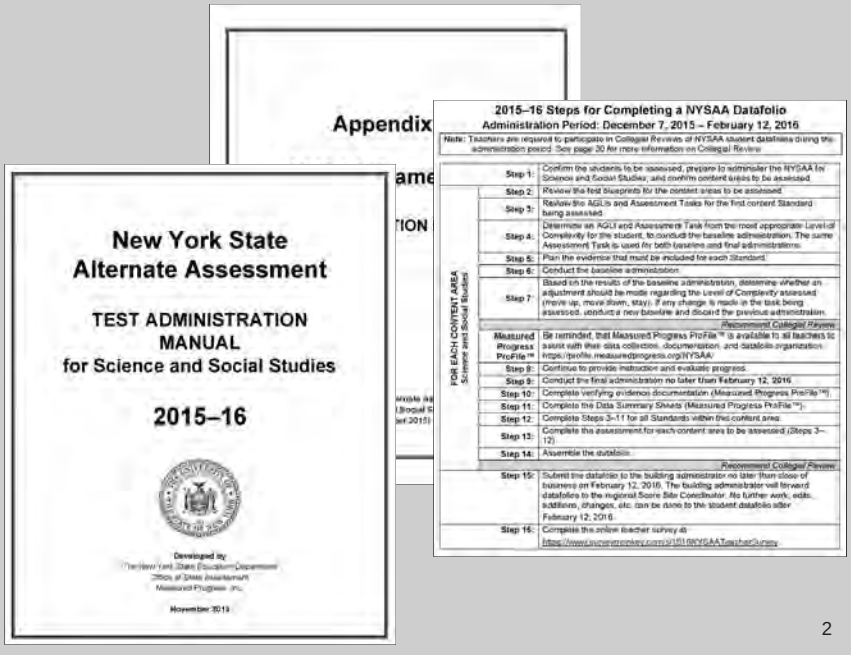
2015-16 New York State Alternate Assessment (NYSAA) for Science and Social Studies

Administration Training: Steps to Plan, Administer and Complete NYSAA Datafolios for 2015-16

Office of State Assessment

University of the State of New York
State Education Department



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Grade 8 Sample Datafolio – Li

3

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

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Administration Support

Where do teachers turn when they 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 Test Administration Manual

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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

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Introduction: Steps 1, 2, 3	
Step 1	Confirm the students 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 blueprints for the content areas to be assessed.
Step 3	Review the AGLIs and Assessment Tasks for the first content Standard being assessed.

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2015-16 NYSAA Administration Period

- Administration begins on December 7, 2015
- Administration ends on February 12, 2016
- All datafolios must be completed and turned in to building administrators by February 12, 2016
  - No further work, edits, additions, changes, etc. can be done to a datafolio after February 12th

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Reviewing the Student's IEP

- NYSAA designated as assessment
- Student's date of birth falls within the ranges on 2015-16 NYSAA Age Range Chart
- Testing Accommodations
- Goals and Objectives

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NYSAA Age Range Chart

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 & 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 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, 1997 who have not been assessed at the secondary-level must be assessed in 2015-16 before they leave school.

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NYSAA Age Range Chart

Age Ranges for Testing on NYSAA in 2015–16		
Assessment	**Birth Date**	**Student's Age Between September 1, 2015 and August 31, 2016**
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 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, 1997 who have not been assessed at the secondary-level must be assessed in 2015-16 before they leave school.

For questions about the age ranges, contact the Department.

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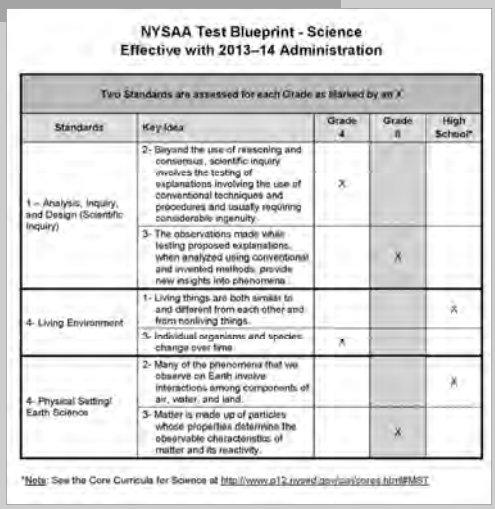
NYSAA Test Blueprint – Science, Grade 8 highlighted

Standards Assessed in <u>Grade 8 Science:</u>

- Standard 1, Key Idea 3
- Standard 4, Key Idea 3



NYSAA Test Blueprint - Science
Effective with 2013–14 Administration

Two Standards are assessed for each Grade as marked by an X

Standards	Key Idea	Grade 4	Grade 8	High School*
1 – Analysis, Inquiry, and Design (Scientific Inquiry)	2- Beyond the use of reasoning and consensus, scientific inquiry involves the testing of explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	X		
	3- The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.		X	
4- Living Environment	1- Living things are both similar to and different from each other and from nonliving things.			X
	3- Individual organisms and species change over time.	X		
4- Physical Setting/ Earth Science	2- Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.			X
	3- Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.		X	

*Note: See the Core Curricula for Science at http://www.p12.nysed.gov/ciai/cores.html#MST

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Standards Assessed by Grade

Grade	Science	Social Studies
4	2 Standards	
8	2 Standards	
High School	2 Standards	2 Standards

