

# 2013-14 New York State Alternate Assessment (NYSAA)

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## **Administration Training: Steps to Plan, Administer and Complete NYSAA Datafolios for 2013-14**

Office of State Assessment



University of the  
State of New York  
State Education  
Department

### **New York State Alternate Assessment**

### **ADMINISTRATION MANUAL**

**2013–14**



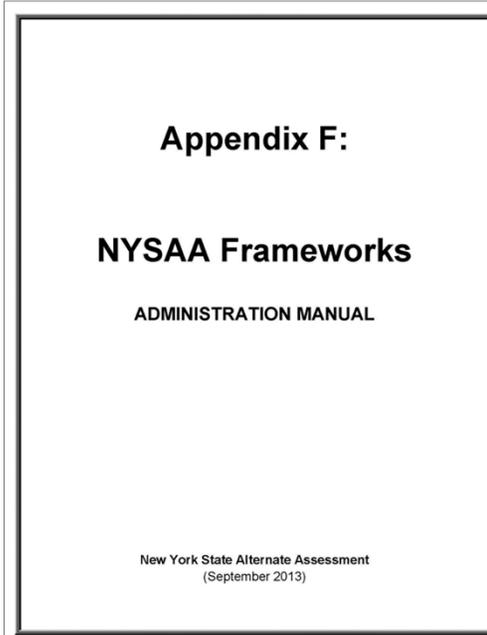
Developed by  
The New York State Education Department  
Office of Assessment Policy, Development and Administration  
Measured Progress, Inc.

September 2013

## **2013–14 Administration Manual**

2

# NYSAA Frameworks



## 2013-14 Steps for Completing a NYSAA Datafolio \*NEW\* Administration Period: September 30, 2013 – February 7, 2014

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.

FOR EACH CONTENT AREA ELA, Mathematics, Science and Social Studies	Step 1:	Confirm the students to be assessed; prepare to administer the NYSAA; and confirm content areas to be assessed. (September 30 – October 2013)	
	Step 2:	Review the test blueprints for the content areas to be assessed.	
	Step 3:	Review the Extensions or AGLIs and Assessment Tasks for the first content Standard being assessed.	
	Step 4:	Determine an Extension or AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.	
	Step 5:	Plan the evidence that must be included for each Standard.	
	Step 6:	Conduct the baseline administration (September 30 to mid-November 2013).	
	Step 7:	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay).	
		<i>Recommend Collegial Review</i>	
	Measured Progress ProFile™	Be reminded, that Measured Progress ProFile™ is available to all teachers to assist with their data collection, documentation and datafolio organization: <a href="https://profile.measuredprogress.org/NYSAA/">https://profile.measuredprogress.org/NYSAA/</a>	
	Step 8:	Continue to provide instruction and evaluate progress. (October – February)	
	Step 9:	Conduct the final administration no later than February 7, 2014.	
	Step 10:	Complete the verifying evidence documentation (Measured Progress ProFile™).	
		<i>Recommend Collegial Review</i>	
	Step 11:	Complete the Data Summary Sheets (Measured Progress ProFile™).	
	Step 12:	Complete Steps 3–11 for all standards within this content area.	
	Step 13:	Complete the assessment for each content area to be assessed (Steps 3–12).	
Step 14:	Assemble the datafolio.		
	<i>Recommend Collegial Review</i>		
Step 15:	Submit the datafolio to the building administrator no later than close of business on February 7, 2014. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc., can be done to the student datafolio after February 7, 2014.		
Step 16:	Complete the online teacher survey at <a href="https://www.surveymonkey.com/s/2013-14TeacherSurvey">https://www.surveymonkey.com/s/2013-14TeacherSurvey</a> .		

# NYSAA Steps Chart (page 9)

## Datafolio Sample – Student Name



5

What will training cover?

### **Steps to Completing a NYSAA Datafolio:**

- Confirm students to be assessed
- Confirm the content areas to be assessed
- Plan the assessment
- Conduct the assessment
- Document student performance

6

## Administration Support

- Technical Support available from Alternate Assessment Training Network (AATN) Specialists and Regional Lead Trainers (RLTs)
- Measured Progress ProFile™
  - <https://profile.measuredprogress.org/NYSAA/>
- Collegial Reviews
  - Required at least once during administration period
  - Contact AATN for dates and information

7

Steps 1, 2, 3

## **Introduction: Steps 1, 2, 3**

<b>Step 1</b>	Confirm the students to be assessed; prepare to administer the NYSAA; confirm content areas to be assessed.
<b>Step 2</b>	Review Test Blueprints for the content areas to be assessed.
<b>Step 3</b>	Review the Extensions or AGLIs, and the Assessment Tasks for the first Standard being assessed.

