NYSAA DATA SUMMARY SHEET	Grade HS Extension
	MATH **2**

Student Name: **Portia Student**	Date of Birth: **05/13/1993**

School Name:

CCLS Code	Essence(s) of Cluster
A-CED 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

⦿ Create an equation and/or inequality based on a given situation. (*For example, Jim needs two notebooks for Math today and three notebooks for Science. How many notebooks does Jim need in total? 2 + 3 = __.*). (91211)	⦾ Solve an equation and/or inequality for a given term. (*For example, use the volume of an object to determine a missing length.*). (91221)	⦾ Interpret a solution to an equation and/or an inequality. (*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?*). (91231)

Assessment Task (same Assessment Task used for both baseline and final administrations): **The student will create an equation and/or inequality based on a given situation (e.g., Sally has 10 songs on her playlist and adds three more. How would this be represented as an equation? 10 + 3 = ___). (AT91211A)**

Student Performance Data			
Baseline Data Point		**Final Data Point**	
Date	**10/9/2013**	Date	**1/7/2014**
Level of Accuracy (74% or below)	**0%**	Level of Accuracy	**80%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). <u>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.</u> **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 Collection Sheet for a Multi-Step Task

Student Name: **Portia Student**			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							
Describe Steps of the Assessment Task (recommend at least 4):	Baseline 10/9/2013 Acc +/-	Date 2 11/12/2013 Acc +/-	Date 3 12/5/2013 Acc +/-	Date 4 Acc +/-	Date 5 Acc +/-	Date 6 Acc +/-	Date 7 Acc +/-	Final 1/7/2014 Acc +/-
Student indicates first number for given situation, from a set of symbol and number choices	-	+	-	N	N	N	N	+
Student indicates operation symbol for given situation, from a set of symbol and number choices	-	+	+	N	N	N	N	-
Student indicates second number for given situation, from a set of symbol and number choices	-	-	-	N	N	N	N	+
Student indicates equal sign, from a set of symbol and number choices	-	-	-	N	N	N	N	+
Student indicates final number to complete the given situation, from a set of symbol and number choices	-	-	-	N	N	N	N	+
Total +'s	0	2	1					4
Total Steps	5	5	5					5
Fraction	0/5	2/5	1/5					4/5
Percent (%)	0	40	20					80
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff	FK	DE	FK					FK

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: **FK**   Name: F___ K___
Initials: **DE**   Name: D___ E___
Initials: ___   Name:
Initials: ___   Name:

Optional Information (for organizational and tracking purposes only):

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

Extension/AGLI#: 91211

Assessment Task: The student will create an equation and/or inequality based on a given situation (e.g., Sally has 10 songs on her playlist and adds three more. How would this be represented as an equation? 10 + 3 = ___). (AT91211A)

The student was read the following scenarios (only one scenario assessed per day):

- Rachel has 1 marker in her bag. She adds 1 more. How many does Rachel have now? Represent this scenario as an equation.
- Jim has 2 CDs. Jake gives him 1 more. How many does Jim have now? Represent this scenario as an equation.
- Janet worked 1 hour yesterday. She worked 1 hour today. How many hours did she work altogether? Represent this scenario as an equation.
- Victor collected 4 cans for the food drive. Mrs. Juarez gave him 2 more. How many does Victor have altogether? Represent this scenario as an equation.

Student was given large tactile number, operation, and equality sign choices.

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: **Portia Student** | Date of Student Performance: **10/9/2013**

☑ Baseline ☐ Final   Student Performance: Accuracy: **0%**

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:

I hereby certify the Assessment Task was conducted in my presence.

B. W. _____
OBSERVER'S NAME (PRINT)

B. W. _____   Oct. 9, 2013
OBSERVER SIGNATURE   DATE OBSERVED
(cannot be the same person collecting data)   (must be same date of student
                                                             performance noted above)

*An Observer must be a certified and/ or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 80-5.6 of the Regulations of the Commissioner of Education.)

Optional Information (for organizational and tracking purposes only):

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

Extension/AGLI#: 91211

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

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Teacher completes this section (REQUIRED):

Student Name: **Portia Student** | Date of Student Performance: **1/7/2014**

☐ Baseline ☑ Final   Student Performance: Accuracy: **80%**

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:

I hereby certify the Assessment Task was conducted in my presence.

_____
OBSERVER'S NAME (PRINT)

_____   Jan. 7, 2014
OBSERVER SIGNATURE   DATE OBSERVED
(cannot be the same person collecting data)   (must be same date of student
                                                                        performance noted above)

*An Observer must be a certified and/ or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 80-5.6 of the Regulations of the Commissioner of Education.)

Optional Information (for organizational and tracking purposes only):

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