

Appendix C:

Glossary

ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2013)

NYSAA Administration Manual Glossary

Accuracy (Level of): The student's ability to demonstrate his/her knowledge, skills, and understanding based on the Alternate Grade Level Indicators (number of correct responses/total number of responses X 100). Note: Rounding up is acceptable for a calculation of 0.5 or above.

Administration Period: September 30, 2013 to February 7, 2014.

Alternate Assessment Training Network Specialist (AATN Specialist): An AATN Specialist provides training and support to teachers on how to administer the New York State Alternate Assessment (NYSAA), assists the Score Site Coordinator (SSC) in the Scoring Institute, and conducts training for Scorers.

Alternate Grade Level Indicators (AGLIs): Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade-level core curricula in Science and Social Studies established for all students by the Board of Regents.

AGLI Code: The five-digit numerical code that appears at the end of each AGLI in the Frameworks (Appendix G). The AGLI code must be recorded on the Data Summary Sheet for reporting purposes.

AGLI Text: The written version of the AGLI found in the NYSAA Frameworks (Appendix G). The teacher will write out the complete AGLI when asked for AGLI text on forms and verifying evidence.

Assessment Task: A statement that identifies what the student will know, do, or understand when given an assessment activity to perform.

Baseline Administration/Data Point: Student performance in demonstrating his/her knowledge, skills, and understanding of the Extension or AGLI to establish for the test administrator that the student does not have mastery of the particular Extension or AGLI. In order for the test administrator to continue to instruct and assess the student on the particular Extension or AGLI, the student performance must be 74% or below. It is recommended that baseline administration occur between September 30 and mid-November, 2013.

BOCES: Board of Cooperative Educational Services

Collegial Review: A Collegial Review occurs when another teacher, administrator, or specialist reviews the datafolio for accuracy and coherence to the NYSAA procedures and requirements. This must occur at least once during the administration period.

Common Core Learning Standards: The New York State P-12 Common Core Learning Standards identify what students should understand and be able to do in the areas of English language arts and mathematics to be college and career ready.

Core Curriculum: The curriculum defined by the State Education Department (the Department) for elementary, intermediate, and commencement levels in science and social studies.

CSE: Committee on Special Education

Cut Scores: When the purpose of a test is to classify students into proficiency-level categories based on their observed scores, the cut scores are the scores that delineate the boundaries between these categories. Specifically, the cut score is the lowest possible score needed for attaining the next highest level above a given category.

Data Collection Sheet (DCS): The form used to record student performance information.

Data Summary Sheet (DSS): The form used to summarize information from the last three dates of student performance data.

Essences: The essences are the "big ideas" of the grade-level core curriculum upon which instruction and assessment are based.

Evidence: Evidence is the documentation of student performance of the assessed knowledge, skills, and understanding. It includes a Data Summary Sheet and verifying evidence (and supporting evidence, as required) for each assessed AGLI.

Extensions: Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with the Common Core Learning Standards (CCLS) in English language arts and mathematics established for all students by the Board of Regents.

Floor Manager: An AATN Specialist who assists Score Site Coordinators in the management of the Scoring Institute.

Final Administration/Data Point: Student performance in demonstrating his/her knowledge, skills, and understanding of the Extension or AGLI following instruction. The student performance documented will be used in the performance-level calculation. The minimum time period between the baseline and final administration should be 15 school days. However, there may be exceptions to this guideline. Final administration can occur no later than the last date of the NYSAA administration period.

Grade-Level Expectations: Each content area has expectations for student performance. These are considered the grade-level performance indicators or content understandings. These are intended to assist teachers in determining what the outcomes of instruction should be.

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

Independence (Level of): Verbal or physical cues or prompts are signals given to the student to refocus on the Assessment Task. Verbal or physical cues or prompts are not initial directions and affect independence. Teachers record Yes or No on the Data Summary Sheet to indicate whether a student was prompted during administration of an Assessment Task.

Instructional Team: A team including special education teachers, general education teachers, related service personnel, and others who provide or supervise the student's educational program.

Lead Special Education Teacher (Teacher): The teacher who is responsible for the coordination and administration of the NYSAA.

Level of Complexity: Each assessed Standard, as identified in the NYSAA Test Blueprint, has been expanded into three different levels of complexity. The Extensions/AGLIs range in complexity from less complex to more complex. The knowledge, skills, and understanding required in each Extension/AGLI is different in expectation based on the level of complexity. However, all three levels align to the essence of the Standard.

Measured Progress (MP): State contractor for the NYSAA that is responsible for the development, logistics, and processes related to the administration, scoring and reporting of the NYSAA.