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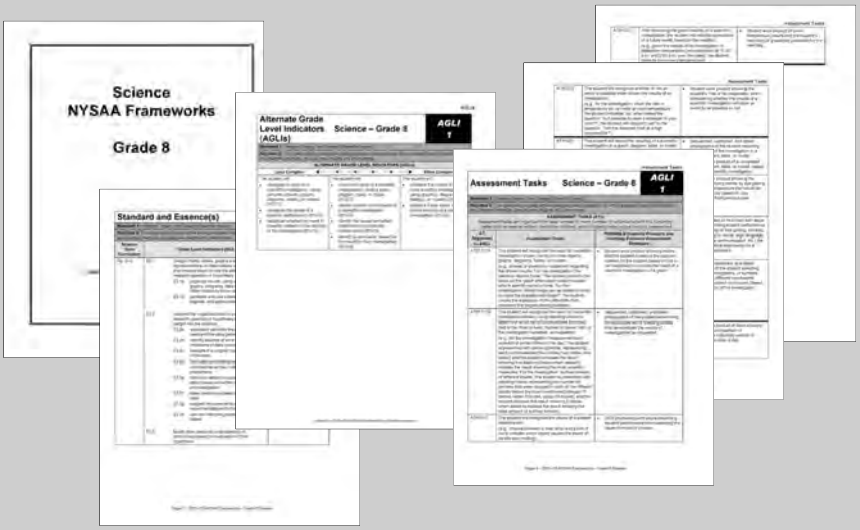
Frameworks – Example, Grade 8



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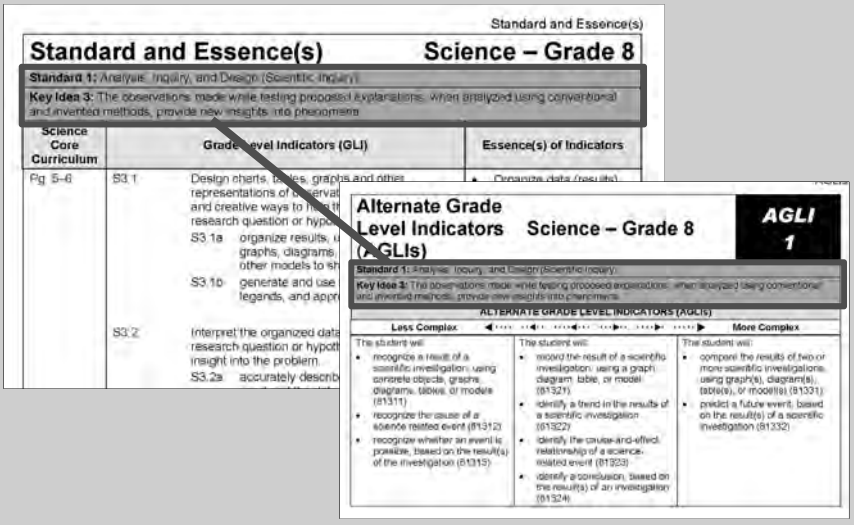
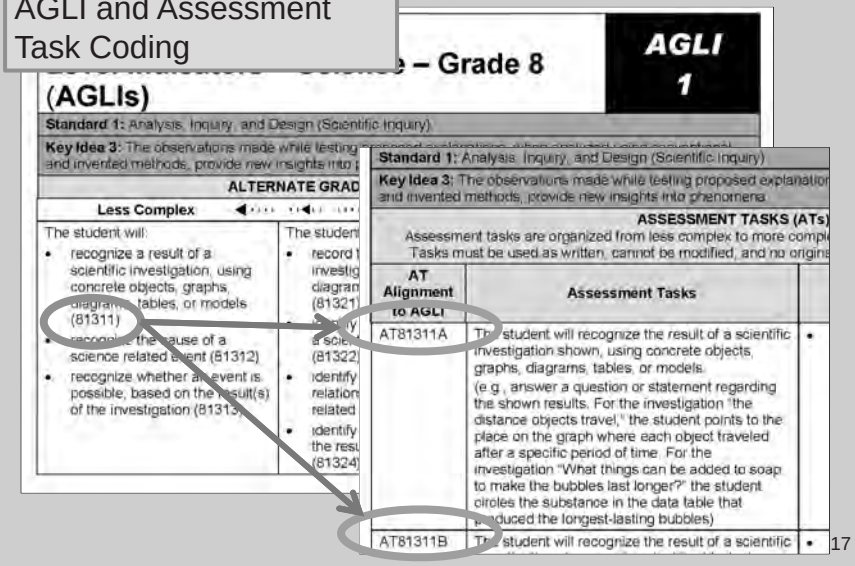
Frameworks – Example, Grade 8



16

Frameworks – Grade 8 Example

AGLI and Assessment Task Coding



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Review: Steps 1, 2, 3

Step 1	Confirm the students 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 blueprints for the content areas to be assessed.
Step 3	Review the AGLIs and Assessment Tasks for the first content Standard being assessed.

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Introduction: Steps 4, 5, 6	
Step 4	Determine an 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.

