

2012-13 New York State Alternate Assessment

Administration Training: New Teacher Overview

Office of Assessment Policy, Development and Administration



University of the
State of New York
State Education
Department

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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.
- Intended for teachers new to the NYSAA and those with limited NYSAA experience.
- All teachers must review the 2012-13 Administration Manual (September 2012).



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**New York State
Alternate Assessment**

**ADMINISTRATION
MANUAL**

2012–13



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

September 2012

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**Appendix G:
Introduction**

NYSAA Frameworks

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2012)

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NYSAA Web Site and Links

- **NYSAA Homepage:**
<http://www.p12.nysed.gov/apda/nysaa/>
- **Office of Assessment Policy, Development and Administration (APDA):**
<http://www.p12.nysed.gov/apda/>
- **Office of Information and Reporting Services (IRS):**
<http://www.p12.nysed.gov/irs/>

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NYSAA Support and Technical Assistance

- **Alternate Assessment Training Network (AATN) Specialists**
 - Designated by each BOCES/Big 5 City School District
 - Provide administration training and technical support
 - Support scoring and scoring training
- **Regional Lead Trainers (RLTs)**
 - Sub-contracted by Measured Progress
 - Assigned geographic region to support
 - Support AATN Specialist training and provide technical assistance throughout administration and scoring
 - Contact information on page 5 of the Administration Manual

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NYSAA Steps Chart Administration Manual, Page 7

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 a NYSAA Datafolio Administration Period: October 1, 2012–February 8, 2013	
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
	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
	← Recommended Collegial Review Point
FOR EACH CONTENT AREA ELA, Math, Science, and Social Studies (HS only)	FIRST AGLI
	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
	← Recommended Collegial Review Point
	1st Required Component
	Step 9: Complete Data Summary Sheet
	SECOND AGLI
	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	
← Recommended Collegial Review Point	
2nd Required Component	
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	
	← Recommended Collegial Review Point
Step 12: Submit the datafolio to the building administrator no later than close of business February 8, 2013. 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 8, 2013.	
Step 13: Complete the online teacher survey at http://services.measuredprogress.org/NYSAASurvey.asp	

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Introduction – Steps 1, 2, and 3

- **Step 1:** Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student’s date of birth and the NYSAA 2012-13 Age Range Chart
 - Grade and content areas assessed
- **Step 2:** Review the NYSAA Test Blueprints – Required Components
- **Step 3:** Review the NYSAA Test Blueprints – Choice Components

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NYSAA Planning Tool

Administration Manual, Appendix E

2012–13 NYSAA Administration Planning Tool		Grade 4	
Grade Level Assessed: Grade 4 (Birth Date: September 1, 2002—August 31, 2003)			
Student Name:		Date of Birth:	
ELA*	Required Components Key Ideas Reading	Choice Components Standards** <input type="checkbox"/> 2 – Reading for literary response and expression, OR <input type="checkbox"/> 4 – Reading for social interaction	AGLI Codes Reading AGLI Code [][][][][][]
	AND Writing	<input type="checkbox"/> 1 – Writing for information and understanding, OR <input type="checkbox"/> 2 – Writing for literary response and expression	Writing AGLI Code [][][][][][]
Mathematics*	Required Components Strands Number Sense and Operations	Bands** <input type="checkbox"/> Number Systems, OR <input type="checkbox"/> Operations	Number Sense and Operations AGLI Code [][][][][][]
	AND Measurement	<input type="checkbox"/> Units of Measurement, OR <input type="checkbox"/> Units/Estimation	Measurement AGLI Code [][][][][][]
Science*	Required Components Standards 1 – Scientific Inquiry	Key Ideas** <input type="checkbox"/> 1 – Develop explanations of natural phenomena, OR <input type="checkbox"/> 2 – Testing proposed explanations	Scientific Inquiry AGLI Code [][][][][][]
	AND 4 – Living Environment and Physical Setting/Earth Science	<input type="checkbox"/> 3 – Changes in organisms over time, OR <input type="checkbox"/> 2 – Interactions among components of air, water and land	Living Environment OR Physical Setting/Earth Science AGLI Code [][][][][][]

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When are students assessed?