Measured Progress ProFile™: Measured Progress ProFile™ is a Web-based program available to teachers statewide to assist in documenting student performance data for NYSAA datafolios.

NCLB: No Child Left Behind Act of 2001

NS: No Score

NYSAA: New York State Alternate Assessment

NYSAA Frameworks: The NYSAA Frameworks include information regarding the grade-level performance expectations, essences, AGLIs, and Sample Assessment Tasks for each content area at each grade level.

NYSAA Student Page: A form that provides information about the student, such as name, date of birth, and district of residence.

NYSAA Test Blueprints: The NYSAA Test Blueprints outline the requirements for the assessment in each content area.

New York State Education Department: (the Department): Also known as the State Education Department or the Department. The Department is responsible for the development and administration of statewide testing programs and related policy.

Observer Verification Form (OVF): A form completed by an independent person, other than the person collecting student data, who affirms that the assessment task took place. The OVF is not sufficient evidence for scoring; it must be attached to the Data Collection Sheet and is called supporting evidence.

OSA: Office of State Assessment at the New York State Education Department

OSE: Office of Special Education at the New York State Education Department

Performance Data: Data collected by the teacher that demonstrates the student's performance on the assessed knowledge, skills, and understanding.

Regional Information Centers (RICs): Provide demographic information and Scannable Score Documents to the Department (the Big Five City Information Centers are called SCAN Centers).

Regional Lead Trainers (RLTs): Subcontracted directly through Measured Progress and assigned to regions statewide to assist with training and to provide technical assistance in addition to the AATNs.

Reliability: Refers to the consistency of the score assigned to a student's datafolio.

Reliability Monitoring Review (RMR): The process whereby 20% of the datafolios scored at each Scoring Institute are re-scored by Measured Progress. The scores are compared to the original scores of record to ensure scoring consistency and reliability across Scoring Institutes.

Repository: A single source of standardized individual student records for analysis at the local, regional, and state levels to improve student performance and to meet state and federal accountability requirements.

Required Component: These are the components of the NYSAA on which a student must be assessed.

Required Elements: Three required elements need to be documented on all verifying evidence and supporting evidence. The three required elements are date of student performance, student name, and Level of Accuracy.

Assessment Task (AT): Assessment tasks are taken directly from the NYSAA Frameworks and are aligned to specific Extensions or AGLIs.

Scannable Score Document: Scores from the Scorer Worksheet are transcribed to the Scannable Score Document, which is scanned to develop a data file.

Score Site Coordinator (SSC): The Score Site Coordinator plans, staffs, facilitates, and oversees the Scoring Institute.

Scorer: A teacher or other certified special education professional who is qualified and trained to score student datafolios.

Scorer Worksheet (SW): Used by Scorers to document student performance and connection to grade-level content and to provide feedback to teachers.

Scoring Assistant: Scoring Assistants provide clerical assistance to Scorers and Table Leaders during Scoring Institutes.

Scoring Rubric: A scoring tool used to evaluate a student's performance based on NYSAA criteria.

Standard Setting: Standard Setting - The procedure used in the determination of the cut scores for a given assessment that is used to measure students' progress towards certain performance standards. Standard Setting methods vary (e.g., modified Angoff procedure vs. the Bookmark Method), but most typically employ the use of a panel of educators and expert judgments to operationalize the level of achievement students must demonstrate in order to be categorized within each performance level.

Resource:

Joint Committee on Standards for Educational and Psychological Testing of the AERA,

APA, and NCME. (1999). Standards for educational and psychological testing. Washington DC: American Educational Research Association.

State Education Department (the Department): See *New York State Education Department*.

Supporting Evidence: An additional piece of verifying evidence or an Observer Verification Form submitted with a Data Collection Sheet (DCS) that supports performance data for the date(s) documented on the Data Summary Sheet.

Table Leader: This person is an experienced Scorer who assists in materials management and has a leadership role during the Scoring Institute.

Table of Contents: The page of the datafolio that shows how the datafolio is organized. It helps ensure that all required components are included in the datafolio.

Testing Accommodation: A change in the standard administration of a test, including test procedures or formats that enable a student with a disability to participate in assessment programs on an equal basis with his/her nondisabled peers.

Valid: Refers to verifying evidence and supporting evidence meeting the requirements for each type as outlined in Step 6 of the Administration Manual.

Validity: Refers to the ability of the test to measure what it claims to measure.

Verifying Evidence (VE): Documentation provided to confirm student performance of the assessed content that is provided for each assessed AGLI. The verifying evidence confirms the date of student performance, student name, and Level of Accuracy.

VE Label: A label that can be used to identify the three required elements for a given piece of verifying evidence.