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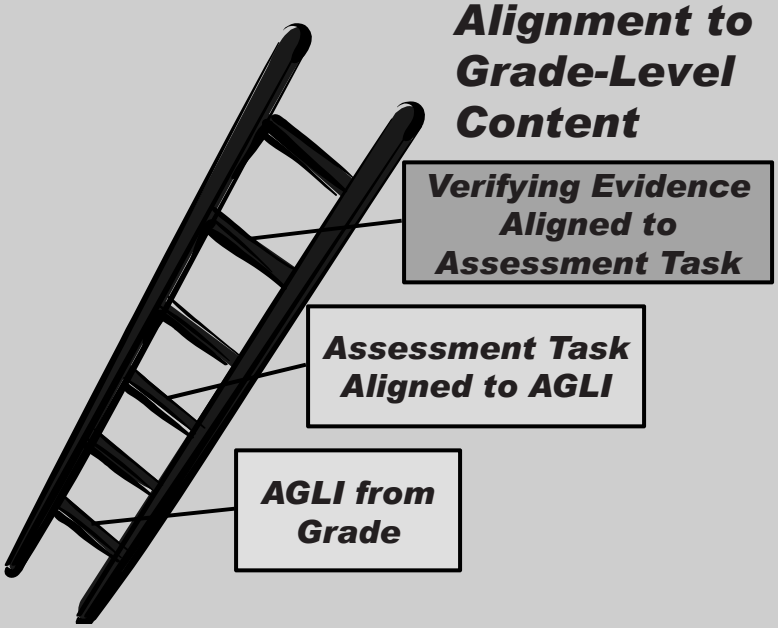

Review the Standard and Essence(s)

Standard and Essence(s)

Standard and Essence(s) — Science – Grade 8

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

Science Core Curriculum	Grade Level Indicators (GLI)		Essence(s) of Indicators
Pg. 5–6	S3.1	Design charts, tables, graphs and other representations of observations in conventional and creative ways to help the address their research question or hypothesis. S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships S3.1b generate and use scales, create legends, and appropriately label axes	• Organize data (results), using graphs, diagrams, tables, and models • Draw conclusions, based on data from an investigation
	S3.2	Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem. S3.2a accurately describe the procedures	

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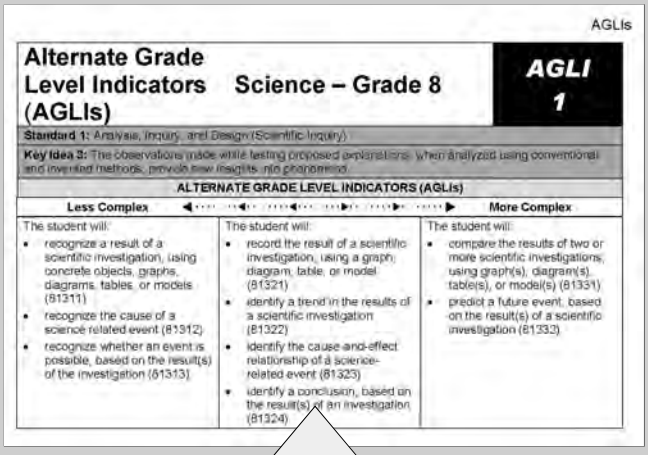
Starting Point For Choosing an AGLI



AGLIs

Alternate Grade Level Indicators (AGLIs) Science – Grade 8 **AGLI 1**

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex ◄		► More Complex
The student will: • recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311) • recognize the cause of a science related event (81312) • recognize whether an event is possible, based on the result(s) of the investigation (81313)	The student will: • record the result of a scientific investigation, using a graph, diagram, table, or model (81321) • identify a trend in the results of a scientific investigation (81322) • identify the cause-and-effect relationship of a science-related event (81323) • identify a conclusion, based on the result(s) of an investigation (81324)	The student will: • compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331) • predict a future event, based on the result(s) of a scientific investigation (81332)

Recommended starting point for selecting an AGLI to be assessed

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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

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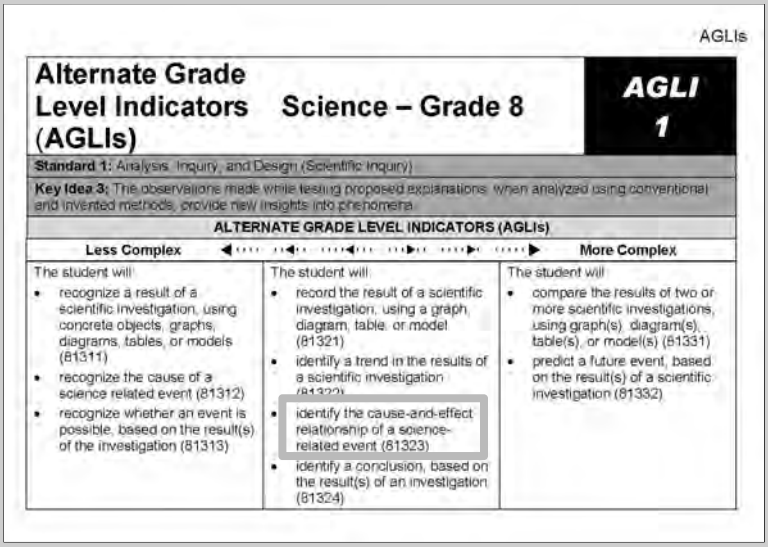
Example – Selecting an AGLI (81323)



AGLIs

Alternate Grade Level Indicators (AGLIs) **Science – Grade 8** ***AGLI 1***

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 3: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex ◄ ► **More Complex**

The student will:	The student will:	The student will:
• recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)	• record the result of a scientific investigation, using a graph, diagram, table, or model (81321)	• compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)
• recognize the cause of a science related event (81312)	• identify a trend in the results of a scientific investigation (81322)	• predict a future event, based on the result(s) of a scientific investigation (81332)
• recognize whether an event is possible, based on the result(s) of the investigation (81313)	• identify the cause-and-effect relationship of a science-related event (81323)	
	• identify a conclusion, based on the result(s) of an investigation (81324)	

