

# **Appendix D:**

# **Forms**

## **TEST ADMINISTRATION MANUAL**

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

# 2016–17 NYSAA for Science and Social Studies Student Page (page 1 of 2)

Student Information	
Last Name:	First Name:
Student Nickname if used in datafolio:	
Date of Birth:	
Student ID# (assigned by school district):	
District of Residence:	
Name of School Student Attends:	
Attending School City/State:	
Student most often receives instruction in the following setting (check one below): <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

**Administration Period for 2016–17 NYSAA: September 26, 2016 – December 9, 2016**

NYSAA Datafolio Submitted for the Following Grade: (check only one box based on the student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="checkbox"/>	September 1, 2006—August 31, 2007	Grade 4	Science
<input type="checkbox"/>	September 1, 2002—August 31, 2003	Grade 8	Science
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Secondary	Science, Social Studies

Supports Required per IEP (check all that apply):	
Type of Support	Details
<input type="checkbox"/> Assistive technology	
<input type="checkbox"/> Communication system	

Month in which the last Collegial Review of this datafolio was conducted:	
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Testing Accommodations are listed on the next page.

## 2016–17 NYSAA for Science and Social Studies Student Page (2 of 2): Testing Accommodations

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

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

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

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

# NYSAA for Science and Social Studies

## Table of Contents

Preliminary Documents	Page #
NYSAA Student Page	
Table of Contents	

The following documents must be included for each content area assessed.	Page #
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**For Grade 4, Grade 8, and High School (HS):**

<b>Data Summary Sheet for Science AGLI 1</b>	
Baseline verifying evidence* for Science AGLI 1 with Required Elements/VE Label	
Final verifying evidence* for Science AGLI1 with Required Elements/VE Label	
<b>Data Summary Sheet for Science AGLI 2</b>	
Baseline verifying evidence* for Science AGLI 2 with Required Elements/VE Label	
Final verifying evidence* for Science AGLI 2 with Required Elements/VE Label	

**For High School (HS) Only:**

<b>Data Summary Sheet for Social Studies AGLI 1</b>	
Baseline verifying evidence* for Social Studies AGLI 1 with Required Elements/VE Label	
Final verifying evidence* for Social Studies AGLI 1 with Required Elements/VE Label	
<b>Data Summary Sheet for Social Studies AGLI 2</b>	
Baseline verifying evidence* for Social Studies AGLI 2 with Required Elements/VE Label	
Final verifying evidence* for Social Studies AGLI 2 with Required Elements/VE Label	

*Number all of the pages of the datafolio sequentially, placing documents in the order provided above.  
 \*Place supporting evidence directly behind the corresponding Data Collection Sheets (DCS)  
 and number those pages sequentially.*

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 4</b>	<b>AGLI</b> <b>1</b>
<h1 style="margin: 0;">SCIENCE</h1>		

<b>Student Name:</b>	<b>Date of Birth:</b>
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**School Name:**

Learning Standard	Essence(s) of Cluster
<b>Standard 1,</b> <b>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)	The student will: <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)
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**Assessment Task (same Assessment Task used for both baseline and final administrations):**

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

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 4</b>	<b>AGLI 2</b>
<h1 style="margin: 0;">SCIENCE</h1>		

<b>Student Name:</b>	<b>Date of Birth:</b>
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<b>School Name:</b>
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Learning Standard	Essence(s) of Cluster
<b>Standard 4, Key Idea 3</b> Frameworks Page(s): 7	<ul style="list-style-type: none"> <li>Understand that animals and plants have different structures that are essential for growth, reproduction, and survival</li> <li>Understand that animals and plants adapt to their environment</li> </ul>

<b>Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard</b>
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Less Complex		More Complex
The student will: <input type="checkbox"/> distinguish between a plant and an animal (42211) <input type="checkbox"/> identify a basic plant or animal structure (e.g., fin, wing, leg, arm, mouth, nose, eye, ear, root, stem, leaf, flower, seed, etc.) (42212) <input type="checkbox"/> identify a plant or an animal found in a given place (42213) <input type="checkbox"/> recognize the environment in which an organism is typically found (42214)	The student will: <input type="checkbox"/> identify the function of a basic plant or animal structure (42221) <input type="checkbox"/> identify the part that is missing from a specific plant or animal (42222)	The student will: <input type="checkbox"/> identify that an animal or plant has different structures that are essential for growth, reproduction, and/or survival (42231) <input type="checkbox"/> recognize how animals or plants adapt to their environment (42232)

