

# 2016-17 New York State Alternate Assessment (NYSAA) for Science and Social Studies

## Administration Training: Steps to Plan, Administer, and Complete NYSAA Datafolios for 2016-17

Office of State Assessment



University of the  
State of New York  
State Education  
Department

### Appendix F: NYSAA Frameworks

New York State  
Alternate Assessment  
  
TEST ADMINISTRATION  
MANUAL  
for Science and Social Studies  
  
2016-17



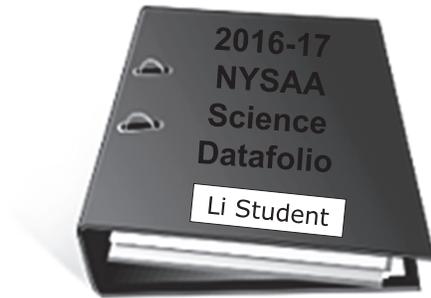
Developed by  
The New York State Education Department  
Office of State Assessment  
Measured Progress, Inc.  
September 2016

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nce and Social Studi  
eptember 2016)

2016-17 Steps for Completing a NYSAA Datafolio Administration Period: September 26 – December 9, 2016	
Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 34 for more information on Collegial Review.	
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 AQLs and Assessment Tasks for the first content Standard being assessed.
Step 4	Determine an AQL and Assessment Task from the most appropriate Level of Complexity for the student; to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.
Step 5	Plan the evidence that must be included for each Standard.
Step 6	Conduct the baseline administration.
Step 7	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.
<i>Recommend Collegial Review</i>	
Measured Progress Profile™	Be reminded that Measured Progress Profile™ is available to all teachers to assist with their data collection, documentation, and datafolio organization: <a href="https://profile.measuredprogress.org/NYSAA/">https://profile.measuredprogress.org/NYSAA/</a>
Step 8	Continue to provide instruction and evaluate progress.
Step 9	Conduct the final administration no later than December 9, 2016.
Step 10	Complete verifying evidence documentation (Measured Progress Profile™)
Step 11	Complete the Data Summary Sheets (Measured Progress Profile™)
Step 12	Complete Steps 3-11 for all Standards within this content area.
Step 13	Complete the assessment for each content area to be assessed (Steps 3-12).
Step 14	Assemble the datafolio.
<i>Recommend Collegial Review</i>	
Step 15	Submit the datafolio to the building administrator no later than close of business on December 9, 2016. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to the student datafolio after December 9, 2016.
Step 16	Complete the online teacher survey at: <a href="https://www.surveymonkey.com/s/18TNYSAATeacherSurvey">https://www.surveymonkey.com/s/18TNYSAATeacherSurvey</a>

## **Grade 8 Sample Datafolio – Li**



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## **Steps 1, 2, 3**

## **Introduction: Steps 1, 2, 3**

<b>Step 1</b>	Confirm the students to be assessed, prepare to administer the NYSAA for Science and Social Studies, and confirm content areas to be assessed.
<b>Step 2</b>	Review the test blueprints for the content areas to be assessed.
<b>Step 3</b>	Review the AGLIs and Assessment Tasks for the first content Standard being assessed.

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## **Reviewing the Student's IEP**

- NYSAA is designated as assessment
- Student's date of birth falls within the ranges on 2016-17 NYSAA Age Range Chart
- Testing Accommodations
- Goals and Objectives

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## NYSAA Age Range Chart

Age Ranges for Testing on the NYSAA in 2016–17		
Assessment	Birth Date	Student's Age between September 1, 2016, and August 31, 2017
Grade 4 Science	September 1, 2006—August 31, 2007	10
Grade 8 Science	September 1, 2002—August 31, 2003	14
Secondary-Level Science, Social Studies	September 1, 1998—August 31, 1999	18*

\*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their 18<sup>th</sup> birthday must take the secondary-level NYSAA before they leave school

\*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their 18<sup>th</sup> 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, 1998 who have not been assessed at the secondary-level must be assessed in 2016-17 before they leave school.

For questions about the age ranges, contact the Department.

## NYSAA Test Blueprint – Science, Grade 8 highlighted

### Standards Assessed in Grade 8 Science:

- 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/cia/cores.html#MST>

# Standards Assessed by Grade

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

# Frameworks – Grade 8 Example

The image displays several overlapping pages from the Science NYSAA Frameworks for Grade 8. The pages include:

- Standard and Essence(s):** Lists various standards and their corresponding essences.
- Alternate Grade Level Indicators (AGLIs):** Provides alternative indicators for students with disabilities.
- Assessment Tasks:** Details specific tasks and their alignment with AGLIs.