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Assessment Tasks

- Assessment Tasks must be <u>used as written</u>
- Teachers **<u>cannot</u>**
  - Modify an assessment task, or
  - Create an original assessment task

Use only the Assessment Tasks provided in the 2015-16 Frameworks

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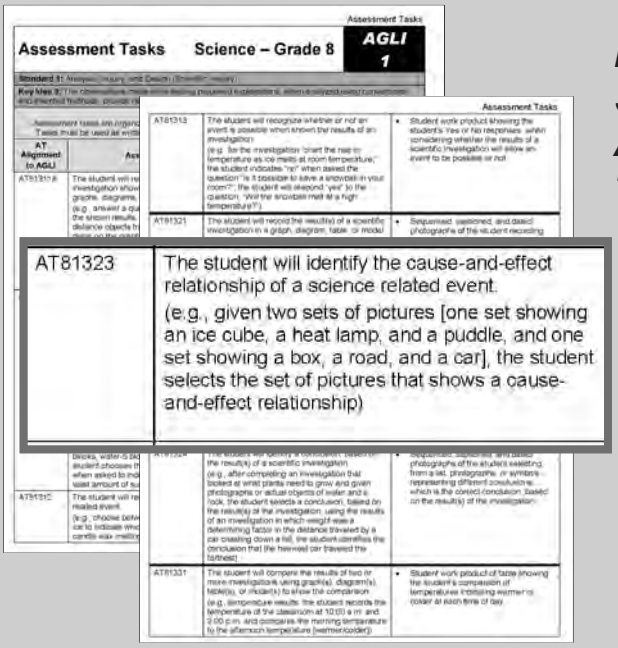

Example – Selecting an Assessment Task

The <u>same</u> Assessment Task is administered on <u>both</u> the baseline and final data points.

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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**

  } ***Same task***
- Each piece of VE must demonstrate all requirements of the task on its own
- Evidence is not be considered "in total"

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Assessment Task Contains PLURAL

If the Assessment Task contains…	Then ***EACH*** 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

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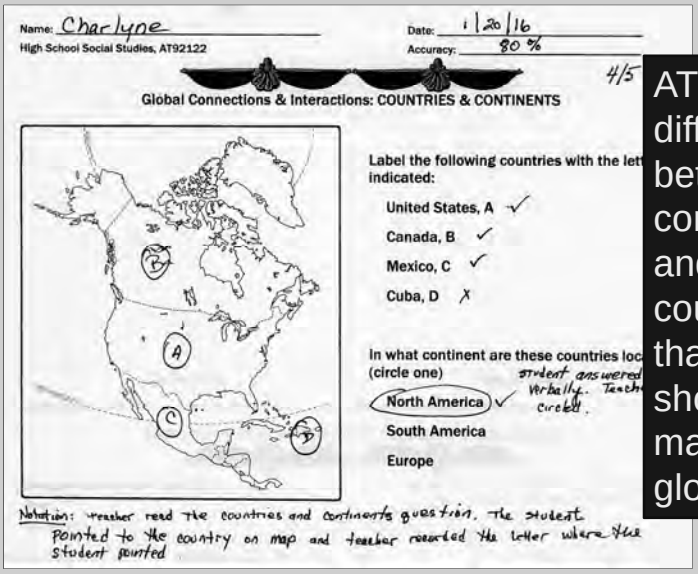
Example: Plural in AGLI 92122


Name: Charlyne
High School Social Studies, AT92122
Date: 1/20/16
Accuracy: 80 %
4/5
Global Connections & Interactions: COUNTRIES & CONTINENTS
Label the following countries with the let
indicated:
United States, A ✓
Canada, B ✓
Mexico, C ✓
Cuba, D ✗
In what continent are these countries loc
(circle one)
student answered verbally. Teach
North America ✓ circled.
South America
Europe
Notation: teacher read the countries and continents question. The student pointed to the country on map and teacher recorded the letter where the student pointed

AT92122 differentiate between continents and/or countries that are shown on a map or globe

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Assessment Task Contains AND, OR, AND/OR

If the Assessment Task contains…	Then ***EACH*** 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 or choose one or more of the more appropriate parts of the task for that date

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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?

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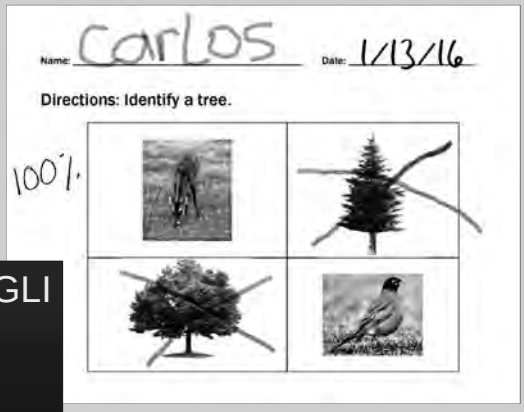
Example: information on VE appears to conflict with the Assessment Task



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

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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

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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

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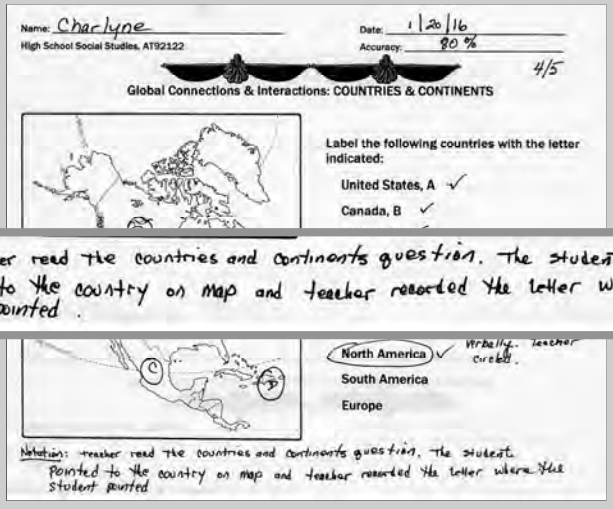
Example: Notation on Verifying Evidence



