

2014-15 New York State Alternate Assessment (NYSAA)

Administration Training: Steps to Plan, Administer and Complete NYSAA Datafolios for 2014-15

Office of State Assessment



University of the
State of New York
State Education
Department

**New York State
Alternate Assessment**

**ADMINISTRATION
MANUAL**

2014–15



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

September 2014

**2014–15
Administration
Manual**

2

NYSAA Frameworks, Appendix F

Appendix F: NYSAA Frameworks ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2014)

3

2014–15 Steps for Completing a NYSAA Datafolio

Administration Period: September 29, 2014–February 27, 2015

Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 29 for more information on Collegial Review.

FOR EACH CONTENT AREA ELA, Mathematics, Science, and Social Studies	Step 1:	Confirm the students to be assessed; prepare to administer the NYSAA; and confirm content areas to be assessed.	
	Step 2:	Review the test blueprints for the content areas to be assessed.	
	Step 3:	Review the Extensions or AGLIs and Assessment Tasks for the first content Standard being assessed.	
	Step 4:	Determine an Extension or AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.	
	Step 5:	Plan the evidence that must be included for each Standard.	
	Step 6:	Conduct the baseline administration.	
	Step 7:	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.	
		<i>Recommend Collegial Review</i>	
	Measured Progress ProFile™	Be reminded, that Measured Progress ProFile™ is available to all teachers to assist with their data collection, documentation, and datafolio organization: https://profile.measuredprogress.org/NYSAA/	
	Step 8:	Continue to provide instruction and evaluate progress.	
	Step 9:	Conduct the final administration no later than February 27, 2015.	
	Step 10:	Complete verifying evidence documentation (Measured Progress ProFile™).	
		<i>Recommend Collegial Review</i>	
	Step 11:	Complete the Data Summary Sheets (Measured Progress ProFile™).	
	Step 12:	Complete Steps 3–11 for all standards within this content area.	
	Step 13:	Complete the assessment for each content area to be assessed (Steps 3–12).	
Step 14:	Assemble the datafolio.		
	<i>Recommend Collegial Review</i>		
Step 15:	Submit the datafolio to the building administrator no later than close of business on February 27, 2015. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to the student datafolio after February 27, 2015.		
Step 16:	Complete the online teacher survey at https://www.surveymonkey.com/s/1415NYSAATeacherSurvey .		

NYSAA
Steps
Chart
(page 9)

4

Datafolio Sample – Esteban



5

What will training cover?

Steps to Completing a NYSAA Datafolio:

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

6

Administration Support

Where do you turn when you have questions?

- Alternate Assessment Training Network (AATN) Specialists – each BOCES/Big 5 City school District assigns
 - Facilitate training and collegial review
 - Provide technical support
- Regional Lead Trainers (RLTs) – contact information available in the NYSAA Administration Manual

7

Administration Support - Tools

- The Department's Web site
<http://www.p12.nysed.gov/assessment/nysaa/home.html>
- Measured Progress ProFile™
<https://profile.measuredprogress.org/NYSAA/>
- Collegial Reviews
 - Required at least once during the NYSAA administration period
 - Contact AATN for dates and information

8

Steps 1, 2, 3

Introduction: Steps 1, 2, 3

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

10

2014-15 NYSAA Administration Period



- Administration begins on September 29, 2014
- Administration ends on February 27, 2015
- All datafolios must be completed and turned in to building administrators by February 27, 2015
 - No further work, edits, additions, changes, etc. can be done to a datafolio after February 27th

11

Reviewing the Student's IEP

- NYSAA designated as assessment
- Student's date of birth falls within ranges on 2014-15 NYSAA Age Range Chart
- Testing Accommodations
- Goals and Objectives

12

NYSAA Age Range Chart

Age Ranges for Testing on NYSAA in 2014–15		
Assessment	Birth Date	Student's Age Between September 1, 2014 and August 31, 2015
Grade 3 ELA & Math	September 1, 2005—August 31, 2006	9
Grade 4 ELA, Math, and Science	September 1, 2004—August 31, 2005	10
Grade 5 ELA and Math	September 1, 2003—August 31, 2004	11
Grade 6 ELA and Math	September 1, 2002—August 31, 2003	12
Grade 7 ELA and Math	September 1, 2001—August 31, 2002	13
Grade 8 ELA, Math, and Science	September 1, 2000—August 31, 2001	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1996—August 31, 1997	18*

***Note:** NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1996 who have not been assessed at the secondary-level must be assessed in 2014-15 before they leave school.

