

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

Administration Training: Best Practices, Recommendations, and Closing Notes

Office of State Assessment



University of the
State of New York
State Education
Department

NYSAA Resources

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

Appendix F:

NYSAA Frameworks
TEST ADMINISTRATION MANUAL

New York State Alternate Assessment
for Science and Social Studies
(September 2016)

Test Administration Manual Resources

2016-17 Steps for Completing a NYSAA Datafolio
Administration Period: September 26 – December 9, 2016

FOR EACH CONTENT AREA (Science and Social Studies)

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 AGUs and Assessment Tasks for the first content standard assessed.

Step 4: Determine an AGU and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The 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 down, stay). If any change is made in the task being assessed, or new baseline and discard the previous administration.

Step 8: Complete verifying evidence documentation (Measured Progress Profile™).

Step 9: Complete the Data Summary Sheets (Measured Progress Profile™).

Step 10: Complete Steps 3-11 for all Standards within the content area.

Step 11: Complete the Data Summary Sheets (Measured Progress Profile™).

Step 12: Complete Steps 3-11 for all Standards within the content area.

Step 13: Complete the assessment for each content area to be assessed (Steps 3-11).

Step 14: Assemble the datafolio.

Step 15: Submit the datafolio to the building administrator no later than close of business, December 9, 2016. The building administrator will forward datafolios to the State Education Department.

SCORING RUBRIC
New York State Alternate Assessment (NYSAA) to measure Standards within the New York State Core Curriculum for science and social studies

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

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

PART II: FACTORS FOR A PERFORMANCE LEVEL CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE LEVEL OF COMPLEXITY

Connection to Grade-Level Content: AGUs are assessed based on the appropriate grade-level academic content for students with severe cognitive disabilities. The Assessment Task must align to the AGU chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the AGU will not be scored.

Connection to Grade-Level Content Progression:
AGU from Grade → Assessment Task aligned to AGU → Verifying Evidence aligned to Assessment Task

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 18th 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.

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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 3 ELA and Math	September 1, 2007—August 31, 2008	9
Grade 4 ELA, Math, and Science	September 1, 2006—August 31, 2007	10
Grade 5 ELA and Math	September 1, 2005—August 31, 2006	11
Grade 6 ELA and Math	September 1, 2004—August 31, 2005	12
Grade 7 ELA and Math	September 1, 2003—August 31, 2004	13
Grade 8 ELA, Math, and Science	September 1, 2002—August 31, 2003	14
Secondary-Level ELA, Math, Science, and 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 18th 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.

Age Range Chart in the Test Administration Manual (page 6) only includes grades at which science and social studies are assessed.

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Steps Chart – Steps 1, 2 & 3

2016–17 Steps for Completing a NYSAA Datafolio		
Administration Period: September 26 – December 9, 2016		
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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.	
FOR EACH CONTENT AREA Science and Social Studies	Step 5: Plan the evidence that must be included for each Standard.	
	Step 6: Conduct the baseline administration.	
	Step 7: Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.	
	<i>Recommend Collegial Review</i>	
	Measured Progress ProFile™	Be reminded, that Measured Progress ProFile™ is available to all teachers to assist with their data collection, documentation, and datafolio organization: https://profile.measuredprogress.org/NYSAA/
	Step 8:	Continue to provide instruction and evaluate progress.
	Step 9:	Conduct the final administration no later than 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 https://www.surveymonkey.com/s/1617NYSAATeacherSurvey .

