Appendix B:

Sample Datafolio, Grade 4

TEST ADMINISTRATION MANUAL

New York State Alternate Assessment
for Science and Social Studies
(November 2015)

2015-16 NYSAA for Science and Social Studies
Student Page (1 of 2)

Student Information:
Last Name: **Student** First Name: **Esteban**
Student Nickname if used in datafolio: **Esteban**
Date of Birth: **04/20/2006**
Student ID# (assigned by school district): **987654321**
District of Residence: **Somewhere CSD**
Name of School Student Attends: **Somewhere Elementary School**
Attending School City/State: **Somewhere NY**
Student most often receives instruction in the following setting (check one below): (•) **School** ( ) Home ( ) Hospital or ( ) Other (specify):

Administration Period for 2015–16 NYSAA: December 7, 2015 – February 12, 2016

NYSAA Datafolio Submitted for the Following Grade:
(check only one box based on student's birth date)

	Birth Date Range	NYSAA Level	Content Areas Assessed
(•)	**September 1, 2005-August 31, 2006**	**Grade 4**	**Science**
( )	September 1, 2001-August 31, 2002	Grade 8	Science
( )	September 1, 1997-August 31, 1998	Secondary	Science, Social Studies

Supports Required per IEP (check all that apply):

Type of Support	Details
☐ Assistive technology	
☐ Communication system	

Month in which the last Collegial Review of this datafolio was conducted: **February**

Testing Accommodations are listed on the next page.

NYSAA ProFile 2015-2016

2015-16 NYSAA for Science and Social Studies Student Page (2 of 2): Testing Accommodations

Test Accommodations Provided During Testing (check all that apply):	
Testing Accommodations	**Content Area**
☑ Flexibility in scheduling/timing	☑ Science ☐ Social Studies (HS)
☑ Flexibility in setting	☑ Science ☐ Social Studies (HS)
☑ Method of presentation (exclude Braille/large type and test read)	☑ Science ☐ Social Studies (HS)
☑ Method of Response	☑ Science ☐ Social Studies (HS)
☐ Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	☐ Science ☐ Social Studies (HS)
☐ Braille	☐ Science ☐ Social Studies (HS)
☐ Large type	☐ Science ☐ Social Studies (HS)
☑ Tests read *	☑ Science ☐ Social Studies (HS)
☐ Use of calculator, abacus, or arithmetic tables **	☐ Science ☐ Social Studies (HS)
☐ Use of spell-check/grammar-check devices ***	☐ Science ☐ Social Studies (HS)
☐ Waiving of spelling, paragraphing, or punctuation ***	☐ Science ☐ Social Studies (HS)
ELL Testing Accommodations	**Content Area**
☐ Time extension	☐ Science ☐ Social Studies (HS)
☐ Separate location	☐ Science ☐ Social Studies (HS)
☐ Bilingual dictionary/glossary	☐ Science ☐ Social Studies (HS)
☐ Oral translation	☐ Science ☐ Social Studies (HS)
☐ Responses written in native language	☐ Science ☐ Social Studies (HS)
☐ Translated edition (selected tests)	☐ Science ☐ Social Studies (HS)

* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

**** Only an allowable testing accommodation for Grades 6-8 and H.S. mathematics; is allowed for Grades 3-H.S. ELA, science, and social studies.**

*** Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess writing skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

NYSAA ProFile™ 2015-2016

NYSAA DATA SUMMARY SHEET	Grade 4 SCIENCE	AGLI 1

Student Name: **Esteban Student**	Date of Birth: **04/20/2006**
School Name: **Somewhere Elementary School**	

Learning Standard	Essence(s) of Cluster
Standard 1, Key Idea 2 Frameworks Page(s): 2	• Plan and develop procedures for exploration • Identify materials needed for exploration • Implement an exploration • Report observations

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ More Complex

The student will:	The student will:	The student will:
◉ recognize a scientific tool used in a scientific investigation (41111)		

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will recognize a scientific tool by indicating the tool appropriate for a specific scientific investigation.
(e.g., choose a tool for a scientific investigation of air temperature at various times in a day: pencil vs. thermometer; choose a tool for a scientific investigation of distance traveled by an object: chalk vs. yardstick) (AT41111A)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**12/14/2015**	Date	**2/8/2016**
Level of Accuracy (74% or below)	**33%**	Level of Accuracy	**67%**
Was the student prompted?	**NO**	Was the student prompted?	**NO**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Grade 4—Science, AGLI 1: AT41111A

Name: Esteban

1/3 = 33%

Date: December 4, 2015

Directions: Circle/mark the tool used for each scientific investigation.