13

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Grade 7 ELA and Math	September 1, 2001—August 31, 2002	13
Grade 8 ELA, Math, and Science	September 1, 2000—August 31, 2001	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1996—August 31, 1997	18*

***Note:** NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1996 who have not been assessed at the secondary-level must be assessed in 2014-15 before they leave school.

For questions about the age ranges, contact the Department.

14

NYSAA Test Blueprint – ELA, Grade 4 highlighted

Standards Assessed in Grade 4 ELA:

- Reading Standards for Literature (2 sub-strands)
- Writing Standards
- Speaking and Listening Standards
- Language Standards

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

15

Standards Assessed by Grade

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

16

Frameworks - Example, Grade 4

CDOS Crosswalk
THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)
Mastering the Literacy Skills can lead to the development of key Transition Skills. The transition tasks in this book are designed to assess students with severe disabilities on the NYSAA. Rather, they are extended instructional purposes only.

Engl
NY

CCLS and Essence(s)		ELA - Grade 4
CCLS Strand: Reading Standards for Literature		
CCLS Sub-strand: Key Ideas and Details		
CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe a character, setting, or event in a story or drama, using details from the text.

Page 2 - 2014-15 NYSAA Frameworks - Grade 4 ELA

Extension 1

Less Complex | **More Complex**

Identify a character, setting, and/or event from a story or drama. (41111)

Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)

Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)

17

Frameworks - Example, Grade 4

CCLS and Essence(s)		ELA - Grade 4
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Extensions and Assessment Tasks

ELA - Grade 4 | **Extension 1**

Less Complex | **More Complex**

Identify a character, setting, and/or event from a story or drama. (41111)

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18

Frameworks – Grade 4 Example

Extensions and Assessment Tasks		Extensions and Assessment Tasks	
Extension/AGLI and Assessment Task Coding		ELA – Grade 4 RL.4.3	Extension 1
Less Complex		Less Complex	More Complex
<p>Identify a character, setting, and/or event from a story or drama.</p> <p>(41111)</p>		<p>Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)</p>	<p>Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)</p>
<ul style="list-style-type: none"> The student will identify a character, setting, and/or event from a story or drama. <p>(AT41111A)</p>		<ul style="list-style-type: none"> The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121A) The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) The student will describe an event in a story or drama using specific detail from text. (AT41121C) The student will describe an event, using specific detail from a story or drama. (AT41121D) 	<ul style="list-style-type: none"> The student will use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or an event (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student infers that the character of Willy Wonka likes children better than he likes adults because he selects a child to take over his chocolate factory). (AT41131)

19

Frameworks – Grade 4 Example Transition Skills and CDOS Crosswalk:

CDOS Crosswalk
<p>THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)</p> <p>Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.</p> <p>Some of the transition skills that may be developed later by students with disabilities are listed below.</p> <p>RL.4.3 Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:</p> <ul style="list-style-type: none"> Use language (words, pictures, symbols, sentences) to express interests, aptitudes and abilities Expand their preferences for working with a variety of people (select partner for group project) Consider a work situation (fire station) and discuss who the characters would be, what the setting would be, and what events might take place <p>Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:</p> <ul style="list-style-type: none"> Determine key ideas and details across a variety of settings (community flyer) Solve problems that call for applying academic knowledge and skills (answer questions from peers about a book you have read) <p>Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:</p> <ul style="list-style-type: none"> Thinking Skills: Select and use key ideas and details to complete a task (book report) Reading: Describe an event in detail (community fundraiser) Managing Information: Use information from a text to complete a task (graphic organizer)