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Four Types of Verifying Evidence

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

Refer to the Test Administration Manual for specific guidelines

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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

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Example: VE Information conflicts with Assessed Task

Grade 4 Science

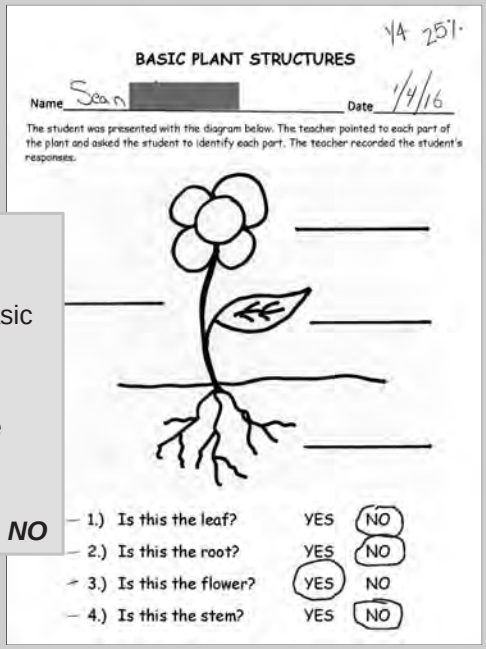
AGLI#42221:

Identify the function of a basic plant or animal structure.

Assessment Task:

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

Connection VE to Task = NO



YA 25?

BASIC PLANT STRUCTURES

Name Sean [redacted] Date 1/4/16

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

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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

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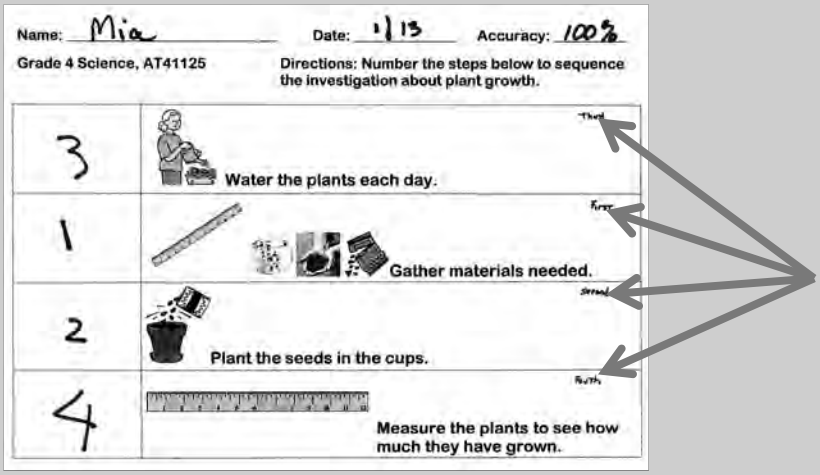
Name: Mia Date: 1/13 Accuracy: 100%

Grade 4 Science, AT41125

Directions: Number the steps below to sequence the investigation about plant growth.

3	Water the plants each day.
1	Gather materials needed.
2	Plant the seeds in the cups.
4	Measure the plants to see how much they have grown.

Grade 4 Science, AGLI 41125

The pictures are labeled first, second, third, and fourth. *This is considered a template*.

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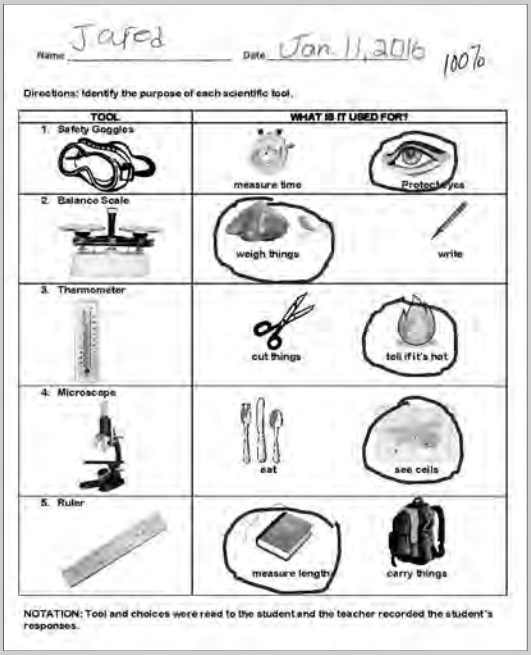
Name: Jared Date: Jan. 11, 2016 100%

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 a tool and a set of possible purposes to choose from (AT41121B)

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

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Name: Ben Date: 1/12/16

Grade 8 Science, AT83234 Accuracy: 0 %

What is matter made of?

Based on our class discussion about what matter is made of, use the information below to create a paragraph about atoms.