1. What would you use to measure water evaporation?

beaker

X

robot

C

2. What would you use to see a small bug in an insect investigation?

toy truck

X

hand lens

X

3. What would you use to investigate if the weight of a pencil is more than the weight of a book?

balance

soccer ball

X

Grade 4—Science, AGLI 1: AT41111A

2/3 = 67%

Name: Esteban Date: February 8, 2016

Directions: Circle/mark the tool used for each scientific investigation.

1. What would you use to measure temperature?

clown

thermometer

C

2. What would you use to see leaf cells in a plant investigation?

microscope

jacket

C

3. What would you use to measure how much liquid to add to a mixture?

bicycle

graduated cylinder

X

NYSAA DATA SUMMARY SHEET	Grade 4 SCIENCE	AGLI 2

Student Name: **Esteban Student**	Date of Birth: **04/20/2006**
School Name: **Somewhere Elementary School**	

Learning Standard	Essence(s) of Cluster
Standard 4, Key Idea 3 Frameworks Page(s): 7	• Understand that animals and plants have different structures that are essential for growth, reproduction, and survival • Understand that animals and plants adapt to their environment

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ **More Complex**

The student will:	The student will: ◉ identify the function of a basic plant or animal structure (42221)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will identify the function of a given plant or animal structure. (e.g., given the structure of wings—student identifies from a set of choices "for flying"; given the structure of roots—the student identifies from a set of function choices "for taking in water") (AT42221)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**1/13/2016**	Date	**2/9/2016**
Level of Accuracy (74% or below)	**0%**	Level of Accuracy	**100%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Grade 4—Science, AGLI 2: 42221

Name: Esteban Date: 1/13/16 0%

Directions: Listen to the question and choices, and point to the function of the plant or animal structure indicated below.

1.) What is the function of a plant's leaves?

a.) take in water b.) make food X

2.) What is the function of the rhino's horn?

a.) thinking X b.) protection from enemies

3.) What is the function of a bird's wings?:

a.) flying b.) eating X

Grade 4—Science, AGLI 2: 42221

Name: Esteban Date: 2/9/16 100%

Directions: Listen to the question and choices, and point to the function of the plant or animal structure indicated below.

1.) What is the function of a plant's leaves?

a.) take in water b.) make food

2.) What is the function of the rhino's horn?

a.) thinking b.) protection from enemies

3.) What is the function of a bird's wings?:

a.) flying b.) eating

Appendix B:

Sample Datafolio, Grade 8

TEST ADMINISTRATION MANUAL

New York State Alternate Assessment
for Science and Social Studies
(November 2015)

2015-16 NYSAA for Science and Social Studies
Student Page (1 of 2)

Student Information:
Last Name: **Student** First Name: **Li**
Student Nickname if used in datafolio: **Li**
Date of Birth: **10/03/2001**
Student ID# (assigned by school district): **123456789**
District of Residence: **Somewhere CSD**
Name of School Student Attends: **Somewhere Middle School**
Attending School City/State: **Somewhere NY**
Student most often receives instruction in the following setting (check one below): (•) **School** ( ) Home ( ) Hospital or ( ) Other (specify):

Administration Period for 2015–16 NYSAA: December 7, 2015 – February 12, 2016

NYSAA Datafolio Submitted for the Following Grade:
(check only one box based on student's birth date)

	Birth Date Range	NYSAA Level	Content Areas Assessed
( )	September 1, 2005-August 31, 2006	Grade 4	Science
(•)	**September 1, 2001-August 31, 2002**	**Grade 8**	**Science**
( )	September 1, 1997-August 31, 1998	Secondary	Science, Social Studies

Supports Required per IEP (check all that apply):

Type of Support	Details
[ ] Assistive technology	
[ ] Communication system	

Month in which the last Collegial Review of this datafolio was conducted: **February**

Testing Accommodations are listed on the next page.

NYSAA ProFile 2015-2016

2015-16 NYSAA for Science and Social Studies Student Page (2 of 2): Testing Accommodations

Test Accommodations Provided During Testing (check all that apply):	
Testing Accommodations	**Content Area**
☑ Flexibility in scheduling/timing	☑ Science ☐ Social Studies (HS)
☑ Flexibility in setting	☑ Science ☐ Social Studies (HS)
☑ Method of presentation (exclude Braille/large type and test read)	☑ Science ☐ Social Studies (HS)
☑ Method of Response	☑ Science ☐ Social Studies (HS)
☐ Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	☐ Science ☐ Social Studies (HS)
☐ Braille	☐ Science ☐ Social Studies (HS)
☑ Large type	☑ Science ☐ Social Studies (HS)
☑ Tests read *	☑ Science ☐ Social Studies (HS)
☐ Use of calculator, abacus, or arithmetic tables **	☐ Science ☐ Social Studies (HS)
☐ Use of spell-check/grammar-check devices ***	☐ Science ☐ Social Studies (HS)
☐ Waiving of spelling, paragraphing, or punctuation ***	☐ Science ☐ Social Studies (HS)
ELL Testing Accommodations	**Content Area**
☐ Time extension	☐ Science ☐ Social Studies (HS)
☐ Separate location	☐ Science ☐ Social Studies (HS)
☐ Bilingual dictionary/glossary	☐ Science ☐ Social Studies (HS)
☐ Oral translation	☐ Science ☐ Social Studies (HS)
☐ Responses written in native language	☐ Science ☐ Social Studies (HS)
☐ Translated edition (selected tests)	☐ Science ☐ Social Studies (HS)

* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

** **Only an allowable testing accommodation for Grades 6-8 and H.S. mathematics; is allowed for Grades 3-H.S. ELA, science, and social studies.**

*** Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess writing skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

NYSAA ProFile™ 2015-2016

NYSAA DATA SUMMARY SHEET	Grade 8 SCIENCE	AGLI 1

Student Name: **Li Student**	Date of Birth: **10/03/2001**
School Name: **Somewhere Middle School**	

Learning Standard	Essence(s) of Cluster
Standard 1, Key Idea 3 Frameworks Page(s): 2	• Organize data (results) using graphs, diagrams, tables, and models • Draw conclusions based on data from an investigation

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ More Complex

The student will:	The student will: ◉ identify the cause-and-effect relationship of a science-related event (81323)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will identify the cause-and-effect relationship of a science related event. (e.g., given two sets of pictures [one set showing an ice cube, a heat lamp, and a puddle, and one set showing a box, a road, and a car], the student selects the set of pictures that shows a cause-and-effect relationship) (AT81323)

Student Performance Data

Baseline Data Point		*Final Data Point*	
Date	**1/12/2016**	Date	**1/27/2016**
Level of Accuracy (74% or below)	**40%**	Level of Accuracy	**80%**
Was the student prompted?	**YES**	Was the student prompted?	**NO**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Name: LI Date: 1/12/16 Accuracy: 2/5 = 40%

Grade 8 Science, AT81323

Indicate the cause and effect relationship in each of the science related events presented below.

	Cause	Effect	Relationship Choice (Indicate One)
1.	Rain	Flooding ✓	A. Heavy rain can't be absorbed fast enough and results in flooding. B. Flooding causes rain. C. When it floods turtles can't swim.
2.	Tides	Beach Erosion ✗	A. Beach goers get frustrated. B. The moon moves the tides. C. Higher tides erode sand and rocks on the beach.
3.	Temperature and Humidity	Tornado ✗	A. Warm air causes humidity. B. Tornadoes cause humidity. C. Warm air and humidity may cause tornadoes.
4.	Pollution	Sea birds die ✓	A. Sea birds create pollution. B. Sea birds eat or get caught in trash and are hurt or die. C. Pollution keeps sea bird populations under control.
5.	Car Exhaust	Acid Rain ✗	A. The nitrogen in the car exhaust creates acid rain. B. Acid rain creates the car exhaust. C. Acid rain falls from the car exhaust.

Name: LI Date: 1/27/16 Accuracy: 4/5 = 80%

Grade 8 Science, AT81323

Indicate the cause and effect relationship in each of the science related events presented below.

	Cause	Effect	Relationship Choice (Indicate One)
1.	Rain	Flooding ✓	A. Heavy rain can't be absorbed fast enough and results in flooding. B. Flooding causes rain. C. When it floods turtles can't swim.
2.	Tides	Beach Erosion ✓	A. Beach goers get frustrated. B. The moon moves the tides. C. Higher tides erode sand and rocks on the beach.
3.	Temperature and Humidity	Tornado ✓	A. Warm air causes humidity. B. Tornadoes cause humidity. C. Warm air and humidity may cause tornadoes.
4.	Pollution	Sea birds die ✓	A. Sea birds create pollution. B. Sea birds eat or get caught in trash and are hurt or die. C. Pollution keeps sea bird populations under control.
5.	Car Exhaust	Acid Rain ✗	A. The nitrogen in the car exhaust creates acid rain. B. Acid rain creates the car exhaust. C. Acid rain falls from the car exhaust.

