

Appendix F: Introduction

NYSAA Frameworks

TEST ADMINISTRATION MANUAL

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

NYSAA Frameworks for Science and Social Studies

The New York State Alternate Assessment (NYSAA) for Science and Social Studies is a datafolio assessment that documents student achievement. The datafolio is a collection of student performance data documented through the use of direct observation, student work products, photographs and audio/video clips. Documentation and evidence for science and social studies is based on the New York State Learning Standards and Core Curriculum. The content areas assessed and their corresponding grade levels are outlined in the table below.

Content Areas Assessed	Grade(s)
Science	4, 8, and high school
Social Studies	High school

The NYSAA Frameworks represent the alignment of Alternate Grade Level Indicators (AGLIs) with the content Standards established for all students by the Board of Regents. Teachers of students who have been designated for participation in the NYSAA for Science and Social Studies should use the Frameworks to help plan and implement daily instruction and assessment tasks that are based on grade-level content Standards. For a student with a severe cognitive disability, the content Standards may be modified in depth and breadth, but must be parallel to the curriculum, materials, and instruction that the student's nondisabled peers are experiencing as part of their classroom instruction. For example, a teacher instructing a student about the concept of living things may use a modified text and manipulatives. This ensures that students with severe cognitive disabilities are being held to grade-level expectations, and therefore, high expectations of academic achievement.

By using the NYSAA Frameworks, teachers can assess students on tasks that are aligned to the grade-level content found in the State Learning Standards and Core Curriculum for science and social studies. For each content area, the Frameworks include:

- test blueprints;
- essences of grade-level performance expectations;
- AGLIs; and
- Assessment Tasks.

NYSAA Test Blueprints

Following this Frameworks Introduction are the NYSAA test blueprints. The Frameworks include a test blueprint for each content area. Each blueprint specifies the grade-level content on which each student taking the NYSAA must be assessed. Datafolios for students in specific grades will include science and social studies, and will measure each of two standards from the State's Learning Standards and Core Curriculum.

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

Grade-Level Frameworks

The next section includes the individual grade levels of the Frameworks. Each grade contains the specific content areas that are required to be assessed. Each of the content Frameworks for the grade levels contains the Standard, the essence(s) of the grade-level student performance expectations, the AGLIs, and the Assessment Tasks (ATs). There is a header at the top right of each page to indicate the section of the Frameworks, the grade, and the content area.

The Essences of Standards (Standards and Essences)

The Standards and the essences of those expectations are provided in the next section of the Frameworks. The performance expectations show the portion of the Standard that was selected by the teacher committee to be included in the Frameworks. The committee, which included curriculum experts, identified the essences or major understandings of the Standards. The page numbers indicate where these Standards are located in the CCLS or Core Curriculum Guides.

Alternate Grade-Level Indicators (AGLIs)

The next section includes the AGLIs, which are based on the essences of the Standards. Each bulleted AGLI describes student performance expectations for students with severe cognitive disabilities. The AGLIs vary in complexity, from less complex to more complex, and provide various entry points for the student to access the grade-level content. In most cases, this progression starts with the beginning skill(s) aligned with the Standards; the AGLIs then progress to a skill(s) that requires the student to demonstrate a higher level of knowledge, skills, and understanding; the AGLIs then progress from the middle complexity level to the high complexity level which further increases the skill(s) that the student is asked to demonstrate. A teacher must select one AGLI from this section for each Standard. When reviewing the AGLIs, it is recommended that teachers start with the middle complexity level to determine the AGLI that is most appropriate for the student. A baseline administration is required to confirm for the teacher that the student is being assessed on an AGLI from the most appropriate complexity level.

Each AGLI has a five-digit numeric code associated with it. This is for reporting purposes. Teachers must be sure to carefully transfer the AGLI code and corresponding text to the Data Summary Sheets.

Assessment Tasks (ATs)

Finally, the teacher selects an Assessment Task that aligns to the AGLI. The tasks are arranged from less complex to more complex and correspond to the AGLIs. Each AT has a code to indicate the AGLI to which it aligns. For example, the task in Grade 4 science, AT41121A, “The student will identify the purpose of a tool or material needed for a given scientific investigation” is aligned to AGLI code 41121 “identify the purpose of a scientific tool and/or material needed for a scientific investigation.” Every AGLI has at least one corresponding AT, and some may have more than one AT. If there is more than one AT for an AGLI, the AT code has an A, B, or C after the five-digit number.

Teachers can use only the Assessment Tasks from the Frameworks. It is not allowable to develop an original task. The Assessment Tasks are designed to allow students to demonstrate their knowledge, skills, and understanding of the AGLI being assessed and are already aligned with the Standard. Some tasks are very specific, and it is important to confirm that the verifying evidence demonstrates the task as written. When planning for and/or selecting verifying evidence, the alignment of the evidence to the task must be reviewed to confirm its alignment. Be sure to include vocabulary from the task in the evidence when there are written directions or other information provided on the evidence.

Most AGLIs and their associated Assessment Tasks are presented in a singular format. It is expected that, at a minimum, the student would demonstrate the skill as written. However, best practice would be to provide as many opportunities, questions, items, problems, etc. as are appropriate for the student. Doing so provides a greater opportunity for increased success. There are some AGLIs that include plurals and AND, OR or AND/OR statements and teachers must demonstrate these characteristics on EACH piece of verifying evidence.

Examples of how the task could be conducted or what the activity might look like are provided after many of the Assessment Tasks, and are indicated by an “e.g.”. These examples are provided to demonstrate the content, but are not required. Teachers can design the activity and the verifying evidence in a manner that is best suited to the student and his or her modalities.

The Frameworks for each content area are organized in the same manner. Teachers are encouraged to review the contents and make decisions that will result in an assessment that provides challenging tasks for each student.

Content-Area Glossary

The last sections of the Frameworks are the content-area glossaries. There are separate glossaries for science and for social studies. The glossaries contain many terms from the AGLIs and Assessment Tasks. These terms provide teachers with an indication of what the terms mean. Where possible, examples have also been provided. Referencing the content-area glossaries is very important during the planning stages and also during Collegial Review. The task and evidence must use the vocabulary from the AGLI, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.