\%$

$I = \frac{5}{5} = 100\%$

Directions: Mark the statements that are opinion with an O on the line.

+ ___ The grass is green in the summer.

+ O Winter is the best season.

+ O Peanut butter cookies are the best.

Issues: AGLI and assessment task on DSS different from VE label. Task on VE label doesn't align with the student work.

NYSAA DATA SUMMARY SHEET Grade 6 - ELA **6**

Student's Name: Day [redacted] Date of Birth: 01/01/1995
 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 2: Students will read, write, listen and speak for literary response and expression.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: 12311
 AGLI Text: provide details about events (plot): "who", "what", "where", "when", and/or "how"

Assessment task: The student will provide details about events in a story by answering questions related to the events.

The SAT and page information below is not required, however it is helpful for scoring:
 This assessment task is the same as SAT# 12311 on PAGE 10 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: 10/7/ 2010 | | Date 2: 10/13/ 2010 | | Date 3: 10/14/ 2010 | |
|--|-----------------------|--------|------------------------|--------|------------------------|--------|
| | % | Rating | % | Rating | % | Rating |
| Level of Accuracy | 60 | | | | 60 | 4 |
| Level of Independence | 60 | | | | 60 | 4 |

| Scoring Rubric | Level | 100%-90% |
|----------------|--------|----------|
| | Rating | 4 |
| | | 99%-90% |
| | | 1 |

Verifying evidence (VE) must confirm the assessment task, level of accuracy, and level of independence on both the Data Summary Sheet and the verification evidence.
 Two pieces of verifying evidence are required to complete VE requirements. Verify the level of accuracy and level of independence of student performance documented.

**Date 3:
10/14/ 2010**

| % | Rating |
|-----|--------|
| 100 | 4 |

**Date
10/14/ 2010**

| Acc +/- | Ind +/- |
|------------|------------|
| + | + |
| - | + |
| - | + |
| + | + |
| + | + |
| 3 | 5 |
| 5 | 5 |
| 3/5 | 5/5 |
| 60 | 100 |

**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: Day [redacted] Date of Student Performance: 10/14/2010

Teacher completes this section:

Student Name: Day [redacted] Date of Student Performance: 10/14/2010
 Content Area: ELA
 AGLI text:
 provide details about events (plot): "who", "what", "where", "when", and/or "how"
 Assessment Task:
 The student will provide details about events in a story by answering questions related to the events.

Accuracy: 100% Independence: 100%

Certified Occupational Therapy Assistant
 Nurse
 Other certified or licensed professional:

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

[redacted] 10/14/10
 OBSERVER SIGNATURE (cannot be the same person collecting data) 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

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

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

Issue: Level of Accuracy from DCS not transcribed accurately to DSS, adjustment was made at scoring

Student's Name: James [REDACTED] Date of Birth: 02/28/1998

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

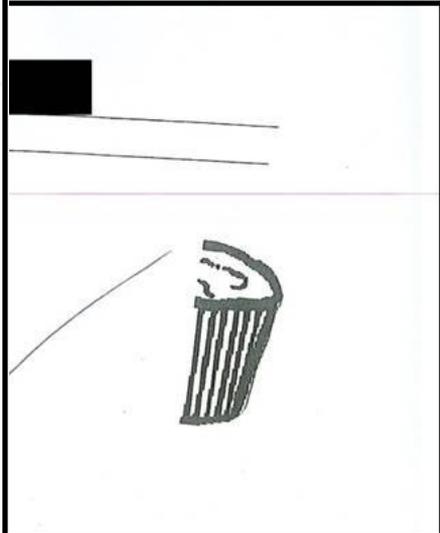
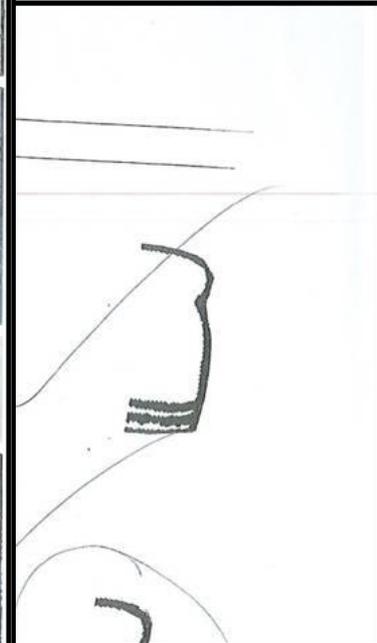
AGLI Text: **Identify a whole and its parts**

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: 11/23/2010 | | Date 2: 11/29/2010 | | Date 3: 11/30/2010 | |
|--|-----------------------|--------|-----------------------|--------|-----------------------|--------|
| | % | 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.

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

Evidence Label
/30/2010
Task:
Accuracy: 100% Independence: 100%

Student Name: Angela

Date of Birth: 9-1-1996

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 indicator)

AGLI Code: 13104

AGLI Text:

recognize the cause of an event

Assessment task:

The student will recognize the cause of an event by indicating event.

Name: Angie $-4/15 = 73\% A$
 $100\% I$
Cause and Effect Match

Match each cause on the left with an effect on the right.

- | | |
|--|--|
| Cause | Effect |
| 1. <u>h</u> Baby Lisa began to cry. | <input type="checkbox"/> She played in the sand. |
| <input checked="" type="checkbox"/> <u>b</u> It was raining outside. | <input type="checkbox"/> He got a belly ache. |
| 3. <u>i</u> The phone rang. | <input type="checkbox"/> Lance flew his kite. |

Name: Angie $-2/15 = 87\% A$
 $100\% I$
use and Effect Match

Match each cause on the left with an effect on the right.

- | | |
|----------------------------------|--|
| Cause | Effect |
| <u>h</u> Baby Lisa began to cry. | <input type="checkbox"/> She played in the sand. |

Issue: Preprinted worksheet does not meet the intent of the AGLI and task. (...cause of an event...)

| | | | | |
|-----------------------|------------|------------|------------|----------|
| Chronological Order | | | | |
| Level of Accuracy | <u>73</u> | <u>3</u> | <u>73</u> | <u>3</u> |
| Level of Independence | <u>100</u> | <u>4</u> | <u>100</u> | <u>4</u> |
| Scoring Rubric | Level | 100% - 80% | 79% - 60% | 59% - 3 |
| | Rating | <u>4</u> | <u>3</u> | <u>2</u> |

Verifying evidence (VE) must confirm the student's name, date of student performance, assessment task, Level of Accuracy, and Level of Independence. Failure to record the Data Summary Sheet and the verifying evidence may disqualify the student score. Two pieces of verifying evidence are required for each AGLI (see complete VE requirements). Verifying evidence must confirm data for TWO student performance documented on this Data Summary Sheet.