## Frameworks – Grade 8 Example

Alternate Grade Level Indicators (AGLIs)		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
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)</li> <li>recognize the cause of a science related event (81312)</li> <li>recognize whether an event is possible, based on the result(s) of the investigation (81313)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>record the result of a scientific investigation, using a graph, diagram, table, or model (81321)</li> <li>identify a trend in the results of a scientific investigation (81322)</li> <li>identify the cause-and-effect relationship of a science-related event (81323)</li> <li>identify a conclusion, based on the result(s) of an investigation (81324)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)</li> <li>predict a future event, based on the result(s) of a scientific investigation (81332)</li> </ul>

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## Frameworks – Grade 8 Example

### AGLI and Assessment Task Coding

Alternate Grade Level Indicators (AGLIs)		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
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)</li> <li>recognize the cause of a science related event (81312)</li> <li>recognize whether an event is possible, based on the result(s) of the investigation (81313)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>record the result of a scientific investigation, using a graph, diagram, table, or model (81321)</li> <li>identify a trend in the results of a scientific investigation (81322)</li> <li>identify the cause-and-effect relationship of a science-related event (81323)</li> <li>identify a conclusion, based on the result(s) of an investigation (81324)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)</li> <li>predict a future event, based on the result(s) of a scientific investigation (81332)</li> </ul>
ASSESSMENT TASKS (ATs)		
Assessment tasks are organized from less complex to more complex. Tasks must be used as written, cannot be modified, and no original tasks are to be created.		
AT Alignment to AGLI	Assessment Tasks	
AT81311A	The student will recognize the result of a scientific investigation shown, using concrete objects, graphs, diagrams, tables, or models. (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 circles the substance in the data table that produced the longest-lasting bubbles)	
AT81311B	The student will recognize the result of a scientific	

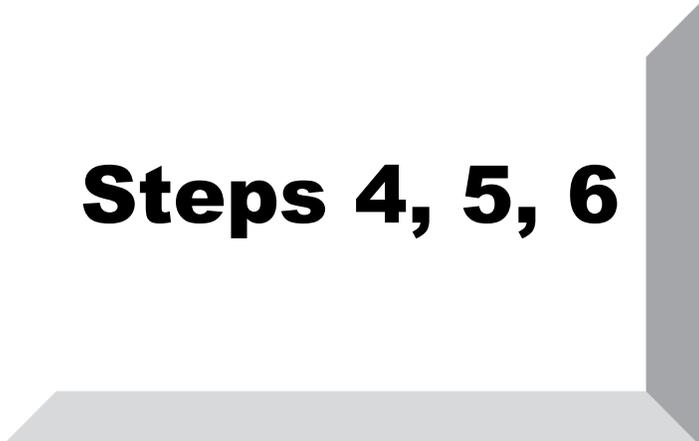
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## **Review: Steps 1, 2, 3**

<b>Step 1</b>	Confirm the students to be assessed; prepare to administer the NYSAA for Science and Social Studies; and confirm content areas to be assessed.
<b>Step 2</b>	Review the test blueprints for the content areas to be assessed.
<b>Step 3</b>	Review the AGLIs and Assessment Tasks for the first content Standard being assessed.