Teachers

- Work with students during regular instruction
- Provide an instructional period where skills are introduced and developed
- Collect performance data on three separate dates within the administration period for a specific assessment task

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NYSAA Administration Period



- Administration begins on October 1, 2012
- Administration ends on February 8, 2013
- All datafolios must be completed and turned in to building administrators by February 8, 2013
 - No further work, edits, additions, changes, etc. can be done to a datafolio after February 8th

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NYSAA Performance Data

- **Level of Accuracy** – the number of correct responses
- **Level of Independence** – the number of steps/items that did not require prompts or cues

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Confirm IEP Information

- Student's date of birth
- NYSAA designated as assessment
- Testing Accommodations
- Goals and Objectives

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Age Ranges for Testing on NYSAA in 2012–13

Assessment	Birth Date	Student's Age Between September 1, 2012 and August 31, 2013
Grade 3 ELA & Math	September 1, 2003—August 31, 2004	9
Grade 4 ELA, Math, and Science	September 1, 2002—August 31, 2003	10
Grade 5 ELA and Math	September 1, 2001—August 31, 2002	11
Grade 6 ELA and Math	September 1, 2000—August 31, 2001	12
Grade 7 ELA and Math	September 1, 1999—August 31, 2000	13
Grade 8 ELA, Math, and Science	September 1, 1998—August 31, 1999	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1994—August 31, 1995	18*

*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1994 who have not been assessed at the secondary-level must be assessed in 2012-13 before they leave school.

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NYSAA Test Blueprints (cont'd)

NYSAA Test Blueprint - English Language Arts (ELA) Effective with 2006-07 Administration

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*	---	---	---	---	---	---	---

*Note: Speaking is not assessed on the general education State assessments.

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NYSAA Test Blueprints (cont'd)

CHOICE COMPONENT								
For Each Required Key Idea, There are Two Possible Standards From Which to Draw								
Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below Choose 1								
Standard for Each Key Idea from Standards Marked with an X								
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

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Recap – Steps 1, 2, and 3

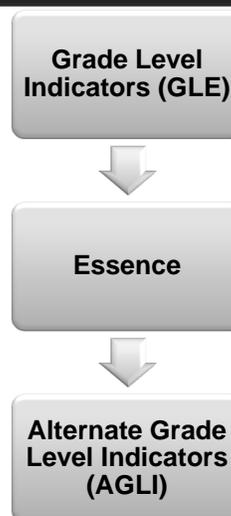
- NYSAA administration period
 - October 1, 2012 to February 8, 2013
- **Step 1:** Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student’s date of birth and the NYSAA Age Range Chart
 - Grade and content areas assessed
- **Step 2:** Review the NYSAA Test Blueprints – Required Components
- **Step 3:** Review the NYSAA Test Blueprints – Choice Components

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Introduction – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
- **Step 5:** Select an assessment task for each AGLI

The NYSAA Frameworks flow:



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4th Grade ELA Assessment

CHOICE COMPONENT								
For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below Choose 1 Standard for Each Key Idea from Standards Marked with an X								
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

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AGLIs = Alternate Grade Level Indicators

- Aligned to the core curriculum and the New York State Learning Standards
- Narrow depth and breadth of content for students with severe cognitive disabilities
- AGLIs are the “entry points” for learning the content
- Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curricula established for all students by the Board of Regents
- Allow students to demonstrate knowledge, skill, and understanding

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AGLI Details – Plurals

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

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AGLI Details – AND, OR, AND/OR

If the AGLI contains...	then the teacher...
“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 <u>or</u> choose one of the more appropriate parts of the AGLI for the student

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Selecting an AGLI within the Grade Level to be Assessed

For each Choice Component within a Required Component:

- Review the grade level indicators
- Review the essences to understand the “big ideas”
- Select an AGLI that is most appropriate for the student

