

2015-16 New York State Alternate Assessment (NYSAA) for Science and Social Studies

Administration Training: Best Practices, Recommendations, and Closing Notes

Office of State Assessment



University of the
State of New York
State Education
Department

Refer to NYSAA Tools

**New York State
Alternate Assessment
TEST ADMINISTRATION
MANUAL
for Science and Social Studies
2015-16**

Developed by
The American State Education Department
Office of State Assessment
Measurement Programs, Inc.
November 2014

Appendix F:
Framework
ADMINISTRATION MANU

2015-16 Steps for Completing a NYSAA Datafolio
Administration Period: December 7, 2015 – February 12, 2016

Note: Teachers are required to participate in Collegial Review of NYSAA student portfolios during the administration period. See page 30 for more information on Collegial Review.

Step 1: Confirm the reports to be assessed, prepare to administer the NYSAA for Science and Social Studies, and confirm content areas to be assessed.

Step 2: Review the Test Specifications for the content areas to be assessed.

Step 3: Review the AQLs and Assessment Tools for the test content standard being assessed.

Step 4: Determine an AQL and Assessment Tool from the most appropriate Level of Complexity for the subject to conduct the alternate administration. The same Assessment Tool is used for both Science and Social Studies.

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, ignoring the Level of Complexity assigned (please see more about this). If any change is made to the test being assessed, consult a member/peer and discuss the previous administration.

Step 8: Complete the baseline administration.

Step 9: In an alternate, full assessment, Progress Profile™ is available to all teachers to assist with test administration, documentation, and portfolio organization.

Step 10: Continue to provide instruction and evaluate progress.

Step 11: Conduct the final administration no later than February 12, 2016.

Step 12: Complete verifying evidence documentation (Measurement Progress Profile™).

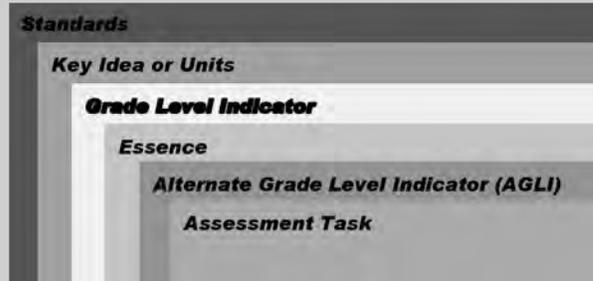
Age Ranges for Testing on NYSAA in 2015-16

Assessment	Birth Date	Student's Age Between September 1, 2015 and August 31, 2016
Grade 3 ELA and Math	September 1, 2006—August 31, 2007	9
Grade 4 ELA, Math, and Science	September 1, 2005—August 31, 2006	10
Grade 5 ELA and Math	September 1, 2004—August 31, 2005	11
Grade 6 ELA and Math	September 1, 2003—August 31, 2004	12
Grade 7 ELA and Math	September 1, 2002—August 31, 2003	13
Grade 8 ELA, Math, and Science	September 1, 2001—August 31, 2002	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1997—August 31, 1998	18*

*Note: NYSAA eligible students who do not meet the age criteria above and are not leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they attain school entry when they are 17 years old. NYSAA-eligible students with a birth date prior to September 1, 1997 who have not been assessed at the secondary-level must be assessed in 2015-16 before they leave school.

Understanding Content Being Assessed

- Review the
 - Standard
 - Essences
 - AGLIs
- Assessment Tasks
- Refer to the content glossaries to ensure understanding of content terms

