

Appendix E:

Checklists

TEST ADMINISTRATION MANUAL

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

Student's Name: _____

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.			
	Yes/No	Done	Reviewed
Review student's IEP, confirm NYSAA designated as assessment, review goals and objectives			
Confirm student birth date			
Review and plan accommodations: (by content area) provided during test administration and record on page 2 of the Student Page			
Complete the Student Page, demographics and accommodations			
Step 2: Review the test blueprints for the content areas to be assessed.			
	Yes/No	Done	Reviewed
Using confirmed DOB, identify corresponding content area(s) as indicated on the 2016-17 NYSAA Age Range Chart			
Review the test blueprints from the NYSAA Frameworks to confirm the Standards to be assessed for the identified content area(s)			
Step 3: Review the AGLIs and Assessment Tasks for the first content Standard being assessed.			
	Yes/No	Done	Reviewed
Review the AGLIs and Assessment Tasks for the first content Standard being assessed.			
Step 4: Determine an AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.			
	Yes/No	Done	Reviewed
Based on goals and objectives from student's IEP, and knowledge of student, and present levels of performance, determine one AGLI for required Standard			
Using AGLI code (e.g., 81323), identify an Assessment Task (e.g., AT81323) aligned to that AGLI that the student has not yet mastered			
Plan to administer the same assessment task on both the baseline and final data points			
Consider testing accommodations, supports, adaptive equipment, and assistive technology that may be needed during administration			
Step 5: Plan the evidence that must be included for each Standard.			
	Yes/No	Done	Reviewed
Plan evidence, considering the best way to present the Assessment Task to student			
Select the type of verifying evidence that will best meet student's needs and demonstrate skill being assessed (reference TAM pages 16-23 for requirements)			
Confirm verifying evidence shows what the Assessment Task outlines as the student's action for the assessed skill			
Step 6: Conduct the baseline administration			
	Yes/No	Done	Reviewed
Prior to providing instruction on the selected Assessment Task, conduct the baseline administration with the student			
Document the three required elements (name, date of performance, Level of Accuracy) on the evidence (by hand or using a VE label)			
Determine student's Level of Accuracy (performance) based on the number of correct responses divided by the total number of expected responses (if calculation .5 or higher, round up)			
STUDENT WORK PRODUCT	Work products are the student's original work, NOT PHOTOCOPIED and NOT HOMEWORK		
	Calendars or charts are submitted for a single date (use last date, only) ; performance is calculated based on last date		

DATA COLLECTION SHEET	Data collection for each task is clear and simple for others to follow (+/-)			
	Only the step(s) relevant to the assessment task is/are listed (no prerequisite or post-activity steps)			
	Includes Steps/Trial Information/length of Time Segment which clearly described what the student was asked to do, and what the action was for which performance data recorded			
	Accuracy can easily be measured for each step			
	A minimum of <u>three</u> dates are listed on the DCS			
	Documentation on the DCS is original (typed or handwritten), NOT PHOTOCOPIED			
	Staff recording data initialed date(s) (box under the date level performance percentages) and completed name and initials on Staff Key; initials for each date & Staff Key match			
	Supporting evidence (SE) is present for each date(s); one piece of SE is required for each date transcribed from the DCS to the DSS as VE (up to two pieces of SE)			
PHOTOGRAPHS	Informed Consent is signed for student and peer (if applicable) and is on file with the district			
	Minimum sequence of three photographs from the same date and assessment task			
	Each photograph <u>clearly</u> shows the student performing the assessment task described and is original, NOT PHOTOCOPIED (digital photo prints are acceptable)			
	Photographic evidence does not contain prerequisite or post-activity steps—only those steps corresponding to performance of the task			
	Photographs have at least one caption that explains the steps that the student took to complete the assessment task			
DIGITAL VIDEO OR AUDIO CLIP	Informed Consent is signed for student and peer (if applicable) and is on file with the district			
	Each digital video and audio clip is 90 seconds or less in length			
	Digital video and audio evidence does not contain prerequisite or post-activity steps—only those steps corresponding to performance of the task			
	Digital Video and Audio Clip Summary Form was completed and secured to the DVD or CD			
	Digital video clips are arranged in the order of the datafolio content areas			
	A marker is recorded at the beginning of the clip with the student's name and date. A second marker is recorded at end of the clip with the Level of Accuracy.			
	Digital video and/or audio is labeled with the names of the student, teacher, and school			
	Each digital video and/or audio clip <u>clearly</u> shows the student performing the assessment task as described			
Is a notation needed to clarify how the task took place, how the student responded, or how performance was calculated?				
Is there any information on the evidence which contradicts the intent of the assessed task?				
Is there any information on the evidence that led the student to the correct response?				
Is a plural or AND statement from the task clearly demonstrated on the evidence?				
Mistakes made during data collection are crossed out, corrected, and initialed—NO erasure, correction fluid, black-out etc.				
Document whether or not the student was prompted (refocused, redirected, reminded) during task				
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.				
	Yes/No	Done	Reviewed	
Is Level of Accuracy for baseline data point 74% or below? If yes, continue to instruct and evaluate progress				