NYSAA DATA SUMMARY SHEET	Grade 8 SCIENCE	AGLI 2

Student Name: **Li Student**	Date of Birth: **10/03/2001**
School Name: **Somewhere Middle School**	

Learning Standard	Essence(s) of Cluster
Standard 4, Key Idea 3 Frameworks Page(s): 7	• 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

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ **More Complex**

The student will:	The student will: ◉ identify whether matter is a solid, a liquid, or a gas (83222)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will identify whether a substance is a solid, a liquid, or a gas.
(e.g., The student labels an item with the appropriate state of matter, ice as a solid; milk as a liquid; rock as a solid; air as a gas)
Note: it is acceptable to represent the state of matter in a container, for example, air in a balloon or milk in a glass. (AT83222)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**1/8/2016**	Date	**1/27/2016**
Level of Accuracy (74% or below)	**33%**	Level of Accuracy	**100%**
Was the student prompted?	**YES**	Was the student prompted?	**NO**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

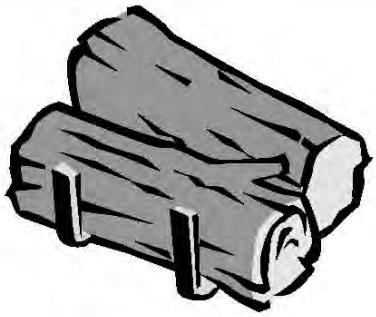
NYSAA ProFile™ 2015-2016

Name: LI Date: 1/8/16

Grade 8 Science, AT83222 Accuracy: 33%

Solid, Liquid, and Gas

Directions: For each object below, indicate whether it is a solid, liquid, or gas.

Object	Solid, Liquid, or Gas
	solid liquid gas
 (beverage in pitcher)	solid liquid gas
 (air in balloons)	solid liquid gas

C

1 correct

2 of 3 incorrect

X

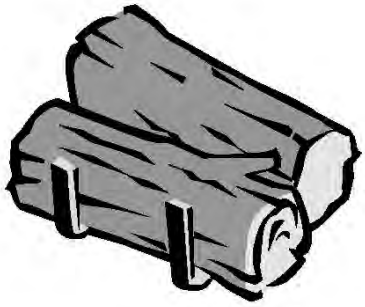
X

Name: LI Date: 1/27/16

Grade 8 Science, AT83222 Accuracy: 100%

Solid, Liquid, and Gas

Directions: For each object below, indicate whether it is a solid, liquid, or gas.

Object	Solid, Liquid, or Gas
	solid (C) liquid gas
 (beverage in pitcher)	solid liquid (C) gas
 (air in balloons)	solid liquid gas (C)

Appendix B:

Sample Datafolio, High School

TEST ADMINISTRATION MANUAL

New York State Alternate Assessment
for Science and Social Studies
(November 2015)

2015-16 NYSAA for Science and Social Studies
Student Page (1 of 2)

Student Information:
Last Name: **Student** First Name: **Sasha**
Student Nickname if used in datafolio: **Sasha**
Date of Birth: **04/04/1998**
Student ID# (assigned by school district): **100000000**
District of Residence: **Somewhere CSD**
Name of School Student Attends: **Somewhere High School**
Attending School City/State: **Somewhere NY**
Student most often receives instruction in the following setting (check one below): (•) **School** ( ) Home ( ) Hospital or ( ) Other (specify):

Administration Period for 2015–16 NYSAA: December 7, 2015 – February 12, 2016

NYSAA Datafolio Submitted for the Following Grade:
(check only one box based on student's birth date)

	Birth Date Range	NYSAA Level	Content Areas Assessed
( )	September 1, 2005-August 31, 2006	Grade 4	Science
( )	September 1, 2001-August 31, 2002	Grade 8	Science
(•)	**September 1, 1997-August 31, 1998**	**Secondary**	**Science, Social Studies**

Supports Required per IEP (check all that apply):

Type of Support	Details
☐ Assistive technology	
☐ Communication system	

Month in which the last Collegial Review of this datafolio was conducted: **February**

Testing Accommodations are listed on the next page.

NYSAA ProFile 2015-2016

2015-16 NYSAA for Science and Social Studies Student Page (2 of 2): Testing Accommodations

Test Accommodations Provided During Testing (check all that apply):	
Testing Accommodations	**Content Area**
☑ Flexibility in scheduling/timing	☑ Science ☑ Social Studies (HS)
☑ Flexibility in setting	☑ Science ☑ Social Studies (HS)
☑ Method of presentation (exclude Braille/large type and test read)	☑ Science ☑ Social Studies (HS)
☑ Method of Response	☑ Science ☑ Social Studies (HS)
☐ Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	☐ Science ☐ Social Studies (HS)
☐ Braille	☐ Science ☐ Social Studies (HS)
☐ Large type	☐ Science ☐ Social Studies (HS)
☑ Tests read *	☑ Science ☑ Social Studies (HS)
☑ Use of calculator, abacus, or arithmetic tables **	☑ Science ☑ Social Studies (HS)
☑ Use of spell-check/grammar-check devices ***	☑ Science ☑ Social Studies (HS)
☑ Waiving of spelling, paragraphing, or punctuation ***	☑ Science ☑ Social Studies (HS)
ELL Testing Accommodations	**Content Area**
☐ Time extension	☐ Science ☐ Social Studies (HS)
☐ Separate location	☐ Science ☐ Social Studies (HS)
☐ Bilingual dictionary/glossary	☐ Science ☐ Social Studies (HS)
☐ Oral translation	☐ Science ☐ Social Studies (HS)
☐ Responses written in native language	☐ Science ☐ Social Studies (HS)
☐ Translated edition (selected tests)	☐ Science ☐ Social Studies (HS)

* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

** **Only an allowable testing accommodation for Grades 6-8 and H.S. mathematics; is allowed for Grades 3-H.S. ELA, science, and social studies.**

*** Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess writing skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

NYSAA ProFile™ 2015-2016

NYSAA DATA SUMMARY SHEET	Grade HS SCIENCE	AGLI 1

Student Name: **Sasha Student**	Date of Birth: **04/04/1998**
School Name: **Somewhere High School**	

Learning Standard	Essence(s) of Cluster
Standard 4, Key Idea 1 Frameworks Page(s): 2	• 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 that help maintain homeostasis. • Understand that one-celled organisms contain structures that help maintain homeostasis

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ More Complex

The student will:	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)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing.
(e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [non-living things]) (AT92121)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**1/5/2016**	Date	**2/11/2016**
Level of Accuracy (74% or below)	**50%**	Level of Accuracy	**83%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Name: Sasha Date: Jan 5, 2016

High School Science, AT92121 Accuracy: 2/4 50%

RELATIONSHIPS IN A FOREST ECOSYSTEM

Directions: The forest ecosystem is made up of many living and non-living things. Indicate the relationships between the living and/or non-living things presented.

1) What is the relationship between…

 Sun	 grass	water -1

2) What is the relationship between…

 tree	 bird	home

3) What is the relationship between…

 wolf	 deer	food

4) What is the relationship between…

 soil	 tree	-1 (no response)

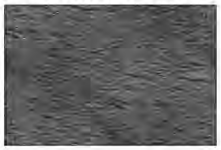
Name: Sasha Date: Feb. 11, 2016

High School Science, AT92121 Accuracy: 4/5 = 80%

RELATIONSHIPS IN A CORAL REEF ECOSYSTEM

Directions: The coral reef ecosystem is made up of many living and non-living things. Identify the relationships between the living and/or non-living things indicated below.

1) What is the relationship between...

ocean water	coral reef	
		keep wet X

2) What is the relationship between...

large fish	small fish	
		food

3) What is the relationship between...

	coral reef	
calcium in the water		grow

4) What is the relationship between...

seaweed and plants	sun	
		food

5) What is the relationship between...

fish	coral reef	
		shelter

NYSAA DATA SUMMARY SHEET

SCIENCE

Grade HS **AGLI 2**

Student Name: **Sasha Student**	Date of Birth: **04/04/1998**
School Name: **Somewhere High School**	

Learning Standard	Essence(s) of Cluster
Standard 4, Key Idea 2 Frameworks Page(s): 8-10	• Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ◁ ——— ▷ **More Complex**

The student will:	The student will: ◉ associate change in the amount of heat in the atmosphere with a change in season (93123)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will associate a change in the amount of heat in the atmosphere with a change in season.
(e.g., match change in heat in the atmosphere with the season most generally associated with the temperature) (AT93123)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**12/16/2015**	Date	**1/28/2016**
Level of Accuracy (74% or below)	**0%**	Level of Accuracy	**100%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