<b>Assessment Task (same Assessment Task used for both baseline and final administrations):</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
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Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
<b>Date</b>	/ /	<b>Date</b>	/ /
<b>Level of Accuracy</b> (74% or below)	%	<b>Level of Accuracy</b>	%
<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Was the student prompted?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO

Verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. . 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).

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 8 SCIENCE</b>	<b>AGLI 1</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
<b>School Name:</b>	

Learning Standard	Essence(s) of Cluster
<b>Standard 1, Key Idea 3</b> Frameworks Page(s): 2	<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>

<b>Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard</b>		
Less Complex	◀ ····· ◀···· ◀···· ▶···· ▶···· ▶····	More Complex
The student will: <input type="checkbox"/> recognize a result of a scientific investigation, using concrete objects, graphs, diagrams, tables, or models (81311) <input type="checkbox"/> recognize the cause of a science related event (81312) <input type="checkbox"/> recognize whether an event is possible, based on the result(s) of the investigation (81313)	The student will: <input type="checkbox"/> record the result of a scientific investigation, using a graph, diagram, table, or model (81321) <input type="checkbox"/> identify a trend in the results of a scientific investigation (81322) <input type="checkbox"/> identify the cause-and-effect relationship of a science-related event (81323) <input type="checkbox"/> identify a conclusion, based on the result(s) of an investigation (81324)	The student will: <input type="checkbox"/> compare the results of two or more scientific investigations, using graph(s), diagram(s), table(s), or model(s) (81331) <input type="checkbox"/> predict a future event, based on the result(s) of a scientific investigation (81332)

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

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



<b>NYSAA DATA SUMMARY SHEET</b>	<b>High School SCIENCE</b>	<b>AGLI 1</b>
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<b>Student Name:</b>	<b>Date of Birth:</b>
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<b>School Name:</b>
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Learning Standard	Essence(s) of Cluster
<b>Standard 4, Key Idea 1</b> Frameworks Page(s): 2	<ul style="list-style-type: none"> <li>Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability.</li> <li>Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis.</li> <li>Understand that one-celled organisms contain structures to maintain homeostasis.</li> </ul>

<b>Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard</b>
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<b>Less Complex</b> ◀ ..... ▶	<b>More Complex</b> ▶ ..... ▶	
The student will: <input type="checkbox"/> identify a living thing (92111) <input type="checkbox"/> identify a non-living thing (92112) <input type="checkbox"/> recognize a dependency between a living and a non-living thing (92113) <input type="checkbox"/> recognize a body part associated with one of the five senses (nose, eye, ear, mouth, hand) (92114) <input type="checkbox"/> identify a single-celled organism (92115)	The student will: <input type="checkbox"/> identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121) <input type="checkbox"/> identify organs that work together in a system (92122) <input type="checkbox"/> recognize that an organism is made up of cells (92123)	The student will: <input type="checkbox"/> recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem (92131) <input type="checkbox"/> describe how a system of organs fulfills a certain need in humans (e.g., circulation, respiration, digestion, waste removal) (92132) <input type="checkbox"/> describe the purpose and/or use of the senses (92133) <input type="checkbox"/> recognize that a one-celled organism has structure(s) that fulfill certain need(s) (92134) <input type="checkbox"/> identify different cells that the human body is made up of (92135)

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

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

**NYSAA DATA SUMMARY SHEET**

High School  
**SCIENCE**

**AGLI  
2**

Student Name:

Date of Birth:

School Name:

Learning Standard

Essence(s) of Cluster

**Standard 4,  
Key Idea 2**

Frameworks Page(s):  
8-10

- Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth.
- Understand how internal forces create landforms that can be broken down by weathering and erosion.
- Understand how weather and climate are affected by solar radiation, ocean currents, and land masses.