If Level of Accuracy for baseline data point is 75% or higher,				
<ul style="list-style-type: none"> • Increase rigor of current Assessment Task • Include header items • Increase number of items, questions, or problems presented to the student • <i>If task changed or adjusted, re-administer baseline and include new evidence in datafolio</i> 				
Step 8: Continue to provide instruction and evaluate progress.				
		Yes/No	Done	Reviewed
Work with student, providing instruction and evaluating progress				
Work to increase proficiency while reducing support				
Step 9: Conduct final administration no later than December 9, 2016				
		Yes/No	Done	Reviewed
After period of instruction, and when possible 15 school days after the baseline administration, conduct final administration				
Document Level of Accuracy and whether or not student was prompted (refocused, redirected, reminded)				
STUDENT WORK PRODUCT	Work products are the student's original work, NOT PHOTOCOPIED and NOT HOMEWORK			
	Calendars or charts are submitted for a single date (use last date, only) ; performance is calculated based on last date			
DATA COLLECTION SHEET	Data collection for each task is clear and simple for others to follow			
	Only the step(s) relevant to the assessment task is/are listed (no prerequisite or post-activity steps)			
	Includes Steps/Trial Information/length of Time Segment which clearly described what the student was asked to do, and what the action was for which performance data recorded			
	Accuracy can easily be measured for each step			
	A minimum of <u>three</u> dates are listed on the DCS			
	Documentation on the DCS is original (typed or handwritten), NOT PHOTOCOPIED			
	Staff recording data initialed date(s) (box under the date level performance percentages) and completed name and initials on Staff Key; initials for each date & Staff Key match			
	Supporting evidence (SE) is present for each date(s); one piece of SE is required for each date transcribed from the DCS to the DSS as VE (up to two pieces of SE)			
PHOTOGRAPHS	Informed Consent is signed for student and peer (if applicable) and is on file with the district			
	Minimum sequence of three photographs from the same date and assessment task			
	Each photograph <u>clearly</u> shows the student performing the assessment task described and is original, NOT PHOTOCOPIED (digital photo prints are acceptable)			
	Photographic evidence does not contain prerequisite or post-activity steps—only those steps corresponding to performance of the task			
	Photographs have at least one caption that explains the steps that the student took to complete the assessment task			
DIGITAL VIDEO OR AUDIO CLIP	Informed Consent is signed for student and peer (if applicable) and is on file with the district			
	Each digital video and audio clip is 90 seconds or less in length			
	Digital video and audio evidence does not contain prerequisite or post-activity steps—only those steps corresponding to performance of the task			
	Digital Video and Audio Clip Summary Form was completed and secured to the DVD or CD			
	Digital video clips are arranged in the order of the datafolio content areas			
	A marker is recorded at the beginning of the clip with the student's name and date. A second marker is recorded at end of the clip with the Level of Accuracy.			
	Digital video and/or audio is labeled with the names of the student, teacher, and school			
	Each digital video and/or audio clip <u>clearly</u> shows the student performing the assessment task as described			