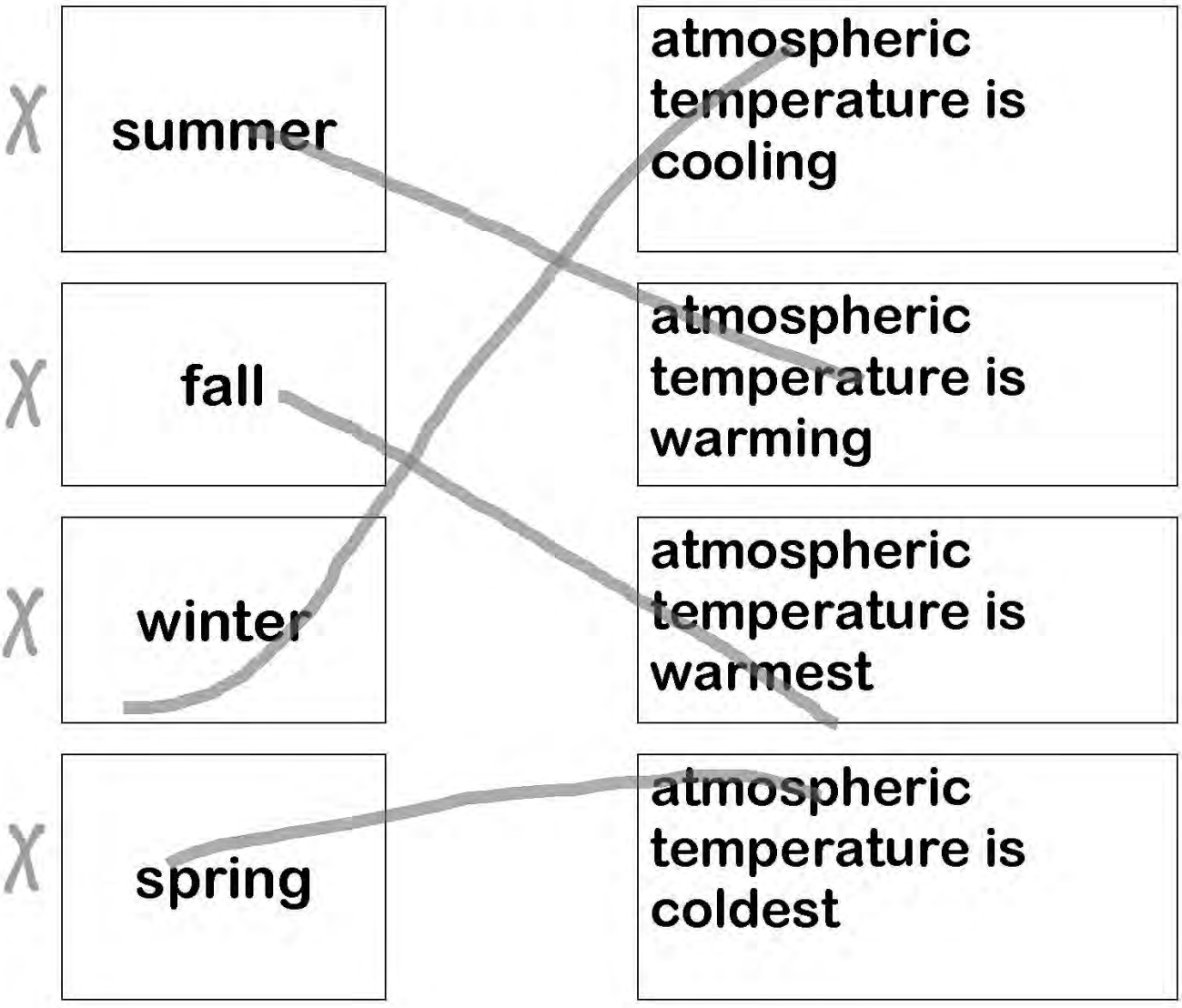
NYSAA ProFile™ 2015-2016

Name: Sasha Date: 12/16/15

High School Science, AT93123 Accuracy: 0/4 = 0% accurate

ASSOCIATE CONDITIONS IN THE ATMOSPHERE AND CHANGES IN SEASON (Northern Hemisphere)

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.