- 50/50
- 1. Robert ate too many jellybeans. She answered it.
 - 10. Caren practiced kicking the ball. I couldn't cut the grass.
 - 11. All the clothes were dirty. She won her soccer game.
 - 12. Lee's mom took her to the beach. I shoveled the driveway.
 - 13. Tyler was hungry. Flowers began to grow.

NYSAA Verifying Evidence Label

Date of Student Performance: 1/25/11

Student Name: Angela

ELA Mathematics Science Social Studies (HS only)

AGLI text: recognize the cause of an event

Task: The student will recognize the cause of an event by indicating a cause for a given event.

Accuracy: 73 % Independence: 100 %

- 50/50
- Someone came to the door. The dog began to bark.
 - It is a windy day. He had nothing to wear.
 - The boy tripped on a rock. Mom gave her a bottle.
 - Robert ate too many jellybeans. I. She answered it.
 - Caren practiced kicking the ball. J. I couldn't cut the grass.
 - All the clothes were dirty. K. She won her soccer game.

NYSAA Verifying Evidence Label

Date of Student Performance: 1/27/11

Student Name: Angela

ELA Mathematics Science Social Studies (HS only)

AGLI text: recognize the cause of an event

Task: The student will recognize the cause of an event by indicating a cause for a given event.

Accuracy: 87 % Independence: 100 %

Student Name: Lee

Date of Birth:

School Name:

1st ELA Required Component: Key Idea - Read
Choice Component (select one):

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

Standard 3: Students will read, write, listen, and speak.

Alternate Grade Level Indicator (Choose one AGLI Code: ~~11107~~)

AGLI Text:
Attend to or read to collect fact(s) and/or idea(s)

Assessment task:
The student will attend to or read to collect fact(s) and/or idea(s)

Skill – Fact and Opinion

Student stated "fact" or "opinion" after each statement was read. Name: Lee
Teacher recorded responses.

Fact and Opinion

A fact is something that can be proven true. An opinion is a feeling or belief that cannot be proven true.

Directions: Read each sentence. Write fact next to each statement and opinion next to each statement that is an opinion.

1. FACT Football is a fun sport.

2. FACT A skateboard has four wheels.

3. FACT A bowling ball has three holes in it.

4. OPINION ...

Name: Lee

Student stated "fact" or "opinion" after each statement was read. Teacher recorded responses.

Fact or Opinion

A fact is something that can be proven true.

An opinion is someone's feelings about a particular topic.

Tell whether each sentence is a fact or opinion.

1. fact Sunday is the best day of the week.

2. fact George Washington was born in February.

Issue: Preprinted worksheet does not meet the intent of the AGLI and task. (...collect fact or idea about a single topic.)

| Scoring Rubric | Level | 100% - 80% | 79% |
|----------------|--------|------------|-----|
| | Rating | 4 | |

Verifying evidence (VE) must confirm the student's name, date of assessment task, Level of Accuracy, and Level of Independence. See the Data Summary Sheet and the verifying evidence matrix for more information. Two pieces of verifying evidence are required to complete VE requirements. Verifying evidence must be student performance documented on this Data Summary Sheet.

9. FACT
10. OPINION

NYSAA Verifying Evidence Label

Date of Student Performance: 10/12/11

Student Name: Lee

ELA Mathematics Science Social Studies (HS only)

AGLI text: Attend to or read to collect fact(s) and/or idea(s) about a single topic

Task: The student will attend to or read to collect fact or idea about a single topic.

Accuracy: 80% Independence: 90%

NYSAA Verifying Evidence Label

Date of Student Performance: 10/26/11

Student Name: Lee

ELA Mathematics Science Social Studies (HS only)

AGLI text: Attend to or read to collect fact(s) and/or idea(s) about a single topic

Task: The student will attend to or read to collect fact or idea about a single topic.