9

## **2013-14 NYSAA Administration Period**



- Administration begins on September 30, 2013
- Administration ends on February 7, 2014
- All datafolios must be completed and turned in to building administrators by February 7, 2014
  - No further work, edits, additions, changes, etc. can be done to a datafolio after February 7<sup>th</sup>

10

## Reviewing the Student's IEP

- NYSAA designated as assessment
- Student's date of birth falls within ranges on 2013-14 NYSAA Age Range Chart
- Testing Accommodations
- Goals and Objectives

11

## NYSAA Age Range Chart

Age Ranges for Testing on NYSAA in 2013–14		
Assessment	Birth Date	Student's Age Between September 1, 2013 and August 31, 2014
Grade 3 ELA & Math	September 1, 2004—August 31, 2005	9
Grade 4 ELA, Math, and Science	September 1, 2003—August 31, 2004	10
Grade 5 ELA and Math	September 1, 2002—August 31, 2003	11
Grade 6 ELA and Math	September 1, 2001—August 31, 2002	12
Grade 7 ELA and Math	September 1, 2000—August 31, 2001	13
Grade 8 ELA, Math, and Science	September 1, 1999—August 31, 2000	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1995—August 31, 1996	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, 1995 who have not been assessed at the secondary-level must be assessed in 2013-14 before they leave school.

12

# NYSAA Age Range Chart

Age Ranges for Testing on NYSAA in 2013–14		
Assessment	Birth Date	Student's Age Between September 1, 2013 and August 31, 2014
Grade 3 ELA & Math	September 1, 2004—August 31, 2005	9
Grade 4 ELA, Math, and Science	September 1, 2003—August 31, 2004	10
<p><b>*Note:</b> 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, 1995 who have not been assessed at the secondary-level must be assessed in 2013-14 before they leave school.</p>		
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1995—August 31, 1996	18*
<p><b>*Note:</b> 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, 1995 who have not been assessed at the secondary-level must be assessed in 2013-14 before they leave school.</p>		

For questions about the age ranges, contact the Department.

## NYSAA Test Blueprint – ELA, high school highlighted

New York State Alternate Assessment (NYSAA) Test Blueprint		ENGLISH LANGUAGE ARTS (ELA)						
Strand	Sub-Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading Standards for Literature	Key Ideas and Details		X			X		X
	Craft and structure			X				
	Integration of Knowledge and Ideas		X			X		
	Responding to Literature	X						
Reading Standards for Informational Text	Key Ideas and Details				X			X
	Craft and Structure	X					X	
	Integration of Knowledge and Ideas			X			X	
	Key Ideas & Integration of Knowledge and Ideas					X		
Writing Standards	Text Types and Purposes	X			X			X
	Production and Distribution of Writing		X			X		
	Research to Build and Present Knowledge			X			X	
Speaking and Listening Standards	Comprehension and Collaboration	X		X	X	X		
	Presentation of Knowledge and Ideas		X				X	X
Language Standards	Conventions of Standard English	X			X			X
	Knowledge of Language			X			X	
	Vocabulary Acquisition and Use		X			X		

## Standards Assessed by Grade

Grade	ELA	Mathematics	Science	Social Studies
<b>3</b>	5 Standards	5 Standards		
<b>4</b>	5 Standards	5 Standards	2 Standards	
<b>5</b>	5 Standards	5 Standards		
<b>6</b>	5 Standards	5 Standards		
<b>7</b>	5 Standards	5 Standards		
<b>8</b>	5 Standards	5 Standards	2 Standards	
<b>High School</b>	5 Standards	5 Standards	2 Standards	2 Standards

15

## Frameworks – Example, High School

**English Language Arts**

NYSAA

H

New Y

Assessment Tasks

**THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)**

Marking the Assessment Tasks can lead to the development of High Transition Skills. The Assessment Goals in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

Extensions and Assessment Tasks

**ELA – High School RL.11.2**

Assessments

**Assessment Tasks**

Read an objective summary of a literary text.

**Assessment Tasks**

- The student will identify a theme or topic, tracing patterns, such as, etc., or under etc.
- The student will create an objective summary of a literary text, using a graphic organizer that includes key, main themes. (ATS11310)

personal skills, and abilities relating to specific post school training and/or jobs

school, community, and home settings.

