

# 2016–17 NYSAA for Science and Social Studies Administration Training Best Practices

<b>GP</b>	<b>Guided Practice: Steps 1 - 13</b>	<b>Guided Practice</b>
	<b>Collegial Review of Datafolio</b>	

Review the sample datafolio for Mia Student using the included Collegial Review Checklist. Refer to the Steps for Completing a NYSAA Datafolio on pages 10 – 30 in the Test Administration Manual. Note any issues, and the needed resolution, on the Collegial Review Checklist.

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

Student Information:	
Last Name: <b>Student</b>	First Name: <b>Mia</b>
Student Nickname if used in datafolio: <b>Mia</b>	
Date of Birth: <b>05/05/1996</b>	
Student ID# (assigned by school district): <b>101010101010</b>	
District of Residence: <b>Somewhere CSD</b>	
Name of School Student Attends: <b>Somewhere High School</b>	
Attending School City/State: <b>Somewhere, NY</b>	
Student most often receives instruction in the following setting (check one below):	
<input checked="" type="radio"/> <b>School</b> <input type="radio"/> Home <input type="radio"/> Hospital or <input type="radio"/> 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 student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="radio"/>	September 1, 2006-August 31, 2007	Grade 4	Science
<input type="radio"/>	September 1, 2002-August 31, 2003	Grade 8	Science
<input checked="" type="radio"/>	<b>September 1, 1998-August 31, 1999</b>	<b>Secondary</b>	<b>Science, Social Studies</b>

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: <b>November</b>
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Testing Accommodations are listed on the next page.

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

<b>Test Accommodations Provided During Testing (check all that apply):</b>		
<b>Testing Accommodations</b>	<b>Content Area</b>	
<input checked="" type="checkbox"/> Flexibility in scheduling/timing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Flexibility in setting	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Method of Response	<input checked="" type="checkbox"/> Science	<input checked="" 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 checked="" type="checkbox"/> Tests read *	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Use of calculator, abacus, or arithmetic tables **	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Use of spell-check/grammar-check devices ***	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Waiving of spelling, paragraphing, or punctuation ***	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies (HS)
<b>ELL Testing Accommodations</b>	<b>Content Area</b>	
<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.

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**NYSAA DATA SUMMARY SHEET**

**Grade HS AGLI  
SCIENCE 1**

Student Name: **Mia Student**

Date of Birth: **05/05/1996**

School Name: **Somewhere High School**

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 that help maintain homeostasis.</li> <li>Understand that one-celled organisms contain structures that help maintain homeostasis</li> </ul>

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

Less Complex ← → More Complex

The student will:	The student will: <input checked="" type="radio"/> identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121)	The student will:
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Assessment Tasks (same Assessment Task used for both baseline and final administration):  
**The student will identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing.**  
 (e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [non-living things]) (AT92121)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>11/7/2016</b>	Date	<b>12/1/2016</b>
Level of Accuracy (74% or below)	<b>50%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>NO</b>	Was the student prompted?	<b>NO</b>

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 on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

Name: Mia  
High School Science, AT92121

Date: 11/5/16  
Accuracy: 2/4 50%

### RELATIONSHIPS IN A FOREST ECOSYSTEM

Directions: The forest ecosystem is made up of many living and non-living things. Indicate the relationships between the living and/or non-living things presented.

1) What is the relationship between...

 Sun	 grass	helps grow -1
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2) What is the relationship between...

 tree	 bird	home
--	--	------

3) What is the relationship between...

 wolf	 deer	food
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4) What is the relationship between...

 soil	 tree	-1
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Name: Mia  
High School Science, AT92121

Date: 12/1/16  
Accuracy: 4/4 100%

### RELATIONSHIPS IN A CORAL REEF ECOSYSTEM

Directions: The coral reef ecosystem is made up of many living and non-living things. Identify the relationships between the living and/or non-living things indicated below.

1) What is the relationship between...

<p>ocean water</p> 	<p>coral reef</p> 	<p>habitat</p>
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2) What is the relationship between...

<p>large fish</p> 	<p>small fish</p> 	<p>food</p>
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3) What is the relationship between...

<p>seaweed and plants</p> 	<p>sun</p> 	<p>food</p>
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4) What is the relationship between...