Accuracy: 79% Independence: 100%

AGLIs

ELA – HS

Required Component 1—Key Idea: Reading

Choice Component 1—Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

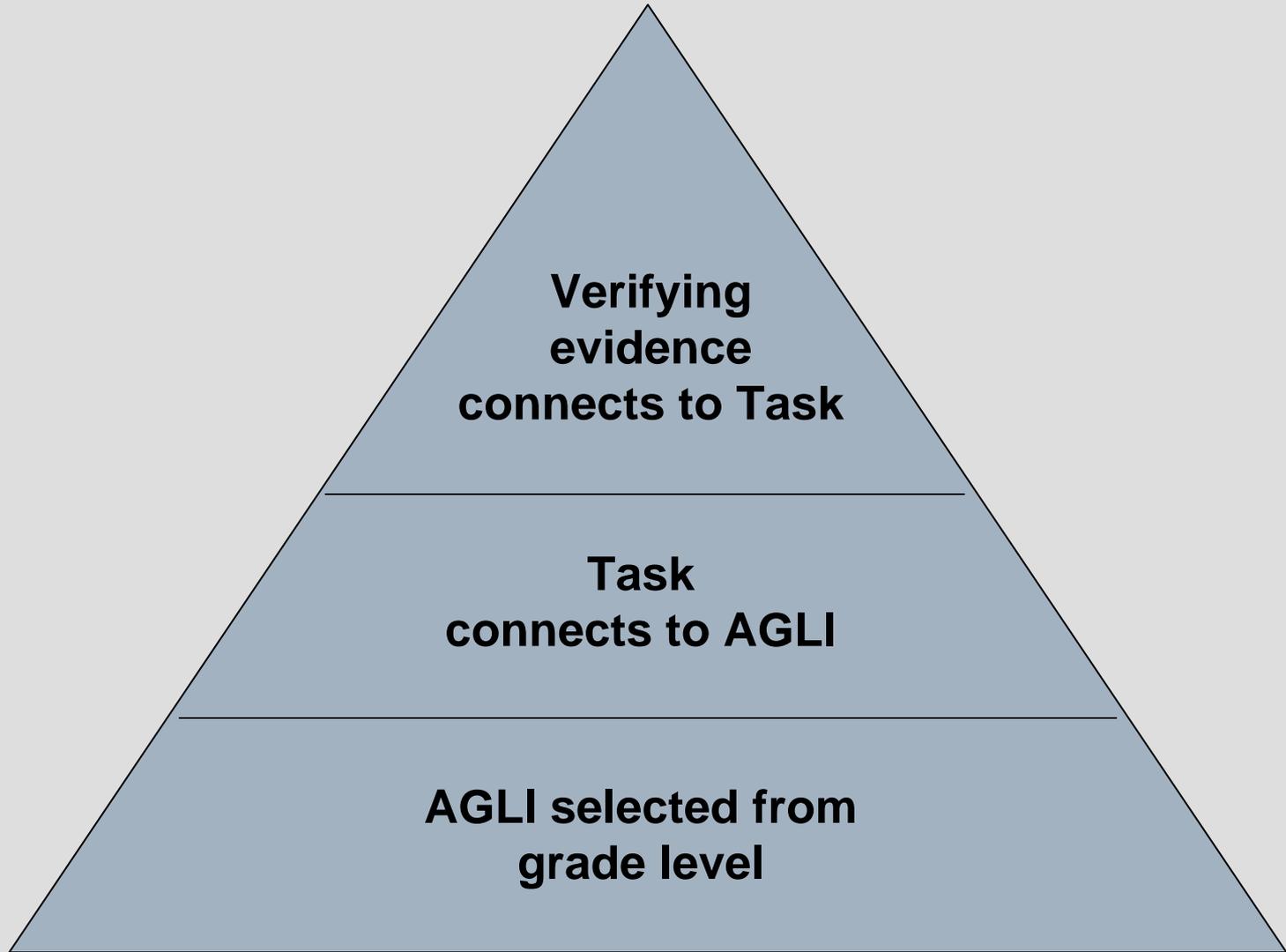
POSSIBLE ENTRY POINTS for Reading-Standard 1

| Less Complex | ◀ ⋯ ⋯ ⋯ ⋯ ⋯ ⋯ ▶ | | More Complex |
|---|--|---|--------------|
| <p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to identify a resource with information on a topic (11101) attend to or read to collect fact(s) and/or idea(s) about a single topic (11107) attend to or read to distinguish facts from opinions (11103) attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104) attend to or read to distinguish similar (same) and dissimilar (different) information from a variety of sources about the same topic (11108) use text feature(s) (e.g., book titles, chapter titles, headings, subtitles, etc.) to find information (11109) | <p>The student will:</p> <ul style="list-style-type: none"> use the school library or public library resources to acquire information (11201) identify the best library resource to use to collect facts and/or ideas about a given topic (11209) compare and/or contrast data to support given topic (11210) draw conclusion(s) based on explicit and/or implicit information (11206) interpret information using strategy(s) (11207) recognize information that is implied (11208) | <p>The student will:</p> <ul style="list-style-type: none"> use multiple resources in the school and/or public library resources to acquire information and/or research (11306) interpret facts, data, and/or ideas gathered from libraries' multiple resources (11302) review research data, explicit and/or implicit, and draw conclusion(s) (11307) draw conclusion(s) based on explicit and/or implicit information (11304) draw conclusion(s) with relevant information (11305) | |

• identify statements of fact and/or opinion (11204)

*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., fact, facts vs. opinions, compare, contrast, 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



| | | |
|---------------------------------|-----------------------------------|----------|
| NYSAA DATA SUMMARY SHEET | Grade 7 - ELA (cont'd) | 7 |
|---------------------------------|-----------------------------------|----------|

| | |
|---------------------------------------|----------------------------------|
| Student Name: Aaron [redacted] | Date of Birth: 09/30/1997 |
| School Name: [redacted] | |

2nd ELA Required Component: Key Idea - Listening
Choice Component (select one):

Standard 1: Students
 Standard 2: Students

Alternate Grade Level
AGLI Code: **32102**

AGLI Text: **recognize r**

Assessment task: **The s
words.**

The SAT and page info

Name Aaron [redacted] Date 11/10/2010

Directions: Read the following poem and mark the words that rhyme.

Name Aaron [redacted] Date 11/12/2010

Directions: Read the following poem and mark the words that rhyme.

Issue: Directions seem to contradict the assessment task.

| | |
|-----------------------|--------------|
| Level of Accuracy | |
| Level of Independence | |
| Scoring Rubric | Level Rating |

Verifying evidence (VE) must be documented on both the Data Summary and the reportable score. Two pieces of verifying evidence are required (one for each VE requirement). Verifying evidence performance documented

We'd hang out in the sun
and run around all day

We wouldn't have to st
We'd practice and we'd t

The place was disgusting
and smelled like pee-eww!

The windows were drafty.

| NYSAA Verifying Evidence Label | |
|--|-------------------|
| Date Student Performance: 11/10/2010 | |
| Student Name: Aaron [redacted] | |
| Content Area: ELA | |
| AGLI Text: recognize rhyme and/or rhythm in poetry | |
| Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words. | |
| Accuracy: 100% | Independence: 50% |

| NYSAA Verifying Evidence Label | |
|--|-------------------|
| Date Student Performance: 11/12/2010 | |
| Student Name: Aaron [redacted] | |
| Content Area: ELA | |
| AGLI Text: recognize rhyme and/or rhythm in poetry | |
| Task: The student will recognize rhyme in poetry read aloud by indicating the rhyming words. | |
| Accuracy: 100% | Independence: 50% |

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 were 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.

