

# 2012–13 NYSAA Fall Administration Training

## Guided Practices #1 and 2 WORKSHEETS

<b>GP 1</b>	<b>Guided Practice #1: Steps 1–5</b>	<b>Guided Practice</b>
	<b>Part A: Grade Assessed</b>	

Refer to the NYSAA Administration Manual page 4 for the NYSAA Age Range Chart to identify the grade level and content areas in which the student will be assessed.

<b>Student #1:</b>
<p>Date of Birth: 1/22/1999</p> <p>Student will reach age _____ between September 1, 2012 and August 31, 2013.</p> <p>Grade to be assessed _____</p> <p>Content areas to be assessed</p> <p><input type="checkbox"/> ELA <input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)</p>
<b>Student #2:</b>
<p>Date of Birth: 10/05/2003</p> <p>Student will reach age _____ between September 1, 2012 and August 31, 2013.</p> <p>Grade to be assessed _____</p> <p>Content areas to be assessed</p> <p><input type="checkbox"/> ELA <input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)</p>
<b>Student #3:</b>
<p>Date of Birth: 04/19/1998</p> <p>Student will reach age _____ between September 1, 2012 and August 31, 2013.</p> <p>Grade to be assessed _____</p> <p>Content areas to be assessed</p> <p><input type="checkbox"/> ELA <input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)</p>



Teachers stop here for review.

Complete the NYSAA Planning Tool for Ryan Student below. Identify the Choice Components for ELA; select AGLIs for the mathematics content area, as if you were Ryan’s teacher.

<b>2012–13 NYSAA Administration Planning Tool</b>	<b>Grade 8</b>
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Grade Level Assessed: Grade 8  
(Birth Date: September 1, 1998—August 31, 1999)

Student Name: <b>Ryan Student</b>	Date of Birth: <b>1/22/1999</b>
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	Required Components	Choice Components	AGLI Codes					
<b>ELA*</b>	<b>Key Ideas</b> Reading	<b>Standards**</b> <input type="checkbox"/> 1 – Reading for information and understanding, <b>OR</b> <input type="checkbox"/> 3 – Reading for critical analysis and evaluation	<b>Reading AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">1</td> <td style="width: 25px;">1</td> <td style="width: 25px;">0</td> <td style="width: 25px;">1</td> </tr> </table>	1	1	1	0	1
	1	1	1	0	1			
<i>AND</i>	Writing	<input type="checkbox"/> 1 – Writing for information and understanding, <b>OR</b> <input type="checkbox"/> 3 – Writing for critical analysis and evaluation	<b>Writing AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;">2</td> <td style="width: 25px;">1</td> <td style="width: 25px;">1</td> <td style="width: 25px;">0</td> <td style="width: 25px;">8</td> </tr> </table>	2	1	1	0	8
2	1	1	0	8				

	Required Components	Choice Components	AGLI Codes					
<b>Mathematics*</b>	<b>Strands</b> Geometry	<b>Bands**</b> <input type="checkbox"/> Geometric Relationships, <b>OR</b> <input type="checkbox"/> Transformational Geometry	<b>Geometry AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;"> </td> </tr> </table>					
<i>AND</i>	Algebra	<input type="checkbox"/> Variables and Expressions, <b>OR</b> <input type="checkbox"/> Patterns, Relations and Functions	<b>Algebra AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;"> </td> </tr> </table>					

	Required Components	Choice Components	AGLI Codes					
<b>Science*</b>	<b>Standards</b> 1 – Scientific Inquiry	<b>Key Ideas**</b> <input type="checkbox"/> 2 – Testing proposed explanations, <b>OR</b> <input type="checkbox"/> 3 – Observations made while testing	<b>Scientific Inquiry AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;"> </td> </tr> </table>					
<i>AND</i>	4 – Living Environment and Physical Setting/Earth Science	<input type="checkbox"/> 5 – Dynamic Equilibrium, <b>OR</b> <input type="checkbox"/> 3 – Particle properties determine observable characteristics of matter and its reactivity	<b>Living Environment OR Physical Setting/Earth Science AGLI Code</b> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px;"> </td> </tr> </table>					

\*Some text on this document may be abbreviated. Complete text is found in the Test Blueprints of the NYSAA Frameworks.  
 \*\*More information regarding Required and Choice Components for each content area is found in the NYSAA Frameworks.



Teachers stop here for review.