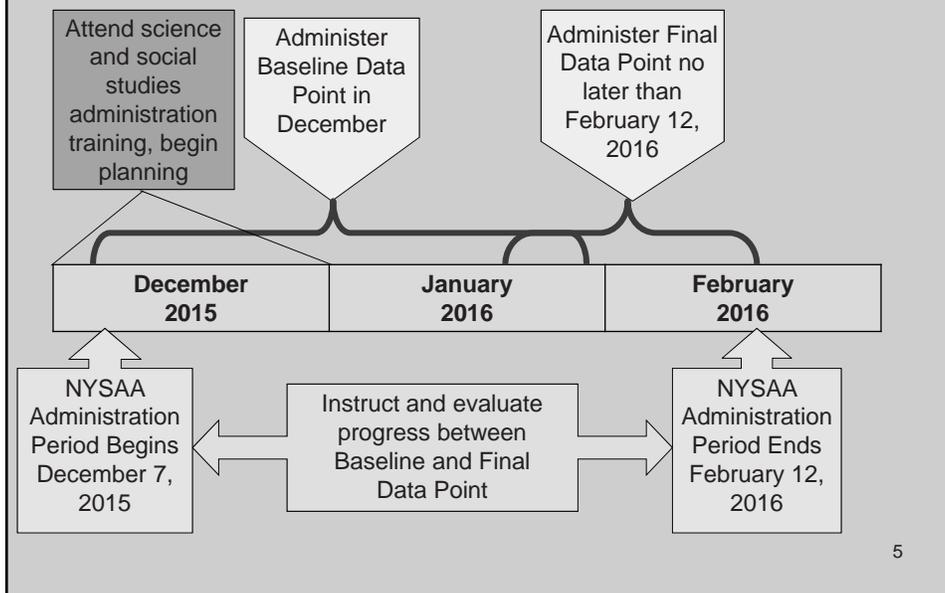


Checklists for completing Science and Social Studies datafolios

This block contains several overlapping documents related to the 2015-16 NYSAA. The most prominent ones are:

- Checklist for Teaching NYSAA**: A checklist for teachers to ensure they have completed necessary tasks for administering the assessment.
- Checklist for Collegial Review**: A checklist for a review team to evaluate the quality of the datafolio.
- Data Collection Sheets**: Tables for recording scores and other data for individual students.