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## **Steps 4, 5, 6**

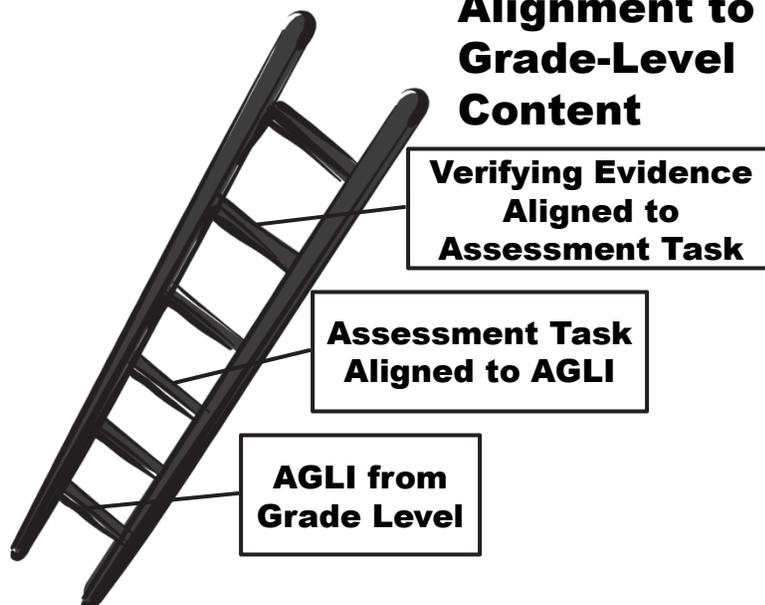


## Introduction: Steps 4, 5, 6

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

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## Alignment to Grade-Level Content



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## Review the Standard and Essence(s)

Standard and Essence(s)		Science – Grade 8	
<b>Standard 1:</b> Analysis, Inquiry, and Design (Scientific Inquiry)			
<b>Key Idea 3:</b> 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	<p>S3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help address their research question or hypothesis.</p> <p>S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships</p> <p>S3.1b generate and use scales, create legends, and appropriately label axes</p> <p>S3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.</p> <p>S3.2a accurately describe the procedures</p>	<ul style="list-style-type: none"> <li>Organize data (results), using graphs, diagrams, tables, and models</li> <li>Draw conclusions, based on data from an investigation</li> </ul>	

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## Starting Point for Choosing an AGLI

Alternate Grade Level Indicators (AGLIs)		AGLI 1
<b>Standard 1:</b> Analysis, Inquiry, and Design (Scientific Inquiry)		
<b>Key Idea 3:</b> 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
<p>The student will:</p> <ul style="list-style-type: none"> <li>recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)</li> <li>recognize the cause of a science related event (81312)</li> <li>recognize whether an event is possible, based on the result(s) of the investigation (81313)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>record the result of a scientific investigation, using a graph, diagram, table, or model (81321)</li> <li>identify a trend in the results of a scientific investigation (81322)</li> <li>identify the cause-and-effect relationship of a science-related event (81323)</li> <li>identify a conclusion, based on the result(s) of an investigation (81324)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)</li> <li>predict a future event, based on the result(s) of a scientific investigation (81332)</li> </ul>

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)

Alternate Grade Level Indicators (AGLIs)		AGLI 1
<b>Standard 1:</b> Analysis, Inquiry, and Design (Scientific Inquiry)		
<b>Key Idea 3:</b> 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: <ul style="list-style-type: none"> <li>• recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311)</li> <li>• recognize the cause of a science related event (81312)</li> <li>• recognize whether an event is possible, based on the result(s) of the investigation (81313)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>• record the result of a scientific investigation, using a graph, diagram, table, or model (81321)</li> <li>• identify a trend in the results of a scientific investigation (81322)</li> <li>• <b>identify the cause-and-effect relationship of a science-related event (81323)</b></li> <li>• identify a conclusion, based on the result(s) of an investigation (81324)</li> </ul>	The student will: <ul style="list-style-type: none"> <li>• compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331)</li> <li>• predict a future event, based on the result(s) of a scientific investigation (81332)</li> </ul>

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# Assessment Tasks

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

**Use only the Assessment Tasks provided in the 2016-17 Frameworks**

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Assessment Tasks		Science – Grade 8		AGLI 1	
<p><b>Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)</b></p> <p><b>Key Idea 3:</b> The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide evidence.</p>					
<p>Assessment tasks are organized by Standard and Key Idea. Tasks must be used as written.</p>					
AT	Assessment Tasks	Assessment Tasks	Assessment Tasks	Assessment Tasks	Assessment Tasks
AT81311A	The student will record the results of an investigation using graphs, diagrams, tables, or models.	AT81313	The student will recognize whether or not an event is possible when shown the results of an investigation. (e.g., for the investigation "chart the rise in temperature as ice melts at room temperature," the student indicates "no" when asked the question "Is it possible to have a snowball in your room?"; the student will respond "yes" to the question, "Will the snowball melt at a high temperature?")	AT81321	The student will record the results of a scientific investigation in a graph, diagram, table, or model.
AT81323	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)	AT81322	The student will compare the results of two or more investigations using graph(s), diagram(s), table(s), or model(s) to show the comparison. (e.g., temperature results: the student records the temperature of the classroom at 10:00 a.m. and 2:00 p.m., and compares the morning temperature to the afternoon temperature [warmer/cooler].)	AT81331	The student will compare the results of two or more investigations using graph(s), diagram(s), table(s), or model(s) to show the comparison. (e.g., temperature results: the student records the temperature of the classroom at 10:00 a.m. and 2:00 p.m., and compares the morning temperature to the afternoon temperature [warmer/cooler].)