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Steps Chart – Steps 4, 5 & 6

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Steps Chart – Step 7

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Steps Chart – Steps 8 & 9

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Steps Chart – Steps 10 - 14

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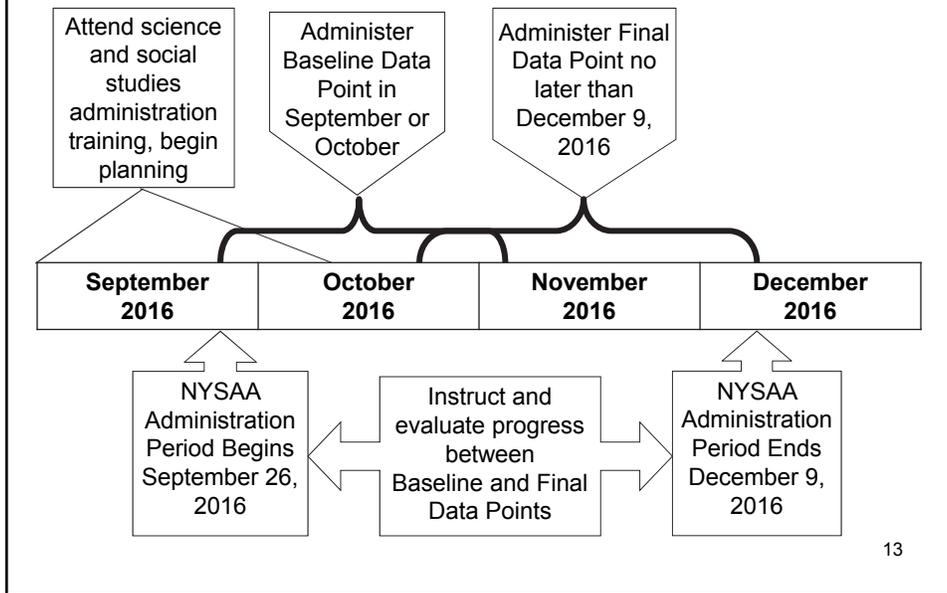
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Steps Chart – Steps 15 & 16

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Suggested Timeline for 2016-17



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Checklists for Completing Science and Social Studies Datafolios

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

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

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

PART II:
FACTORS FOR A PERFORMANCE LEVEL:
CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE, LEVEL OF COMPLEXITY

Connection to Grade-Level Content = AGLIs are assessed based on the appropriate grade-level academic content for students with severe cognitive disabilities. The Assessment Task must align to the AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the AGLI will not be scored.

Connection to Grade-Level Content Progression:

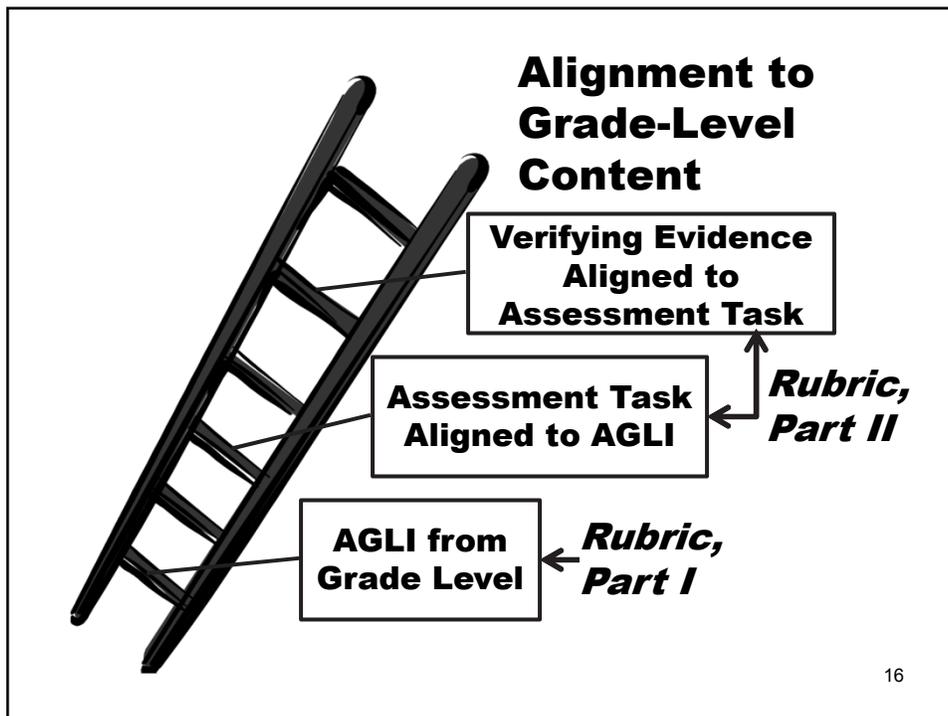
AGLI from Grade → Assessment Task aligned to AGLI → Verifying Evidence aligned to Assessment Task

Performance = Level of Accuracy (%)	
Level of Accuracy	The student demonstrates skills based on the AGLIs resulting in a percentage for Level of Accuracy.
Independence	Was the student prompted in any way during the administration of the assessment task? Yes or No.