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SATS		ELA – Grade 4 (cont'd)
Required Component 2—Key Idea: Writing		
Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.		
SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will tell (write, draw, select picture(s) of, create image(s) of, etc.) story(s) about personal experience(s) when given a starting question.	• Student work product of a student-created story telling about the student's weekend activities
SAT22101B	The student will tell story(s) by selecting picture(s) or symbol(s) that illustrate personal experience(s).	• Student work product of student-selected picture(s) or symbol(s) for set to tell about a personal experience(s)
SAT22102	The student will attend to or read story(s) and tell what happened in a story using words, pictures, signs, symbols, etc. (e.g., student reads a story and then uses pictures to illustrate an important event in the story, student attends to a story and then uses phrases to indicate what happened at the beginning and end of the story.)	• Data Collection Sheet of the student's performance attending to or reading the story and telling what happened in the story using words, pictures, signs, symbols, etc.
SAT22106	The student will compose ideas for story(s) when given a topic by selecting pictures, words, or phrases from both related and unrelated idea choices.	• Student work product of selected picture, word, or phrase cards with ideas indicated for the story
SAT22104	The student will tell a story by including the element(s) of character(s) and/or setting given a variety of picture, symbol, and/or word choices to select from.	• Student work product showing a story with element(s) of character(s) and/or setting (pictures, word cards, symbols, etc.) included
SAT22105	The student will create a story line using pictures, symbols, objects, signs, etc. when given a theme or topic.	• Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.)
SAT22207A	The student will compose story(s) about personal experience(s) (e.g., weekend activities, after-school activities, favorite vacation, special relationships).	• Student work product of the student's story about his or her favorite vacation
SAT22207B	The student will compose story(s) about personal experience(s) using sentence strips that describe the story.	• Student work product of the student's story using sentence strips
		• Student work product of the student's story with pictures, symbols, etc.

SAT Code Column

POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies Column

Sample Assessment Task Column

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Assessment Tasks

Three options...

1. Use a Sample Assessment Task directly from the Frameworks
2. Modify a Sample Assessment Task from the Frameworks
3. Create an original assessment task
 - Always review any Sample Assessment Task(s) for examples and important notes
 - Include the verb or verb phrase and direct object(s) from the AGLI

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Modifying a Sample Task

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 1:**
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text by indicating word cards or phrase cards that represent facts, data, or ideas appropriate to the text.

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Modifying a Sample Task (cont'd)

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 2:**
The student will take notes recording two important facts, pieces of data, or ideas presented in an informational text.

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Modifying a Sample Task (cont'd)

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 3:**
The student will take notes recording two or more facts presented in an informational text.

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Amy's 1st Required Component – Reading

AGLI: answer comprehension questions about plot, character, and/or setting of text(s) (12209)

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12209A	The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements. (e.g., "Is the plot about _____ or about _____?", "Name/Point to two characters from the story.", "What character helped _____ in the story?", "What is the setting of the story?"; etc.; Note: need to use vocabulary specific to plot, character, setting, etc.)	<ul style="list-style-type: none"> •Student work product of questions or statements about plot, character, and/or setting with student responses to each •Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and/or setting in a text

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Amy's 2nd Required Component – Writing

AGLI: attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102)

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22102	The student will attend to or read a story(s) and tell what happened in a story by indicating an important event from the story using words, pictures, signs, symbols, etc. (e.g., student read a story and then used pictures to illustrate an important event in a story read; student attended to a story and then used phrases to indicate what happened at the beginning and end of the story; etc.)	<ul style="list-style-type: none"> •Data Collection Sheet recording student performance attending to or reading the story and telling what happened in the story using words, pictures, signs, symbols, etc.

Task: comparable SAT22102 ...The student will attend to and tell what happened in a story using words, pictures, symbols, etc.

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Task and Verifying Evidence

- Assess a single task on at least three separate dates
- Collect data on task and record the student performance data for the last three dates
- Submit two pieces of verifying evidence that show what the student did
 - Submit evidence for any two of the three dates of student performance

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Example AGLI and Task:

AGLI: recognize literary terms as they apply to literary texts (12308)

Task: The student will recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts.

Possible Evidence:

VE #1 – student work product showing pictures from a text with character, setting, or plot word cards next to each picture

VE #2 – photographs showing the student placing character, setting, or plot word cards in a different text on appropriate words or pictures

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AGLI: Recognize a whole and/or its parts (13105) – Sample Assessment Tasks

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13105A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.	<ul style="list-style-type: none"> Student work product with whole item labeled or marked as whole and/or parts of a whole item labeled or marked as parts
SAT13105B	The student will recognize a whole shape or object when given a whole and a part by indicating the whole upon request.	<ul style="list-style-type: none"> Student work product showing a set of items in whole form and part form with student mark on the whole form
SAT13105C	The student will recognize the parts of a whole by matching together or indicating two or more parts of the broken object to make a whole. (e.g., two halves of a circle to make a whole circle; four quarters of a square to make a whole square; two halves of a car to make a whole car, etc.)	<ul style="list-style-type: none"> Student work product showing the parts matched or indicated that make up the whole object Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object

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Amy's Mathematics 1st Required Component – Number Sense and Operations

- **AGLI:**
recognize a whole and/or its parts (13105)
- **Sample Assessment Task (SAT13105A):**
The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.
- **Modified Task:**
The student will recognize a whole face or parts of a face when given pictures of whole faces and parts of faces as requested.