Pages 15 and 16 of the NYSAA Administration Manual (September 2011)

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

| | |
|--|---|
| Student Name: <u>Cindy</u> | Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only) |
| AGLI Text: <u>attend to or read different genres</u> | Assessment task: <u>The student will attend to different genres when given a selection of genres.</u> |

| Length of Time for each Segment <u>30</u> sec./min. <small>(circle one)</small> | ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response | | | | | | | | INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted | | | | | | | |
|--|---|---------------|------------------------|---------------|------------------------|---------------|------------------------|---------------|--|------------|------------|------------|------------|------------|------------|------------|
| | Date <u>1-6-11</u> | | Date <u>1-13-11</u> | | Date <u>1-20-11</u> | | Date <u>1-27-11</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 | 3 | 3 | 4 | 4 | | | | | | | | |
| Total Segments | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | |
| Fraction | $\frac{3}{5}$ | $\frac{3}{5}$ | $\frac{3}{5}$ | $\frac{3}{5}$ | $\frac{3}{5}$ | $\frac{3}{5}$ | $\frac{4}{5}$ | $\frac{4}{5}$ | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Percent (%) | 60% | 60% | 60% | 60% | 60% | 60% | 80% | 80% | % | % | % | % | % | % | % | % |
| (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | JX | | JX | | WB | | WB | | | | | | | | | |

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: JX Name: J X
 Initials: WB Name: W B

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

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

| | |
|--|---|
| Student Name: <u>Cindy</u> [REDACTED] | Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only) |
| AGLI Text: <u>attend to or read different genres</u> | Assessment task: <u>The student will attend to different genres when given a selection of genres.</u> |

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

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

| Length of Time for each Segment | Date | | Date | | Date | | Date | | Date | | Date | | Date | | Date | |
|--|---------------|-----|----------------|-----|----------------|-----|----------------|-----|------|-----|------|-----|------|-----|------|-----|
| | <u>1-6-11</u> | | <u>1-13-11</u> | | <u>1-20-11</u> | | <u>1-27-11</u> | | | | | | | | | |
| | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind |
| 30 <small>(sec/min.)</small> <small>(circle one)</small> | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- |
| Segment 1 | + | + | + | + | + | + | + | + | | | | | | | | |
| Segment 2 | - | - | + | + | + | + | - | - | | | | | | | | |
| Segment 3 | - | - | - | - | - | - | + | + | | | | | | | | |
| Segment 4 | + | + | - | - | - | - | + | + | | | | | | | | |
| Segment 5 | + | + | + | + | + | + | + | + | | | | | | | | |
| Total +'s | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | | | | | | | | |
| Total Segments | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | |
| Fraction | 3/5 | 3/5 | 3/5 | 3/5 | 3/5 | 3/5 | 4/5 | 4/5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Percent (%) | 60% | 60% | 60% | 60% | 60% | 60% | 80% | 80% | % | % | % | % | % | % | % | % |
| (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | JX | | JX | | WB | | WB | | | | | | | | | |

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

| | | | |
|---------------------|--|-----------------|-------------|
| Initials: <u>JX</u> | Name: <u>J [REDACTED] X [REDACTED]</u> | Initials: _____ | Name: _____ |
| Initials: <u>WB</u> | Name: <u>W [REDACTED] B [REDACTED]</u> | Initials: _____ | Name: _____ |

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

1/6/11 fiction (Book of Dragons); 1/13/11 poem (At the Seaside); 1/20/11 play (Stone Soup); 1/27/11 poem (Cars on Mars)

Student Performance Percentage- Teacher Rubric

- High School, Required Component: Writing
- 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 % |

NYSAA DATA SUMMARY SHEET

**High School - ELA
(cont'd)**

HS

Student Name: **Chianne** [redacted] Date of Birth: **07/30/1993**
 School Name: [redacted]

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: **21108**

Decision Rule 17

Chianne's HS ELA

Example – Template

(DSS)

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: **21108**

AGLI Text: **distinguish between relevant and irrelevant ideas, facts, and/or data**

Assessment task: **The student will distinguish relevant facts and/or data related to his/her life when given information about himself/herself and other people by indicating which facts and/or data is relevant (self) and irrelevant (other people).**

| (record the last three dates of documented data in chronological order) | 10/27/2010 | | 10/28/2010 | | 10/29/2010 | |
|---|---------------|----------|------------|---------|------------|--------|
| | % | Rating | % | Rating | % | Rating |
| Level of Accuracy | 60 | 3 | 100 | 4 | 70 | 3 |
| 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.

Decision Rule 17

Chianne's HS ELA

Example – Template (VE)

Name: *Chianne* Date:

Directions: Paste the statements that are relevant (about you) under the word relevant
Paste the statements that are irrelevant (about others) under the word irrelevant.

Relevant

Irrelevant

I buy my lunch at school.

My friend brings her lunch to school.

I ride a bus to school.

My friend is 16 years old.

I am a girl

I live in [redacted]

My friend plays the drums.

I have blonde hair.

My friend lives in [redacted]

NYSAA Verifying Evidence Label

Date Student Performance: 10/28/2010

Student Name: Chianne [redacted]

Content Area: ELA

AGLI Text:
distinguish between relevant and irrelevant
ideas, facts, and/or data

Task:
The student will distinguish relevant facts and/or
data related to his/her life when given information
about himself/herself and other people by
indicating which facts and/or data is relevant
(self) and irrelevant (other people).

Accuracy: 100% Independence: 100%

NYSAA Verifying Evidence Label

Date Student Performance: 10/28/2010

Student Name: Chianne [redacted]

Content Area: ELA

AGLI Text:
distinguish between relevant and irrelevant
ideas, facts, and/or data

Task:
The student will distinguish relevant facts and/or
data related to his/her life when given information
about himself/herself and other people by
indicating which facts and/or data is relevant
(self) and irrelevant (other people).

Accuracy: 100% Independence: 100%

Mathematics Example – Template (VE)

Name: Jack [redacted]
Grade 8 math

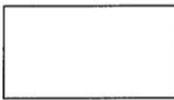
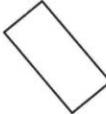
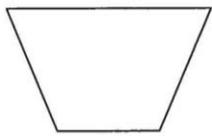
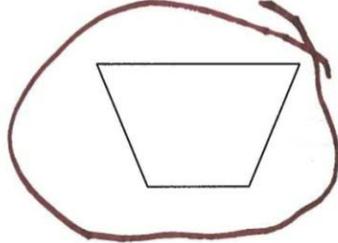
Date: Jan. 19, 2011

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: Circle the figures that are congruent (same size and shape).