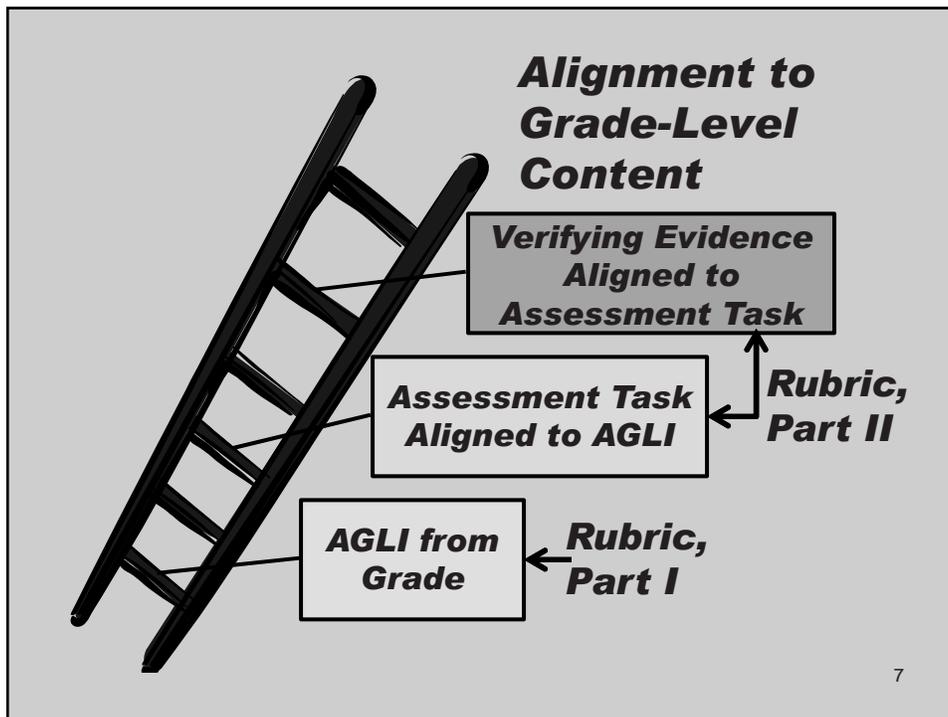
Suggested Timeline for 2015-16



SCORING RUBRIC		New York State Alternate Assessment (NYSAA) to measure Standards within the New York State Core Curriculum for Science and Social Studies		
PART I				
Students with disabilities participating in the NYSAA for Science and Social Studies are assessed according to chronological ages aligned to grade levels. Refer to the Age Range Chart for current date of birth ranges. Students should be tested only once at each grade and in all the content areas indicated for each grade. For each content area, student performance data is collected on at least two dates within the administration period. Baseline data must be collected to confirm that the student has not yet mastered the selected AGLI.				
Grade	Science	Social Studies		
4	2 Standards			
5	2 Standards			
High School	2 Standards	2 Standards		
PART II:				
FACTORS FOR A PERFORMANCE LEVEL:				
CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE LEVEL OF COMPLEXITY				
Connection to Grade-Level Content = AGLIs are assessed based on the appropriate grade-level academic content for students with severe cognitive disabilities. The Assessment Task must align to the AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the AGLI will not be scored.				
Connection to Grade-Level Content Progression:				
AGLI from Grade	→	Assessment Task aligned to AGLI	→	Verifying Evidence aligned to Assessment Task
Performance = Level of Accuracy (%)				
Level of Accuracy	The student demonstrates skills based on the AGLIs resulting in a percentage for Level of Accuracy.			
Independence	Was the student prompted in any way during the administration of the assessment task? Yes or No.			
Level of Complexity	Less Complex	Middle	More Complex	
No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)				
Connection to Grade-Level Content	Performance	Level of Complexity		
<ul style="list-style-type: none"> Required Standard not assessed AGLI assessed from incorrect grade Incorrect Assessment Task assessed Verifying evidence does not demonstrate task 	<ul style="list-style-type: none"> Required data points and/or evidence not submitted Required elements not documented on evidence Verifying evidence not valid 	<ul style="list-style-type: none"> Score for baseline administration over threshold (Level of Accuracy is 75% or higher) 		

NYSAA Scoring Rubric

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Aligning Verifying Evidence to the Assessment Task

3 Reminders to ensure alignment:

1. Carefully review the evidence to ensure there is no information that conflicts with the Assessment Task (e.g., directions).
2. Include a notation when “how” the task was conducted is not clear.
3. If there is a plural or AND statement in the task, each piece of evidence must demonstrate the requirements on its own.

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SCORING RUBRIC New York State Alternate Assessment (NYSAA) to measure Standards within the New York State Core Curriculum for Science and Social Studies

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Students with disabilities participating in the NYSAA for Science and Social Studies are assessed according to chronological ages aligned to grade levels. Refer to the Age Range Chart for current date of birth ranges. Students should be tested only once at each grade and in all the content areas indicated for each grade. For each content area, student performance data is collected on at least two dates within the administration period. Baseline data must be collected to confirm that the student has not yet mastered the selected AGLI.

Grade	Science	Social Studies
4	2 Standards	
5	2 Standards	
High School	2 Standards	2 Standards

PART II:
FACTORS FOR A PERFORMANCE LEVEL:
CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE LEVEL OF COMPLEXITY
Connection to Grade-Level Content = AGLIs are assessed based on the appropriate grade-level academic content for students with severe cognitive disabilities. The Assessment Task must align to the AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the AGLI will be marked as No or No Score.

No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)

Connection to Grade-Level Content	Performance	Level of Complexity
<ul style="list-style-type: none"> Required Standard not assessed AGLI assessed from incorrect grade Incorrect Assessment Task assessed Verifying evidence does not demonstrate task 	<ul style="list-style-type: none"> Required data points and/or evidence not submitted Required elements not documented on evidence Verifying evidence not valid 	<ul style="list-style-type: none"> Score for baseline administration over threshold (Level of Accuracy is 75% or higher)

NYSAA

Scoring

Rubric – No or No Score

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Example: Items not related to task

AT41132: The student will plan a scientific investigation by determining the steps needed to test a given hypothesis. Worksheet includes 3 items related to the task and 3 items **not** related to the task, Level of Accuracy should have been calculated based ONLY on responses to related items

Name: JORGE Date: Jan 6, 2016

Grade 4 Science, AT41132 Accuracy: 3/6 50%

Directions: From the choices read/read aloud, indicate three steps needed to test the given hypothesis.