Level of Complexity	Less Complex	Middle	More Complex
No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)			
Connection to Grade-Level Content <ul style="list-style-type: none"> Required Standard not assessed AGLI assessed from incorrect grade Incorrect Assessment Task assessed Verifying evidence does not demonstrate task 	Performance <ul style="list-style-type: none"> Required data points and/or evidence not submitted Required elements not documented on evidence Verifying evidence not valid 	Level of Complexity <ul style="list-style-type: none"> Score for baseline administration over threshold (Level of Accuracy is 75% or higher) 	

NYSAA for Science and Social Studies Scoring Rubric

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Aligning Verifying Evidence to the Assessment Task

3 Reminders to ensure alignment:

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

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Verifying Evidence Does Not Connect to Task

Name: _____ Date: _____
 Grade 4 Science, AT42232A Accuracy: _____

Directions: Identify adaptations of two animals by circling one of the options.

	Bears	hibernate
		travel south

	Birds	hibernate
		fly south

**Grade 4 Science,
 AT42232A**

The student will recognize how two or more animals or plants adapt to their environment by selecting an adaptation that occurs during a certain time of year.

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Science Content Glossary

Science — Glossary	
Term	Definition
	Typically, scientific inquiry is a cycle that includes (but is not limited to) asking a question, constructing a hypothesis, planning the investigation, conducting research, analyzing results, and drawing conclusions from results.
Instrument	Scientific equipment used to enhance (or make better) observations. Examples: meterstick, graduated cylinder, microscope
Liquid	A substance that has a definite volume but takes the shape of the container in which it is placed. (Liquids assume the shape but not the volume of a closed container.)
Lithosphere	A thin layer of rock that composes the crust of Earth.
Living thing	Anything that possesses all of the characteristics of life: has cells, utilizes/needs energy, grows/develops, reproduces, has DNA, reacts, and responds to the environment.
Matter	Anything that has mass and takes up space (has volume). Examples of adjectives/characteristics used to describe matter: hard/soft, mass/volume, odor, density, shape, color
Measurement	Observations that are made with instruments and that are usually based on numerical data.
Mineral	Any of a class of substances occurring in nature, usually comprising inorganic substances of definite chemical composition and usually of definite crystal structure. Minerals can easily be identified by simple properties such as streak, luster, hardness, cleavage, and fracture.
Nonliving thing	Anything that does not or never did exhibit all of the characteristics of living things as described in "Living Things."
Object	Anything that is visible or tangible.
Observation	Any interaction between one or more human senses and an object or the environment; something that can be seen, heard, felt, tasted, and/or smelled.
One-celled organism	A living thing made up of only one cell. It carries out all of the characteristics of the life functions using only its one cell. Example: bacteria, yeast, and protists.

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

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Assistance in Developing Activities

- Consult with general education colleagues familiar with the science and social studies standards
- Can provide feedback to help:
 - Adapt activities or worksheets
 - Design content-based activities
 - Provide insight into more advanced content
- Can share content related materials, tools, supplies, and resources

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Reminders for Tasks and Verifying Evidence

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

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Verifying Evidence (VE) Samples

- Found on the NYSAA page of the Department website
- Samples for all content areas with a variety of assessment tasks

Teachers can

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

Name: _____	Date: _____
Grade 4 Science, AT41121A	Accuracy: _____
Directions: Match the tool to the purpose in a scientific investigation about plant growth.	
Tool...	Purpose...
	Measure the amount of liquid needed
	Makes an object bigger so we can see detail
	Measure room/soil temperature
	Measure plant growth

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Decrease or Increase Rigor of a VE Sample

Name: _____ Date: _____ Accuracy: _____

Grade 4 Science, AT41125 Directions: Number the steps below to sequence the investigation about plant growth.