| | | | |
|--|---|--|------------|
|  |  |  | A I + + |
|  |  |  | + + |
|  |  |  | + + |

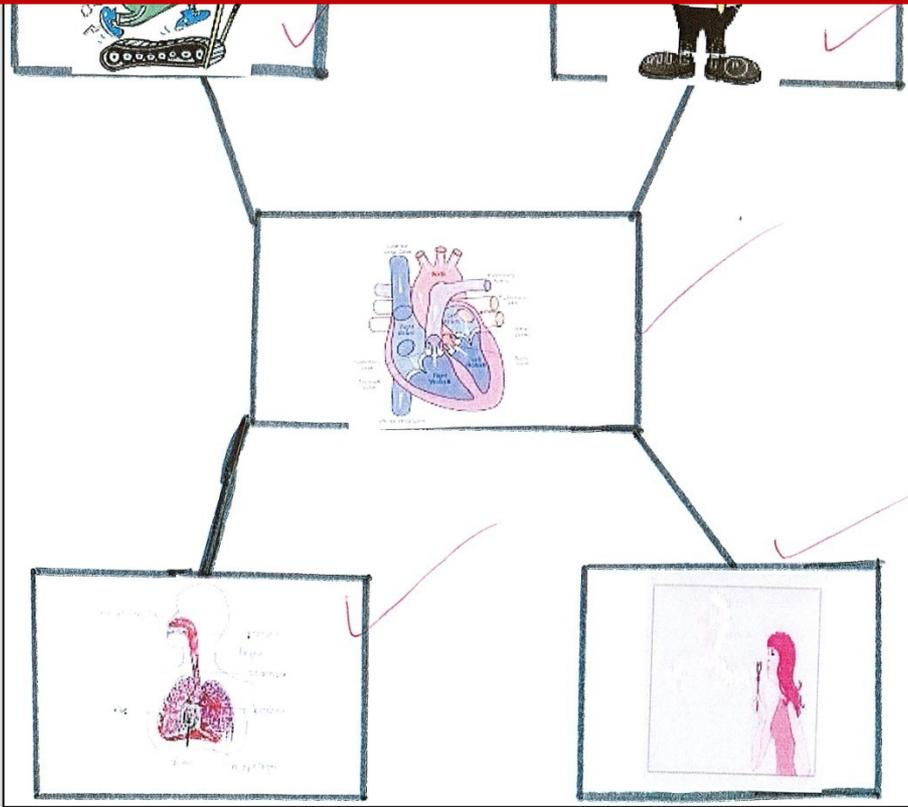
ELA Example – Template (VE)

Name Devin [redacted]
Date 11-1-10

Excellent!
😊

Directions: Listen to "Everybody needs a healthy heart" and then identify the main idea (what the story or passage is about) and the supporting details (provide information about the main idea).

Directions: Listen to "Everybody needs a healthy heart" and then identify the main idea (what the story or passage is about) and the supporting details (provide information about the main idea).



| NYSAA Verifying Evidence Label | |
|--------------------------------|--|
| Date Student Performance: | 11/1/2010 |
| Student Name: | Devin [redacted] |
| Content Area: | ELA |
| AGLI Text: | identify the main idea and/or supporting details in informational text(s) |
| Task: | Student will identify the main idea and/or supporting details in an informational text(s) by completing a spider-web organizer with word or picture cards or writing the information in the appropriate areas. |
| Accuracy: | 100% |
| Independence: | 100% |

ELA Example – Template (VE)

Name: **Lauren**

100% Acc.

100% Ind. Date: 2-2-11

Name: _____

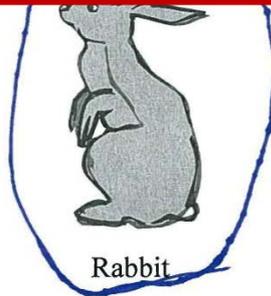
Grade 4 ELA

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.

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

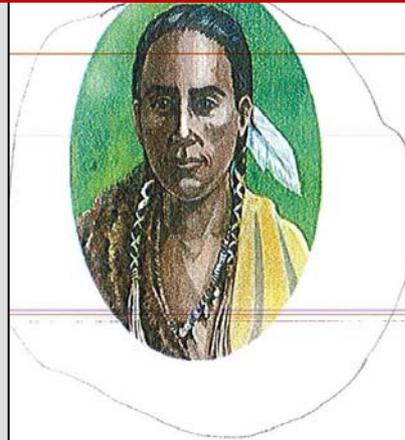
ELA Example – Not a Template (VE)

Name Drew

Date 11/22

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

100%



NYSAA Verifying Evidence Label

Date of Student Performance: 11 / 22 / 11

Student Name: Andrew

ELA Mathematics Science Social Studies (HS only)

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 %

2010–11 NYSAA Student Page

| Student Information | |
|---|--------------------|
| Last Name: [REDACTED] | First Name: Parker |
| Date of Birth: Jan. 3, 1999 | |
| Student ID# (assigned by school district): [REDACTED] | |
| District of Residence: [REDACTED] | |
| Name of School Student Attends: [REDACTED] | |
| Attending School City/State: [REDACTED] | |
| 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 checked="" 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 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 type="checkbox"/> Assistive technology | |
| <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"/> Time extension |
| <input type="checkbox"/> Flexibility in setting | <input type="checkbox"/> Tests read | <input type="checkbox"/> Separate location |
| <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"/> Bilingual dictionary/glossary |
| <input type="checkbox"/> Method of response | <input type="checkbox"/> Use of spell-check/grammar-check devices | <input type="checkbox"/> Oral translation |
| <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"/> Responses written in native language |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation | <input type="checkbox"/> Translated edition (selected tests) |

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 the 2009-10 NYSAA

Data Collection Sheets

- Further information in the Administration Manual Step 6 (pages 19 and 20)
- Three different types provided in Appendix D
 - Multi-step Data Collection Sheet
 - Typically used for assessment tasks that can be analyzed and broken into specific steps
 - Time-segment Data Collection Sheet
 - Typically used for assessment tasks that involve student performance over a period of time
 - Discrete Trial Data Collection Sheet
 - Typically used with an Applied Behavior Analysis program
 - Another typical use is for assessment tasks that can be analyzed and broken into specific skills or subskills

NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: *Mary*

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 12/5/11 | | Date 12/6/11 | | Date 12/7/11 | | Date 12/13/11 | | Date 12/20/11 | | Date | | Date | | 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 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | | | | | | |
| Total Steps | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | |
| Fraction | 0/2 | 1/2 | 1/2 | 1/2 | 2/2 | 1/2 | 1/2 | 2/2 | 1/2 | 2/2 | / | / | / | / | / | / |
| Percent (%) | 0% | 50% | 50% | 50% | 100% | 50% | 50% | 100% | 50% | 100% | % | % | % | % | % | % |
| (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | AM | | LA | | LA | | SA | | AM | | | | | | | |