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

20

Review: Steps 1, 2, 3

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

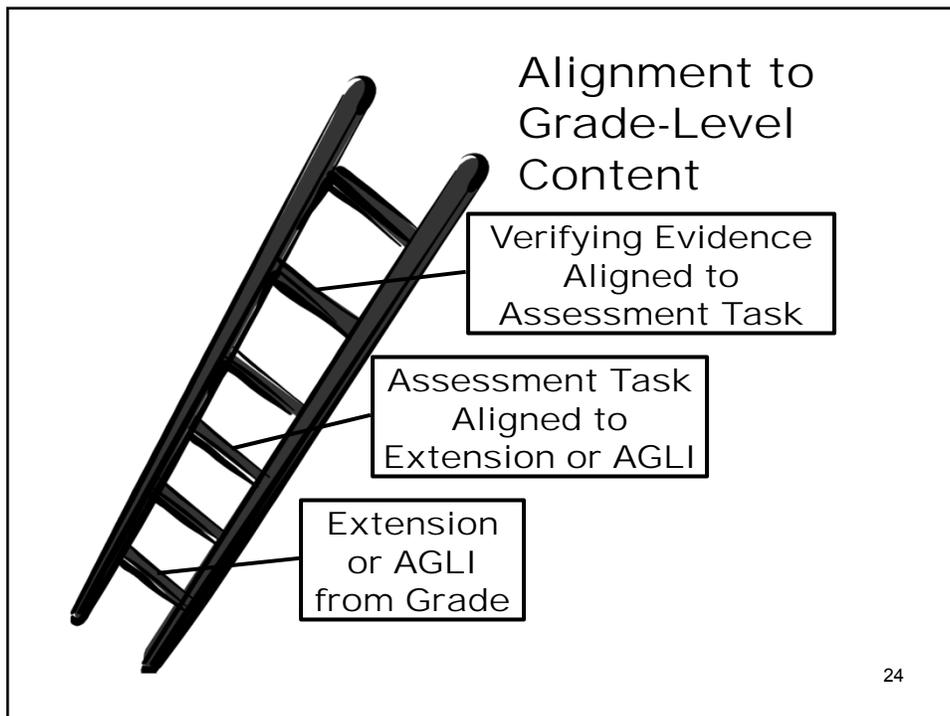
21

Steps 4, 5, 6

Introduction: Steps 4, 5, 6

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

23



24

Review the Standard and Essence(s)

CCLS and Essence(s)		
CCLS and Essence(s)		ELA – Grade 4
CCLS Strand: Reading Standards for Literature		
CCLS Sub-strand: Key Ideas and Details		CCLS Page(s): 18
CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RL.4.3	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe a character, setting, or event in a story or drama, using details from the text.

25

Starting Point For Choosing an Extension or AGLI

Extensions and Assessment Tasks		
Extensions and Assessment Tasks	ELA – Grade 4 RL.4.3	Extension 1
Extensions ◀.....▶		
Less Complex		More Complex
Identify a character, setting, and/or event from a story or drama. (41111)	Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)	Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)
Assessment Tasks		
<ul style="list-style-type: none"> The student will identify a character related to a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student identifies the main character as Charlie.) (AT41111A) The student will identify a character related to a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student identifies the main character as Charlie.) (AT41111B) The student will identify the setting or event of a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student identifies the setting as a chocolate factory or the event as a tour of the factory). (AT41111C) 	<ul style="list-style-type: none"> The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121A) The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story, for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121C) 	<ul style="list-style-type: none"> The student will use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student infers that the character of Willy Wonka likes children better than he likes adults because he selects a child to take over his chocolate factory). (AT41131)

Recommended starting point for selecting an Extension to be assessed

26

Considerations from the IEP

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

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

27

Extensions and Assessment Tasks		ELA – Grade 4 RL.4.3	Extension 1
Extensions			
Less Complex	41121	41121	More Complex
Identify a character, setting, and/or event from a story or drama. (41111)	Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)		Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)
Assessment Tasks			
<ul style="list-style-type: none"> • The student will identify a character, setting, and/or event from a story or drama. (AT41111A) • The student will identify a character related to a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student identifies the main character as Charlie.) (AT41111B) • The student will identify the setting or event of a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student identifies the setting as a chocolate factory or the event as a tour of the factory). (AT41111C) 	<ul style="list-style-type: none"> • The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121A) • The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) • The student will describe an event in a story or drama using specific detail from text. 		<ul style="list-style-type: none"> • The student will use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or an event (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i>, the student infers that the character of Willy Wonka likes children better than he likes adults because he selects a child to take over his chocolate factory). (AT41131)

Example –
Selecting
an
Extension
(41121)

28

Assessment Tasks

- Assessment Tasks must be used as written
- Teachers cannot
 - Modify an assessment task, or
 - Create an original assessment task

Use only the Assessment Tasks provided in the 2014-15 Frameworks

29

Extensions
Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)
Assessment Task
<ul style="list-style-type: none"> • The student will describe a character, setting, or event from a story or drama using specific detail from text. (AT41121A) • The student will provide a physical description of a character or setting using specific detail from a story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) • The student will describe an event in a story or drama using specific detail from text. (AT41121C) • The student will describe an event, using specific detail from a story or drama. (AT41121D)

- The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B)

Example –
Selecting an
Assessment
Task

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

30

STEP 5 Planning Verifying Evidence

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

31

Assessment Task Contains PLURAL

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

32

Example:
Plural
Demonstrated
in VE

Assessment Task:
Grade 4 ELA,
AT44221A, "the
student will provide
an appropriate
salutation or
response for two or
more social
situations."