<p>fish</p> 	<p>coral reef</p> 	<p>shelter</p>
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<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade HS</b> <b>SCIENCE</b>	<b>AGLI</b> <b>2</b>
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Student Name: <b>Mia Student</b>	Date of Birth: <b>05/05/1996</b>
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School Name: <b>Somewhere High School</b>
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Learning Standard	Essence(s) of Cluster
<b>Standard 4, Key Idea 2</b> Frameworks Page(s): 8-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand how internal forces create landforms that can be broken down by weathering and erosion</li> <li>• Understand how weather and climate are affected by solar radiation, ocean currents, and land masses</li> </ul>

<b>Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard</b>
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Less Complex <span style="display: inline-block; width: 60%; border-bottom: 1px solid black; margin: 0 10px;"></span> More Complex
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The student will: <input checked="" type="radio"/> recognize that it feels warmer in the sunshine than in the shade (93111)	The student will:	The student will:
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Assessment Tasks (same Assessment Task used for both baseline and final administration):  
**The student will recognize that it feels warmer in the sunshine than in the shade. (e.g., selecting or indicating an area with sunshine when asked "which is a warmer place?") (AT93111)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/7/2016</b>	Date	<b>10/31/2016</b>
Level of Accuracy (74% or below)	<b>0%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>NO</b>	Was the student prompted?	<b>NO</b>

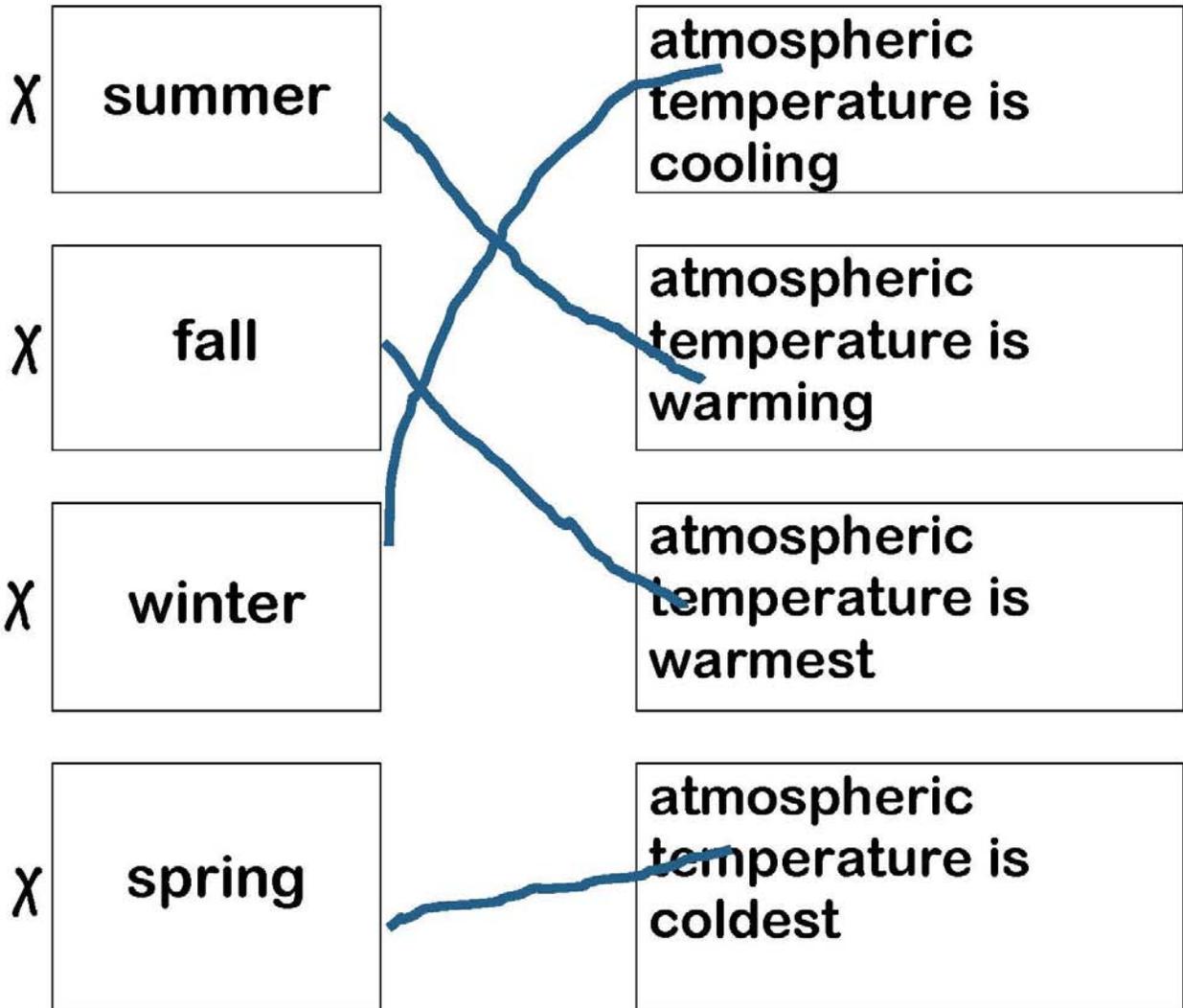
Each piece of verifying evidence (VE) must confirm the student's name, date of student performance, and Level of Accuracy. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces 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 on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