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AGLIs		MATH – Grade 4 (cont'd)	
<p>Required Component 2—Brand: Measurement</p> <p>Choice Component 1—Brand: Units of Measurement</p> <p>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</p> <p>POSSIBLE ENTRY POINTS for Measurement-Units of Measurement</p>			
<p>Less Complex</p> <p>The student will:</p> <ul style="list-style-type: none"> order objects according to their lengths (21101) recognize the difference in length between standard units of measurement (21102) compare two objects according to the attributes of mass (more mass/less mass) (21107) order three or more objects according to the attributes of mass (more mass/less mass) (21108) identify tools appropriate for measurement (21105) use standard and/or non-standard tool(s) for measurement (21106) 	<p>More Complex</p> <p>The student will:</p> <ul style="list-style-type: none"> identify the mass of objects measured in grams (21207) use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21209) use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209) use appropriate tools to measure and compare the 	<p>Less Complex</p> <p>The student will:</p> <ul style="list-style-type: none"> order objects according to their lengths from shortest to longest (or longest to shortest) (e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest) 	<p>More Complex</p> <p>The student will:</p> <ul style="list-style-type: none"> use a scale to measure the mass of objects and compare the masses of objects measured in kilograms (21305) recognize, name, and use appropriate tools to measure capacities (volumes), lengths, and/or mass measured in standard units (21306)
<p>*Use of the vocabulary for grade level content. Many volume, etc.) and should must use the vocabulary the glossary may discuss.</p>		<p>AGLIs</p> <p>Required Component 2—Brand: Measurement</p> <p>Choice Component 1—Brand: Units of Measurement</p> <p>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</p> <p>POSSIBLE ENTRY POINTS for Measurement-Units of Measurement</p>	
<p>SAT21101A</p> <p>The student will order objects according to length from shortest to longest (or longest to shortest) (e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest)</p>		<p>SATs</p> <p>Required Component 2—Brand: Measurement</p> <p>Choice Component 1—Brand: Units of Measurement</p> <p>ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*</p> <p>POSSIBLE ENTRY POINTS for Measurement-Units of Measurement</p>	
<p>The student will order three objects that are significantly different in mass by indicating the order from lightest to heaviest (or heaviest to lightest).</p>		<p>SAMPLE ASSESSMENT TASKS (SATs)</p> <p>Assessment tasks are organized from least complex to most complex in accordance with AGLI note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.</p>	
<p>The student will identify appropriate measuring tools to measure various objects (e.g., poster—ruler, can—scale, salt—measuring spoon, milk—measuring cup).</p>		<p>Sample Assessment Tasks</p> <p>The student will order objects according to length from shortest to longest (or longest to shortest) (e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest).</p> <p>The student will order people by height using a height chart to determine who is the tallest and shortest in the class.</p>	
<p>The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.</p>		<p>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</p> <ul style="list-style-type: none"> Student work product showing the objects the student ordered according to length (shortest to longest or longest to shortest) Sequenced, captioned, and dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest. 	
<p>The student will measure the desktop or workspace first using hand spans and then using a ruler.</p>		<p>Sample Assessment Tasks</p> <p>The student will order three objects that are significantly different in mass by indicating the order from lightest to heaviest (or heaviest to lightest).</p> <p>The student will identify appropriate measuring tools to measure various objects (e.g., poster—ruler, can—scale, salt—measuring spoon, milk—measuring cup).</p> <p>The student will measure the desktop or workspace first using hand spans and then using a ruler.</p> <p>The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.</p>	
<p>The student will measure the desktop or workspace first using hand spans and then using a ruler.</p>		<p>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</p> <ul style="list-style-type: none"> Student work product of the different objects and appropriate measuring tools indicated or marked by the student. Data Collection Sheet (multi-step) of the student performance when measuring the desktop or workspace using non-standard and standard units of measurement. Digital video of the student using a scale to measure weight. 	

