

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b>	Extension
	<b>ELA</b>	1

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

CCLS Code	Essence(s) of Cluster
<b>RL.7.9</b> Frameworks Page(s): 2	Use compare and contrast to demonstrate an understanding of how authors of fiction use or alter history in terms of time, place, or character.

<b>Extension (mark the Extension selected for this Standard)</b>		
Less Complex	◀ ..... ▶	More Complex
<input type="checkbox"/> Recognize time, place, and/or character in a fictional portrayal that is set in a true historical period. (71311)	<input type="checkbox"/> Compare a fictional portrayal of a time, place, and/or character to a true historical account of the same period. (71321)	<input type="checkbox"/> Compare and contrast a fictional portrayal of a time, place, and/or character with a true historical account of the same period. (71331)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

<b>Student Performance Data</b>			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
<b>Date</b>	/ /	<b>Date</b>	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Was the student prompted?</b>	<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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b>	Extension
	<b>ELA</b>	2

<b>Student Name:</b>	<b>Date of Birth:</b>
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<b>School Name:</b>
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CCLS Code	Essence(s) of Cluster
<b>RI.7.1 AND RI. 7.8</b> Frameworks Page(s): 5	Recognize the argument and specific claims in a text, and cite relevant textual evidence to support the explicit or inferred claims in a text.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Recognize text that contains an argument and/or a claim. (72411)	<input type="checkbox"/> Identify relevant textual evidence to support an argument and/or a claim in text. (72421)	<input type="checkbox"/> Evaluate textual evidence to determine whether sufficient and relevant information is present to make a decision or take action. (72431)

<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>

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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.



<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b>	<b>Extension</b>
	<b>ELA</b>	<b>4</b>

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

CCLS Code	Essence(s) of Cluster
<b>SL.7.2</b> Frameworks Page(s): 11	Analyze the main idea and supporting details in diverse media and formats.

<b>Extension (mark the Extension selected for this Standard)</b>		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ▶⋯⋯	More Complex
<input type="checkbox"/> Recognize the main idea in diverse media and formats. (74111)	<input type="checkbox"/> Identify the main idea and supporting detail in diverse media and formats. (74121)	<input type="checkbox"/> Explain how supporting detail supports and/or clarifies the main idea. (74131)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

<b>Student Performance Data</b>			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b>	<b>Extension</b>
	<b>ELA</b>	<b>5</b>

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

CCLS Code	Essence(s) of Cluster
<b>L.7.5</b> Frameworks Page(s): 14	Develop an understanding of how words and phrases are used and their inferred meanings in context (e.g., figures of speech, idioms, synonyms, antonyms, analogies).

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Recognize a synonym and/or an antonym of a word and/or phrase. (75311)	<input type="checkbox"/> Identify the inferred meaning of a word and/or phrase in context. (75321)	<input type="checkbox"/> Interpret a word and/or a phrase containing figurative speech, an idiom, or an analogy. (75331)

**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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b>	Extension
	<b>MATH</b>	1

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

CCLS Code	Essence(s) of Cluster
<b>7.G</b> 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			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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

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

CCLS Code	Essence(s) of Cluster
<b>7.RP</b> Frameworks Page(s): 21	Use ratios to understand proportionality to solve mathematical problems with real-world applications.  Understand both rates and ratios.  Know what a proportion is and how to solve it.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex	
<input type="checkbox"/> Identify proportionality in terms of a unit rate (miles per hour, dollars per hour, etc.) in a real-world situation. <i>(For example, a car is traveling 60 miles per hour. What is the unit rate?)</i> (70611)	<input type="checkbox"/> Use unit rate in a real-world situation to make a comparison. <i>(For example, a car is traveling 50 mph, a second car is traveling 60 mph. Which car travels farther in an hour?)</i> (70621)	<input type="checkbox"/> Solve a problem involving a proportional relationship. <i>(For example, a game costs \$20 and there is an additional 10 percent tax. What does the game cost, including tax?)</i> (70631)	
<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>			
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