entry for success in the workplace. For this, use language to interact with

use of events

Frameworks – High School ELA

Page 1 – 2013-14 NYSAA Frameworks – High School ELA

16

## Frameworks – High School Example

Extensions and Assessment Tasks					
Less Complex	Assessment Tasks				
Recognize the central idea of literary text. (91111)	<table border="1"> <thead> <tr> <th>Extensions</th> <th>More Complex</th> </tr> </thead> <tbody> <tr> <td>Identify a sequence of events and the central idea of a literary text. (91121)</td> <td>Create an objective summary of a literary text that includes one or more themes. (91131)</td> </tr> </tbody> </table>	Extensions	More Complex	Identify a sequence of events and the central idea of a literary text. (91121)	Create an objective summary of a literary text that includes one or more themes. (91131)
Extensions	More Complex				
Identify a sequence of events and the central idea of a literary text. (91121)	Create an objective summary of a literary text that includes one or more themes. (91131)				
<ul style="list-style-type: none"> <li>The student will recognize the central idea of a literary text (e.g., the student identifies the central idea of a literary text from a set central idea of choices). (AT91111)</li> </ul>	<table border="1"> <thead> <tr> <th>Assessment Tasks</th> <th>Assessment Tasks</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>The student will identify a sequence of two or more events by arranging pictures, symbols, words, etc. in chronological order and identifying a picture, symbol, word, etc. that represents the central idea. (AT91121A)</li> <li>The student will identify the beginning, middle, and end of a story and will indicate the central idea (e.g., given a set of picture cards from a story, the student identifies cards that represent the beginning, the middle, the end, and the central idea). (AT91121B)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>The student will create an objective summary (logical/fact-based) of a literary text that includes one theme. (AT91131A)</li> <li>The student will create an objective summary of a literary text, using a graphic organizer that includes two or more themes. (AT91131B)</li> </ul> </td> </tr> </tbody> </table>	Assessment Tasks	Assessment Tasks	<ul style="list-style-type: none"> <li>The student will identify a sequence of two or more events by arranging pictures, symbols, words, etc. in chronological order and identifying a picture, symbol, word, etc. that represents the central idea. (AT91121A)</li> <li>The student will identify the beginning, middle, and end of a story and will indicate the central idea (e.g., given a set of picture cards from a story, the student identifies cards that represent the beginning, the middle, the end, and the central idea). (AT91121B)</li> </ul>	<ul style="list-style-type: none"> <li>The student will create an objective summary (logical/fact-based) of a literary text that includes one theme. (AT91131A)</li> <li>The student will create an objective summary of a literary text, using a graphic organizer that includes two or more themes. (AT91131B)</li> </ul>
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17

## Frameworks – High School Example Transition Skills and CDOS Crosswalk:

Assessment Tasks
<p><b>THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)</b></p> <p>Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.</p> <p>Some of the transition skills that may be developed later by students with disabilities are listed below.</p> <p>RL.11.2 Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For Example:</p> <ul style="list-style-type: none"> <li>Use language (words, picture symbols, sentences) to express specific post-school training and/or employment interests</li> <li>Name specific tools and describe how they are used for different jobs</li> </ul> <p>Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:</p> <ul style="list-style-type: none"> <li>Summarize information from materials presented (user's guides)</li> </ul> <p>Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:</p> <ul style="list-style-type: none"> <li>Interpersonal Skills: Ask for help when faced with difficult situations; use language to interact with others</li> <li>Reading: Summarize information from texts</li> <li>Thinking Skills: Use information from a text to identify the sequence of events</li> </ul>

**For instructional purposes ONLY. Cannot be used as Assessment Tasks.**

18

### **Review: Steps 1, 2, 3**

<b>Step 1</b>	Confirm the students to be assessed; prepare to administer the NYSAA; content areas to be assessed.
<b>Step 2</b>	Review Test Blueprints for the content areas to be assessed.
<b>Step 3</b>	Review the Extensions or AGLIs, and the Assessment Tasks for the first Standard being assessed.

19

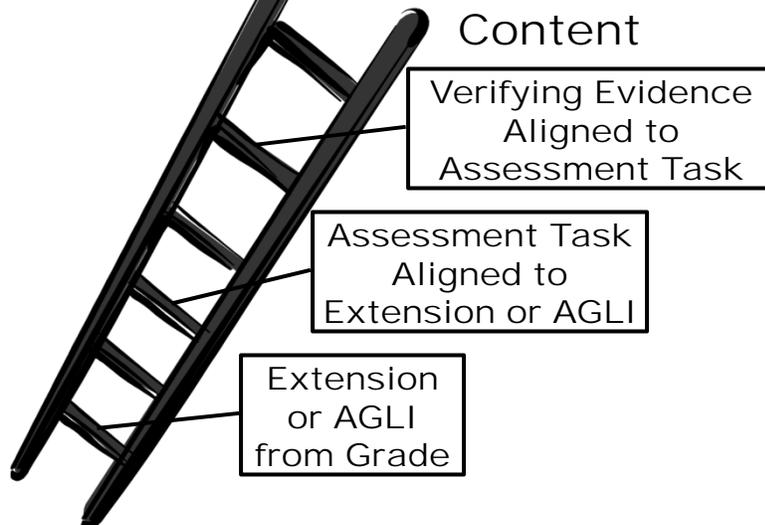
Steps 4, 5, 6

## Introduction: Steps 4, 5, 6

<b>Step 4</b>	Determine an Extension or AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for <u>both</u> baseline and final administrations.
<b>Step 5</b>	Plan the verifying evidence that must be included for each Standard; performance documentation.
<b>Step 6</b>	Conduct the baseline administration (October to mid-November).