Is a notation needed to clarify how the task took place, how the student responded, or how performance was calculated?			
Is there any information on the evidence which contradicts the intent of the assessed task?			
Is there any information on the evidence that led the student to the correct response?			
Is a plural or AND statement from the task clearly demonstrated on the evidence?			
Mistakes made during data collection are crossed out, corrected, and initialed—NO erasure, correction fluid, black-out etc.			
Document whether or not the student was prompted (refocused, redirected, reminded) during task			
Step 10: Complete verifying evidence documentation			
	Yes/No	Done	Reviewed
Confirm two pieces of verifying evidence, one for baseline and one for final data points			
Step 11: Complete Data Summary Sheet			
	Yes/No	Done	Reviewed
One DSS form completed for each Standard assessed			
AGLI and Assessment Task are documented, codes confirm task aligned to AGLI; both recorded exactly as in Frameworks (N/A if MP ProFile™ used)			
Dates for baseline and final administration, as documented on VE, are within NYSAA administration period (September 26 – December 9, 2016)			
Percentages recorded for Level of Accuracy filled in and match what is documented on VE			
Yes/No documented to indicate whether or not student refocused, redirected, reminded for baseline and final data points			
Same Assessment Task assessed on both baseline and final administrations			
DSS form is original, NOT PHOTOCOPIED			
Step 12: Complete Steps 3-11 for all remaining standard in this content area			
	Yes/No	Done	Reviewed
Has each required standard for the content area been administered?			
Step 13: Complete Steps 3-11 for all remaining standard in this content area			
	Yes/No	Done	Reviewed
Complete the assessment for each content area to be assessed (Steps 3–12).			
Step 14: Assemble the datafolio			
	Yes/No	Done	Reviewed
Order documents in the datafolio: Student Page, Table of Contents, Science AGLI 1, Science AGLI 2, and if a HS student Social Studies AGLI 1, and AGLI 2			
Place verifying evidence directly behind the DSS it supports			
If DCS as VE, place supporting evidence directly behind the DCS it supports			
Number pages sequentially			
Carefully review all documents to ensure requirements are met			
Record the month of the last collegial review at the bottom of the DSS			
Assemble all documents in a secure binder (1" / <) or folder with fasteners			
Step 15: Submit datafolio for scoring			
	Yes/No	Done	Reviewed
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			
	Yes/No	Done	Reviewed
Complete the online teacher survey at https://www.surveymonkey.com/s/1617NYSAATeacherSurvey .			NA

Checklist for Collegial Review

2016-17 NYSAA

Student's Name _____ Teacher: _____ Reviewer: _____ Review Date(s): _____

	Yes	No	Reviewer Comments/Recommended Follow-up
1. Student Page – complete ONCE (compare DOB to Age Range Chart on page 6 of the Test Administration Manual)			
Current form used & fields complete (DOB, name, ID number, grade assessed, district of residence, school, & service provider)			
Correct grade & content areas assessed, per student DOB (check DOB to another document to make sure correct on Student Pg.)			
Testing accommodations (by content area) provided during test administration and recorded on page 2 of Student Page			
2. Table of Contents – complete ONCE	Yes	No	Reviewer Comments/Recommended Follow-up
All pages are numbered in the datafolio and match the Table of Contents			

	Sci	Sci	Sci	SS	SS	Reviewer Comments/Recommended Follow-up
3. Data Summary Sheets (One DSS for each AGLI)	1	2	2	1	2	Clearly note applicable content area, AGLI and/or date
Current forms used; all fields complete						
Original. No photocopies, erasures, white out, etc. Errors crossed out, corrected, & initialed.						
AGLI from correct grade, per DOB; text & code match Frameworks (N/A if MP ProFile™)						
Connects						
- task clearly connects to AGLI, use AT code to verify (N/A if MP ProFile™)						
Dates						
- Baseline and final administration dates are within the administration period						
- correspond to dates on baseline and final VEs						
VE submitted for both baseline and final administrations						
Same Assessment Task assessed on both baseline and final administrations						
Percentage for Level of Accuracy is filled in and matches what is documented on the VE						
Baseline Level of Accuracy equals 74% or below						