<b>GP 2</b>	<b>Guided Practice #2: Steps 6–9</b>	<b>Guided Practice</b>
	<b>Part A: Completing Data Summary Sheets</b>	
Using the NYSAA Planning Tool that you completed in Practice 1, the Student Page and verifying evidence provided, complete the Data Summary Sheets for Ryan’s ELA AGLIs.		

## 2012–13 NYSAA Student Page (1 of 2)

Student Information	
Last Name: <i>Student</i>	First Name: <i>Ryan</i>
Date of Birth: <i>01/22/1999</i>	
Student ID# (assigned by school district): <i>00000</i>	
District of Residence: <i>ABC District</i>	
Name of School Student Attends: <i>Any Town Elementary School</i>	
Attending School City/State: <i>Any Town</i>	
Student most often receives instruction in the following setting (check one below): <input checked="" type="checkbox"/> <b>School</b> <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

### Administration Period for 2012–13 NYSAA: October 1, 2012–February 8, 2013

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, 2003—August 31, 2004	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 2002—August 31, 2003	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 2001—August 31, 2002	Grade 5	ELA, Mathematics
<input type="checkbox"/>	September 1, 2000—August 31, 2001	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 7	ELA, Mathematics
<input checked="" type="checkbox"/>	<b>September 1, 1998—August 31, 1999</b>	<b>Grade 8</b>	<b>ELA, Mathematics, Science</b>
<input type="checkbox"/>	September 1, 1994—August 31, 1995	Secondary	ELA, Mathematics, Science, Social Studies

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

Month in which the last Collegial Review of this datafolio was conducted:	<i>January</i>
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Testing Accommodations are listed on the next page.

## 2012–13 NYSAA Student Page (2 of 2): Testing Accommodations

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

\* Only an allowable testing accommodation for HS ELA or for Grade 3-8 ELA AGLIs that do not assess reading skills; is allowed for Grade 3-HS for mathematics, science, and social studies.

\*\* Only an allowable testing accommodation for HS mathematics or for Grade 3-8 mathematics AGLIs that do not assess calculation skills; is allowed for Grade 3-HS ELA, science, and social studies.

\*\*\* Only an allowable testing accommodation for HS ELA or for Grade 3-8 ELA AGLIs that do not assess writing skills; is allowed for Grade 3-HS for mathematics, science, and social studies.

<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

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

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

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# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is **comparable** to SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

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

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

NYSAA Data Collection Sheet for a Multi-Step Task										
Student Name: <b>Ryan</b>					Content Area: <b>ELA</b>					
AGLI Text: <b>locate the school library or public library</b>					Assessment task: <b>Ryan will locate the school or public library.</b>					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response					INDEPENDENCE KEY: (+) Independent (-) Prompted					
Describe each Step of the Assessment Task:	Date 10/31/2012		Date 11/7/2012		Date 11/14/2012		Date 11/21/2012		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Student finds staircase and proceeds to 2nd floor	-	+	-	+	+	+	+	+		
Student turns left on 2nd floor and proceeds to North Corridor	-	-	+	+	-	+	-	-		
Student turns right at North Corridor	+	+	-	+	+	+	-	-		
Student locates School Library (Rm. )	-	+	+	+	-	+	+	+		
<b>Total +'s</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>		
<b>Total Steps</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>		
<b>Fraction</b>	<b>1/4</b>	<b>3/4</b>	<b>2/4</b>	<b>4/4</b>	<b>2/4</b>	<b>4/4</b>	<b>2/4</b>	<b>2/4</b>		
<b>Percent (%)</b>	<b>25</b>	<b>75</b>	<b>50</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>50</b>	<b>50</b>		
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	JF		AP		AP		MG			
<b>Staff Key (REQUIRED)</b> Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: <b>JF</b> Name: <b>J F</b>		Initials: <b>MG</b> Name: <b>M G</b>		Initials: <b>AP</b> Name: <b>A P</b>		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 may disqualify the student from receiving a reportable score.