**Example – Selecting an Assessment Task**

*The same Assessment Task is administered at both 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**
- Each piece of VE must demonstrate all requirements of the task on its own

} *Same task*

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## Assessment Task Contains PLURAL

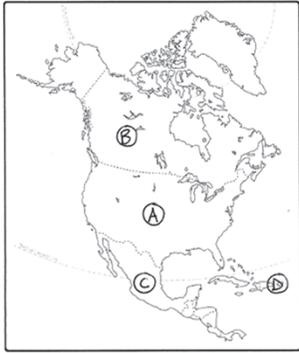
If the Assessment Task contains...	Then <u>EACH</u> piece of verifying evidence...
plural	must demonstrate the plural component for that date
“s” in parentheses	may demonstrate the singular or plural component for that date

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## Example: Plural in AGLI 92122

Name: Charlyne Date: 11/17/16  
 High School Social Studies, AT92122 Accuracy: 75% 3/4

Global Connections & Interactions: COUNTRIES



Label the following countries with the letter indicated:

United States, A ✓  
 Canada, B ✓  
 Mexico, C ✓  
 Cuba, D ✗

*Notation: Teacher read the directions. The student pointed to the country on the map and the 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 <u>EACH</u> piece of verifying evidence...
“and”	must demonstrate ALL parts of the Assessment Task for that date
“or”	may demonstrate one of the two or more elements most appropriate for the student for that date
“and/or”	may demonstrate all the elements from the Assessment Task <u>or</u> choose one or more of the more appropriate parts of the task for that date

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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 11 Science  
AGLI 92122, AT92122  
“the student will  
identify organs that  
work together in a  
system”

Name: Ariel Date: 10.6.16  
High School Science, AT92122 Accuracy: 2/5 = 40%  
Directions: Match the organ to its name.

1) liver +  
2) eye -  
3) tongue -  
4) stomach -  
5) heart +

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## **Considerations for Planning Verifying Evidence**

- 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

High school  
social studies  
AGLI 91122,  
AT91122

Name: Dane Date: 10/11/16  
High School Social Studies, AT91122 Accuracy: 2/3 A = 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.

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.

Student made three choices and all were included in calculation of accuracy.

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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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## 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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### 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.

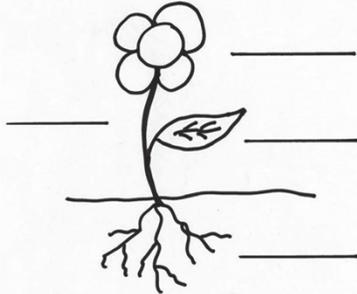
**Connection VE to Task = NO**

1/4 25%

BASIC PLANT STRUCTURES

Name Sean \_\_\_\_\_ Date 11/4/16

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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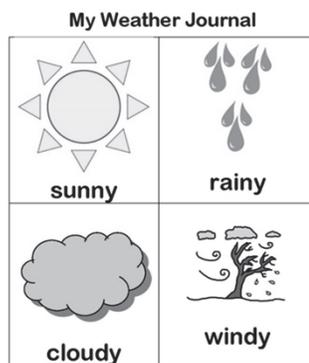
## Templates = Administrative Error

- 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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High School Science, AT93112A

Directions: Student is shown the chart below. The teacher asks the questions and records the response the student points to.



1. Which picture shows rainy? \_\_\_\_\_
2. Which picture shows cloudy? \_\_\_\_\_

## Template Example

**AT93112A: the student will identify two or more weather conditions.**

Captions under pictures lead student to the correct response for each question posed.

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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

**NYSAA Data Collection Sheet for Documenting a Task by Time Segments**

Student Name: \_\_\_\_\_

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.

Date											
Acc	Wt										

**NYSAA Data Collection Sheet for Discrete Trial Data**

Student Name: \_\_\_\_\_

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.