Hypothesis:
Everything that is made of metal will sink in water.

1) First I would:
+ Find a bowl or pail and fill it with water.

2) Second I would:
+ Collect metal objects: penny, paperclip, aluminum foil, quarter.

3) Third I would:
+ Put all of the objects in the water at once and see what happens.

Evaluate your results. Did the following objects sink or float?

— 4) wooden block _____

— 5) plastic truck _____

— 6) glass cup _____

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Recording Level of Accuracy on Verifying Evidence

Best Practice: include both “fraction”
and percent (%) for Level
of Accuracy

$$\text{Accuracy } \frac{3}{8} = 38\%$$

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Level of Accuracy – Rounding Up Example

3 questions
Student
responded
correctly to two
Calculation:
 $2/3 = .6666$
.6666 rounded
up = 67%

Name: Dane Date: 1/1/06
High School Social Studies, AT91122 Accuracy: 2/3 = 67%

Who is Eligible to Vote?


Circle the requirements that show who can vote for President of the United States.

+ You must be at least 18 years old. 

- You must live in a house. 

+ You must be a citizen of the United States. 

Notation: Teacher read statements and asked student to identify which statements were requirements to vote. Student made three choices and all were included in calculation of accuracy.

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Science Content Glossary

Term	Definition
Instrument	Typically scientific inquiry is a cycle that includes but is not limited to asking a question, constructing a hypothesis, planning the investigation, conducting research, analyzing results, and drawing conclusions from results. Scientific equipment used to enhance (or make better) observations. Examples: meterstick, graduated cylinder, microscope.
Liquid	A substance that has a definite volume but takes the shape of the container in which it is placed. (Liquids assume the shape but not the volume of a closed container.)
Lithosphere	A thin layer of rock that composes the crust of Earth.
Living thing	Anything that possesses all of the characteristics of life: has cells, utilizes/needs energy, grows, reproduces, and DNA (in most cases).

for experimentation (Compare Scientific tool)	Examples: water, salt
Matter	Anything that has mass and takes up space (has volume). Examples of adjectives/characteristics used to describe matter: hard/soft, mass/volume, odor, density, shape, color
Measurement	Observations that are made with instruments and that are usually based on numerical data.

Mixtures	Any of a class of substances occurring in nature, usually comprising mixtures; substances of definite chemical composition and usually of definite crystal structure. Mixtures can easily be identified by simple properties such as color, taste, hardness, cleavage, and luster.
Nonliving thing	Anything that does not fit under most criteria of all the characteristics of living things as described in "Living Things."
Object	Anything that is visible or tangible.
Observation	Any situation between one or more human people and an object or the environment; something that can be seen, heard, felt, tasted, and/or smelled.
One-celled organism	A living thing made up of only one cell. It carries out all of the characteristics of the life functions using only its one cell. Examples: bacteria, yeast, and paramecia.

Considerations for Encouraging Student Engagement

Considerations for encouraging student engagement, eliciting student responses, and producing authentic student work products when administering the 2015-16 NYSSAA

Many students require supports, adaptations, and modifications to access and participate in instruction and assessment of the NYSSAA Admin for Science and Social Studies. The section of the Administration Manual provides suggestions and strategies that have helped teachers to provide instruction and devices and conduct the baseline test administration.

Best practice is to incorporate into the NYSSAA administration those methods and materials that have resulted in successful learning outcomes during instruction and implementation of CE in the classroom. The use of materials, environments, and personnel that have already become familiar to the student through repeated exposure is a good way to start. Teachers have flexibility in developing assessment activities that are appropriate for each student's needs so that the students may demonstrate mastery of the Assessment Tasks. Provide supports, technology, activities, formats, accommodations, and materials that are based on individual student needs. Provide instruction in a format that the student can understand. For the NYSSAA for Science and Social Studies, all printed text may be read aloud to students.