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<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>7.NS</b> Frameworks Page(s): 24	Apply an understanding of performing mathematical operations on non-integer rational numbers including fractions, decimals, and percentages.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex	
<input type="checkbox"/> Add and/or subtract fractions, decimals, or percentages. <i>(For example, fractions to/from fractions, decimals to/from decimals and percentages to/from percentages.)</i> (70711)	<input type="checkbox"/> Add and/or subtract fractions, decimals, or percentages. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70721)	<input type="checkbox"/> Multiply and/or divide fractions, decimals, or percentages. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70731)	
<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>			
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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b> <b>MATH</b>	<b>Extension</b> <b>4</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>7.EE</b> Frameworks Page(s): 27	Use numerical and algebraic expressions and equations to find solutions to mathematical problems.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯⋯▶⋯ ⋯⋯▶⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Identify a numeric expression and/or equation. (70811)	<input type="checkbox"/> Generate an algebraic expression and/or an equation that includes a variable. (70821)	<input type="checkbox"/> Solve an algebraic equation that includes a variable. (70831)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 7</b> <b>MATH</b>	<b>Extension</b> <b>5</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>7.SP</b> Frameworks Page(s): 30	Determine the probability of the occurrence of an event. Understand the concept of probability.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Identify the probability of an event as either 0 or 1. (71011)	<input type="checkbox"/> Identify the likelihood of an event occurring. (71021)	<input type="checkbox"/> Collect data and make a prediction. (71031)

<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>   
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Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b>	Extension
	<b>ELA</b>	2

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

CCLS Code	Essence(s) of Cluster
<b>RI.8.9</b> Frameworks Page(s): 5	Compare and contrast conflicting information from two or more texts on the same topic.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Recognize similar topic and/or information in informational texts. (82311)	<input type="checkbox"/> Identify conflicting information on the same topic in informational texts. (82321)	<input type="checkbox"/> Analyze conflicting information in informational texts on the same topic, in order to make an informed decision. (82331)

**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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b>	Extension
	<b>ELA</b>	<b>3</b>

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

CCLS Code	Essence(s) of Cluster
<b>W.8.9</b> Frameworks Page(s): 8	Gather information to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Analyze themes, patterns of events, and character types</li> <li>• Evaluate arguments and specific claims</li> </ul>

<b>Extension (mark the Extension selected for this Standard)</b>		
Less Complex	◀ ..... ◻ ..... ▶	More Complex
<input type="checkbox"/> Identify the sequence of events in literary text or a claim the author is making in informational text. (83311)	<input type="checkbox"/> Identify a theme or character type in literary text, or identify detail related to a specific claim in informational text. (83321)	<input type="checkbox"/> Produce an analysis of a theme or character type from a work of fiction, using evidence from the text and/or other source. (83331)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b>	Extension
	<b>ELA</b>	4

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

CCLS Code	Essence(s) of Cluster
<b>SL.8.6</b> Frameworks Page(s): 11	Adapt expressive communication as appropriate for a student's audience and social context.

Extension (mark the Extension selected for this Standard)			
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex	
<input type="checkbox"/> Respond appropriately to a speaker. (84211)	<input type="checkbox"/> Maintain an appropriate conversation with another person. (84221)	<input type="checkbox"/> Initiate and maintain an appropriate conversation in a variety of social contexts. (84231)	
<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>			
Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
<b>Date</b>	/ /	<b>Date</b>	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b>	<b>Extension</b>
	<b>ELA</b>	<b>5</b>

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

CCLS Code	Essence(s) of Cluster
<b>L.8.3</b> Frameworks Page(s): 14	Understand vocabulary, mood, and voice to create connections to ensure effective communication.