Role Play in a Restaurant: What would you like to order? (response ex. "pizza", "steak", etc)

Role Play in a Restaurant: Waitress says that "we're all out of _____". Student responds appropriately. (response ex. "I'll have _____ instead")

Role Play in a classroom: Teacher says something that the student cannot hear. Student responds. (response ex. "Can you please repeat that?")

Role Play: A friend calls and asks the student to go to the movies. Student responds appropriately. (response ex. "What time?", "Let me ask my mom.")

Data Collection Sheet for a Multi-Step Task								
[Redacted]		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						
(Acc) KEY: (+) Correct Response (-) Inaccurate/No Response								
Baseline	Date 2	Date 3	Date 4	Date 5	Date 6	Date 7	Final	
11/17/2013	11/17/2013						11/20/2013	11/20/2013
Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
+	+	N	N	N	N	N	+	+
+	+	N	N	N	N	N	+	+
-	-	N	N	N	N	N	-	-
-	-	N	N	N	N	N	-	-

33

Assessment Task Contains AND, OR, AND/OR

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

34

Example: AND Demonstrated in VE

NAME: Justin _____ DATE: 10/30/14
 ELA: Grade 3 AT34111A
 Directions: Listen to a story and identify a key detail.

1.) Where do apples grow?

2.) What do you make with pumpkins?

3.) What color are _____?

Teacher read "Apples, Apples Everywhere", "Pumpkin, Where did you come from?" and "How Many Turkeys in the Barn?"

NAME: Justin _____ DATE: 1/27/15
 ELA: Grade 3 AT34111A
 Directions: Listen to a story and identify a key detail.

1.) Where do apples grow?

Extension (mark the Extension selected for this Standard)

Less Complex ← → More Complex

<input checked="" type="radio"/> Listen to presented information and identify a key detail. (34111)	<input type="radio"/> Listen to presented information and identify the main idea. (34121)	<input type="radio"/> Listen to presented information and determine the main idea and one or more supporting detail. (34131)
---	---	--

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will listen to presented information and identify a key detail (e.g., the student identifies a key detail after listening to information presented by a teacher or a peer). (AT34111A)

35

Planning Verifying Evidence – Questions to Ask

- What is the best way to present the Assessment Task being conducted?
- Does the verifying evidence show what the Assessment Task outlined as the **student's action**?
- Is there any information on the evidence that ***conflicts*** with the **vocabulary** from the Assessment Task?

36

Example:
information on
VE appears to
conflict with
the
Assessment
Task

Name: CARLOS Date: 11/13/14

Directions: Identify a tree.

100%

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

37

Considerations for Verifying Evidence–Planning

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

38

Notations on Verifying Evidence

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

39

Example: Notation on Verifying Evidence

Name: Isis
Date: 9/30
Accuracy: 0% (0 out of 2)
Notations: Given a choice of 4, the student chose their answer and then staff helped them

Notations: Given a choice of 4, the student chose their answer and then staff helped them circle the response.

What is a multiplication symbol?

+ ÷ X -

What is a division symbol?

÷ + - X

40

Four Types of Verifying Evidence

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

Refer to the Administration Manual for specific guidelines

41

Three Required Elements

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

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



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

42

Example: VE Information conflicts with Assessed Task

Grade 4 Science

AGLI#42221:

Identify the function of a basic plant or animal structure.

Assessment Task:

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

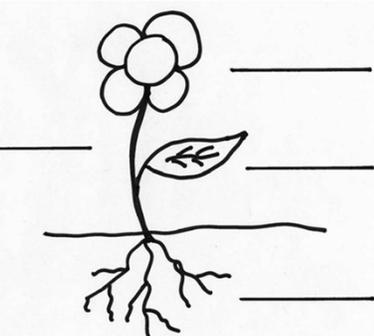
Connection VE to Task = NO

4A 251

BASIC PLANT STRUCTURES

Name Sean _____ Date 11/4/14

The student was presented with the diagram below. The teacher pointed to each part of the plant and asked the student to identify each part. The teacher recorded the student's responses.