Trial Information: describe each skill or sub-skill being assessed (include a number for each skill or sub-skill)

Date									
ACC	Wt								

**NYSAA Data Collection Sheet for a Multi-Step Task**

Student Name: \_\_\_\_\_

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.

Describe each Step of the Assessment Task:

| Date |
|------|------|------|------|------|------|------|------|
| Acc  | Wt   | Acc  | Wt   | Acc  | Wt   | Acc  | Wt   |
|      |      |      |      |      |      |      |      |

Total # of \_\_\_\_\_

Total Steps \_\_\_\_\_

Fraction \_\_\_\_\_

Percent (%) \_\_\_\_\_

REQUIRED FOR EACH

Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Name: \_\_\_\_\_  
 Name: \_\_\_\_\_ Initials: \_\_\_\_\_ Name: \_\_\_\_\_

Use and tracking purposes only  
 ( ) Science ( ) Social Studies (HS only) Extension: \_\_\_\_\_

**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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# Information on Data Collection Sheets

- Baseline data point = 2 or more states of instruction, (separate evidence for each)
- 2 or more states of instruction = Post data point, (separate evidence for each)
- Baseline data point = 1 or more states of instruction = Pre data point

- Must contain the three required elements:
  - For each state on which data is collected, the data, the instrument, and the Level of Accuracy must be recorded.
  - The details of the self-report collecting data must be included for a being submitted as writing evidence.
  - The details must be completed with the state names and for each member who are responsible for recording the performance data Collection Sheet, only the parent(s) recording or documenting the Level of Accuracy about how he or she feels under each data collection date.

**Note:** An Observer Data Collection Sheet (OCS) may display the required information above.

Each Data Collection Sheet submitted as evidence requires supporting evidence set up to the parent of supporting evidence includes that certain data record Collection Sheet. Supporting evidence is another type of writing evidence (photographs, audio clips, or video) or an Observer Verification Form (available in the Data Collection Sheet) for further information on supporting page 22.

**Task may be documented as required:** multiple the sampling of the Assessment Collection Sheet templates in Appendix C. Please refer to Step 6 for tabulating the Level of Accuracy percentages.

- A multiple Data Collection Sheet is used for Assessment Tasks that are not assessed in a single step. Instead, students receive more than one opportunity for access in demonstrating the task. It can also be used for Assessment Tasks in a single step in a multiple Assessment Task. The task the number of steps required to complete the Assessment Task. Each state is recorded in the "State" column. For each data point is completed, a line is recorded for the state of Accuracy. Only information is required give an outside person a clear understanding of what the student and performance data. Recording "Pre", "Post", "Step 1", etc., will help not information to confirm alignment to an Assessment Task.

**Multiple Examples:**

- Grade 8 science ASG 1: compare the results of two or more scientific writing projects, (paragraphs, letters, or projects). (1331)
- Assessment Task: the student will compare the results of two or more writing projects, (paragraphs, letters, or projects) to show the comparison. Possible steps:
  - Identify the graph that shows the most carbon in June
  - Identify the graph that shows the most carbon in July
  - Identify the graph that shows the most carbon in August

**Suggested Notation:** The student will compare two or more graphs each at for the month indicated for two different cities. The student will also the graphs and note in the end of the month the most carbon.

The Administration Manual for the 2016-17 NYSAA for Science and Social Studies

A multiple Data Collection Sheet can also be used for a single step activity, however, this limits the student's performance to either 0% or 100%.

**Grade 8 Science Example:**

- Grade 8 science ASG 2: identify a part of an animal found in a given place. (1331)
- Assessment Task: the student will identify a part of an animal found in a given environment. (17421)
- Possible step:
  - Recognize an animal found in the ocean environment.

**Suggested Notation:** For each state, the student was presented with a pair of animal choices and asked which animal was an animal found in the ocean environment. The student indicated their response by using their voice output device.

**Caution:** A multiple Data Collection Sheet can also be used when an Assessment Task is a single step. However, it is not recommended that a multiple Data Collection Sheet be used when a task involves a pair of ASG items in a single step. Also included on this task book and explain how the student demonstrated the task or ASG.