<b>Extension (mark the Extension selected for this Standard)</b>		
<b>Less Complex</b>	◀..... ◀◀..... ◀◀◀..... ▶▶..... ▶▶▶..... ▶▶▶▶	<b>More Complex</b>
<input type="checkbox"/> Identify a verb in a statement. (85211)	<input type="checkbox"/> Recognize a verb in the active or passive voice in a statement. (85221)	<input type="checkbox"/> Recognize a statement as indicative, imperative, or subjunctive. (85231)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

<b>Student Performance Data</b>			
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Date	/ /	Date	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b> <span style="font-size: 2em; font-weight: bold;">MATH</span>	<b>Extension</b> <span style="font-size: 2em; font-weight: bold;">1</span>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>8.G</b> Frameworks Page(s): 18	Understand congruent and/or similar figures (traditional or non-standard shapes), using transformations.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ..... ▶ ◀ ◀ ..... ▶ ▶ ▶	More Complex
<input type="checkbox"/> Identify a similar and/or a congruent figure. (80511)	<input type="checkbox"/> Identify a transformation of a figure. <i>(For example, which picture represents a dilation?)</i> (80521)	<input type="checkbox"/> Demonstrate the effect of a dilation, translation, rotation, and/or reflection of a figure on a coordinate grid. (80531)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
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**NYSAA DATA SUMMARY SHEET**

**Grade 8  
MATH**

**Extension  
2**

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

CCLS Code	Essence(s) of Cluster
<b>8.EE (5, 6)</b> Frameworks Page(s): 21	Know how to graph a linear equation and understand the meaning of slope.

**Extension (mark the Extension selected for this Standard)**

Less Complex    ◀ ..... ◀◀ ..... ◀◀◀ ..... ▶▶ ..... ▶▶▶ ▶    More Complex

<input type="checkbox"/> Recognize a graph that represents a linear equation. (80811)	<input type="checkbox"/> Graph a line represented by a linear equation. (80821)	<input type="checkbox"/> Compare the graphs of linear equations. (80831)
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**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

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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b> <span style="font-size: 2em; font-weight: bold;">MATH</span>	<b>Extension</b> <span style="font-size: 2em; font-weight: bold;">3</span>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>8.EE (7, 8)</b> Frameworks Page(s): 24	Be able to solve a system of linear equations algebraically and graphically.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯ ⋯ ⋯ ▶ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Solve a simple linear equation, given one variable. (For example, $3 + x = 4$ , $3 + 1 = x$ ). (81811)	<input type="checkbox"/> Compare linear equations to answer a question. (For example, one babysitter works 5 hours and earns $x$ dollars per hour. She brings home \$40. Another babysitter works 4 hours and earns $y$ dollars per hour. He brings home \$36. Which babysitter makes more per hour?) (81821)	<input type="checkbox"/> Graph a set of two linear equations and identify where they intersect. (81831)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
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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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8</b> <span style="font-size: 2em; font-weight: bold;">MATH</span>	<b>Extension</b> <span style="font-size: 2em; font-weight: bold;">4</span>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>8.F</b> Frameworks Page(s): 27	Solve and compare functions.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Identify and/or create a numeric pattern, based on a given rule. (80911)	<input type="checkbox"/> Complete a function table based on an algebraic equation. (80921)	<input type="checkbox"/> Identify or solve a function in a real-world situation. <i>(For example, which function represents the cost of renting a boat for 3 hours?)</i> (80931)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 8  
MATH**

**Extension  
5**

**Student Name:**

**Date of Birth:**

**School Name:**

CCLS Code	Essence(s) of Cluster
<b>8.SP</b> Frameworks Page(s): 30	Investigate and/or interpret relationships between two sets of data.  Know how to create and interpret scatter plots.

**Extension (mark the Extension selected for this Standard)**

**Less Complex**



**More Complex**

Collect two sets of data. (81011)

Collect and display two sets of data in a scatter plot or two-way table. (81021)

Generate a statement to identify a relationship between two sets of data (*For example, does weather affect mood?*). (81031)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

**Student Performance Data**

<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Was the student prompted?</b>	<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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 8  
SCIENCE**

**AGLI  
1**

**Student Name:**

**Date of Birth:**

**School Name:**

**Learning Standard**

**Essence(s) of Cluster**

**Standard 1, Key Idea 3**

Frameworks Page(s): 34

- Organize data (results) using graphs, diagrams, tables, and models
- Draw conclusions based on data from an investigation