Staff Key (REQUIRED)

Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: AM Name: A M Initials: SA Name: S A

Initials: LA Name: L A Initials: Name:

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

NYSAA Data Collection Sheet for Discrete Trial Data

Student Name: *Grant* [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 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 10/18/11 | | | Date 10/19/11 | | | Date 10/25/11 | | | Date 10/26/11 | | | Date | | | Date | | | Date | | |
|--|-----|------|--|-----|-----|--|------|-----|--|-----|-----|--|-----|-----|--|-----|-----|--|-----|-----|
| # | ACC | IND | # | ACC | IND | # | ACC | IND | # | ACC | IND | # | ACC | IND | # | ACC | IND | # | ACC | IND |
| 3 | + | + | 1 | - | + | 4 | + | + | 2 | - | - | | | | | | | | | |
| 1 | - | + | 2 | - | + | 1 | + | - | 3 | + | + | | | | | | | | | |
| 2 | - | + | 3 | + | - | 2 | + | + | 1 | + | + | | | | | | | | | |
| | | | 4 | + | + | 4 | + | + | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| # +s | 1 | 3 | # +s | 2 | 3 | # +s | 4 | 3 | # +s | 2 | 2 | # +s | | | # +s | | | # +s | | |
| # Trials | 3 | 3 | # Trials | 4 | 4 | # Trials | 4 | 4 | # Trials | 3 | 3 | # Trials | | | # Trials | | | # Trials | | |
| Fract. | 1/3 | 3/3 | Fract. | 2/4 | 3/4 | Fract. | 4/4 | 3/4 | Fract. | 2/3 | 2/3 | Fract. | / | / | Fract. | / | / | Fract. | / | / |
| (%) | 33% | 100% | (%) | 50% | 75% | (%) | 100% | 75% | (%) | 67% | 67% | (%) | % | % | (%) | % | % | (%) | % | % |
| (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | | (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | | |
| AV | | | AV | | | CH | | | CH | | | | | | | | | | | |

Staff Key (REQUIRED)

Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: AV Name: A V Initials: _____ Name: _____

Initials: CH Name: C H Initials: _____ Name: _____

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

NYSAA Data Collection Sheet for Documenting a Task by Time Segments

Student Name: *Jack* [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 <i>1</i> sec min. (circle one) | Date <i>1/10/12</i> | | Date <i>1/11/12</i> | | Date <i>1/12/12</i> | | Date <i>1/18/12</i> | | Date <i>1/19/12</i> | | Date | | Date | | Date | |
|--|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|----------|----------|----------|----------|----------|----------|
| | Acc | Ind | Acc | Ind | Acc | Ind | Acc | Ind |
| | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- | +/- |
| Segment 1 | + | + | + | + | + | + | + | + | + | + | | | | | | |
| Segment 2 | + | + | - | + | + | + | + | + | + | + | | | | | | |
| Segment 3 | - | + | + | + | - | + | - | + | - | + | | | | | | |
| Segment 4 | + | + | + | + | - | + | + | + | - | + | | | | | | |
| Segment 5 | - | + | - | + | + | + | - | + | + | + | | | | | | |
| Total +'s | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 5 | | | | | | |
| Total Segments | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | |
| Fraction | <i>3/5</i> | <i>5/5</i> | <i> </i> |
| Percent (%) | <i>60%</i> | <i>100%</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>%</i> |
| (REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date | <i>JL</i> | | <i>JL</i> | | <i>BD</i> | | <i>JL</i> | | <i>BD</i> | | | | | | | |

Staff Key (REQUIRED)

Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: *JL* Name: *J [REDACTED] L [REDACTED]* Initials: _____ Name: _____

Initials: *BD* Name: *B [REDACTED] D [REDACTED]* Initials: _____ Name: _____

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. 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]

ELA Mathematics

Text:

Student will attend to various genres as they are read aloud _____

Assessment task:

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)

12-3-11

DATE

(must be same date of student performance noted above)

Observer Name and Observer Signature need to match

Date of Student Performance: 12 / 3 / 11

Date of Student Performance and Date observer signs need to match

Final Do's and Don'ts

- Double check ALL transcriptions
- Make sure the Level of Accuracy and Level of Independence are calculated correctly
- Confirm that 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 use only AGLIs and Sample Assessment Tasks from that grade
- Datafolios must be submitted by close of business on February 10, 2012
 - No further work, changes, additions, etc. can be done after the last day of the administration period
- Never make teacher erasures, 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 the 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. Student Page: <i>complete ONCE</i> | | | | | | | |
| Current form used and all fields complete: DOB, student name, ID number, based on date of birth indicate grade, district of residence, school, and service provider | | | | | | | |
| Student's DOB corresponds to the correct grade and assessed content areas per the Age Range Chart on page 4 of the Administration Manual (verify DOB using another document) | | | | | | | |
| Testing accommodations (by content area) provided during test administration and recorded on page 2 of Student Page | | | | | | | |
| 2. Table of Contents: <i>complete ONCE</i> | | | | | | | |
| All pages are numbered in the datafolio and match the Table of Contents | | | | | | | |