21

## Alignment to Grade-Level Content



22

## Review the Standard and Essence(s)

CCSS and Essence(s)		
CCSS Strand: Reading Standards for Literature		ELA – High School
CCSS Sub-Strand: Key Ideas and Details		CCSS Page(s): 48
CCSS Code	Grade-Specific Standard	Essence(s) of Standard
RL.11.2	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.

23

Starting Point to Choosing an Extension or AGLI

Extensions and Assessment Tasks		
Extensions and Assessment Tasks		ELA – High School RL.11.2
Extensions		
Less Complex	More Complex	
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Recommended starting point to selecting an Extension to be assessed

24

## Considerations from the IEP

- Present levels of performance
- Annual goals and objectives
- When planning the assessment, include
  - Testing accommodations
  - Supports
  - Adaptive equipment
  - Assistive technology

*Consider these in planning the assessment, materials, and documentation of the student's performance*

25

Extensions and Assessment Tasks		
Extensions		Assessment Tasks
Less Complex	Identify a sequence of events and the central idea of a literary text. (91121)	More Complex
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Example -  
Selecting  
an  
Extension  
(91121)

26

## Assessment Tasks

- Assessment Tasks must be used as written
- Teachers can **no longer**
  - Modify an assessment task, or
  - Create an original assessment task

**Use only the Assessment Tasks provided in the Frameworks**

27

Extensions and Assessment Tasks		
Extensions		Assessment Tasks
Less Complex	More Complex	
Recognize the central idea of literary text. (91111)	Identify a sequence of events and the central idea of a literary text. (91121)	Create an objective summary of a literary text that includes one or more themes. (91131)
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Example – Selecting an Assessment Task

***The same Assessment Task is administered on both baseline and final data points.***

28

## STEP 5 Planning Verifying Evidence

- Purpose – demonstrate student’s performance of Assessment Task
- Two pieces of verifying evidence (VE) are required for each Standard
  - **Baseline Data Point = 1 piece of VE**
  - **Final Data Point = 1 piece of VE**
- Each piece of VE must demonstrate all requirements of the task on it’s own.
- Evidence will not be considered “in total”

29

## Assessment Task Contains PLURAL

If the Assessment Task contains...	Then <b><i>EACH</i></b> piece of verifying evidence...
plural	must demonstrate the plural component for that date
“s” in parentheses	may demonstrate the singular or plural component for that date

30

## Example: Plural Demonstrated in VE

### Extensions and Assessment Tasks

**Extensions**

Less Complex ← ..... → More Complex

Complete a function table (e.g., fill in the input/output information). (91311)

Identify features of a linear graph. (91321)

Identify a function as positive or negative on a given graph. (91321)

**Assessment Tasks**

- The student will complete a function table (e.g., given a function table with one or more value(s) missing, the student fills in the missing value(s)). (AT91311)
- The student will identify two or more features of a linear graph (e.g., axes, the point where x and y axes intersect, two variables increasing at constant rate). (AT91321)

### Mathematics – High School F-IF

#### NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: Sasha Student

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.

ACCURACY (A)(C) KEY: (C) Correct Response (I) Inaccurate Response

Describe each Step of the Assessment	Baseline	Date 2	Date 3	Date 4	Date 5	Date 6	Date 7	Final
	10/22/2013	12/3/2013	1/16/2014					10/12/2014
Acc +/:	Acc +/:	Acc +/:	Acc +/:	Acc +/:	Acc +/:	Acc +/:	Acc +/:	Acc +/:
-	-	+	N	N	N	N	N	+
+	-	+	N	N	N	N	N	+
-	-	+	N	N	N	N	N	+
+	-	+	N	N	N	N	N	+
-	-	-	N	N	N	N	N	-
-	-	-	N	N	N	N	N	-
-	+	-	N	N	N	N	N	+
N	N	N	N	N	N	N	N	N
2	3	3						4
6	6	6						6
2/8	3/8	3/8						4/8
33	50	50						67
PF	PF	KS						PF

REQUIRED Initials PF Name: Pam F  
Initials KS Name: Kim S  
Initials Name:  
Initials Name:

national (for organizational and tracking purposes only)  
 ELA  Mathematics  Science  Social Studies (HS only)

ADL# 91321  
 task: The student will identify two or more features of a linear graph. (e.g., axes, point where axes intersect, two variables increasing at constant rate, etc.). (AT91321)