- A multiple Data Collection Sheet is recommended when a task is conducted over multiple trials in a single session on the same day. Usually, the task is broken into smaller skills, and these skills are taught individually through repeated trials. This Data Collection Sheet can be used for a single-step activity, or for a multiple-step activity. The first information must include the date or subjects being assessed, and should include a number for each state or country. For an ASG, the ASG number must include the state or country number. The information is required, and should give an outside person a clear understanding of what the student did in a particular task. The information must be recorded on a multiple Data Collection Sheet. Use the table in the task information box to record details about each task that the student attempted. Record the trial numbers in the column with the number sign, located under the date to indicate the order of the trials presented to the student.

**Multiple Examples:**

- Grade 8 science ASG 2: the student will recognize an object as not (empty) or used (used). (13214)
- Assessment Task: the student will recognize an object as not (empty) or used (used). (17212)

The Administration Manual for the 2016-17 NYSAA for Science and Social Studies

**Possible Trial Information:**

- Student was presented with pairs of objects representing the items indicated for each trial and asked "which object is used?" Trial 1: the snowflake and a tree, trial 2: the tree and a ball, trial 3: the ball and a pencil, trial 4: the pencil and a paper.
- Suggested Notation: The student responded through eye gaze and said "recycled" responses.

- A time-segment Data Collection Sheet is recommended for an Assessment Task that involves collecting evidence of student performance over a period of time. In a time-segmented Assessment Task, the teacher divides the activity into equal time segments. The length of each time segment must be recorded on a time-segment Data Collection Sheet. Each response time segment must have a plus or minus recorded for the Level of Accuracy. The time-segment information is required, and should give an outside person a clear understanding of the length of time of each segment.

**For example:**

- High school science ASG 2: the student will explore the physics of people living in foreign countries. (13115)
- Assessment Task: the student will explore the physics of a foreign country. (172115A)
- Time Segment: 10 seconds.
- Suggested Notation: Most from a selected country was played for the student. A parenthetical observed the student in parentheses if they were observing in the music by noting the student's posture and gaze during each time segment. A different country was chosen for each date (Mexico, Spain, France, Germany).

The length of the time segment must be recorded on a time-segment Data Collection Sheet.

Language of Trial (No. of new responses)	Date		Score		No. of new responses
	Pre	Post	Pre	Post	
Segment 1					
Segment 2					
Segment 3					
Segment 4					
Trial Total					

The time segment information is required, and should give an outside person a clear understanding of what the time segment was for the activity.

Teachers may also create or use an existing Data Collection Sheet that is adapted to an individual student's needs. However, these Data Collection Sheets must include the three required elements listed in the same requirements previously mentioned.

The Administration Manual for the 2016-17 NYSAA for Science and Social Studies 21

Refer to Test Administration Manual pages 19-21

## 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



## **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.

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

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## Example: Rounding Accuracy

A calculation of .5 or above must be rounded up.

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

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Name: Destiny Date: 11/4/16  
 Grade 4 Science, AT42221 Accuracy: 25% <sup>33%</sup>

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 ✗

### Examples: Calculating Level of Accuracy

**Level of Accuracy calculation:**

- 3 questions
- Student answered one question correctly

$1/3 = 33\%$  accurate

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## Example: Calculating Level of Accuracy

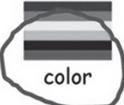
### Level of Accuracy calculation:

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

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

Name: Andrew Date: 10/6/16

Indicate the characteristics of matter from the choices below:

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

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NYSAA DATA SUMMARY SHEET Grade 4 **AGLI**

**SCIENCE** **1**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School Name: \_\_\_\_\_

Learning Standard	Essence(s) of Cluster
<b>Standard 1, Key Idea 2</b> Frameworks Page(s): 34	<ul style="list-style-type: none"> <li>• Plan and develop procedures for exploration</li> <li>• Identify materials needed for exploration</li> <li>• Implement an exploration</li> <li>• Report observations</li> </ul>

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

Less Complex More Complex

The student will:

- recognize a scientific investigation in a scientific investigation
- attend to someone conducting a single step for a scientific investigation (41112)
- complete a single step scientific investigation (41113)
- recognize the general steps of the procedure (41114)

Assessment Task ( )

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	/ /	Date	/ /
Level of Accuracy (74% or below)	%	Level of Accuracy	%
Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> NO

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 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).