Name: Mia  
High School Science, AT93123

Date: 10/7/16  
Accuracy: 0/4 0%

**ASSOCIATE CONDITIONS IN THE ATMOSPHERE AND CHANGES IN SEASON (Northern Hemisphere)**

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.



Name: Mia  
High School Science, AT93123

Date: 10/31/16  
Accuracy: 4/4 100%

**ASSOCIATE CONDITIONS IN THE ATMOSPHERE AND CHANGES IN SEASON (Northern Hemisphere)**

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.

<b>+</b>	<b>summer</b>	<b>atmospheric temperature is cooling</b>
<b>+</b>	<b>fall</b>	<b>atmospheric temperature is warming</b>
<b>+</b>	<b>winter</b>	<b>atmospheric temperature is warmest</b>
<b>+</b>	<b>spring</b>	<b>atmospheric temperature is coldest</b>

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade HS</b>	<b>AGLI</b>
<h1 style="margin: 0;">SOCIAL STUDIES</h1>		<h1 style="margin: 0;">1</h1>

Student Name: <b>Mia Student</b>	Date of Birth: <b>05/05/1996</b>
School Name: <b>Somewhere High School</b>	

Learning Standard	Essence(s) of Cluster
<b>Standard 1, Unit 2</b> Frameworks Page(s): 16	<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>

<b>Alternate Grade Level Indicator (AGLI) mark the selected AGLI for this Standard</b>			
Less Complex		More Complex	
The student will:	The student will:	The student will:	
	<input checked="" type="radio"/> identify the three branches of government (91125)		
<b>Assessment Tasks (same Assessment Task used for both baseline and final administration):</b> <b>The student will identify the executive, legislative, and judicial branches of government.</b> <b>(e.g., create or complete a graphic organizer with the names of the branches and/or symbols to represent each branch; indicate the three branches when asked, "What are the three branches of government?") (AT91125)</b>			
<b>Student Performance Data</b>			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	<b>10/24/2016</b>	Date	<b>11/10/2016</b>
Level of Accuracy (74% or below)	<b>0%</b>	Level of Accuracy	<b>67%</b>
Was the student prompted?	<b>NO</b>	Was the student prompted?	<b>NO</b>

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 on piece of VE is submitted for the **BASELINE** and another piece of VE is submitted for the **FINAL** (separate date).

Mia

Name: \_\_\_\_\_ Date: 10/24/16 Accuracy: \_\_\_\_\_

High School Social Studies, AT91125

## US GOVERNMENT



Directions: Indicate the branch of government associated with each list.

Branch: white hosue
President
White House
accepts or rejects laws

Branch: laws
justices
decides if laws are fair
Supreme Court

Branch: senate
makes laws
Senate
House of Representatives

Mia

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

Date: 11/10/16

Accuracy: 2/3 = 67%

High School Social Studies, AT91125

US GOVERNMENT

Identify the three branches of government and write the name of each branch in the appropriate space below. The descriptions may provide some clues.

executive <sup>+1</sup>



Headed by the president. The president carries out federal laws and recommends new ones, directs national defense and foreign policy, and performs ceremonial duties. Powers include directing government, commanding the Armed Forces, dealing with international powers, acting as chief law enforcement officer, and vetoing laws.

senate <sup>-1</sup>



Headed by Congress, which includes the House of Representatives and the Senate. The main task of these two bodies is to make the laws. Its powers include passing bills, originating spending bills (House), impeaching officials (Senate), and approving treaties (Senate).

judicial <sup>+1</sup>



Headed by the Supreme Court. Its powers include interpreting the Constitution, reviewing laws, and deciding cases involving states' rights.