NYSAA Profile™ 2013-2014

61\NYSAA ProfFile\Users\NY\_Prim\_MSC\app 5/22/2013

**Describe each Step of the Assessment Task:**

- identify x axis
- identify y axis
- identify point where x and y intersect
- identify variable #1
- identify variable #2
- identify a coordinate pair

31

## Assessment Task Contains AND, OR, AND/OR

If the Assessment Task contains...	Then <b><u>EACH</u></b> piece of verifying evidence...
“and”	must demonstrate ALL parts of the Assessment Task for that date
“or”	may demonstrate one of the two or more elements most appropriate for the student for that date
“and/or”	may demonstrate all the elements from the Assessment Task <u>or</u> choose one or more of the more appropriate parts of the task for that date

32

## Example: AND Demonstrated in VE

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**Extension:** Grade 5 Math (5.G), Extension 50531

Compare a similarity and a difference between two or more two-dimensional shapes based on a property. (50531)

---

**Assessment Task:** AT50531

The student will compare a similarity and a difference of two or more two-dimensional shapes, based on a property. (AT50531)

---

**AND Statement:** compare a similarity AND a difference

---

**EACH piece of verifying evidence must demonstrate:** The student compare both a similarity and a difference on each date.  
Best practice would be to present multiple two-dimensional shapes to compare similarities and differences .

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33

## Planning Verifying Evidence – Questions to Ask

- What is the best way to present the Assessment Task being conducted?
- Does the verifying evidence show what the Assessment Task outlined as the **student's action**?
- Is the **vocabulary** from the Assessment Task included on the verifying evidence to ensure alignment of evidence to task?

34

Example:  
VE does NOT  
include  
Vocabulary  
from the  
Assessment  
Task

Grade 4 Science AGLI  
#42211, AT42211A  
“the student will  
distinguish between a  
plant and an animal”

Name: Carlos Date: 11/3/13

Directions: Identify a tree.

35

## Considerations for Verifying Evidence–Planning

- Materials, equipment, support and staff
- Expected outcome of task
- Documentation of the performance
- The best way for student to demonstrate knowledge, skills and understanding

36

## Notations on Verifying Evidence

- Notations provide clarifying information to an outside person
  - Not familiar with the student
  - Unfamiliar with the activity
- Notations provide information about
  - How the task took place,
  - How the student responded, and/or
  - How the performance was calculated

37

## Example: Notation on Verifying Evidence

Name: Sasha S. Date: Jan 16

Directions: Choose an area of interest to research, identify a source where you can find information. Collect at least three facts about your topic. Complete the graphic organizer below as indicated.

*NOTATION: Sasha chose her area of interest and did an internet search for a related article. She typed her notes on the computer and then pasted them in the organizer.*

**MEMOR KIDS**

- It can be hard for a kid to find a job.
- Kids have to balance school, friends and a job.
- Jobs teach kids to be responsible.

$\frac{4}{5} = 75\%$

SOURCE:  
Article by David Quilty, "15 Best Part-Time Jobs for High School Students"

38

## Four Types of Verifying Evidence

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

*See pages 15-21 of the Administration Manual for specific guidelines*

39

## Three Required Elements

**Required on all evidence** (Data Summary Sheet, verifying evidence, supporting evidence):

1. Student's name
2. Date of student performance
3. Level of Accuracy



***May be recorded directly on the verifying evidence or on a VE label affixed to the verifying evidence***

40

## Example: VE Information conflicts with Assessed Task

### Grade 4 Science

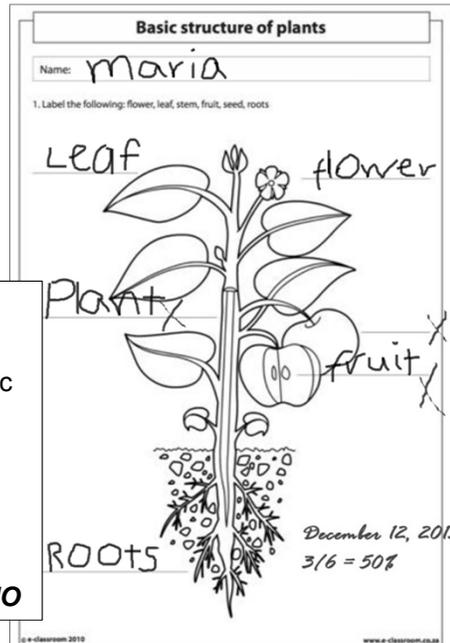
#### AGL#42221:

Identify the function of a basic plant or animal structure

#### Assessment Task:

The student will identify the function of a plant or animal structure.