Recap – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
 - One from each Required Component
- **Step 5:** Select assessment task for each AGLI
 - Teachers may:
 - Use a Sample Assessment Task directly from the Frameworks
 - Modify a Sample Assessment Task from the Frameworks
 - Create an original assessment task
 - Do not use the POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies as the assessment task
 - Review the information on the Sample Assessment Task pages for ideas on assessment strategies, helpful examples, and important notes

Introduction – Steps 6, 7, and 8

- **Step 6:** Plan for evidence that must be included for each AGLI
- **Step 7:** Conduct assessment task
- **Step 8:** Complete verifying evidence documentation

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Steps 6, 7, and 8

- Plan for evidence
- Conduct the assessment task
- Document student performance data on the verifying evidence
- Consider all needs
 - Materials
 - Equipment
 - Supports
 - Staff

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Four Types of Verifying Evidence

- Student work product
- Sequence of captioned and dated photographs
- Digital video or audio clip
- Data Collection Sheet with supporting evidence

See pages 13-21 of the Administration Manual for specific guidelines

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Important Evidence Reminders

- Verifying evidence and documentation:
 - must be original (no photocopies, in part or whole),
and
 - cannot contain correction fluid or tape, “white-out”, or “black-out”
- Errors in documentation must be:
 - crossed out,
 - corrected, and
 - initialed
- Verifying evidence documentation must be conducted and dated within the administration period
- ELA verifying evidence must be submitted in English

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Data Collection Sheets

- May be submitted for one or more dates on the Data Summary Sheet
- Must include data from a minimum of 3 dates
- Cannot stand alone as verifying evidence
 - Supporting evidence is required for each date transcribed to the Data Summary Sheet, up to two pieces
 - Supporting evidence can be:
 1. Student Work Product
 2. Photographs
 3. Digital Video and/or Audio
 4. Observer Verification Form (OVF)

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Data Collection Sheet (cont'd.)

- All information on Data Collection Sheet must be completed in full
 - Seven required elements
 - Steps, Time-segment, or Trial information
 - Staff initials for each date

NYSAA Data Collection Sheet for a Multi-Step Task

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

ACGL Text: _____ Assessment Task: _____
Open-ended comprehension questions about plot, character, and/or setting of the text(s). Multiple-choice or short-answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements.

Describe each Step of the Assessment Task:	ACCURACY (Acc KEY: (+) Correct Response (-) Inaccurate/No Response)						INDEPENDENCE (Ind KEY: (+) Independent (-) Prompted)					
	Date		Date		Date		Date		Date		Date	
	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind	Acc	Ind
Attended to the beginning of story												
Attended to the middle of story												
Attended to the end of story												
Tell what happened by selecting a picture of an event at beginning of story												
Tell what happened by selecting a picture of an event at end of story												
Total -'s												
Total Steps												
Fraction	/	/	/	/	/	/	/	/	/	/	/	/
	%	%	%	%	%	%	%	%	%	%	%	%

REQUIRED FOR EACH DATE WITH DATA FROM Staff Initials of Person Recording Data on This Sheet

Staff Key (REQUIRED) Record the initials and Corresponding Name of Staff Recording Data in Previous Key

Initials: _____ Name: _____ Initials: _____ Name: _____
 Initials: _____ Name: _____ Initials: _____ Name: _____

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

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Example: Observer Verification Form Signature

NYSAA Data Collection Sheet for a Multi-Step Task

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

AGU Text: Answer "who," "what," and/or "when" questions about text (s) with classmate(s). Assessment task: Rhonda will answer who, what and when questions about a text with a classmate.

ACCUACY (Acc KEY: (x) Correct Response (i) Inaccurate/No Response) INDEPENDENCE (Ind KEY: (i) Independent (p) Prompted)

Describe each Step of the Assessment Task	Date 11/1/12		Date 11/2/12		Date 11/3/12		Date 11/4/12		Date 11/5/12	
	Acc	Ind								
Observer who question with peer	+	-	+	-	+	-	+	-	+	-
Observer who question with peer	+	-	+	-	+	-	+	-	+	-
Observer who question with peer	+	+	+	+	+	+	+	+	+	+

Total #s: 2, 2, 3, 1, 2, 2
Total Steps: 3, 3, 3, 3, 3, 3
Fraction: 2/3, 2/3, 3/3, 1/3, 2/3, 2/3
Percent (%): 67, 67, 100, 33, 67, 67

RECORDED FOR EACH DATE WITH LIST OF PEER Staff Initials or Full Name Recording the Date for Each Date:
11/1/12: BL, BL
11/2/12: BL, BL

Staff Key (REQUIRED)
Record the Initials and Corresponding Name of Staff Recording Date to Provide Key for Initials Recorded Above
Initials: BL Name: Bonnie Initials: _____ Name: _____
Initials: _____ Name: _____ Initials: _____ Name: _____

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: Rhonda Date of Student Performance: 11/3/12
 ELA Mathematics Science Social Studies (HS only)

AGU text: Answer "who," "what," and/or "when" questions about text (s) with classmate(s).