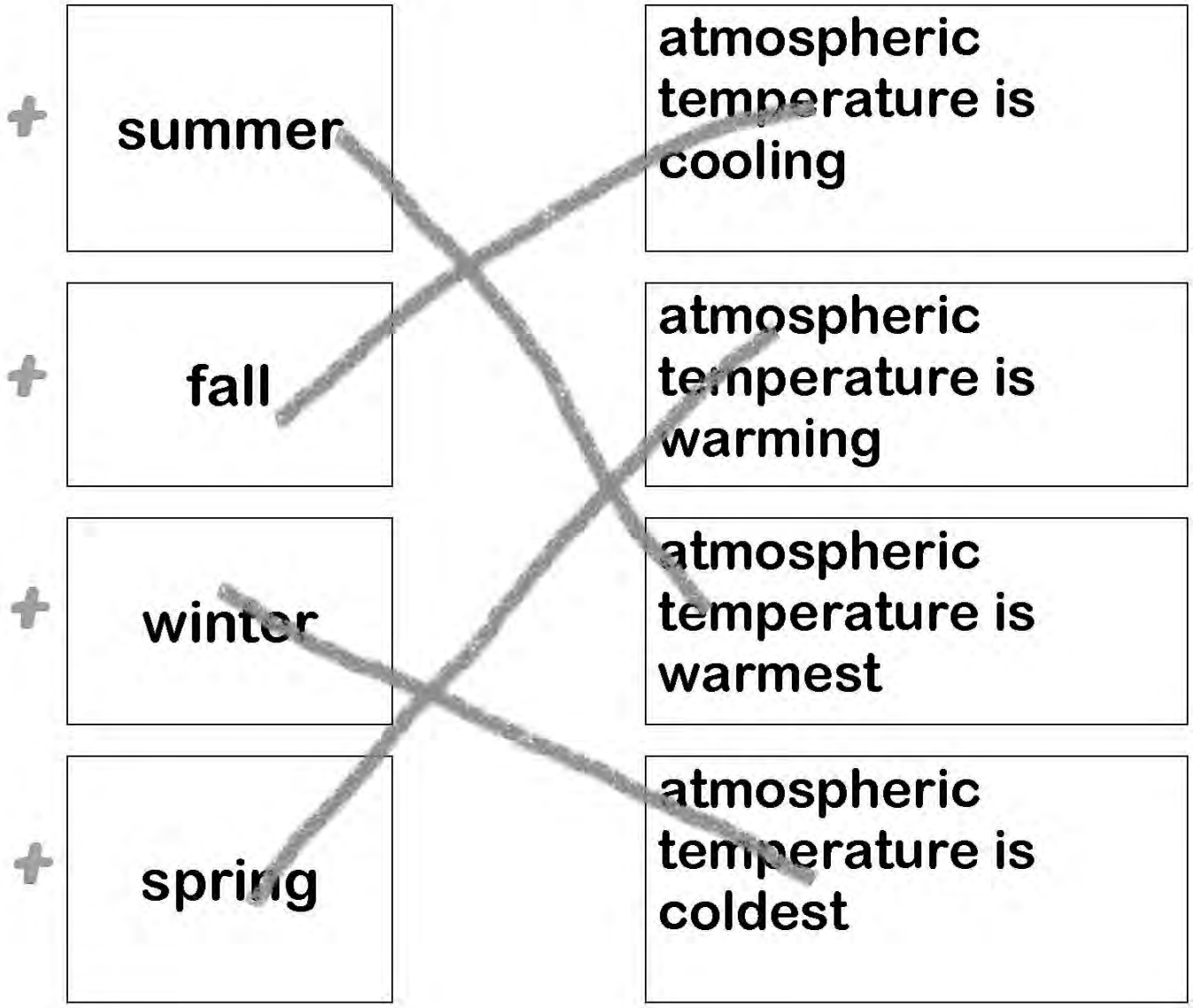


Name: Sasha Date: 1/28/16

High School Science, AT93123 Accuracy: 4/4 = 100% accurate

ASSOCIATE CONDITIONS IN THE ATMOSPHERE AND CHANGES IN SEASON (Northern Hemisphere)

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.



NYSAA DATA SUMMARY SHEET

Grade HS SOCIAL STUDIES

AGLI 1

Student Name: **Sasha Student**	Date of Birth: **04/04/1998**
School Name: **Somewhere High School**	

Learning Standard	Essence(s) of Cluster
Standard 1, Unit 2 Frameworks Page(s): 16	• 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

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ **More Complex**

The student will:	The student will: ◉ identify the three branches of government (91125)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will identify the executive, legislative, and judicial branches of government.
(e.g., create or complete a graphic organizer with the names of the branches and/or symbols to represent each branch; indicate the three branches when asked, "What are the three branches of government?") (AT91125)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**12/21/2015**	Date	**2/8/2016**
Level of Accuracy (74% or below)	**0%**	Level of Accuracy	**67%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

Each piece of 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 AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Name: Sasha Date: December 21, 2015 Accuracy: 0/3 = 0% Acc.

High School Social Studies, AT91125

US GOVERNMENT

What are the three branches of government?
Listen to or read the lists of words associated with the branches of government below. Indicate the name of branch of government associated with each list.

Branch: president
President
White House
accepts or rejects laws

Branch: laws
justices
decides if laws are fair
Supreme Court

Branch: senate
makes laws
Senate
House of Representatives

Name: Sasha Date: Feb. 8, 2016 Accuracy: 2/3 = 67% Acc.

High School Social Studies, AT91125

US GOVERNMENT

Identify the three branches of government and write the name of each branch in the appropriate space below. The descriptions may provide some clues.

executive +1

Headed by the president. The president carries out federal laws and recommends new ones, directs national defense and foreign policy, and performs ceremonial duties. Powers include directing government, commanding the Armed Forces, dealing with international powers, acting as chief law enforcement officer, and vetoing laws.

senate -1

Headed by Congress, which includes the House of Representatives and the Senate. The main task of these two bodies is to make the laws. Its powers include passing bills, originating spending bills (House), impeaching officials (Senate), and approving treaties (Senate).

judicial +1

Headed by the Supreme Court. Its powers include interpreting the Constitution, reviewing laws, and deciding cases involving states' rights.