**Extension (mark the Extension selected for this Standard)**

**Less Complex**



**More Complex**

The student will:

- recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)
- recognize the cause of a science related event (81312)
- recognize whether an event is possible based on the result(s) of the investigation (81313)

The student will:

- record the result of a scientific investigation using a graph, diagram, table, or model (81321)
- identify a trend in the results of a scientific investigation (81322)
- identify the cause-and-effect relationship of a science related event (81323)
- identify a conclusion, based on the result(s) of an investigation (81324)

The student will:

- compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)
- predict a future event, based on the result(s) of a scientific investigation (81332)

**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?**

**YES**    **NO**

**Was the student prompted?**

**YES**    **NO**

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

**NYSAA DATA SUMMARY SHEET**

**Grade 8**

**SCIENCE**

**AGLI**

**2**

**Student Name:**

**Date of Birth:**

**School Name:**

**Learning Standard**

**Essence(s) of Cluster**

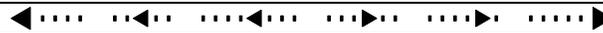
**Standard 4,  
Key Idea 3**

Frameworks Page(s):  
39-40

- Understand that matter can be described by its characteristics, such as color, odor, state of matter, density, solubility, heat and electrical conductivity, hardness, boiling point, and freezing point
- Recognize that matter can change either physically or chemically, but matter is always conserved
- Understand that matter is made up of atoms
- Understand that elements combine to form all substances

**Extension (mark the Extension selected for this Standard)**

**Less Complex**



**More Complex**

The student will:

- recognize that everything is made of matter (83211)
- identify one characteristic of matter (e.g., color, odor, mass, hardness, etc.) (83212)
- recognize a solid and a liquid (83213)
- recognize an object as hot (warm) or cold (cool) (83214)

The student will:

- identify two or more characteristics to describe matter (e.g., color, odor, mass, hardness, etc.) (83221)
- identify whether matter is a solid, a liquid, or a gas (83222)
- identify whether a change occurs when materials interact (83223)
- identify a physical change in a substance (e.g., salt dissolves in water) (83224)
- identify a chemical change in a substance (e.g., oxygen and iron interact to cause iron to rust) (83225)
- sort objects according to characteristic(s) such as mass, length or size (83226)

The student will:

- describe the properties of a solid, a liquid, or a gas (83231)
- compare two objects that are the same size to determine which is more dense or less dense (83232)
- demonstrate conservation of matter (83233)
- recognize that matter is made of small parts (atoms) (83234)
- perform an investigation involving a physical change (83235)
- perform an investigation involving a chemical change (83236)

**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?**

**YES**    **NO**

**Was the student prompted?**

**YES**    **NO**

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b>	<b>Extension</b>
	<b>ELA</b>	<b>1</b>

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

CCLS Code	Essence(s) of Cluster
<b>RL.11.2</b> Frameworks Page(s): 2	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.

<b>Extension (mark the Extension selected for this Standard)</b>		
<b>Less Complex</b>	◀ ⋯ ⋯ ⋯ ▶	<b>More Complex</b>
<input type="checkbox"/> Recognize the central idea of literary text. (91111)	<input type="checkbox"/> Identify a sequence of events and the central idea of a literary text. (91121)	<input type="checkbox"/> Create an objective summary of a literary text that includes one or more themes. (91131)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

<b>Student Performance Data</b>			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Was the student prompted?</b>	<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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b> <b>ELA</b>	<b>Extension</b> <b>2</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>RI.11.1</b> Frameworks Page(s): 5	Cite relevant textual evidence to support the explicit or inferred claims in a text and determine areas of further exploration.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀···· ··◀·· ···◀·· ···▶·· ···▶·· ···▶	More Complex
<input type="checkbox"/> Identify an emotion (e.g., happy, sad) or a qualifier (e.g., good, bad) shown in informational text. (92111)	<input type="checkbox"/> Recognize an explicit or inferred claim in informational text. (92121)	<input type="checkbox"/> Cite fact and inference (either explicit or inferred) in informational text as evidence to determine an area for further exploration. (92131)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b>	<b>Extension</b>
	<b>ELA</b>	<b>3</b>

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

CCLS Code	Essence(s) of Cluster
<b>W.11.1</b> Frameworks Page(s): 8	Explore and inquire into areas of interest to formulate an argument.