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

Less Complex



More Complex

The student will:

- recognize that it feels warmer in the sunshine than in the shade (93111)
- identify weather conditions (93112)
- recognize that land is removed by erosion (93113)
- recognize a mountain and a valley (93114)

The student will:

- identify the Sun as an external source of heat (93121)
- associate the visible presence or absence of the Sun with certain weather (93122)
- associate change in the amount of heat in the atmosphere with a change in season (93123)
- identify an appropriate tool for measuring a weather condition (93124)
- identify that weathering and/or erosion break down the land (93125)
- identify a force within Earth that causes land to be folded into a mountain and/or a valley (93126)

The student will:

- describe the relationship between the positions of the Sun and Earth and certain weather conditions (93131)
- use a tool to measure a weather condition (93132)
- describe the relationship between differences in heating and weather (93133)
- describe the relationship between differences in heating and climate (93134)
- recognize that Earth has internal heat (93135)
- recognize that Earth's internal heat drives the motion of material inside Earth (convection currents) (93136)

**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).

**NYSAA DATA  
SUMMARY SHEET**

**High School  
SOCIAL STUDIES**

**AGLI  
1**

**Student Name:**

**Date of Birth:**

**School Name:**

Learning Standard	Essence(s) of Cluster
<p><b>Standard 1, Unit 2</b> Frameworks Page(s): 16</p>	<ul style="list-style-type: none"> <li>• Explain why all nations have established organized governments.</li> <li>• Understand how the United States organized its government under a written constitution.</li> <li>• Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution.</li> <li>• Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights.</li> <li>• Explore the powers of the three branches of the federal and state governments.</li> <li>• Discuss the importance of elections to the democratic process in the United States at the federal and state levels.</li> </ul>

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

**Less Complex**    ◀ ..... ◀ ..... ◀ ..... ▶ ..... ▶ ..... ▶    **More Complex**

<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize at least one classroom rule (91111)</li> <li><input type="checkbox"/> recognize an example of a governmental laws (91112)</li> <li><input type="checkbox"/> identify the importance of obeying classroom rules and/or governmental laws (91113)</li> <li><input type="checkbox"/> recognize at least one purpose of government (91114)</li> <li><input type="checkbox"/> recognize at least one right guaranteed to citizens (91115)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify a reason people create government (91121)</li> <li><input type="checkbox"/> identify who is eligible to vote (91122)</li> <li><input type="checkbox"/> identify at least two rights of citizens guaranteed by the Bill of Rights (91123)</li> <li><input type="checkbox"/> identify the development of the United States Constitution, using simple timelines (91124)</li> <li><input type="checkbox"/> identify the three branches of government (91125)</li> <li><input type="checkbox"/> identify the individual purposes of judicial, legislative, and/or executive branches (91126)</li> <li><input type="checkbox"/> explore his or her rights as a citizen (91127)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain why people create governments (91131)</li> <li><input type="checkbox"/> explain why voting is an essential part of a democracy (91132)</li> <li><input type="checkbox"/> compare the responsibilities of New York State government and the responsibilities of the United States government (91133)</li> <li><input type="checkbox"/> compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134)</li> <li><input type="checkbox"/> explain the importance of the Bill of Rights in protecting individual rights (91135)</li> <li><input type="checkbox"/> explain how to protect and secure his or her rights as citizens (91136)</li> </ul>
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**Assessment Task (same Assessment Task used for both baseline and final administrations):**

**Student Performance Data**

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



**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

**NYSAA Verifying Evidence Label**

Date of Student Performance: \_\_\_\_/\_\_\_\_/\_\_\_\_

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

Accuracy: \_\_\_\_ % Prompt?  Yes  No

*Optional:* Code \_\_\_\_\_

<b>New York State Alternate Assessment (NYSAA) for Science and Social Studies</b>	<b>STUDENT</b>
Informed Consent for Photographing and/or Recording Digital Video and/or Audio Clips	

To the Parent/Family/Guardian of: \_\_\_\_\_  
(Student's name)

Your child is currently participating in the New York State Alternate Assessment (NYSAA) for Science and Social Studies.

During this process, your child's teacher may find it necessary to record how your son or daughter performs the assessment tasks by taking photographs and/or by recording digital video and/or audio clips.

