

2011-12 NYSAA Fall Administration Training

Guided Practice #4 WORKSHEETS

GP 4

Guided Practice #4: Calculations

Level of Accuracy and Level of Independence

Guided Practice

The **Level of Accuracy** is the number of correct responses divided by the total number of expected responses.

Accuracy Example:

20 correct responses out of 25 possible total responses

$$20/25 = .8 \times 100\% = 80\% \text{ accurate} = \text{Level 4}$$

Document both the percentage and the rating on the Data Summary Sheet

Note: Rounding up is acceptable for a percentage calculation of .5 or above

The **Level of Independence** is the number of steps or items that did not require prompts divided by the total number of steps or items.

Independence Example:

Student completes a 6 step task with prompts on 2 steps

$$4/6 = .66667 \times 100\% = 66.7\% \text{ rounded up to } 67\% = \text{Level 3}$$

Document both the percentage and the rating on the Data Summary Sheet

Note: Rounding up is acceptable for a percentage calculation of .5 or above

Use your NYSAA Administration Manual and the above information to answer the following questions.

- Information on calculating the Level of Accuracy and Level of Independence can be found in which Step in the Administration Manual?
A) Step 5 B) Step 14 C) Step 7
- Can a teacher assign weights to responses or items, use a partial credit method, or develop a rubric for student performance?
A) Yes and a notation should be included
B) No, it is not allowed
C) Yes and it should be left up to the Scorer to figure out how performance was calculated
- If a teacher makes an error in any documentation within a datafolio, how should the error be corrected?
A) White-out or black-out the error
B) Cross-out, correct, and initial the error
C) Throw the document away and start all over
- How is the Level of Independence calculated?
A) It is the number of steps or items that were prompted divided by the number of steps or items that did not require a prompt.
B) It is the number of steps or items which did not require a prompt divided by the total number of steps or items.
C) It is calculated by estimating the prompts the student needed for each item.
- Calculate the Percentages:
Level of Accuracy: ten comprehension questions are presented to the student. The student indicates an incorrect response for two of the questions.
A) $\underline{2/10} = \underline{20\%}$ B) $\underline{8/10} = \underline{80\%}$ C) $\underline{2/8} = \underline{25\%}$

Level of Independence: five addition and subtraction problems are presented to the student. The student is prompted to refocus on one of the problems and prompted twice on one other problem.

A) $\underline{3/5} = \underline{60\%}$ B) $\underline{2/5} = \underline{40\%}$ C) $\underline{4/5} = \underline{80\%}$

Name Aaron

Date 10/21 Acc. = 100%
Ind. = 100%

Circle Yes or No when answering the questions from the "Time For Kids" article.

- 1. It is o.k. for kids to play with candles and matches. Yes No
- 2. If your clothes catch on fire, stop, drop and roll. Yes No
- 3. If there is a fire, find an adult to help. Yes No
- 4. Adults only should use matches. ~~Yes~~ No
- 5. To leave a burning building stay low. Yes No

Teacher read directions to student.

NYSAA Verifying Evidence Label

Date of Student Performance: 10/21/11

Student Name: Aaron

ELA Mathematics Science Social Studies (HS only)

AGLI text: follow verbal directions having one step

Task: The student will follow one-step directions to perform a task or assignment by completing the worksheet after listening to the directions being read.

Accuracy: 100 % Independence: 100 %

- 1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____
 - 2. The Level of Accuracy is not calculated correctly. What should it be? _____
 - 3. How could the teacher mark the questions to make the performance calculation clear? _____
- _____

Name: Calvin

Date: _____

100% Excellent 😊

Comparing

Directions: Compare the following objects using the symbols >, <, or = by gluing the correct symbol in between the sets of objects.

*1.

A comparison of two sets of tractors. The left set has 4 tractors, and the right set has 6 tractors. A large less-than sign (<) is placed between them. Below the sets are the numbers 4 and 6. To the right of the 6 tractors is a handwritten fraction $\frac{A}{I}$ with a plus sign in the denominator.

*2.

A comparison of two sets of wrestling logos. The left set has 5 logos, and the right set has 3 logos. A large greater-than sign (>) is placed between them. Below the sets are the numbers 5 and 3. To the right of the 3 logos is a handwritten fraction $\frac{A}{I}$ with a plus sign in the denominator. Below the number 3 is the text "Student Self-Corrected".

NYSAA Verifying Evidence Label

Date of Student Performance: 10 / 13 / 11

Student Name: Calvin

ELA Mathematics Science Social Studies (HS only)

AGLI text: compare quantities of objects using the symbols (=, >, or <) related to the terms (equal to, greater than, or less than)

Task: The student will compare quantities of objects when given two sets of objects using the symbols for the terms greater than (>), less than (<), or equal to (=) by gluing the correct symbol between the sets.

Accuracy: 100 % Independence: 100 %

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. The student self corrected on question two. Does this affect the performance calculation? _____

3. What would the Level of Independence be, if the student was prompted twice on question 1?

Name Zachary

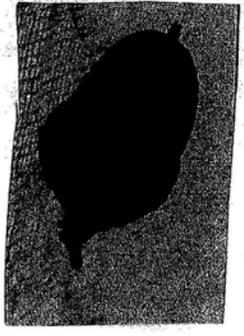
Date 11/15

A - 91%
I - 91%

What are the living and non-living things that squirrels depend upon in the Deciduous Forest?

Living Things

Non-living Things



NYSAA Verifying Evidence Label

Date of Student Performance: 11 / 15 / 11

Student Name: Zachary

ELA Mathematics Science Social Studies (HS only)

AGLE text: Identify relationships within an ecosystem in which living things depend on living things and/or non-living things

Task: The student will identify relationships within an ecosystem in which living things depend on living and/or non-living things.

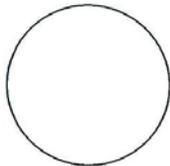
Accuracy: 91 % Independence: 91 %

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. The calculations do not seem to make sense. What should the teacher do to clarify the calculations? _____

Name: Ann Date: 1-16

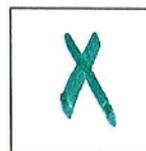
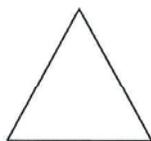
1. Show me the triangle:



2. Show me the circle:



3. Show me the square:



4. Show me the circle:



The student was presented with 2 shaped on a light box in four different trials and asked to turn her head towards the correct answer when asked "show me the [square/circle/triangle]." Her answers were then recorded on a worksheet.

NYSAA Verifying Evidence Label

Date of Student Performance: 1/16/12

Student Name: Ann

ELA Mathematics Science Social Studies (HS only)

AGLI text: identify geometric shapes

Task: Ann will identify geometric shapes upon request from a choice of different shapes.

Accuracy: 100% Independence: 100%

1. Did the teacher calculate the Level of Accuracy and Level of Independence in a manner that can be confirmed/replicated? _____

2. The teacher included a notation to indicate how the activity took place and how the performance was calculated. What would the Level of Accuracy and Level of Independence be, if the student was prompted to refocus for question 2, and was able to answer it correctly after the refocus prompt?