1.) Is this the leaf? YES NO

2.) Is this the root? YES NO

3.) Is this the flower? YES NO

4.) Is this the stem? YES NO

43

Templates = Administrative Error

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

44

ACTION VERBS

Name Andrew Date 11.6.11

The teacher read the sentences to the student and asked the student to point to the verb. The teacher circled the word the student pointed to.

- 1.) Sally runs fast. —
- 2.) Victor hit the ball. —
- 3.) The dog barks. +
- 4.) Our roof leaks. —

y4
251.

Example: Template

Grade 8 ELA, Extension 85211

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

This is considered a template.

45

Name Jafed Date Jan, 20, 2015 1007b

Directions: Identify the purpose of each scientific tool.

TOOL	WHAT IS IT USED FOR?	
1. Safety Goggles 	 measure time	 Protect eyes
2. Balance Scale 	 weigh things	 write
3. Thermometer 	 cut things	 tell if it's hot
4. Microscope 	 eat	 see cells
5. Ruler 	 measure length	 carry things

NOTATION: Tool and choices were read to the student and the teacher recorded the student's responses.

Example: Not a Template

Assessment Task: The student will identify the purpose of a scientific tool, when given the tool and a set of purposes to select from (AT41121B)

Labels on pictures do not give or lead the student to the correct answer.

46

Grade 4 SCIENCE, AT42212B

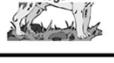
Name: Andrew Date: 11/6/14 $\frac{2}{4} = 50\%$

ANIMAL STRUCTURES

ear 	tail 	eye 
legs 	mouth 	leash 



Using the bank above, indicate the structure that allows the animal to...

eat...		C	The teacher read the responses, presenting picture cards to the student of the images in the word bank. The student eye gazed their responses and the teacher placed that card in the box next to the purpose
see...		X	
hear...		X	
walk...		C	

Example:
Not a Template

Assessment Task: The student will identify a basic animal structure (AT42212B)

The word bank provides a set of options for the student to choose from. The word bank does not give or lead the student to the correct answer.

Photographic, Digital Video, and/or Audio Evidence

In addition to the three required elements:



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



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

48

NYSAA Observer Verification Form

Please Note: The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

Teacher completes this section (REQUIRED):

Student Name: _____ Date of Student Performance: ____/____/____

Baseline Final Student Performance: Accuracy: _____ %

Observer* completes this section (REQUIRED):

Observer Title/Position (REQUIRED):

Teacher
 Administrator
 School Psychologist
 Related Service Provider: Occupational Therapist, Physical Therapist, Speech & Language Therapist, Certified Occupational Therapy Assistant, Physical Therapist Assistant
 Nurse
 Other certified or licensed professional: _____ (title)

I hereby certify the assessment task was conducted in my presence.

OBSERVER'S NAME (PRINT)

OBSERVER'S SIGNATURE _____ DATE OBSERVED _____
(cannot be the same person collecting data) (must be same date of student performance noted above)

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

Optional Information (for organizational and tracking purposes only):

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

Extension#: _____

Assessment Task: _____

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

Observer Verification Form

- Teacher completes top section
- Observer records his or her
 - Title
 - Name
 - Signature and
 - Date task was observed

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

51

Determining Student Performance

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

52

STEP 6 **Conduct Baseline Administration**

Recommended
Timeline

By mid-November

- Purpose of the baseline is to confirm
 - appropriate Level of Complexity selected
 - student has not already mastered selected skill
- Level of Accuracy on baseline cannot exceed **74%** (threshold)
- After baseline is complete, begin instruction and reevaluation process

53

Determining Level of Accuracy

Accuracy is a key measure of student performance for the NYSAA. The teacher determines the Level of Accuracy by comparing the student's number of correct responses with the total number of expected responses.

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

54

Example: Rounding Accuracy

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

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

55

Name: Esteban Date: 10 / 16 / 14 $1/4 = 25\%$

Directions: Circle the picture that shows the meaning of each word based on the context of the given sentence.

- The girl is showering.
  
- We tried building a tower.
  
- Grandma saw the newspaper.
  
- You need to duck so you do not bump your head.
  