	Sci	Sci	Sci	SS	SS	Reviewer Comments/Recommended Follow-up
4. Verifying Evidence – complete for any type of VE	1	2	2	1	2	Clearly note applicable content area, AGLI and/or date
TWO pieces of VE for each AGLI (or DCS with minimum 3 dates in chronological order)						
Connects						
- each piece of VE connects to task; matches student action in task						
- each piece of VE demonstrates any plurals or “and” statements in task						
- VE demonstrates that the student was assessed, no info on VE conflicts with Assessment Task						
Contains student name, date, Level of Accuracy						
Original. No photocopies, erasures, white out, etc. Errors crossed out, corrected, and initialed.						
Level of Accuracy						
- calculated correctly and notated, if needed						
- matches what is indicated on DSS						

	Sci	Sci	Sci	SS	SS	Reviewer Comments/Recommended Follow-up
5. Student Work Products – check EACH piece, if both VEs are work products	1	2	2	1	2	Clearly note applicable content area, AGLI and/or date
Preprinted information and/or directions do not conflict with the task						
Does not include prompts/format that gives the answer (e.g., template)						
Calendars or charts are submitted for a single date (the last date)						
Should NOT be homework, but must be work completed at school or during school sponsored activity						

6. Data Collection Sheets		Sci 1	Sci 2	SS 1	SS 2	Reviewer Comments/Recommended Follow-up Clearly note applicable content area, AGLI and/or date
Current forms used: contain a minimum of 3 dates in chronological order						
Contain steps, trial information, or length of time-segment						
Steps clearly describe what student was asked to do and action for which data were recorded						
Only includes steps relevant to task; Accuracy can be measured for each						
Staff recording data initiated all dates and wrote name on Staff Key; initials and name match						
Supporting evidence (SE) for each date (baseline and/or final) transcribed to DSS						
If supporting evidence is not an OVF: SE meets all requirements and information matches DCS						
If SE is an Observer Verification Form – check EACH OVF Used						
Observer						
- name and title is recorded; signature matches name						
- not supplementary school personnel (teacher aide or assistant)						
- not the person collecting data (name is different than the initials on DCS for that date)						
Dates						
- all 3 match: observer's signature & date of performance on OVF and DCS						
- only one (1) date of performance on an OVF						
Matches DCS - name, date, Level of Accuracy						
Accuracy matches DCS for the applicable date						
DCS and SE original; no photocopies, erasures, white out, etc. Errors crossed out, corrected, & initiated						
7. Photographs – check EACH if both VEs are photographs						
Does not contain prerequisite or post-activity steps; only steps corresponding to the task		Sci 1	Sci 2	SS 1	SS 2	Reviewer Comments/Recommended Follow-up Clearly note applicable content area, AGLI and/or date
Minimum sequence of 3 from the same date and task						
Photos have at least one caption (explains student's steps to complete the task)						
Each photo clearly shows the student performing the task (last photo may be final project)						
Informed Consent for student and peer, if applicable, signed and on file at district						
8. Digital Video and Audio Clips						
Digital Video and Audio Clip Summary Form completed & secured to DVD or CD		Sci 1	Sci 2	SS 1	SS 2	Reviewer Comments/Recommended Follow-up Clearly note applicable content area, AGLI and/or date
Tape is labeled with names of student, teacher and school						
Arranged in order by content area (only check once, at END of viewing)						
Informed Consent for student and peer, if applicable, signed and on file at district						
Check EACH if both VEs are digital video and/or audio clips						
Marker (beginning) – contains name, date; content area, AGLI, Assessment Task are optional						
Does not contain prerequisite or post-activity steps; only steps corresponding to the task						
Clip clearly shows student performing the task						
Each clip is 90 seconds or less (excluding markers)						
Marker (end) – contains Level of Accuracy						
Additional Recommendations/Follow-Up: _____						