<b>Extension (mark the Extension selected for this Standard)</b>		
<b>Less Complex</b>	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯⋯▶⋯ ⋯⋯▶⋯ ⋯⋯▶	<b>More Complex</b>
<input type="checkbox"/> Recognize a relevant idea about an area of interest. (93111)	<input type="checkbox"/> Identify a source and gather relevant evidence about an area of interest. (93121)	<input type="checkbox"/> Select and explore an area of interest, and compose an argument with supporting detail. (93131)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

<b>Student Performance Data</b>			
<b>Baseline Data Point</b>		<b>Final Data Point</b>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b>	Extension
	<b>ELA</b>	4

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

CCLS Code	Essence(s) of Cluster
<b>SL.11.4</b> Frameworks Page(s): 11	Present information conveying a point of view, which includes supporting ideas appropriate to a specific audience.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶	More Complex
<input type="checkbox"/> Deliver cogent information to a teacher or a peer. (94211)	<input type="checkbox"/> Deliver an organized presentation, expressing an opinion to a class or group. (94221)	<input type="checkbox"/> Deliver an organized presentation that is designed for a specific audience, and is based on two or more points of view. (94231)

**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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

**NYSAA DATA SUMMARY SHEET**

**High School  
ELA**

**Extension  
5**

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

CCLS Code	Essence(s) of Cluster
<b>L.11.2</b> Frameworks Page(s): 14	Demonstrate conventions of standard English capitalization, punctuation, and spelling when using text.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯⋯▶	More Complex
<input type="checkbox"/> Identify punctuation, capitalization, and/or spelling used in language. (95111)	<input type="checkbox"/> Edit a word and/or a sentence that require a correction in capitalization, punctuation, and/or spelling. (95121)	<input type="checkbox"/> Compose a complete sentence, using correct capitalization, punctuation, and spelling. (95131)

**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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b> <b>MATH</b>	<b>Extension</b> <b>1</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>N.Q</b> Frameworks Page(s): 18	Use and understand appropriate units when solving real-world problems.  Be able to determine which units are appropriate when solving word problems.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ⋯▶▶	More Complex
<input type="checkbox"/> Determine appropriate measurement tool(s) for a real-world situation. (91111)	<input type="checkbox"/> Determine the appropriate measurement unit for real-world situation. <i>(For example, a car travels 300 miles in 6 hours. Which rate unit can be used to represent the car's speed?).</i> (91121)	<input type="checkbox"/> Solve a problem involving conversion of a unit of measure. <i>(For example, when buying fence, students must convert feet to yards.)</i> (91131)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	/ /	Date	/ /
Level of Accuracy <small>(74% or below)</small>	%	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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

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

CCLS Code	Essence(s) of Cluster
<b>A-CED</b> Frameworks Page(s): 21	Create and solve equations and inequalities and interpret their meanings. Know how to create one-variable equations and inequalities and how to solve them. Know how to solve a system of linear equations or inequalities.

**Extension (mark the Extension selected for this Standard)**

Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
<input type="checkbox"/> Create an equation and/or inequality based on a given situation. <i>(For example, Jim needs two notebooks for Math today and three notebooks for Science. How many notebooks does Jim need in total? <math>2 + 3 = \underline{\quad}</math>.)</i> (91211)	<input type="checkbox"/> Solve an equation and/or inequality for a given term. <i>(For example, use the volume of an object to determine a missing length.)</i> (91221)	<input type="checkbox"/> Interpret a solution to an equation and/or an inequality. <i>(For example, a ham sandwich costs \$3 and a tuna sandwich costs \$4. You have \$10 to spend on lunch for your 5 friends. Do you have enough money to buy everyone a sandwich?)</i> (91231)