Examples: Calculating Level of Accuracy

Level of Accuracy calculation:

- 4 questions
- Student answered one question correctly

$1/4 = 25\%$ accurate

56

Example: Calculating Level of Accuracy

Level of Accuracy calculation:

- 12 items to choose from
 - Student made 7 correct choices
- $7/12 = 58\%$ accurate

NYSAA HS Science, AGLI 2, AT93124 $7/12 = 58\%$

Name: Andrew Date: 11/6/14

Indicate the characteristics of matter from the choices below:

 scale	 color	 thermometer
 odor	 notebook	 conductivity
 freezing point	 mass	 vegetable
 ruler	 state of matter	 density

57

Example: Incorrect Calculation for Level of Accuracy

Correct Calculation based on 9 items:

Student chose 1 correct response and did not choose 3 of incorrect responses = 4 correct
9 possible responses
 $4/9 = 44\%$

Name Jack Date 10/18

Mark the multiplication and division symbols.

 +	 +	 X
X	=	-
%	 $\frac{\cdot}{\cdot}$	X

Handwritten notes: 1/4, 25%

58

NYSAA DATA SUMMARY SHEET		Grade 4 ELA	Extension 1																								
Student Name:		Date of Birth:																									
School Name:																											
CCLS Code	Essence(s) of Cluster																										
RL.4.3 Frameworks Page(s): 2	Describe a character, setting, or event in a story or drama, using details from the text.																										
Extension (Less C... <input type="checkbox"/> Identify a... and/or event... drama. (4111)	<table border="1"> <thead> <tr> <th colspan="4">Student Performance Data</th> </tr> <tr> <th colspan="2">Baseline Data Point</th> <th colspan="2">Final Data Point</th> </tr> <tr> <th>Date</th> <th>/ /</th> <th>Date</th> <th>/ /</th> </tr> <tr> <th>Level of Accuracy (74% or below)</th> <th>%</th> <th>Level of Accuracy</th> <th>%</th> </tr> <tr> <td colspan="2">Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td colspan="2">Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> </tr> </thead> <tbody> <tr> <td colspan="2">Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td colspan="2">Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO</td> </tr> </tbody> </table>			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		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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Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. 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.

Was the student prompted?

- Refocus,
- Redirect,
- Gain attention, or
- Remind

59

Review: Steps 4, 5, 6

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

60

Steps 7, 8, 9

Introduction: Steps 7, 8, 9

Step 7	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.
Step 8	Provide instruction and evaluate progress.
Step 9	Conduct the final administration no later than February 27, 2015.

62

STEP 7 Threshold Limit on Baseline

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

63

Threshold Limit on Baseline

- Level of Accuracy **75% or higher** = must
 - move to a higher complexity Assessment Task;
 - choose a different Assessment Task within same complexity; or
 - increase rigor of Assessment Task
- CONDUCT
BASELINE
AGAIN,
Repeat Steps
6 & 7**

64

Increasing the Rigor of a Task

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

65

Baseline Administration Notes

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

NOTE: If the Level of Accuracy documented for the baseline administration is 75% or higher, it is considered an administrative error.

66

STEP 8 Provide Instruction and Evaluate Progress

- Once the Assessment Task is confirmed
- Recommend instruction and evaluation conducted 3-4 times during administration before final data point is collected
- Purpose: increase proficiency on assessed skill, reduce support if appropriate

67

STEP 9 Conduct Final Administration

Timeline No later than February 27, 2015

- Recommend at least 15 school days of instruction and evaluation following the baseline but is not required
- Prior to conducting the final administration, plan for materials, documentation, support, assistive equipment and testing accommodations
- Document Level of Accuracy (%) and whether prompting was provided (Yes/No)

68

Review: Steps 7, 8, 9

Step 7	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.
Step 8	Provide instruction and evaluate progress.
Step 9	Conduct the final administration no later than February 27, 2015.

69

Steps 10 and 11

Introduction: Steps 10 and 11

Step 10	Complete verifying evidence documentation.
Step 11	Complete the Data Summary Sheets.

71

Verifying Evidence Documentation

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

72

Verifying Evidence Documentation

Name: Alyssa Date: 11/4/14 Accuracy: $\frac{3}{8} = 38\%$

Directions: Compare and contrast "Fun to Read Fairy Tales: Snow White and the Seven Dwarfs" with "Disney: Snow White and the Seven Dwarfs" and paste the details in the Venn diagram.