The content may be read to or a scribe may read your permission in the student's presence. However, student guessing on the beginning of the administration period, compared with instructor and scribe practice during the administration period, will have greater impact on NYSSAA performance for both students and staff.

4. Encouraging student engagement, motivation, interest and social skills (Instructional materials, testing materials)

Context:
The student is engaged and anxious during testing situations.

Suggestion:
Conduct the initial NYSSAA components of Baseline Administration and Instruction as a regular classroom activity in order "test pressure." Practice and further instruction on the task after the Baseline Administration can also be conducted as a whole class, small group, or individual activity. Then, in the final assessment, let the student that "we are going to do the same activity and we will work together with NYSSAA materials. We can do it our own right another day if we have more time."

Context:
The student is interested or frustrated by the level of the content and does not perform the task to completion or refuses to participate.

Suggestion:
Start again by determining the assessment task with several questions or items. Just explainable to let the student know that you are going to do a activity when you assess the student. Simply ask the student the question for the assessment activity. You might consider asking the number of responses, hours and items, as well as other appropriate information and provide feedback and correction of each item during practice and instruction. Review items and materials and attend for work with the student. You may provide the correct answer during instruction.

Suggestion:
Start with a question that is based on the interests and experiences of the student.

Students may need answers during "wait time" or an "input device" (e.g., student or other tool by using graphics software with a digital camera, or create materials by using a tablet. They may make marks in place to select / indicate choice. Finger and slide sensor used in gesture systems before they do or the finger may be coming from being a selected answer. A tablet using a stylus or light pen or a tablet with a track or mark to indicate a selection.

Use that provide multi-media and concrete cues and experiential feedback and physical sensory strategies. Formative for a worksheet. Use the teacher can document the student's progress and the student's progress in a worksheet.

Validated device provided, or suggest staff to give a few which student could use for class setting in a separate activity area or provide in-home (children, adults) and adaptations for students eyes, alternate communication systems, types of materials, and and quantitative to reading.

and strategies in addition to direct cognitive disability.

to be or two needs or releases through webp communication, alternative communication systems, or materials. At the end items to communicate YES or NO? For people without any means of communication, NO can be the beginning of the expression of life and movement often representing the NYSSAA, parent to and provide an opportunity for the student to indicate NO or "no answer."

use both a set of responses chosen verbally using sign language, vocalization, body movements, etc. the person assessing the test ensure that the student knows. Refer to the content glossary about the variety and type of forms of material that can be used.

test that provide multi- or mixed media and concrete stimuli. Use visual materials based on the student's learning modalities and so. The teacher and the student may not need to talk to each other; the assessment task and the teacher can document the student's progress with photographs on the student work volume or as an alternative.

work products:

provide, past, output or feedback.

apply by using a computer or interactive board. The materials are the tool or the materials and corrected as a student may need on the VE by the teacher. To clarify that the work supports using a "touch screen."

Example – No Purposeful Intent

Name: Aaron Date: 1/7/16
 Grade 8 Science, AT83212 Accuracy: 0%

Directions: Indicate the characteristics of matter from the choices below.

<u>time</u>	<u>hard</u>	<u>sunny</u>
<u>kind</u>	<u>mass</u>	<u>soft</u>
<u>odor</u>	<u>friendly</u>	<u>dense</u>
<u>shape</u>	<u>color</u>	<u>left</u>

Student circled every response choice and was unable to explain their reason for any of the choices. Did not demonstrate any purposeful intent.

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How to use the “e.g.”

Assessment Tasks		Science – Grade 8	AGLI 1
Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)			
Key Idea 2: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.			
ASSESSMENT TASKS (ATs)			
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment.			
AT	POSSIBLE Datafolio Products and Assessment		
AT81311A	<p>The student will recognize the result of a scientific investigation shown, using concrete objects, graphs, diagrams, tables, or models.</p> <p>(e.g., answer a question or statement regarding the shown results. For the investigation “the distance objects travel,” the student points to the place on the graph where each object traveled after a specific period of time. For the investigation “What things can be added to soap to make the bubbles last longer?” the student identifies the substance in the data table that produced the longest-lasting bubbles)</p>		