Observer* completes this section:
Observer Name: Allison
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.
Allison
OBSERVER'S SIGNATURE DATE OBSERVED: 11/3/12
(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.)

Student Work Product, Photographic, Digital Video, and/or Audio Evidence



- Must be original



- Minimum of a sequence of three photographs, not including prerequisite or post-activity steps
- Caption each photograph
- All photographs must be taken on the same date



- Clip is 90 seconds or fewer (excluding markers)
- Recorded markers within beginning and end of clip with seven required elements

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Seven Required Elements

For all evidence (Data Summary Sheet, verifying evidence, supporting evidence):

1. Student's name
2. Date of student performance
3. Content area
4. AGLI text (exactly as it is written in the Frameworks)
5. Assessment task
6. Level of Accuracy
7. Level of Independence

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Recording Required Elements

Record the seven required elements:

- Directly on the verifying evidence or
- On a verifying evidence label (VE label) affixed to the verifying evidence.
- For digital video or audio evidence, required elements are recorded as markers on the clip; or
- For a Data Collection Sheet and Observer Verification Form, required elements are directly on the documents in the spaces provided.

NYSAA Verifying Evidence Label	
Date of Student Performance:	____/____/____
Student Name:	_____
<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS only)
AGLI text:	_____

Task:	_____

Accuracy:	_____%
Independence:	_____%

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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.),
 - how the performance data was calculated, or
 - the verifying evidence itself.
- 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. *For example:*

“John was asked the questions listed on the worksheet about the story read aloud, was given three choice cards, and responded through eye gaze. Responses were recorded by staff.”

See pages 15 and 16 of the Administration Manual

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Performance Scores: Accuracy

Accuracy is a key measure of student performance for the NYSAA. The teacher determines the level of accuracy by comparing the student's number of correct responses with the total number of expected responses.

Level of Accuracy Example:

20 correct responses out of 25 possible total responses
 $20/25 = .8 \times 100\% = 80\%$ accurate

Document both the percentage and the rating on the Data Summary Sheet. Note: Rounding up is acceptable for a calculation of .5 or above.

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Accuracy Rounding Example

Level of Accuracy:

4 correct responses out of 6 addition problems

$4/6 = .66667 \times 100\% = 66.667\%$, rounded to
67% accurate

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

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Performance Scores: Independence

Independence is a key measure of student performance on the NYSAA. The level of independence cannot be estimated. It is determined by dividing the number of steps or items not requiring prompts or cues by the total number of steps in the task.

Level of Independence Example:

Student completes a 6 step task with prompts on 2 steps

$4/6 = .66667 \times 100\% = 66.7\%$ rounded up to 67%

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.

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Independence Rounding Example

Level of Independence:

Student completes a 3 step task with prompts on 2 steps

$$1/3 = .3333 \times 100\% = 33.33\% = 33\%$$

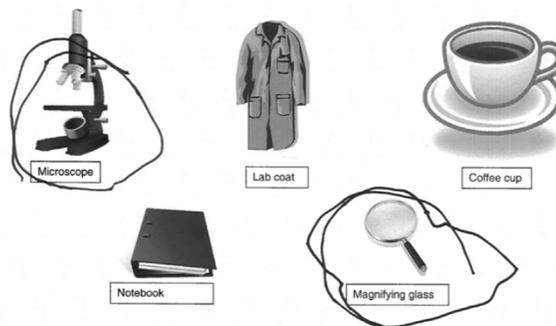
Note: Rounding up is acceptable for a calculation of .5 or above.