| Checklist for Teachers Administering the NYSAA | | | | Checklist for Collegial Reviews | | | |
|--|--|---------------|--|--|----------------------|--|----------------------|
| Student Name _____ | | Teacher _____ | | Reviewer _____ | | Review Date(s) _____ | |
| 1. Student Page <i>-complete ONCE (compare DOB to Age Range Chart on page 4 of the Administration Manual)</i> | | | | Yes | No | Reviewer Comments/Recommended Follow-up | |
| Current form used & fields complete (DOB, name, ID number, grade assessed, district of residence, school, & service provider) | | | | | | | |
| Correct grade & content areas assessed, per student DOB (check DOB to another document to make sure it is correct on Student Page) | | | | | | | |
| Testing accommodations (by content area) provided during test administration and recorded on page 2 of Student Page | | | | | | | |
| 2. Table of Contents <i>-complete ONCE</i> | | | | Yes | No | Reviewer Comments/Recommended Follow-up | |
| All pages are numbered in the datafolio and match the Table of Contents | | | | | | | |
| INDICATE content area(s): | | | | <input type="checkbox"/> ELA <input type="checkbox"/> Science | | <input type="checkbox"/> Math <input type="checkbox"/> Social Studies | |
| | | | | 1 st AGLI | 2 nd AGLI | 1 st AGLI | 2 nd AGLI |
| 3. Data Summary Sheets (One DSS for each AGLI) | | | | Yes | No | Yes | No |
| Current forms used; all fields complete | | | | | | | |
| Original. No photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed. | | | | | | | |
| AGLI from correct grade, per DOB; text & code matches Frameworks (N/A if MP ProFile™) | | | | | | | |
| AGLI from Required Component (2nd DSS says "conf'd" & AGLI is from a different component) | | | | | | | |
| Connects | | | | | | | |
| - task clearly connects to AGLI | | | | | | | |
| - includes any plurals, AND, OR or AND/OR statements in AGLI | | | | | | | |
| - written simply without cues, prompts, levels of assistance, or criterion | | | | | | | |
| Dates | | | | | | | |
| - 3 dates, in chronological order & within the administration period | | | | | | | |
| - correspond to 2 of the dates on the VE (for DCS, may be last 3 dates) | | | | | | | |
| Percentages for Levels of Accuracy and Independence are filled in and match what is documented on the VE | | | | | | | |
| | | | | 1 st AGLI | 2 nd AGLI | 1 st AGLI | 2 nd AGLI |
| 4. Verifying Evidence <i>-complete for any type of VE</i> | | | | Yes | No | Yes | No |
| TWO pieces of VE for each AGLI (or DCS with minimum 3 dates in chronological order) | | | | | | | |
| Connects | | | | | | | |
| - each piece of VE connects to task; matches student action in task | | | | | | | |
| - demonstrates any plurals, "and", "or" or "and/or" statements in task | | | | | | | |
| - VE demonstrates the student was assessed using vocabulary from task & AGLI | | | | | | | |
| Check BOTH pieces of VE - if VE is a DCS, may check only once | | | | | | | |
| Contains student name, date, content area, AGLI text, task, Levels of Accuracy & Independence | | | | | | | |
| Original. No photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed. | | | | | | | |
| ELA VE is in English | | | | | | | |
| Levels | | | | | | | |
| - Accuracy & Independence are calculated correctly and notated, if needed | | | | | | | |
| - match what is indicated on DSS | | | | | | | |
| Label | | | | | | | |
| - not obstructing student work or photographs; affixed to the correct VE | | | | | | | |
| - original; no photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed | | | | | | | |
| | | | | 1 st AGLI | 2 nd AGLI | 1 st AGLI | 2 nd AGLI |
| 5. Student Work Products <i>-check EACH piece, if both VEs are work products</i> | | | | Yes | No | Yes | No |
| Preprinted information and/or directions do not conflict with the task | | | | | | | |
| Does not include prompts/format that gives the answer (e.g., template) | | | | | | | |
| Calendars or charts are submitted for a single date (the last date) | | | | | | | |
| NOT homework | | | | | | | |

NEXT PAGE (for Data Collection Sheets, Photos, Digital Video/Audio) →

Section One: Steps for Administering the NYSAA

This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.

Steps for Completing an NYSAA Datafolio

Administration Period: October 3, 2011–February 10, 2012

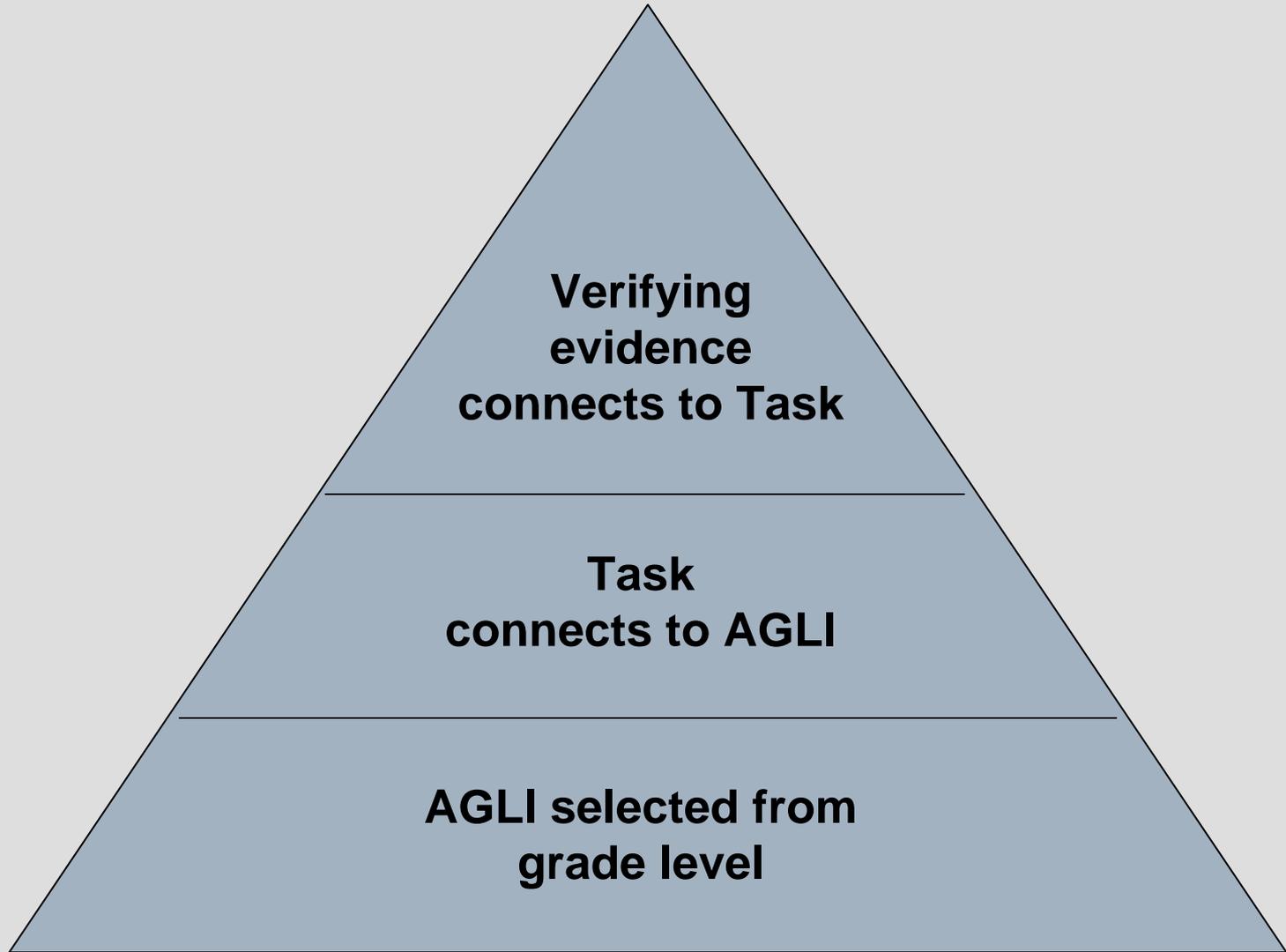
Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 28 for more information on Collegial Review.