**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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b> <b>MATH</b>	<b>Extension</b> <b>3</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>F.IF</b> Frameworks Page(s): 24	Interpret the key features of functions in terms of the context.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀···· ··◀·· ···◀·· ···▶·· ···▶·· ···▶	More Complex
<input type="checkbox"/> Complete a function table (e.g., fill in the input/output information). (91311)	<input type="checkbox"/> Identify features on a linear graph. (91321)	<input type="checkbox"/> Identify a function as positive or negative on a given graph. (91331)

<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>     
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Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b> <b>MATH</b>	<b>Extension</b> <b>4</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>G-GPE</b> Frameworks Page(s): 27	Algebraically prove simple geometric concepts, using coordinates.  Be able to calculate perimeter and area of a triangle or rectangle using coordinates.

Extension (mark the Extension selected for this Standard)		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ▶⋯▶	More Complex
<input type="checkbox"/> Identify a geometric shape and/or a concept on a coordinate grid. (91411)	<input type="checkbox"/> Determine the characteristics of a geometric shape and/or lines located on a coordinate grid. <i>(For example, specify why, in a group of shapes, some shapes are squares.)</i> (91421)	<input type="checkbox"/> Compute the perimeter and/or area of a geometric shape located on a coordinate grid. <i>(For example, find the area of a rectangle, using the distance between points.)</i> (91431)

**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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School</b> <b>MATH</b>	<b>Extension</b> <b>5</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

CCLS Code	Essence(s) of Cluster
<b>S-ID</b> Frameworks Page(s): 30	Use statistical methods to represent and interpret data on a graph (dot plots, histograms and box plots).

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="checkbox"/> Identify given data on a graph. (91511)	<input type="checkbox"/> Create a histogram, dot plot, or box plot based on data. <i>(For example, student places data into a histogram. Note: data can be given or collected by the student.)</i> (91521)	<input type="checkbox"/> Interpret data displayed on a histogram, dot plot, or box plot. <i>(For example, answer questions on two related graphs about the most common lunch choice.)</i> (91531)

<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
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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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

**NYSAA DATA SUMMARY SHEET**

**High School SCIENCE**

**AGLI 1**

**Student Name:**

**Date of Birth:**

**School Name:**

**Learning Standard**

**Essence(s) of Cluster**

**Standard 4,  
Key Idea 1**

Frameworks Page(s): 34-35

- Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability
- Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis.
- Understand that one-celled organisms contain structures to maintain homeostasis

**Extension (mark the Extension selected for this Standard)**

**Less Complex**



**More Complex**

The student will:

- identify a living thing (92111)
- identify a non-living thing (92112)
- recognize a dependency between a living and a non-living thing (92113)
- recognize a body part associated with one of the five senses (nose, eye, ear, mouth, hand) (92114)
- identify a single-celled organism (92115)

The student will:

- identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121)
- identify organs that work together in a system (92122)
- recognize that an organism is made up of cells (92123)

The student will:

- recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem (92131)
- describe how a system of organs fulfills a certain need in humans (e.g., circulation, respiration, digestion, waste removal) (92132)
- describe the purpose and/or use of the senses (92133)
- recognize that a one-celled organism has structure(s) that fulfill certain need(s) (92134)
- identify different cells that the human body is made up of (92135)
- recognize that a cell has structure(s) that fulfill certain need(s) (92136)

**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?**

- YES**    **NO**

**Was the student prompted?**

- YES**    **NO**

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Indicate 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 (see Administration Manual for complete VE requirements).** Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.



**NYSAA DATA  
SUMMARY SHEET**

**High School  
SOCIAL STUDIES**

**AGLI  
1**

**Student Name:**

**Date of Birth:**

**School Name:**

**Learning Standard**

**Essence(s) of Cluster**

**Standard 1,  
Unit 2**  
Frameworks  
Page(s): 48

- Explain why all nations have established organized governments
- Understand how the United States organized its government under a written constitution
- Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution
- Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights
- Explore the powers of the three branches of the federal and state governments
- Discuss the importance of elections to the democratic process in the United States at the federal and state levels