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

**Grade 4 Science,
AGLI 41125**
The student will
sequence the steps of
a specific scientific
investigation.

Decrease Rigor	Increase Rigor
<ul style="list-style-type: none"> • Reduce number of steps to sequence 	<ul style="list-style-type: none"> • Add to number of steps to sequence • Remove visuals • More advanced vocabulary • More complex investigation

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Template Example

**High School, Social
Studies
AT92121**

The student will locate on a map or globe two continents other than North America, or two countries other than the United States.”

Labels added by the teacher lead the student to the correct answers. This is considered a template.

Name: Sam Date: 12/2/16
2/2 = 100%

High School Social Studies, AT 92121

Directions: Indicate two continents, other than North America, on this map.

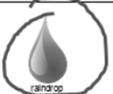


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Grading Student Work

Name: *SV* Date: 10/5/16
 ✓ = correct Accuracy: 1/4 = 25%
 — = incorrect

Directions: Indicate which objects are solids and which objects are liquids.

1) Which object is a solid? ✓	 cheese	 milk
2) Which object is a liquid? —	 soda	 chair
3) Which object is a solid? —	 raindrop	 tablet
4) Which object is a liquid? —	 stapler	 juice

- Make sure that the meaning of marks is clear.
- Consistently use the same system throughout datafolio.
- Include a scoring mark key, if necessary.

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Recording Level of Accuracy on Verifying Evidence

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

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

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Level of Accuracy – Rounding Up Example

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

Name: Dane Date: 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. 
- You must live in a house. 
- + You must be a citizen of the United States. 

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

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Example: Items not related to task

AT 41132: The student will plan a scientific investigation by determining the steps needed to test a given hypothesis.
Worksheet includes 3 items related to the task and 3 items **not** related to the task, Level of Accuracy would be calculated based **ONLY** on responses to related items

Name: Jorge Date: Oct 6, 2016
Grade 4 Science, AT41132 Accuracy: 3/6 50%

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

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

- 1) First I would:
- + Find a bowl or pail and fill it with water.
- 2) Second I would:
- + Collect metal objects: penny, paperclip, aluminum foil, quarter.
- 3) Third I would:
- + Put all of the objects in the water at once and see what happens.

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

- 4) wooden block _____
- 5) plastic truck _____
- 6) glass cup _____

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Example – No Purposeful Intent

Name: Aaron Date: 11/7/16
 Grade 8 Science, AT83212 Accuracy: 0%

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

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

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

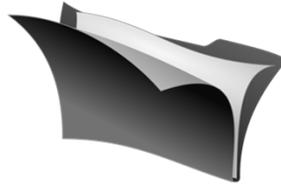
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Confirm Documentation BEFORE Submitting to Scoring

Content	Grades	Data Summary Sheets	Verifying Evidence
Science	4, 8, High School	2 Data Summary Sheets, 1 for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area
Social Studies	High School	2 Data Summary Sheets, 1 for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area

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Best Practices



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

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Things to Keep in Mind

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

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Tools: Measured Progress ProFile™

measured progress | PROFILE
NYSAA for Science and Social Studies - Datafolio

Go to Registration Page | I Forgot My Password

Sign in to Measured Progress ProFile™
NYSAA Datafolio

E-mail address:

Password:

Sign in as Supervisor

Important Message:
All users will need to register for the 2016-2017 school year.
[Click here](#) to go to the Registration Page.

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

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

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Collegial Review

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



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Technical Support & Resources

- **NYSAA Homepage:**

<http://www.p12.nysed.gov/assessment/nysaa/>

- **Office of State Assessment (OSA):**

<http://www.p12.nysed.gov/assessment/>

- **Office of Information and Reporting Services (IRS):**

<http://www.p12.nysed.gov/irs/>

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