**Connection VE to Task= NO**



41

## Templates = Administrative Error

- Information that guides or leads the student to the correct response may be considered a template
- Carefully review
  - Directions or other information printed on worksheets
  - Examples or definitions provided
- Remove any guiding information prior to presenting the task to the student

42

Name: \_\_\_\_\_
Date: \_\_\_\_\_

**ACTION VERBS**

Identify the verb in each sentence below.

- 1.) Sally listens to her favorite music.
- 2.) Victor hit a baseball over the fence.
- 3.) The dog barks.
- 4.) The roof of the house leaks.
- 5.) The pirate searches for treasure.
- 6.) The quarterback throws the football.
- 7.) Jacque teaches his bird tricks.
- 8.) Mr. Butler coaches soccer.
- 9.) The actor leaped over the car in the movie.
- 10.) Keisha solved the mystery.



## Example: Template

The verbs are underlined, which leads the student to the correct answer.

This is considered a template.

43

## Photographic, Digital Video, and/or Audio Evidence



- Minimum sequence of three photographs, not including prerequisite or post-activity steps
- Caption summarizing the series is acceptable (at least one)
- All photographs must be taken on the same date

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

44

# Data Collection Sheets

**NYSAA Data Collection Sheet for Documenting a Task by Time Segments**

Student 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.

ACCY (Acc) KEY: (H) Correct Response (I) Inaccurate/No Response

| Date |
|------|------|------|------|------|------|------|------|
| Acc  |
| #/   | #/   | #/   | #/   | #/   | #/   | #/   | #/   |

**NYSAA Data Collection Sheet for Discrete Trial Data**

Student 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.

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

ACCY (Acc) KEY: (H) Correct Response (I) Inaccurate/No Response

| Date  |
|-------|-------|-------|-------|-------|-------|-------|-------|
| #     | ACC   | #     | ACC   | #     | ACC   | #     | ACC   |
| #/    | #/    | #/    | #/    | #/    | #/    | #/    | #/    |
| Fract |
| (%)   | (%)   | (%)   | (%)   | (%)   | (%)   | (%)   | (%)   |

**NYSAA Data Collection Sheet for a Multi-Step Task**

Student 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.

ACCY (Acc) KEY: (H) Correct Response (I) Inaccurate/No Response

Describe each Step of the Assessment Task	Date							
	Acc							
	#/	#/	#/	#/	#/	#/	#/	#/
	Fract							
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)

Total # of Steps: \_\_\_\_\_

Fraction: \_\_\_\_\_

Percent (%): \_\_\_\_\_

PERCENT FOR EACH

Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Name: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Name: \_\_\_\_\_

Use and track this purpose only

Use  Science  Social Studies (HS only) Extension: \_\_\_\_\_

**Requirements:**

- At least **three** dates of student performance
- Initials of person collecting the data for each date
- Staff key complete

## Supporting Evidence for Data Collection Sheet

- Must meet requirements for evidence
- Must include three required elements
- May include an original student work product, photographs, digital video or audio clip or an Observer Verification Form
- Supporting evidence is submitted only with Data Collection Sheet

**NYSAA Observer Verification Form**

**Please Note:** The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below 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 (REQUIRED):**

Student Name: \_\_\_\_\_ Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

Baseline  Final Student Performance: Accuracy: \_\_\_\_\_ %

**Observer\* completes this section (REQUIRED):**

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.

\_\_\_\_\_

OBSERVER'S NAME (PRINT)

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OBSERVER'S SIGNATURE \_\_\_\_\_ DATE OBSERVED \_\_\_\_\_  
(cannot be the same person collecting data) (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.)

**Optional Information (for organizational and tracking purposes only):**

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

Extension#: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

*Note: Use only one date of student performance data per Observer Verification Form*

## Observer Verification Form

- Teacher completes top section
- Observer records their
  - Title
  - Name
  - Signature and
  - Date task was observed

**NOTE:** Date observed must be the same date the task was conducted

47

## Determining Student Performance

- **Student Performance Data = Level of Accuracy** demonstrating the Assessment Task
- Considerations
  - Set up materials in advance
  - Plan supports, adaptations, testing accommodations
  - Plan best way to document student performance
- Conduct tasks at school or school-sponsored event only

48

## **STEP 6 Conducting Baseline Administration**

Timeline September 30 – mid-November

- Purpose = confirm appropriate Level of Complexity selected
- In general - Conduct baseline between September 30 and mid-November
- Level of Accuracy on baseline cannot exceed **74%**

49

## Determining Level of 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.

<b>Level of Accuracy Example:</b>	
Total items, questions, or problems presented to student	5 questions
Number of correct responses	3 correct
Calculation	$3 \text{ correct} / 5 \text{ questions} = .6$
Percentage	$.6 \times 100\% = 60\%$