## Was the student prompted?

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

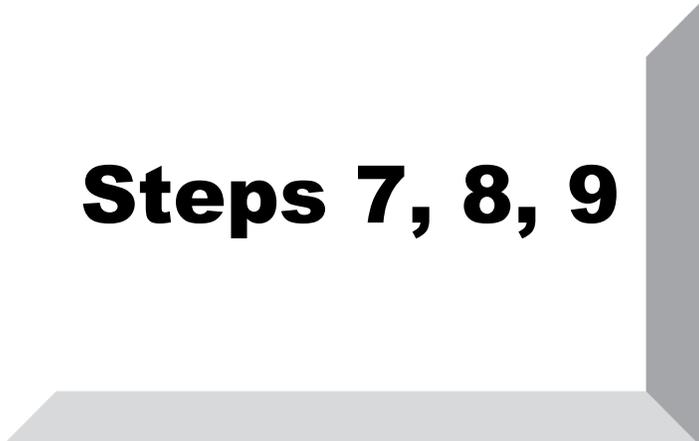
48

## **Review: Steps 4, 5, 6**

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

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## **Steps 7, 8, 9**



## Introduction: Steps 7, 8, 9

<b>Step 7</b>	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.
<b>Step 8</b>	Continue to provide instruction and evaluate progress.
<b>Step 9</b>	Conduct the final administration <b>no later than December 9, 2016.</b>

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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

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

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## **Baseline Administration**

- Baseline is component of progression of connection grade-level content
- 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**

- 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 December 9, 2016

- 15 school days of instruction and evaluation following the baseline is recommended, but 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**

<b>Step 7</b>	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.
<b>Step 8</b>	Continue to provide instruction and evaluate progress.
<b>Step 9</b>	Conduct the final administration <b>no later than December 9, 2016</b> .

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# Steps 10 & 11

<b>Introduction: Steps 10 and 11</b>	
<b>Step 10</b>	Complete verifying evidence documentation.
<b>Step 11</b>	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 = 4 pieces of verifying evidence
  - Social studies = 4 pieces of verifying evidence

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## Verifying Evidence Documentation

Name Simon       $\frac{3}{6} = 50\%$       Date 10-20-16

Directions: Determine the properties of a solid, liquid or gas by observing and measuring if the objects are a solid, liquid or gas and indicate the state of matter.

Object	State of Matter	Properties
Soda	Liquid	<input checked="" type="checkbox"/> a. A substance that has a definite shape and volume. <input checked="" type="checkbox"/> b. A substance that has a definite volume but takes the shape of the container in which it is placed. <input type="checkbox"/> c. A substance that has neither a definite shape nor definite volume.
Piece of wood	Solid	<input type="checkbox"/> a. A substance that has a definite shape and volume. <input checked="" type="checkbox"/> b. A substance that has neither a definite shape nor definite volume. <input type="checkbox"/> c. A substance that has a definite volume but takes the shape of the container in which it is placed.
Carbon dioxide	Gas	<input type="checkbox"/> a. A substance that has a definite shape and volume. <input checked="" type="checkbox"/> b. A substance that has neither a definite shape nor definite volume. <input type="checkbox"/> c. A substance that has a definite volume but takes the shape of the container in which it is placed.

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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	<b>AGLI</b>
		<b>SCIENCE</b>	<b>1</b>
Student Name:		Date of Birth:	
School Name:			
Learning Standard	Essence(s) of Cluster		
<b>Standard 1, Key Idea 2</b> Frameworks Page(s): 2	<ul style="list-style-type: none"> <li>Plan and develop procedures for exploration</li> <li>Identify materials needed for exploration</li> <li>Implement an exploration</li> <li>Report observations</li> </ul>		
Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard			
Less Complex		More Complex	
The student will: <input type="checkbox"/> recognize a scientific tool used in a scientific investigation (41111) <input type="checkbox"/> attend to someone conducting a single step for a scientific investigation (41112) <input type="checkbox"/> complete a single step of a scientific investigation (41113) <input type="checkbox"/> recognize the general outcome of the procedure (41114)		The student will: <input type="checkbox"/> identify the purpose of a scientific tool and/or material needed for a scientific investigation (41121) <input type="checkbox"/> complete two steps of a scientific investigation (41122) <input type="checkbox"/> recognize the planning steps of a scientific investigation (41123) <input type="checkbox"/> identify a quantitative result of a scientific investigation (41124) <input type="checkbox"/> sequence the steps of a familiar investigation (41125)	
		<input type="checkbox"/> gather scientific tools and materials that will be needed for a scientific investigation (41131) <input type="checkbox"/> plan a scientific investigation (41132) <input type="checkbox"/> implement the steps of a scientific investigation (41133) <input type="checkbox"/> 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?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Was the student prompted?	<input type="checkbox"/> YES <input type="checkbox"/> 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).