NYSAA DATA SUMMARY SHEET

Grade HS SOCIAL STUDIES

AGLI 2

Student Name: **Sasha Student**	Date of Birth: **04/04/1998**
School Name: **Somewhere High School**	

Learning Standard	Essence(s) of Cluster
Standard 2, Unit 8 Frameworks Page(s): 22	• Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc.) • Identify industrialized and developing nations • Discuss how ways of life differ between industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard

Less Complex ⇦ ⇨ **More Complex**

The student will:	The student will: ◉ differentiate between continents and/or countries (92122)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):
The student will differentiate between continents and/or countries that are shown on a map or globe.
(e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map) (AT92122)

Student Performance Data

Baseline Data Point		***Final Data Point***	
Date	**12/16/2015**	Date	**2/5/2016**
Level of Accuracy (74% or below)	**60%**	Level of Accuracy	**67%**
Was the student prompted?	**YES**	Was the student prompted?	**YES**

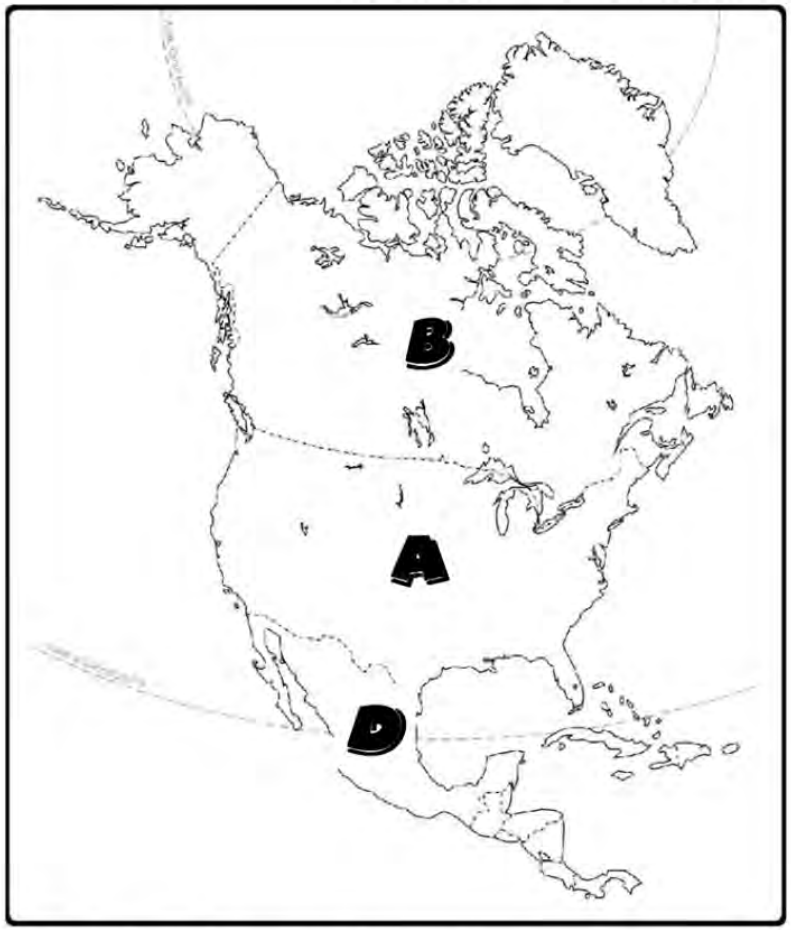
Each piece of verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each AGLI (see Test Administration Manual for complete VE requirements). To demonstrate student performance as documented on this Data Summary Sheet on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

NYSAA ProFile™ 2015-2016

Name: Sasha Date: 12/16/15 3/5 = 60%

High School Social Studies, AT92122

Global Connections & Interactions: COUNTRIES & CONTINENTS



Label the following countries with the letter indicated:

United States, A

Canada, B

Mexico, C ✗

Cuba, D ✗

In what continent are these countries located? (circle one)

North America

South America

Europe

Student pointed to continent and teacher circled response.

Notation: Teacher read question and options and asked the student to point to the requested country. Teacher placed letter sticker where student pointed.

Name: Sasha Date: February 5, 2016 Accuracy: 4/6 = 67%

High School Social Studies, AT92122

Global Connections & Interactions: COUNTRIES & CONTINENTS

DIRECTIONS: Given pictures from a map or globes of various continents and countries, place each picture in the correct space below.

COUNTRIES	CONTINENTS
  	  

Notation: Student was presented with a set of response choices that included both countries and continents and was asked to sort them in the correct columns. The teacher placed the pictures where the student pointed.