50

## Example: Rounding Accuracy

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

<b>Example: Rounding Level of Accuracy</b>	
Total items, questions, or problems presented to student	6 addition problems
Number of correct responses	4 correct
Calculation	$4/6 = .66667$
Percentage	$.66667 \times 100\% = 66.667\%$
Rounded up	67% accurate

51

## Determining Independence

- Determine whether prompting was provided for each administration (baseline and final data point)
- Prompting is recorded as “Yes” or “No”
- Refer to the charts on page 22-23 of the Administration Manual for additional information on prompting

52

### **Review: Steps 4, 5, 6**

<b>Step 4</b>	Determine an Extension or AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for <u>both</u> baseline and final administrations.
<b>Step 5</b>	Plan the verifying evidence that must be included for each Standard; performance documentation.
<b>Step 6</b>	Conduct the baseline administration (September 30 to mid-November).

53

Steps 7, 8, 9

### Introduction: Steps 7, 8, 9

<b>Step 7</b>	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay).
<b>Step 8</b>	Provide instruction and evaluate progress (October to February).
<b>Step 9</b>	Conduct the final administration (no later than February 7, 2014).

55

### STEP 7 Threshold Limit on Baseline

- Purpose: confirm appropriate Level of Complexity being assessed
- Level of Accuracy **74% or lower** = provide instruction and assess student on current Assessment Task

56

## Threshold Limit on Baseline

- Level of Accuracy **75% or higher** = must

- move to a higher complexity Assessment Task;
- choose a different Assessment Task within same complexity; or
- increase rigor of Assessment Task

**CONDUCT  
BASELINE  
AGAIN,  
Repeat Steps  
6 & 7**

57

## Increasing the Rigor of a Task

- Increase the number of items, questions, or problems presented to the student
- Include harder items
- Expand performance expectations
- Be sure not to change intent of the Assessment Task being assessed

58

## Baseline Administration Notes

- Verifying evidence, that demonstrates student performance on baseline, is required.
- Follow all requirements for verifying evidence

**NOTE:** For 2013-14 NYSAA, if the baseline administration documented 75% or higher, it will be considered an administrative error

59

### **STEP 9 Conduct Final Administration**

Timeline No later than February 7, 2014

- Should be at least 15 school days of instruction and evaluation following the baseline
- Prior to conducting the final administration, plan materials, documentation, support, assistive equipment and testing accommodations
- Document Level of Accuracy (%) and whether prompting was provided (Yes/No)
- Provide similar items, questions, problems as were assessed on baseline

60

**Review: Steps 7, 8, 9**

<b>Step 7</b>	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay).
<b>Step 8</b>	Provide instruction and evaluate progress (October to February).
<b>Step 9</b>	Conduct the final administration (no later than February 7, 2014).

61

**Steps 10 and 11**

### **Introduction: Steps 10 and 11**

<b>Step 10</b>	Complete verifying evidence documentation.
<b>Step 11</b>	Complete the Data Summary Sheets.

63

## Verifying Evidence Documentation

- Two pieces of verifying evidence are required for each Standard
  - One for the baseline administration
  - One for the final administration
- Total number of pieces of verifying evidence for a content area
  - ELA and mathematics = 10 pieces each content
  - Science and social studies = 4 pieces each content

64

# Verifying Evidence Documentation

Student's Name

Date of Performance

Name: **Sasha S.** Date: **October 21, 2013**

Consider each of the items from our classroom listed below. What would be the most appropriate tool to measure the size of each? **2/5 = 40%**

Classroom Item	Determine the most appropriate tool		
Mrs. Frisbee's desk			
journal notebook			
pencil			

Level of Accuracy

# Completing the Data Summary Sheet

Student Demographics

Standard (reference purposes)

Extension or AGLI (check one)

Assessment Task (record one from Frameworks)

Performance Data

NYSAA DATA SUMMARY SHEET		Grade 7	Extension
		<b>MATH</b>	<b>1</b>
Student Name:		Date of Birth:	
School Name:			
CCLS Code	Essence(s) of Cluster		
7.G Frameworks Page(s): 18	Understand characteristics of geometric figures and the relationships between them.		
Extension (mark the Extension selected for this Standard)			
Less Complex		More Complex	
<input type="checkbox"/> Produce a geometric shape, based on a given condition. (70511)	<input type="checkbox"/> Identify and/or describe a relationship between closed geometric figures. (70521)	<input type="checkbox"/> Identify a two-dimensional figure that results from slicing a three-dimensional figure. (70531)	
Assessment Task (same Assessment Task used for both baseline and final administrations):			
Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO		Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO	

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

## Documenting Student Performance

Name: Sasha S. Date: Jan 16

Directions: Choose an area of interest to research, identify a source where you can find information. Collect at least three facts about your topic. Complete the graphic organizer below as indicated.