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Example: Scientific Tools

Name: Ronny [redacted] Date: Nov. 2, 12
Content area: Science
AGLI: identify tools needed in a simple investigation (12207)
Assessment Task: Ronny will identify tools needed to perform a simple investigation given the investigation procedures.
Accuracy $5/5 = 100\%$
Independence $4/5 = 80\%$

Directions: using the investigation procedures provided by the teacher mark the tools needed to perform the investigation (Viewing and Comparing Plant and Animal Cells)



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Recap – Steps 6, 7, and 8

- Review the NYSAA Administration Manual (September 2012) carefully
- Plan before administering the assessment
- Review the verifying evidence guidelines (pages 13-21)
- Don't take short cuts – you will jeopardize the student's chances of receiving a reportable score

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Introduction – Step 9

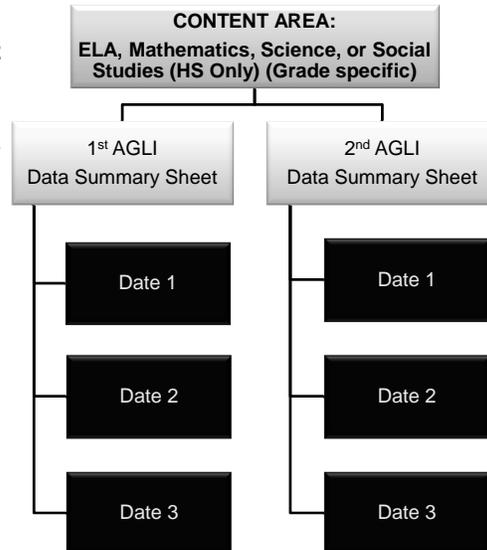
Step 9: Completing the Data Summary Sheet in full

- Fill in the required demographic information
- Check the Choice Component box
- Record the AGLI code and text
- Record the assessment task
- Complete the performance data section

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Data Collection Flow

- Transcribe the **last** three dates of student performance to the Data Summary Sheet
- Submit verifying evidence for any two of the three dates



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Measured Progress ProFile™ Information – Appendix A

- Includes all required NYSAA documents and eliminates the need for transcription of information across multiple documents
- Allows password-protected access and management of student records from any computer
- There is no limit to the number of students a user may set up
- Available to teachers statewide
- On-line during the NYSAA Administration Period
 - Taken off-line **February 8, 2013 at 6:00 pm**

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Ordering Documents in NYSAA Datafolio

1. ELA

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

2. Mathematics

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

3. Science, Grade 4, 8, and HS only

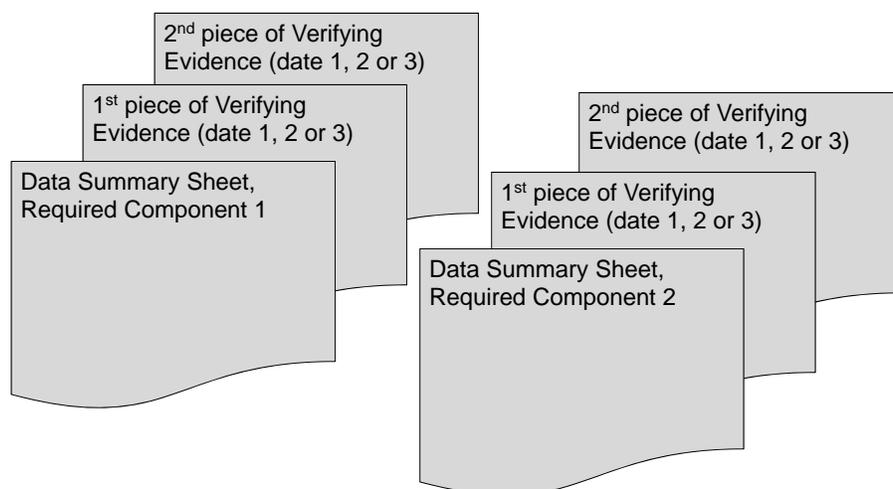
- 1st Required Component AGLI
- 2nd Required Component AGLI

4. Social Studies, HS only

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

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Ordering Documents in NYSAA Datafolio



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Recap – Step 9

- Data Summary Sheets are grade and content specific
- Complete the Data Summary Sheet in full
 - Fill in the required demographic information
 - Check the Choice Component box
 - Record the AGLI code and text
 - Record the assessment task
 - Complete the performance data section

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Steps 10 – 13

- **Step 10:** Complete Steps 6 - 9 for each content area to be assessed
- **Step 11:** Assemble the datafolio according to the standardized procedures
 - Using the Table of Contents and
 - Checklist of Things to Remember
- **Step 12:** Submit the datafolio to the building administrator by the close of business on February 8, 2013
- **Step 13:** Complete the on-line NYSAA Teacher Survey

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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 Collegial Review was conducted on the bottom of page 1 of the Student Page



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