Student's Name

Date of Performance

Level of Accuracy

73

Completing the Data Summary Sheet

Student Demographics

Standard
(reference purposes)

Extension or AGLI (check one)

Assessment Task
(record one from Frameworks)

Performance Data

NYSAA DATA SUMMARY SHEET		Grade 4	Extension 1
Student Name:		Date of Birth:	
School Name:			
CCLS Code	Essence(s) of Cluster		
RL.4.3 Frameworks Page(s): 2	Describe a character, setting, or event in a story or drama, using details from the text.		
Extension (mark the Extension selected for this Standard)			
Less Complex ← → More Complex			
<input type="checkbox"/> Identify a character, setting, and/or event from a story or drama. (41111)	<input type="checkbox"/> Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)	<input type="checkbox"/> Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)	
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
<small>Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. 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.</small>			

74

Documenting Student Performance

Grade 4 ELA Ext. 1, AT41121B

Name: Esteban Date: 12/12/14 3/4 = 75%

Directions: Describe the character's physical appearance.
Consider the description and pictures of Violet in the book *The Hope Chest* by Karen Schwabach:

1.) Violet is



a mom



young girl

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/9/2014	Date	12/12/2014
Level of Accuracy (74% or below)	50%	Level of Accuracy	75%
Was the student prompted?	YES	Was the student prompted?	NO



jeans and sneakers



long skirts or dresses

3.) Violet's hair was



short



long

Teacher read each question and response choices to the student. Response choices were placed on Big Mac buttons and student pressed his choice. Teacher circled response on worksheet.

75

Review: Steps 10 and 11

Step 10	Complete verifying evidence documentation.
Step 11	Complete the Data Summary Sheets.

76

Steps 12-16

Introduction: Steps 12 through 16

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

78

NYSAA Datafolios



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

79

Completing NYSAA Forms

- NYSAA datafolio documentation can be
 - Completed online using Measured Progress ProFile™
<https://profile.measuredprogress.org/NYSAA/>
 - Completed by hand, using forms in 2014-15 NYSAA Administration Manual (September 2014)
- Review all documents carefully before submitting them in the datafolio.

80

How to Order Documents in the NYSAA Datafolio

Place documents in order:

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

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

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

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

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

Table of Contents

Student Page (pages 1 & 2)

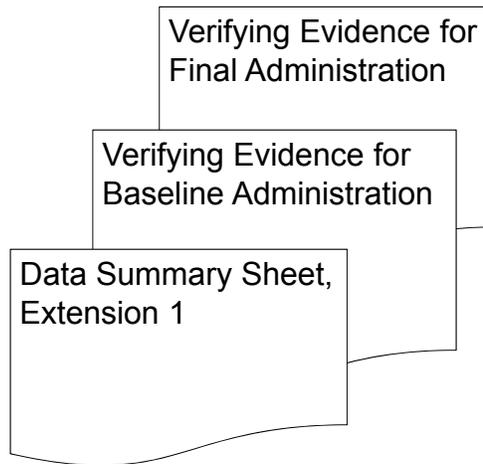
Data Summary Sheets

The image shows a stack of five NYSAA Data Summary Sheets for Grade 3 ELA Extension. The sheets are labeled ELA 1, ELA 2, ELA 3, ELA 4, and ELA 5. Each sheet includes fields for Student Name, Date of Birth, School Name, and OCL3 Code. The ELA 1 sheet is partially filled out, showing the OCL3 Code RL.3.11 and the Extension (mark the Extension selected for this Standard) section with radio buttons for Less Complex and More Complex. The Student Performance Data section includes Baseline Data Point and Final Data Point tables with columns for Date, Level of Accuracy (%), and a Yes/No prompt.

How to Order Documents in the NYSAA Datafolio

For each Standard

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



83

Collegial Review

- Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period.
- At least one Collegial Review must be conducted on each datafolio; additional reviews are suggested.
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page.



84

2014-15 NYSAA KEY DATES



- Administration begins on September 29, 2014
- NYSAA training will take place beginning in September
- Baseline administration should take place in October or November
- Final administration can take place no later than February 27, 2015
- Administration ends on February 27, 2015
- Measured Progress ProFile™ taken offline February 27, 2015
- Scoring will take place March 16 – May 1, 2015

85

Online Teacher Survey

- All teachers administering the NYSAA are asked to complete an online survey
 - Provide feedback on the process
 - Make suggestions for future materials and training
- Survey available February 27, 2015 through May 2015

<https://www.surveymonkey.com/s/1415NYSAATeacherSurvey>

86