**Documenting Student Performance**

Grade 4—Science, AGLI 1: AT41111A

Name: Esteban

Date: November 9, 2016

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

1. What would you use to measure temperature?

 **X** C

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/17/2016	Date	11/9/2016
Level of Accuracy (74% or below)	33%	Level of Accuracy	67%
Was the student prompted?	YES	Was the student prompted?	YES

microscope

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

 **X** C

bicycle

 **X**

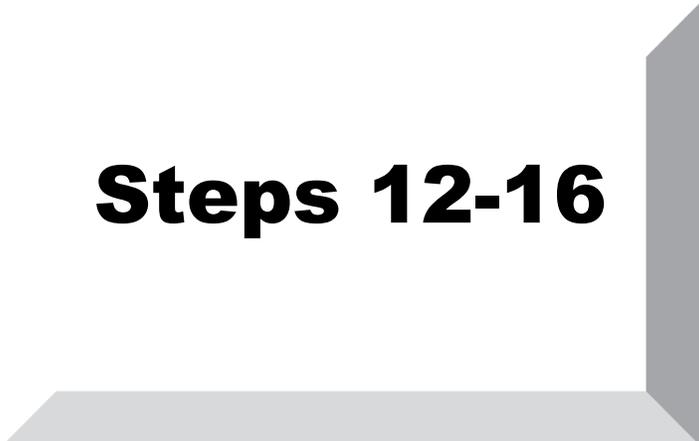
graduated cylinder

## **Review: Steps 10 and 11**

<b>Step 10</b>	Complete verifying evidence documentation.
<b>Step 11</b>	Complete the Data Summary Sheets.

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## **Steps 12-16**



## Introduction: Steps 12 through 16

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

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## NYSAA Datafolios



- Place assessment documents in a secure
  - 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/>

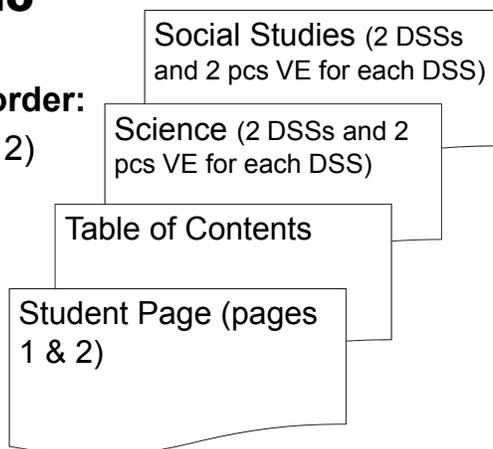
- Completed by hand, using forms in 2016-17 NYSAA Test Administration Manual (September 2016)
- Review all documents carefully before submitting them in the datafolio.

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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
  - Science
  - Social Studies (HS students only)



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# Data Summary Sheets

**NYSAA DATA SUMMARY SHEET** Grade 4 **AGLI 2** SCIENCE

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**NYSAA DATA SUMMARY SHEET** Grade 4 **AGLI 1** SCIENCE

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**Learning Standard** \_\_\_\_\_ **Essence(s) of Cluster** \_\_\_\_\_

**Standard 1, Key Idea 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 for this Standard**

Less Complex  More Complex

**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)	%	Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO	Level of Accuracy	%	Was the student prompted? <input type="checkbox"/> YES <input type="checkbox"/> NO

Final Data Point

Date	/ /	%
Level of Accuracy		

Level of Accuracy  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 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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## 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

Verifying Evidence for Final Data Point

Verifying Evidence for Baseline Data Point

Data Summary Sheet, AGLI 1

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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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## 2016-17 NYSAA for Science and Social Studies KEY DATES



- Training will take place in September
- Administration begins on **September 26, 2016**
- Baseline administration should take place in September or early October
- Administration ends on **December 9, 2016**
  - Final administration can take place no later than **December 9, 2016**
  - Measured Progress Profile™ taken offline **December 9, 2016**
- Scoring will take place January 17 – February 24, 2017

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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 December 2016

<https://www.surveymonkey.com/s/1617NYSAATeacherSurvey>

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