Atoms are made up of protons, neutrons, and electrons.	Today we're having chop suey for lunch.
Protons have a positive charge.	Each atom has a chemical property.
I ride the bus to school.	Neutrons have a negative charge.
All known elements are found on a periodic table.	I have a pet dog.
Atoms can be seen floating in the air.	All matter is made up of tiny particles called atoms.

metal
solids

Example: Not a Template

Assessment Task: The student will recognize that matter is made up of small parts (atoms) (AT83234)

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

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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

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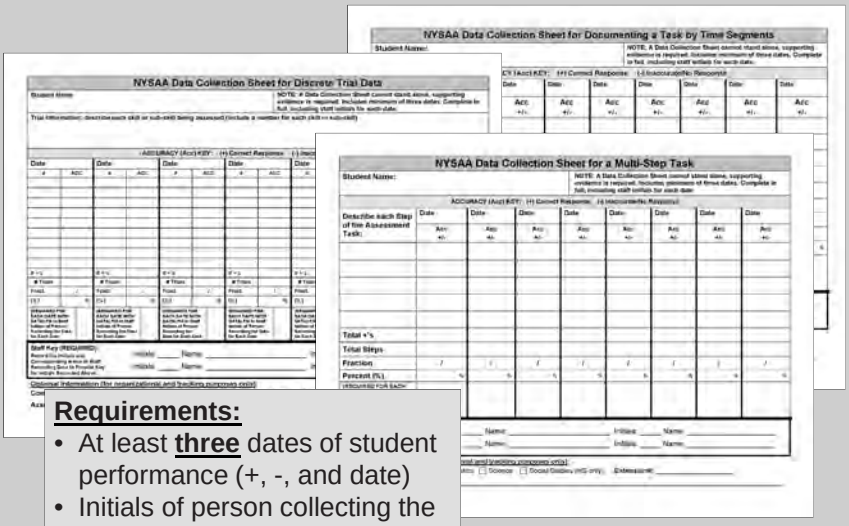
Data Collection Sheets



Requirements:

- At least **three** dates of student performance (+, -, and date)
- Initials of person collecting the data for each date
- Staff key complete

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Supporting Evidence for Data Collection Sheet

- Must meet requirements for evidence
- Must include three required elements
- May include an original student work product, photographs, digital video or audio clip, or an Observer Verification Form
- Supporting evidence is submitted only with Data Collection Sheet

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NYSAA Science and Social Studies Observer Verification Form

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

Teacher completes this section (REQUIRED):

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

☐ Baseline ☐ Final Student Performance: Accuracy: _____ %

Observer* completes this section (REQUIRED):

Observer Title/Position (REQUIRED):

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

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

_____
OBSERVER'S NAME (PRINT)

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

*An observer must be a certified and/or licensed teacher, administrator, school psychologist, or related service provider; but **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 30-5.6 of the Regulations of the Commissioner of Education).

Optional Information (for organizational and tracking purposes only):
Content Area: ☐ Science ☐ Social Studies (HS only) AGLI Code #: _____
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

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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

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STEP 6 Conduct Baseline Administration

- 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

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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 correct/5 questions = .6
Percentage	.6 x 100% = 60%

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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 x 100% = 66.667%
Rounded up	67% accurate

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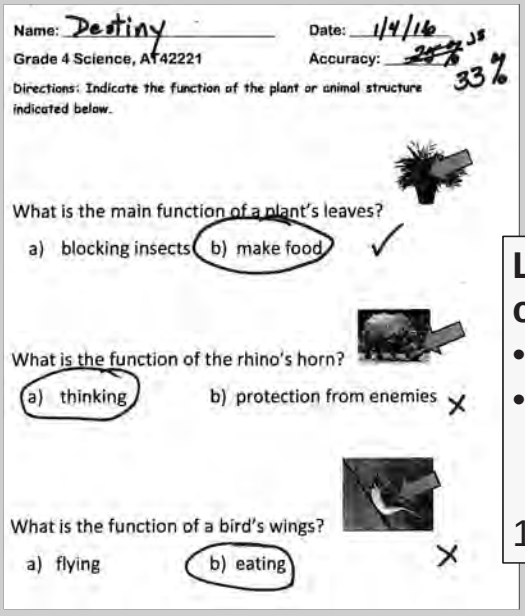
Examples: Calculating Level of Accuracy


Name: Destiny Date: 1/4/16
Grade 4 Science, AT42221 Accuracy: 33%
Directions: Indicate the function of the plant or animal structure indicated below.
What is the main function of a plant's leaves?
a) blocking insects b) make food ✓
What is the function of the rhino's horn?
a) thinking b) protection from enemies ✗
What is the function of a bird's wings?
a) flying b) eating ✗

Level of Accuracy calculation:

- 3 questions
- Student answered one question correctly

1/3 = 33% accurate

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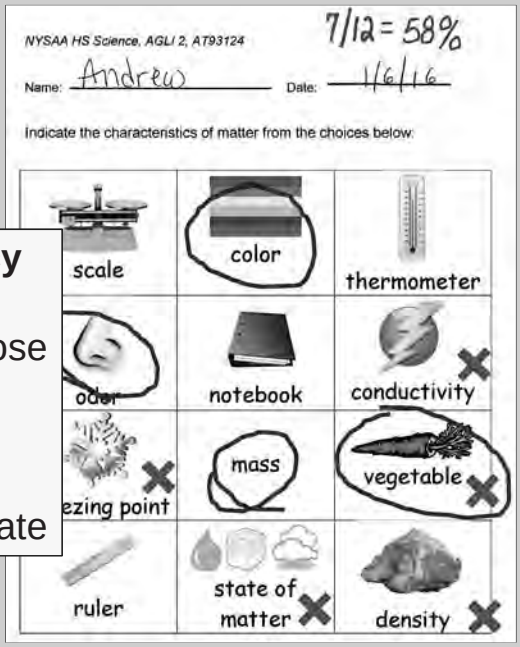
Example: Calculating Level of Accuracy