### Teacher completes this section:

Student Name: **Ryan** [redacted]

Date of Student Performance: **11/21/2012**

Content Area: **ELA**

AGLI text:

**locate the school library or public library**

Assessment task:

**Ryan will locate the school or public library.**

Accuracy: **50%**      Independence: **50%**

### Observer\* completes this section:

Observer Name: **J** [redacted] **F** [redacted]

Observer Title/Position (REQUIRED):

- Teacher**
- Administrator
- School Psychologist
- Related Service Provider<
  - Occupational Therapist     Physical Therapist     Speech & Language Therapist
  - Certified Occupational Therapy Assistant     Physical Therapist Assistant
- Nurse
- Other certified or licensed professional:

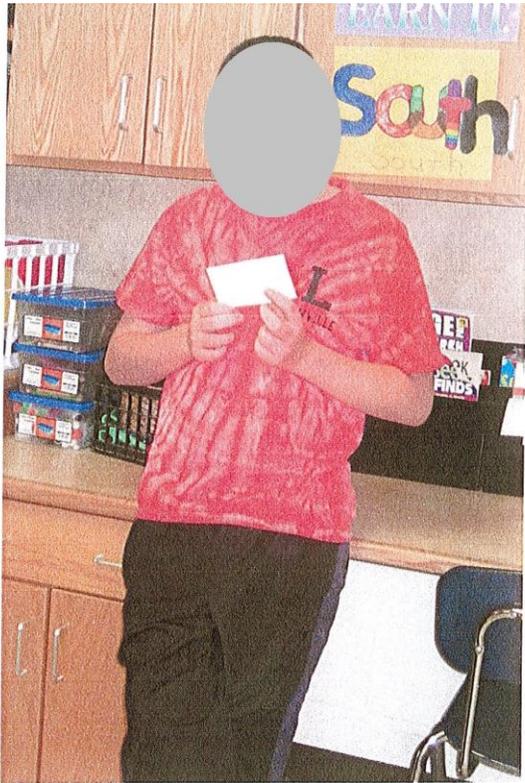
**I hereby certify the assessment task documented was conducted in my presence.**

[redacted signature]  
\_\_\_\_\_  
**OBSERVER SIGNATURE**  
(cannot be the same person collecting data)

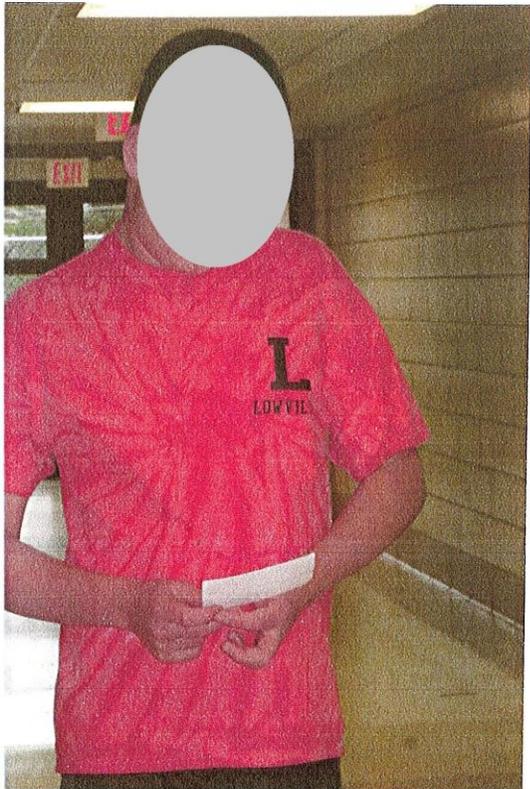
11/21/12  
\_\_\_\_\_  
**DATE**  
(must be same date of student performance noted above)

\*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**



1.) Ryan was given the card that said "find library"; he then went to the staircase.



2.) Ryan proceeded up the staircase and to the North Corridor

Page 1 of 2



3.) Ryan located the School Library (Rm. █)

<b>NYSAA Verifying Evidence Label</b>	
Date Student Performance: <b>12/7/2012</b>	
Student Name: <b>Ryan █</b>	
Content Area: <b>ELA</b>	
AGLI Text: <b>locate the school library or public library</b>	
Task: <b>Ryan will locate the school or public library.</b>	
Accuracy: <b>100%</b>	Independence: <b>100%</b>

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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

**2<sup>nd</sup> 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:       
 AGLI Text:

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# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is **comparable** to SAT# \_\_\_\_\_ on page \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

<b>Student Performance</b> (record the last three dates of documented data in chronological order)		Date 1:		Date 2:		Date 3: 1/17/13	
		%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>						100%	4
<b>Level of Independence</b>						75%	3
<b>Scoring Rubric</b>	<b>Level</b>	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
	<b>Rating</b>	4	3	2	1		

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

Name Ryan

Date 11-16-12

Answer the questions below.