**Extension (mark the Extension selected for this Standard)**

**Less Complex**



**More Complex**

- The student will:
- recognize at least one classroom rule (91111)
  - recognize examples of governmental laws (91112)
  - identify the importance of obeying classroom rules and/or governmental laws (91113)
  - recognize at least one purpose of government (91114)
  - recognize at least one right guaranteed to citizens (91115)

- The student will:
- identify reason(s) people create governments (91121)
  - identify who is eligible to vote (91122)
  - identify at least two rights of citizens guaranteed by the Bill of Rights (91123)
  - identify the development of the United States Constitution using simple timelines (91124)
  - identify the three branches of government (91125)
  - identify the individual purposes of judicial, legislative, and/or executive branches (911262)
  - explore their rights as a citizen (91127)

- The student will:
- explain why people create governments (91131)
  - explain why voting is an essential part of a democracy (911322)
  - compare the responsibilities of New York State government and the responsibilities of the United States government (91133)
  - compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134)
  - explain the importance of the Bill of Rights in protecting individual rights (911355)
  - explain how to protect and secure their rights as citizens (91136)

**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?**

**YES**    **NO**

**Was the student prompted?**

**YES**    **NO**

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School SOCIAL STUDIES</b>	<b>AGLI 2</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
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<b>School Name:</b>
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Learning Standard	Essence(s) of Cluster
<b>Standard 2, Unit 8</b> Frameworks Page(s): 53	<ul style="list-style-type: none"> <li>Identify the location of continents</li> <li>Locate countries in Asia, Africa, and Latin America</li> <li>Explore world population trends (where the trends occur, problems, etc.)</li> <li>Identify industrialized and developing nations</li> <li>Discuss how ways of life differ between industrialized and developing nations</li> <li>Recognize efforts to improve standards of living in 21st century developing and overpopulated nations</li> <li>Understand the political, social, and economic causes of migration within and between selected nations</li> </ul>

**Extension (mark the Extension selected for this Standard)**

Less Complex		More Complex
The student will: <input type="checkbox"/> locate one country other than the United States on a map (92111) <input type="checkbox"/> recognize photographs or pictures that depict rural life in regions outside the United States, e.g., an African village, a Chinese farm, etc. (92112) <input type="checkbox"/> recognize that some countries are overpopulated (92113) <input type="checkbox"/> identify one issue related to migration (92114) <input type="checkbox"/> explore the lifestyles of people living in foreign country(s), e.g., Mexico, Russia, China, etc. (92115)	The student will: <input type="checkbox"/> locate two continents or countries other than North America and the United States on a map or globe (92121) <input type="checkbox"/> differentiate between continents and/or countries (92122) <input type="checkbox"/> identify the locations of cities outside the United States on a map or globe (92123) <input type="checkbox"/> determine the populations of two or more major cities in and/or outside of the United States (92124) <input type="checkbox"/> identify problems created by migrations (92125) <input type="checkbox"/> examine how ways of life differ in rural and urban areas in a country other than the United States (92126)	The student will: <input type="checkbox"/> explain the differences between a developing and a developed country (92131) <input type="checkbox"/> identify a developed country and/or a developing country (92132) <input type="checkbox"/> explore how migration may create economic, social, and political problems between countries (92133) <input type="checkbox"/> investigate how developing countries are using advances in science and technology to address problems created by overpopulation (92134)

**Assessment Task (same Assessment Task used for both baseline and final administrations):**

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
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. Indicate 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 (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

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

Student Name: \_\_\_\_\_

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Extension Code \_\_\_\_\_

<b>New York State Alternate Assessment (NYSAA)</b>	<b>STUDENT</b>
Informed Consent for Photographing, and/or Recording Digital Video and/or Audio Clips	

To the Parent/Family/Guardian of: \_\_\_\_\_  
(Student's name)

Your child is currently participating in the New York State Alternate Assessment (NYSAA).

During this process, your child's teacher may find it necessary to record how your son or daughter performs the assessment tasks by taking photographs, and/or by recording digital video and/or audio clips.