*NOTATION: Sasha chose her area of interest and did an internet search for a related article. She typed her notes on the computer and then pasted them in the organizer.*

It can be hard for a kid to find a job.

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/23/13	Date	1/16/14
Level of Accuracy	50 %	Level of Accuracy	75 %
Was the student prompted?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

$\frac{4}{5} = 75\%$

Jobs teach kids to be responsible.

SOURCE: \_\_\_\_\_  
Article by David Quilty, "15 Best Part-Time Jobs for High School Students"

67

### Review: Steps 10 and 11

<b>Step 10</b>	Complete verifying evidence documentation.
<b>Step 11</b>	Complete the Data Summary Sheets.

68

## Steps 12-16

### **Introduction: Steps 12 through 16**

<b>Step 12</b>	Complete Steps 3-11 for all Standards within this content area.
<b>Step 13</b>	Complete the assessment for each content area to be assessed.
<b>Step 14</b>	Assemble the datafolio.
<b>Step 15</b>	Submit the datafolio to building administrator.
<b>Step 16</b>	Complete the online teacher survey.

70

## NYSAA Datafolios



- Place assessment documents in a secure
  - 3-ring binder, 1” maximum
  - Fastened folder
- Pockets are needed to hold scoring documents

71

## Completing NYSAA Forms

- NYSAA datafolio documentation can be
  - Completed online using Measured Progress ProFile™  
<https://profile.measuredprogress.org/NYSAA/>
  - Completed by hand using forms in 2013-14 NYSAA Administration Manual (September 2013)
- Review all documents carefully before submitting them in the datafolio.

72

# How to Order Documents in NYSAA Datafolio

## Place documents in order:

- Student Page (1 and 2)
- Table of Contents
- Contents
  - ELA
  - Mathematics
  - Science
  - Social Studies

Social Studies (2 DSSs and 2 pcs VE for each DSS)

Science (2 DSSs and 2 pcs VE for each DSS)

Mathematics (5 DSSs and 2 pcs VE for each DSS)

ELA (5 DSSs and 2 pieces VE for each DSS)

Table of Contents

Student Page (pages 1 & 2)

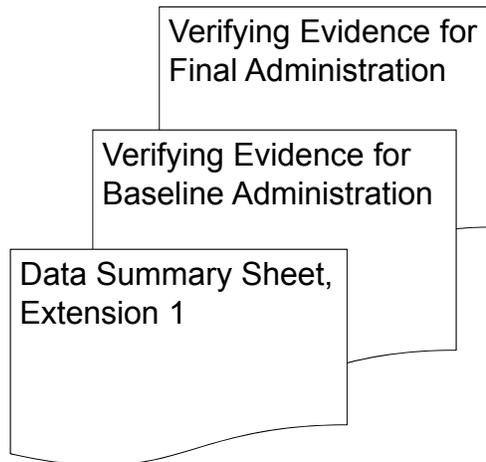
# Data Summary Sheets

The image shows a stack of five NYSAA Data Summary Sheets for Grade 3 ELA Extension. The sheets are labeled ELA 1, ELA 2, ELA 3, ELA 4, and ELA 5. Each sheet contains a form with fields for Student Name, Date of Birth, School Name, and OCL3 Code. The OCL3 Code section includes a table for 'Essence(s) of Cluster' and 'Extension (mark the Extension selected for this Standard)'. The 'Extension' section has three columns: 'Less Complex', 'Standard', and 'More Complex'. The 'Assessment Task' section is also present. At the bottom, there is a 'Student Performance Data' table with columns for 'Baseline Data Point' and 'Final Data Point', each with sub-columns for 'Date', 'Level of Accuracy (%)', and 'Level of Accuracy (%)'. There are also checkboxes for 'Was the student prompted?'.

## How to Order Documents in NYSAA Datafolio

### For each Standard

- Place verifying evidence directly behind the corresponding Data Summary Sheet
- Place supporting evidence directly behind the Data Collection Sheet it supports



75

## 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; additional reviews are suggested
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page



76

## 2013-14 NYSAA KEY DATES



- Administration begins on September 30, 2013
- NYSAA training will take place beginning in September
- Baseline administration should take place in October or November
- Final administration can take place no later than February 7, 2014
- Administration ends on February 7, 2014
- Measured Progress ProFile™ taken offline February 7, 2014
- Scoring will take place March 10 – May 1, 2014

77

## Online Teacher Survey

- All teachers administering the NYSAA are asked to complete an online survey
  - Provide feedback on the process
  - Make suggestions for future materials and training
- Survey available February 7, 2014 through May 2014

**<https://www.surveymonkey.com/s/2013-14TeacherSurvey>**

78



# Next Steps