1. What is the book about?
  - a. Some presidents who had unusual pets.
  - b. Some pets lived in bathtubs.
  - c. All presidents had animals in zoos.
  
2. How did the sheep help out at the White house?
  - a. They ate old food.
  - b. They pulled carts.
  - c. They trimmed the grass.
  
3. What happened to the pets that couldn't stay at the White House?
  - a. They went to another house.
  - b. They went to the zoo.
  - c. They went to a farm.
  
4. Where did the alligator live in the White House?
  - a. In the closet.
  - b. In the basement.
  - c. In the bathtub.

4  
4 correct

100% accuracy  
100% independence

Student answered these questions after the teacher read the book "Weird White House Pets"

NYSAA Verifying Evidence Label	
Date Student Performance:	11/16/2012
Student Name:	Ryan
Content Area:	ELA
AGLI Text:	convey answers to literal questions about explicit text ("who," "what," "where," "when," and/or "how")
Task:	The student will convey answers to literal questions about an explicit text (who, what, where, when, and/or how).
Accuracy:	100%
Independence:	100%

Name:

Ryan

100%  
GREAT  
WORK!

Date:

12/14/12

### Christopher Columbus

Directions: After listening to the biography, answer the following questions by circling the correct response.

$\frac{A}{I}$   
 $\frac{+}{+}$

1. **WHO** is the main character in this biography?

a. Queen Isabella

b. Christopher Columbus

$\frac{A}{I}$   
 $\frac{+}{+}$

2. **WHAT** is the story mostly about?

a. Columbus' voyages to the New World

b. Columbus' voyages to space.

$\frac{A}{I}$   
 $\frac{+}{+}$

3. **WHEN** did Columbus discover the New World?

a. 1492

b. 1592

$\frac{A}{I}$   
 $\frac{+}{+}$

4. **WHY** did Columbus want to go to Asia?

a. Columbus wanted spices, jewels, and other treasures from Asia.

b. Columbus wanted to visit his great-grandmother.

$\frac{A}{I}$   
 $\frac{+}{+}$

5. **WHERE** did Columbus sail?

a. east across the Pacific Ocean

b. west across the Atlantic Ocean

$\frac{A}{I}$   
 $\frac{100\%}{100\%}$

<b>NYSAA Verifying Evidence Label</b>	
Date Student Performance: 12/14/2012	
Student Name: <b>Ryan</b> [REDACTED]	
Content Area: <b>ELA</b>	
AGLI Text: convey answers to literal questions about explicit text (e.g., "who," "what," "where," "when," and/or "how")	
Task: The student will convey answers to literal questions about explicit text (who, what, where, when, and/or how).	
Accuracy: 100%	Independence: 100%

Use your NYSAA Administration Manual and information from the training DVD to answer the following questions regarding NYSAA requirements.

1. How many pieces of verifying evidence are required? \_\_\_\_\_
2. If the assessment task contains an “and”, such as “addition and subtraction problems”, must both “addition” and “subtraction” be shown in the verifying evidence? Yes or No
3. If the assessment task contains an “and/or”, such as “addition and/or subtraction problems”, must both “addition” and “subtraction” be shown in the verifying evidence? Yes or No
4. If the assessment task is plural, such as “texts”, must the verifying evidence demonstrate the plural by showing or notating the different texts that were used? Yes or No
5. What are the four types of verifying evidence? \_\_\_\_\_  
\_\_\_\_\_
6. Which type of evidence requires supporting evidence? \_\_\_\_\_
7. Name the two student performance data percentages that must be documented on the Data Summary Sheet for the last three dates of student performance. \_\_\_\_\_  
\_\_\_\_\_
8. What are the seven required elements that must be recorded on verifying evidence?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Each of the four types of verifying evidence must meet individual criteria in order to be valid. Complete the table below for each type of verifying evidence. (Please note: Review the Administration Manual for all requirements specific to each type of verifying evidence.)

Student Work Product	Photograph	Video- or Audiotape clip	Data Collection Sheet

**Choices** (words may be used more than once)

Minimum of Three Photographs • Steps/Time-Segment/Trial Information • Recorded Markers • Minimum of Three Dates • Sequenced from a Single Date • Captioned • Initials of Staff Recording Data • No Prerequisite or Post-Activity Steps • Supporting Evidence • Clip Summary Sheet • Original • Informed Consent • 90 Seconds or Less • Seven Required Elements

10. What is the administration period for 2012-13? \_\_\_\_\_