Your signed permission below will allow these records to be used as part of the assessment. Any reproduction of your child's assessment records for training purposes by the State Education Department will require that all identifying information be removed.

I, (Parent/Family/Guardian's name) \_\_\_\_\_, grant permission for

(Teacher's name) \_\_\_\_\_ to take photographs and/or record digital video and/or audio clips of my son/daughter as necessary for his/her NYSA datafolio.

\_\_\_\_\_  
Parent/Family/Guardian's signature

\_\_\_\_\_  
Date (within the administration period)

**NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.**

<b>New York State Alternate Assessment (NYSAA)</b>	<b>PEERS</b>
Informed Consent for Incidental Photographing of, and/or Recording Digital Video and/or Audio Clips of Classroom Peers	

To Parents/Family/Guardians:

Your child's teacher will be administering the New York State Alternate Assessment (NYSAA) to students in your child's classroom this year. We request your consent to have your child appear in a limited way in photographs taken and/or digital video and/or audio clips recorded.

NYSAA requires teachers to collect student work and/or collect evidence of a student performing an assessment task through data collection sheets, photographs, digital video clips, and/or audio clips. It may be necessary for your child's teacher to record the voice or image of the student who is being assessed during classroom activities with other students in the room. Therefore, there may be limited occasions when your child might appear in photographs taken and/or digital video and/or audio clips recorded that would be included in another student's datafolio. Please note that your child would not be identified by name.

Your signature below gives permission for your child's teacher to take photographs and/or record digital video and/or audio clips that may include your child in an indirect (incidental) manner for the purposes of developing another student's datafolio.

STUDENT'S NAME: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

I, (Parent/Family/Guardian's name) \_\_\_\_\_, grant

permission for (Teacher's name) \_\_\_\_\_ to take photographs and/or record digital video and/or audio clips of my son/daughter. I understand that my child's voice or visual image may appear in a limited way in another student's NYSAA datafolio, but he/she will not be identified by name.

\_\_\_\_\_  
Parent/Family/Guardian's signature

\_\_\_\_\_  
Date (within the administration period)

**NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.**

# NYSAA DIGITAL VIDEO AND AUDIO CLIP SUMMARY FORM

Student's Name (*one student per digital video and/or audio clip*): \_\_\_\_\_

Student's Teacher: \_\_\_\_\_ School Name: \_\_\_\_\_

Label the digital video and/or audio clip with the above information. Attach this summary form to the digital video and/or audio clip. Record a marker at the beginning of the clip and include: the student's name and date of performance. When the assessment task is completed, a second marker must be recorded at the end of the clip, indicating the Level of Accuracy for the assessment task demonstrated. Record Yes/No indicating whether or not the student was prompted during the task.

Clip #	Audio/Digital Video	Date of Task	Content Area	Extension/AGLI Code #	Clip Length (90 sec. or less)	Staff Initials	Level of Accuracy (%)	Was the student prompted?
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO

**NOTE:** DVD- and CD-compatible equipment will be provided at scoring sites. If VHS, cassette tape, or any other video/audio format is submitted, the teacher will be responsible for providing the necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence may not be scored.





# 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 a minimum of three dates. Complete in full, including staff initials, for each date.**

**ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response**

Length of Time for each Segment <small>_____ sec./min. (circle one)</small>	Date							
	<b>Acc +/-</b>							
Segment 1								
Segment 2								
Segment 3								
Segment 4								
Segment 5								
Total +'s								
Total Segments								
Fraction	/	/	/	/	/	/	/	/
Percentage (%)	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date								

**Staff Key (REQUIRED)**

Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

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

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

**Content Area:**  ELA  Mathematics  Science  Social Studies (HS only) **Extension/AGLI#:** \_\_\_\_\_

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

## 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 that the Assessment Task was conducted in my presence.**

\_\_\_\_\_  
**OBSERVER'S NAME (PRINT)**

\_\_\_\_\_  
**OBSERVER'S SIGNATURE**  
(cannot be the same person collecting data)

\_\_\_\_\_  
**DATE OBSERVED**  
(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/AGLI#:** \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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