2013–14 NYSAA Administration Training

Worksheet #1, Steps 1, 2, 3

Guided Practice #1

Refer to the NYSAA Age Range Chart on page 6 of the 2013-14 NYSAA Administration Manual. Complete the table below using the information on the Age Range Chart.

IEP DOB	Grade Assessed	Content Areas Assessed	Record Below One Standard for each Content Area Assessed:
1/22/2001		☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies	ELA: _____ Math: _____ Science: _____ Soc. St.: _____
8/29/2005		☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies	ELA: _____ Math: _____ Science: _____ Soc. St.: _____
6/21/1996		☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies	ELA: _____ Math: _____ Science: _____ Soc. St.: _____
4/13/2003		☐ ELA ☐ Mathematics ☐ Science ☐ Social Studies	ELA: _____ Math: _____ Science: _____ Soc. St.: _____

Teachers stop here for review.

2013–14 NYSAA Administration Training

Worksheet #2, Steps 4, 5, 6

Guided Practice #2

Consider the Assessment Tasks provided below. Work as a team at your table to brainstorm two different options for verifying evidence (VE). Be sure to consider all the requirements and guidelines for VE provided in the NYSAA Administration Manual (pages 12-21) and the NYSAA Frameworks.

	Extension or AGLI	Assessment Task	VE Option 1	VE Option 2
ELA	SL.7.2 (pg. 12) Identify the main idea and supporting detail in diverse media and formats. (74121)	The student will identify the main idea and supporting detail in diverse media, when presented with two or more formats (e.g., the student identifies the main idea and supporting detail, when presented with a newspaper, radio, and Internet blog on the same topic). (AT74121)		
MATHEMATICS	3.G (pg. 31) Sort quadrilaterals into groups. *(For example, put all the rectangles and squares in one group and all other quadrilaterals in another group).* (30521)	The student will sort squares from non-squares (e.g., the student sorts a pile of four-sided shape cards into a group of squares and a group of non-squares). (AT30521B)		
SCIENCE	Standard 1, Key Idea 2 (pg.35) gather scientific tools and materials that will be needed for a scientific investigation (41131)	The student will gather scientific tools and materials needed to conduct a given investigation by placing them in a bin. (AT41131)		

Teachers stop here for review.

2013–14 NYSAA Administration Training

Worksheet #3, Steps 7, 8, 9

Guided Practice #3

Review the samples of baseline verifying evidence provided. Complete the baseline data information for the Data Summary Sheets below. In each case, consider the baseline threshold and determine whether the teacher can continue to instruct and assess on the selected Assessment Task. Leave the final data point information blank.

Verifying Evidence Sample A

Student Performance Data	
Baseline Data Point	
Date	**/ /**
Level of Accuracy (74% or below)	**%**
Was the student prompted?	☐ **YES** ☐ **NO**

Can the teacher continue to instruct and assess the student on the selected Assessment Task? ☐ YES ☐ NO

If no, explain:

_____

_____

_____

Verifying Evidence Sample B

Student Performance Data	
Baseline Data Point	
Date	**/ /**
Level of Accuracy (74% or below)	**%**
Was the student prompted?	☐ **YES** ☐ **NO**

Can the teacher continue to instruct and assess the student on the selected Assessment Task? ☐ YES ☐ NO

If no, explain:

_____

_____

_____

Verifying Evidence Sample C

Student Performance Data	
Baseline Data Point	
Date	**/ /**
Level of Accuracy (74% or below)	**%**
Was the student prompted?	☐ **YES** ☐ **NO**

Can the teacher continue to instruct and assess the student on the selected Assessment Task? ☐ YES ☐ NO

If no, explain:

_____

_____

_____

Verifying Evidence Sample A

Student Performance Data	
Baseline Data Point	
Date	**/ /**
Level of Accuracy (74% or below)	**%**
Was the student prompted?	☐ **YES** ☐ **NO**

Can the teacher continue to instruct and assess the student on the selected Assessment Task? ☐ YES ☐ NO

If no, explain:

_____

_____

_____

Verifying Evidence Sample A

Grade 3 Math 3.NBT	Identify a number with one or more digits. (30211)	The student will identify a number from a set of numbers (e.g., the student selects 6 from choices of 3, 6, 9). (AT30211)

Name: Pam **Date:** October 28,2013

1.)	3	5	6	8	X
2.)	4	1	7	3	
3.)	5	3	4	2	
4.)	7	5	6	2	X
5.)	8	1	4	3	

Teacher present the student with number cards 1-10. She read the following aloud to the student and recorded their responses above:

1.) Show me 6

2.) Show me 1

3.) Show me 4

4.) Show me 2

5.) Show me 8

3/5 = 60% accurate

Verifying Evidence Sample B

Grade 8 Science Standard 1, Key Idea 3	identify the cause-and-effect relationship of a science related event (81323)	The student will identify the cause and effect relationship of a science related event. (AT81323)

Name: Alex **Date:** 11/6/13

Identify the cause and effect relationship in each of the science related events presented below. Indicate your answers. 3/5 = 60%