Level of Accuracy calculation:

- 12 items to choose from
- Student made 7 correct choices

7/12 = 58% accurate



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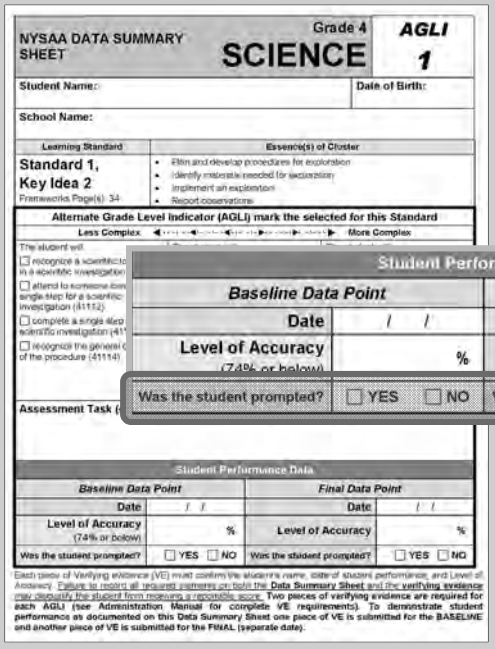
Was the student prompted?



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

54

Review: Steps 4, 5, 6

Step 4	Determine an 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.

55

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	Continue to provide instruction and evaluate progress.
Step 9	Conduct the final administration **no later than February 12, 2016**.

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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

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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

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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

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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.

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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

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STEP 9	Conduct Final Administration
Timeline	No later than February 12, 2016

- Recommend 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)

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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	Continue to provide instruction and evaluate progress.
Step 9	Conduct the final administration **no later than February 12, 2016**.

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Introduction: Steps 10 and 11	
Step 10	Complete verifying evidence documentation.
Step 11	Complete the Data Summary Sheets.

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Verifying Evidence Documentation

- **Two pieces** of verifying evidence are required for each Assessment Task
  - One for the baseline data point
  - One for the final data point
- Total number of pieces of verifying evidence for a content area
  - Science = 2 pieces of verifying evidence
  - Social studies = 2 pieces of verifying evidence

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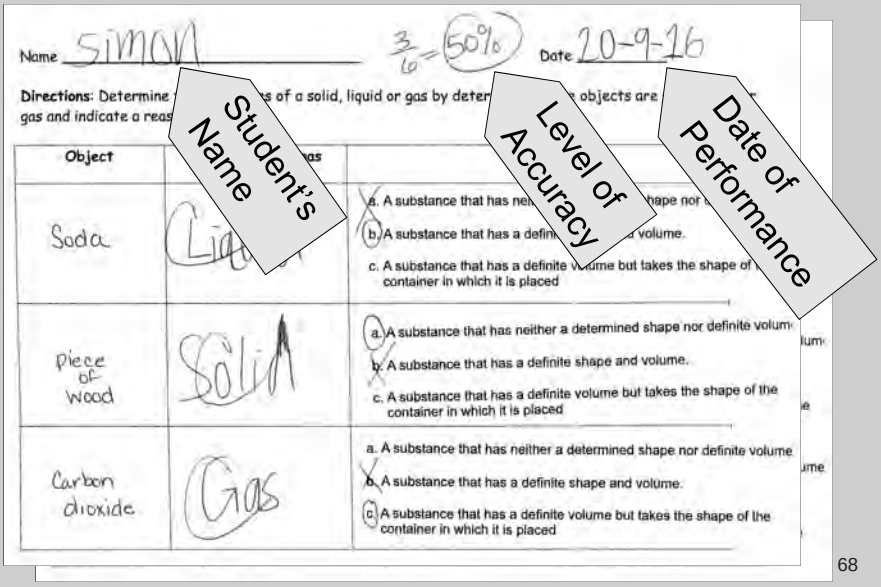
Verifying Evidence Documentation



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Completing the Data Summary Sheet

- **Student Demographics**
- **Standard** (reference purposes)
- **AGLI** (check one)
- **Assessment Task** (record one from Frameworks)
- **Performance Data**

NYSAA DATA SUMMARY SHEET — Grade 4 SCIENCE — AGLI 1

Student Name: | Date of Birth:

School Name:

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: ☐ recognize a scientific tool used in a scientific investigation (41111) ☐ attend to someone conducting a single step for a scientific investigation (41112) ☐ complete a single step of a scientific investigation (41113) ☐ recognize the general outcome of the procedure (41114)	The student will: ☐ identify the purpose of a scientific tool and/or material needed for a scientific investigation (41121) ☐ complete two steps of a scientific investigation (41122) ☐ recognize the planning steps of a scientific investigation (41123) ☐ identify a quantitative result of a scientific investigation (41124) ☐ sequence the steps of a familiar investigation (41125)	The student will: ☐ gather scientific tools and materials that will be needed for a scientific investigation (41131) ☐ plan a scientific investigation (41132) ☐ implement the steps of a scientific investigation (41133) ☐ report specific results of a scientific investigation (41134)

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

Student Performance Data

Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	☐ YES ☐ NO	Was the student prompted?	☐ YES ☐ NO

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 one piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