| | | | |
|---|---|---|---|
| | Step 1: | Confirm students to be assessed; Prepare to administer the NYSAA, confirm date of birth criteria | |
| FOR EACH CONTENT AREA ELA, Math, Science, and Social Studies (HS only) | Step 2: | Determine Required Components using Test Blueprints | |
| | Step 3: | Determine Choice Components using Test Blueprints | |
| | Step 4: | Select two AGLIs per content area | |
| | Step 5: | Select an assessment task for each AGLI | |
| | <i>← Recommended Collegial Review Point</i> | | |
| | FIRST AGLI 1 st Required Component | Step 6: | Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI |
| | | Step 7: | Conduct assessment task |
| | | Step 8: | Complete verifying evidence documentation |
| | | <i>← Recommended Collegial Review Point</i> | |
| | Step 9: | Complete Data Summary Sheet | |
| | SECOND AGLI 2 nd Required Component | Step 6: | Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI |
| | | Step 7: | Conduct assessment task |
| | | Step 8: | Complete verifying evidence documentation |
| <i>← Recommended Collegial Review Point</i> | | | |
| Step 9: | Complete Data Summary Sheet | | |
| Step 10: | | Complete steps 6–9 for each content area to be assessed | |
| Step 11: | | Assemble the datafolio according to the standardized procedures described in this Administration Manual | |
| <i>← Recommended Collegial Review Point</i> | | | |
| Step 12: | Submit the datafolio to the building administrator no later than close of business February 10, 2012 . The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 10, 2012. | | |
| Step 13: | Complete the online teacher survey at http://iservices.measuredprogress.org/NYSAASurvey.asp | | |

NYSAA Steps Chart

Administration Manual, Page 7

Connection to Grade-Level Content



Collegial Review

- Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period.
- At least one Collegial Review must be conducted on each datafolio.
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page.



NYSAA Datafolio Table of Contents

Appendix D

NYSAA Datafolio Table of Contents

| Preliminary Documents | Page # |
|-----------------------|--------|
| NYSAA Student Page | |
| Table of Contents | |

| The following documents must be included for each content area assessed. | Page # |
|---|--------|
| Data Summary Sheet for the first ELA AGLI (Required component #1) | |
| First Piece of verifying evidence for the first ELA AGLI with VE label | |
| Second Piece of verifying evidence* for the first ELA AGLI with VE label | |
| Data Summary Sheet for the second ELA AGLI (Required component #2) | |
| First Piece of verifying evidence* for the second ELA AGLI with VE label | |
| Second Piece of verifying evidence* for the second ELA AGLI with VE label | |

| | |
|---|--|
| Data Summary Sheet for the first Mathematics AGLI (Required component #1) | |
| First Piece of verifying evidence* for the first Mathematics AGLI with VE label | |
| Second Piece of verifying evidence* for the first Mathematics AGLI with VE label | |
| Data Summary Sheet for the second Mathematics AGLI (Required component #2) | |
| First Piece of verifying evidence* for the second Mathematics AGLI with VE label | |
| Second Piece of verifying evidence* for the second Mathematics AGLI with VE label | |

| | |
|---|--|
| Data Summary Sheet for the first Science AGLI (Required component #1) | |
| First Piece of verifying evidence* for the first Science AGLI with VE label | |
| Second Piece of verifying evidence* for the first Science AGLI with VE label | |
| Data Summary Sheet for the second Science AGLI (Required component #2) | |
| First Piece of verifying evidence* for the second Science AGLI with VE label | |
| Second Piece of verifying evidence* for the second Science AGLI with VE label | |

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).

Datafolio Order

1. ELA

- 1st Required Component AGLI
- 2nd Required Component AGLI

2. Mathematics

- 1st Required Component AGLI
- 2nd Required Component AGLI

3. Science, if applicable

- 1st Required Component AGLI
- 2nd Required Component AGLI

4. Social Studies, HS only

- 1st Required Component AGLI
- 2nd Required Component AGLI

NYSAA Administration Period



- Administration begins on October 3, 2011
- Administration ends on February 10, 2012
- All datafolios must be completed and turned in to building administrators by February 10, 2012
 - No further work, edits, additions, changes, etc. can be done to a datafolio after February 10th

Testing Accommodations

- The Department is required to report on the use of testing accommodations to the US Department of Education
- Record the content-specific testing accommodations on page 2 of the Student Page in the space provided
- Refer to pages 23 and 24 of the NYSAA Administration Manual (September 2011) and the OSE website for information about testing accommodations

Support During Administration

- **Alternate Assessment Training Network (AATN) Specialist** – contact information will be provided during today's program
- **Regional Lead Trainers (RLTs)** – contact information is provided in the Administration Manual
- **Colleagues** – both general education and special education teachers
- **Administrators**

On-Line Teacher Survey



Teacher Survey for the 2011-12 New York State Alternate Assessment (NYSAA)

Instructions:

Please complete each question by choosing "select all that apply" or "select one response." For some questions, a "comments" box is provided for additional information.

BOCES Choice:

1. Which Board of Cooperative Educational Services (BOCES) /Big Five City School District are you from?

--None--

Submit

Reset

I have a student who, even after the assessment was concluded, is still recalling and telling me that certain shapes have angles in the community and around the classroom. It is great to know that he really picked up something from this!

-Teacher who administered the 2009-10 NYSAA