Your signed permission below will allow these records to be used as a part of the assessment. Any reproduction of your child's assessment records for training purposes by the New York State Education Department will require that all identifying information be removed.

I, (Parent/Family/Guardian's name) \_\_\_\_\_, grant permission for

(Teacher's name) \_\_\_\_\_ to take photographs and/or record digital video and/or audio clips of my son/daughter as necessary for his/her NYSA datafolio.

\_\_\_\_\_  
Parent/Family/Guardian's signature

\_\_\_\_\_  
Date (within the administration period)

**NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.**

<b>New York State Alternate Assessment (NYSAA) for Science and Social Studies</b>	<b>PEERS</b>
Informed Consent for Incidental Photographing of and/or Recording Digital Video and/or Audio Clips of Classroom Peers	

To Parents/Family/Guardians:

Your child's teacher will be administering the New York State Alternate Assessment (NYSAA) for Science and Social Studies to students in your child's classroom this year. We request your consent to have your child appear in a limited way in photographs taken and/or digital video and/or audio clips recorded.

NYSAA requires teachers to collect student work and/or collect evidence of a student performing an assessment task through data collection sheets, photographs, digital video clips, and/or audio clips. It may be necessary for your child's teacher to record the voice or image of the student who is being assessed during classroom activities when there are other students in the room. Therefore, there may be limited occasions when your child might appear in photographs taken and/or digital video and/or audio clips recorded that would be included in another student's datafolio. Please note that your child would not be identified by name.

Your signature below gives permission for your child's teacher to take photographs and/or record digital video and/or audio clips that may include your child in an indirect (incidental) manner for the purposes of developing another student's datafolio.

STUDENT'S NAME: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

I, (Parent/Family/Guardian's name) \_\_\_\_\_, grant

permission for (Teacher's name) \_\_\_\_\_ to take photographs and/or record digital video and/or audio clips of my son/daughter. I understand that my child's voice or visual image may appear in a limited way in another student's NYSAA datafolio, but he/she will not be identified by name.

\_\_\_\_\_  
Parent/Family/Guardian's signature

\_\_\_\_\_  
Date (within the administration period)

**NOTE: This form must be signed and kept on file by the school district. It should not be submitted in the datafolio.**

# NYSAA for Science and Social Studies DIGITAL VIDEO AND AUDIO CLIP SUMMARY FORM

Student's Name (one student per digital video and/or audio clip): \_\_\_\_\_

Student's Teacher: \_\_\_\_\_ School Name: \_\_\_\_\_

Label the digital video and/or audio clip with the above information. Attach this summary form to the digital video and/or audio clip. Record a marker at the beginning of the clip and include: the student's name and date of performance. When the assessment task is completed, a second marker must be recorded at the end of the clip, indicating the Level of Accuracy for the assessment task demonstrated. Record Yes/No to indicate whether or not the student was prompted during the task.

Clip #	Audio/Digital Video	Date of Task	Content Area	AGLI Code #	Clip Length (90 sec. or less)	Staff Initials	Level of Accuracy (%)	Was the student prompted?
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO
							%	<input type="checkbox"/> YES <input type="checkbox"/> NO

**NOTE:** DVD- and CD-compatible equipment will be provided at scoring sites. If VHS, cassette tape, or any other video/audio format is submitted, the teacher will be responsible for providing the necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence may not be scored.





# NYSAA for Science and Social Studies Time Segment Data Collection Sheet

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

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

## ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

Length of Time for each Segment _____ sec./min. (circle one)	Date						
	Acc +/-						
Segment 1							
Segment 2							
Segment 3							
Segment 4							
Segment 5							
Total +'s							
Total Segments							
Fraction	/	/	/	/	/	/	/
Percentage (%)	%	%	%	%	%	%	%
Staff Initials of person recording the data REQUIRED for each date							

**Staff Key (REQUIRED)**

Initials and Name of staff recording data are required to verify initials recorded above

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

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

**Optional Information (for organizational and tracking purposes only):**

Content Area:  Science  Social Studies (HS only) AGLI Code #: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

## 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, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 80-5.6 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**