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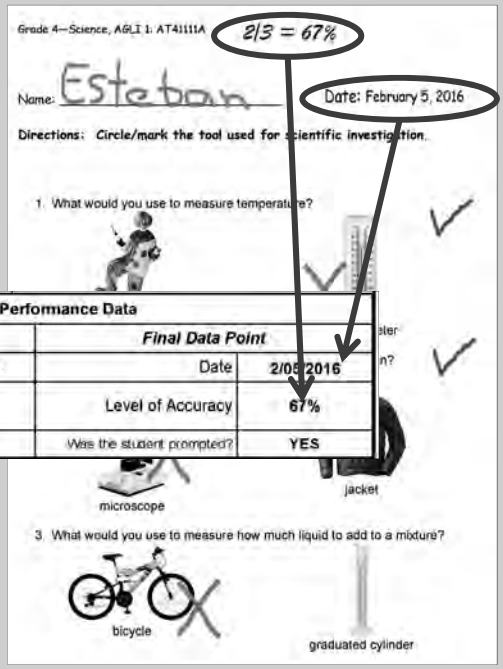
Documenting Student Performance



Student Performance Data

Baseline Data Point		Final Data Point	
Date	1/12/2016	Date	2/05/2016
Level of Accuracy (74% or below)	33%	Level of Accuracy	67%
Was the student prompted?	YES	Was the student prompted?	YES

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Review: Steps 10 and 11	
Step 10	Complete verifying evidence documentation.
Step 11	Complete the Data Summary Sheets.

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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.

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NYSAA Datafolios

- Place assessment documents in a <u>secure</u>
  - 3-ring binder, 1” maximum
  - Folder with fasteners to secure pages (DO NOT SUBMIT PAGES LOOSE IN FOLDER)
- Pockets are needed to hold scoring documents

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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 2015-16 NYSAA Test Administration Manual (November 2015)
- Review all documents carefully before submitting them in the datafolio.

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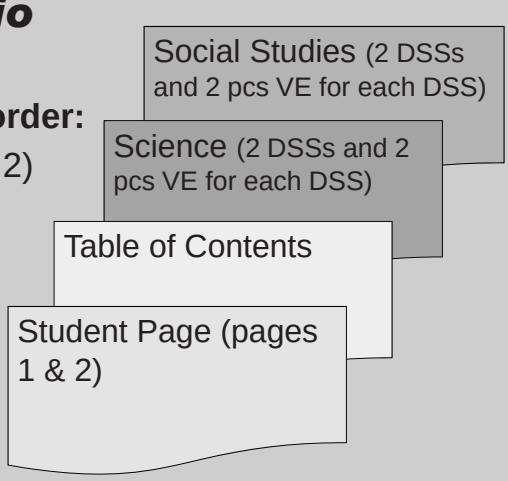
How to Order Documents in the NYSAA Datafolio

Place documents in order:

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



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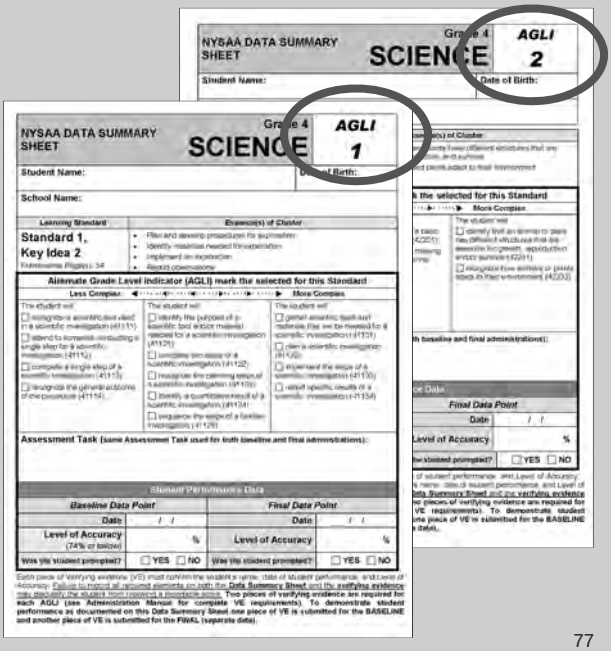
Data Summary Sheets



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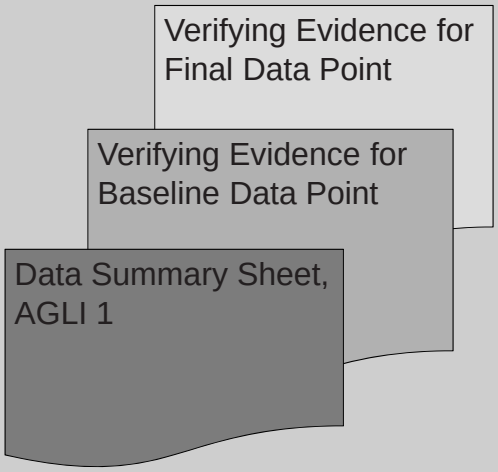
How to Order Documents in the NYSAA Datafolio

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



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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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2015-16 NYSAA KEY DATES

- Administration begins on December 7, 2015
- NYSAA training will take place beginning in December
- Baseline administration should take place in December
- Final administration can take place no later than February 12, 2016
- Administration ends on February 12, 2016
- Measured Progress Profile™ taken offline February 12, 2016
- Scoring will take place February 29-March 18, 2016

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Online Teacher Survey

- All teachers administering the NYSAA for Science and Social Studies are asked to complete an online survey
  - Provide feedback on the process
  - Make suggestions for future materials and training
- Survey available February 2016
  https://www.surveymonkey.com/s/1516NYSAATeacherSurvey

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