	Cause	Effect	Relationship Choices (Indicate One)
1.)	rain	flooding	a.) heavy rain can't be absorbed fast enough and results in flooding b.) flooding causes rain c.) when it floods turtles can't swim
2.)	tides	beach erosion	a.) beach goers get frustrated b.) the moon moves the tides c.) higher tides erode sand and rocks on beach
3.)	temperature and humidity	tornado	a.) warm air causes humidity b.) tornadoes cause humidity c.) warm air and humidity cause tornadoes X
4.)	pollution	sea birds die	a.) sea birds create pollution b.) sea birds eat or get caught in trash and are hurt or die c.) pollution keeps sea bird populations under control
5.)	water	salt dissolves	a.) water breaks down the salt b.) salt causes the water to heat up X c.) water is used to absorb salt

Verifying Evidence Sample C

Grade 6 ELA RI.6.2	Identify the main idea and a supporting detail of informational text. (62121)	The student will identify the main idea and a supporting detail of an informational text. (AT62121A)

Name: Arthur Date: 10/18/13

Listen to or read the informational text below. Identify the main idea and a supporting detail for each text.

Accuracy 5/6 = 83%

For skydivers, the sky isn't the limit. It's just the beginning. Thousands of people each year try the sport of skydiving. Some only jump once, while others go on to experience lifelong adventures, maneuvering and flipping through the air.

1. **Select the main idea:**

boating | skydiving + | hiking

2. **Select a supporting detail for the main idea:**

many people try it each year + | planes go in the air | you need good boots

The great white shark is one of the most recognizable sharks in the world. The only shark larger than a great white is the whale shark. Great white sharks have been found in each of the world's oceans. Even though they have been spotted in waters as shallow as three feet (one meter) deep, these sharks spend most of their time in deep coastal waters.

3. **Select the main idea:**

swans | turtles | Great white sharks +

4. **Select a supporting detail for the main idea:**

float on top of the water − | found in all oceans | eat plants and grass

Sensitive plants are easy to grow inside your house. They simply need to get plenty of water and sunlight. But touching the plant too often can cause the plant to lose its leaves. A sensitive plant that loses many of its leaves may become unhealthy.

5. **Select the main idea:**

Sensitive plants + | trees | growing fruit

6. **Select a supporting detail for the main idea:**

grows in the desert | need to be watered regularly + | likes dark places

Verifying Evidence Sample D

Grade 7 Math 7.RP	Use unit rate in a real-world situation to make a comparison. *(For example, a car is traveling 50 mph, a second car is traveling 60 mph. Which car travels farther in an hour?)* (70621)	The student will use unit rate to compare prices of objects (e.g., green grapes are $2 per pound and red grapes are $6 for 5 pounds. Which grapes are less expensive?). (AT70621B)

Name: Rosita **Date:** 12/11/13

Listen to or read each of the real-world situations below. For each situation use the given unit rate to compare the value.

1. A local restaurant features a dinner special with twin lobsters (1 lb each) for $20 or a one pound lobster for $20. Which is the better value?

twin lobsters ✓

3/4 = 75%

2. The office supply store advertises a pack of 12 markers for $2 and a pack of 20 markers for $3. Which pack of markers is the better value?

12 markers for $2 ✗

3. The donut shop has a box of 50 mini donuts for $7 and a box of 75 mini donuts for $9. Which is the better value?

75 mini donuts for $9 ✓

4. One grocery store offers 4 apples for $1. Another store down the street offers 6 apples for $2. Which is the better value?

6 apples ✓

2013–14 NYSAA Administration Training

Worksheet #4, Requirements Review

Guided Practice #4

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

1. How many Standards are assessed in ELA and mathematics (total)? _____
2. How many Standards are assessed in Science and Social Studies (each)? _____
3. How many pieces of verifying evidence are required for each Standard? _____
4. Can teachers modify or create their own Assessment Tasks? ☐ YES ☐ NO
5. If the Assessment Task includes an "and", such as "compare and contrast", do both "compare" and "contrast" have to be demonstrated on each piece of verifying evidence? ☐ YES ☐ NO
6. If the Assessment Task includes a plural, such as "questions", does each piece of verifying evidence have to demonstrate two or more questions? ☐ YES ☐ NO
7. What are the four types of verifying evidence? _____

   _____
8. Which type of evidence requires supporting evidence? _____
9. How is a student's Level of Accuracy calculated? _____

   _____
10. How is the student's independence recorded? _____
11. What is the maximum score on baseline that is allowed on a DSS? _____
12. What is the recommended timeline for administering the baseline? _____
13. How many school days should there be between the baseline and final administrations? _____
14. What are the three required elements that must be recorded on all verifying evidence?

    _____
15. 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. Refer to the Administration Manual for all requirements specific to each type of verifying evidence.

Student Work Product	Photograph	Digital Video or Audio tape clip	Data Collection Sheet

Word Choices (words may be used more than once)	Minimum of 3 Photographs • Steps/Trial Information/Time-Segment • Original • Captioned • Recorded Markers • Minimum of Three Dates • Sequenced from a Single Date •Initials of Staff Recording Data • No Prerequisite or Post-Activity Steps •90 Seconds or Less • Supporting Evidence • Clip Summary Sheet • Informed Consent • 3 Required Elements