Represent a **starting place** for developing activity, worksheet, or setting up Data Collection Sheet

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Reminders for Tasks and Verifying Evidence

- Examples provided with tasks are a “starting place,” not required.
- Tasks are written to describe the minimum expectation of what will be assessed.
- If evidence for a date only includes one item or question, the student response is either correct or incorrect = 0% or 100%
 - THIS MAY IMPACT THE BASELINE

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POSSIBLE Sample Datafolio Products And Verifying Evidence Assessment Strategies

Assessment Tasks	Science – Grade 8	AGLI 1
Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)		
Key Idea 3: The observations made, write, testing, proposed explanations, when analyzed (using conventional and invented methods), provide new insights into phenomena.		
ASSESSMENT TASKS (ATs)		
complex in accordance with AGLI ordering. Individual tasks can be used for assessment.		
POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies		<p>student work product showing marks that the student made (or the teacher marked for the student based on his or her response) to indicate the result of a scientific investigation on a graph</p>
POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies		

POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies

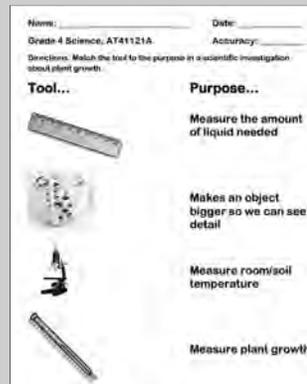
- Student work product showing marks that the student made (or the teacher marked for the student based on his or her response) to indicate the result of a scientific investigation on a graph

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Resources Available:

- Sample worksheets
- Samples for all content areas with a variety of assessment tasks

- Teachers can
 - Use the worksheets as presented
 - Modify the worksheets to increase or decrease rigor, based on student needs and abilities



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Cautions from the Past Still Apply

Requirement	Avoid
All evidence and documents must be original	<ul style="list-style-type: none"> • Photocopies, white-out, black-out, or taping over information • If a mistake is made in data collection, error must be crossed out, corrected and initialed
All dates documented in datafolio must be within the specified administration period	Conducting the assessment prior to December 7, 2015 or after February 12, 2016
Three required elements	Missing required elements

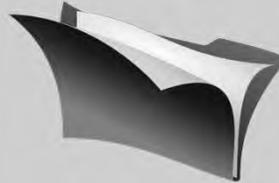
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Confirm Documentation BEFORE Submitting to Scoring

Content	Grades	Data Summary Sheets	Verifying Evidence
Science	4, 8, High School	2 Data Summary Sheets, one for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area
Social Studies	High School	2 Data Summary Sheets, one for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area

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Best Practices



- NYSAA is intended to be a part of regular classroom instruction.
- Incorporate assessment into daily instructional practice.
- Set up a working folder for each student.
- Select one task and administer it for both the baseline and final data points.

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Things to Keep in Mind

- NYSAA is a part of the overall picture of a student's knowledge, skills and understandings.
- NYSAA should continue to be a part of an overall education plan.
- There is a substantial network of professionals available to assist and support teachers conducting the NYSAA.
- Don't reinvent the wheel; use the resources and tools provided.

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Tools: Measured Progress ProFile™

measured progress | PROFILE

NYSAA for Science and Social Studies

Go to Registration Page | I Forgot My Password

Sign in to Measured Progress ProFile™
NYSAA Datafolio

E-mail address: _____

Password: _____

Sign in as Supervisor

Sign In

Important Message:
All users will need to register for the 2015-2016 school year.
[Click here](#) to go to the Registration Page.

[Jan's Guide, Measured Progress ProFile™](#)

- Available to teachers statewide
- Need a computer with internet access
- Organize and complete datafolio documents for each student

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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.



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Technical Support & Resources

- **NYSAA Homepage:**
<http://www.p12.nysed.gov/assessment/nysaa/>
- **Office of State Assessment (OSA):**
<http://www.p12.nysed.gov/assessment/>
- **Office of Information and Reporting Services (IRS):**
<http://www.p12.nysed.gov/irs/>

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