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade HS</b>	<b>AGLI</b>
<h1 style="margin: 0;">SOCIAL STUDIES</h1>		<h1 style="margin: 0;">2</h1>

Student Name: <b>Mia Student</b>	Date of Birth: <b>05/05/1996</b>
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School Name: <b>Somewhere High School</b>
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Learning Standard	Essence(s) of Cluster
<b>Standard 2, Unit 8</b> Frameworks Page(s): 22	<ul style="list-style-type: none"> <li>Identify the location of continents</li> <li>Locate countries in Asia, Africa, and Latin America</li> <li>Explore world population trends (where the trends occur, problems, etc.)</li> <li>Identify industrialized and developing nations</li> <li>Discuss how ways of life differ between industrialized and developing nations</li> <li>Recognize efforts to improve standards of living in 21st century developing and overpopulated nations</li> <li>Understand the political, social, and economic causes of migration within and between selected nations</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:	The student will: <input checked="" type="radio"/> differentiate between continents and/or countries (92122)	The student will:

Assessment Tasks (same Assessment Task used for both baseline and final administration):  
**The student will differentiate between continents and/or countries that are shown on a map or globe.**  
**(e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map) (AT92122)**

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	<b>10/14/2016</b>	Date	<b>12/5/2016</b>
Level of Accuracy (74% or below)	<b>50%</b>	Level of Accuracy	<b>100%</b>
Was the student prompted?	<b>NO</b>	Was the student prompted?	<b>NO</b>

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 on piece of VE is submitted for the BASELINE and another piece of VE is submitted for the FINAL (separate date).**

## NYSAA for Science and Social Studies Multi-Step Task Data Collection Sheet

Student Name: <b>Mia Student</b>	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
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ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response

Describe Steps of the Assessment Task (recommend at least 4):	Baseline 10/14/2016	Date 2 10/20/2016	Date 3	Date 4	Date 5	Date 6	Date 7	Final 12/5/2016
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
Student will differentiate between Canada, the United States, Mexico, and Cuba when looking at a map.	-	-	N	N	N	N	N	+
Student will differentiate between North American and South America when looking at a map.	+	-	N	N	N	N	N	+
<b>Total +'s</b>	<b>1</b>	<b>0</b>						<b>2</b>
<b>Total Steps</b>	<b>2</b>	<b>2</b>						<b>2</b>
<b>Fraction</b>	<b>1/2</b>	<b>0/2</b>						<b>2/2</b>
<b>Percent (%)</b>	<b>50</b>	<b>0</b>						<b>100</b>
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date								

<b>Staff Key (REQUIRED)</b> Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: <b>MT</b> Initials: <b>AT</b> Initials: Initials:	Name: <b>Mary Teacher</b> Name: <b>Andy Teacher</b> Name: Name:
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**Optional Information (for organizational and tracking purposes only):**

Content Area:    Science    Social Studies (HS only)

Extension/AGL#: 92122

**Assessment Task:** The student will differentiate between continents and/or countries that are shown on a map or globe.

(e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map) (AT92122)

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## NYSAA for 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: **Mia Student**

Date of Student Performance: **10/14/2016**

Baseline    Final   Student Performance: Accuracy: **50%**

### 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:

I hereby certify the Assessment Task was conducted in my presence.

Joe Smith

OBSERVER'S NAME (PRINT)

Joe Smith

OBSERVER SIGNATURE

(cannot be the same person collecting data)

10/14/16

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)

Extension/AGLI#: 92122

**Assessment Task:** The student will differentiate between continents and/or countries that are shown on a map or globe. (e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map) (AT92122)

**Note: Use only one date of student performance data per Observer Verification Form**

NYSAA ProFile™ 2016-2017

## NYSAA for 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: **Mia Student**

Date of Student Performance: **12/5/2016**

Baseline  Final Student Performance: Accuracy: **100%**

### 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:

I hereby certify the Assessment Task was conducted in my presence.

Joe Smith

OBSERVER'S NAME (PRINT)

Joe Smith

OBSERVER SIGNATURE

(cannot be the same person collecting data)

12/5/16

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)

Extension/AGLI#: 92122

**Assessment Task:** The student will differentiate between continents and/or countries that are shown on a map or globe. (e.g., directions: mark two countries on this map with the "country" sticker and mark two continents with a "continent" sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map) (AT92122)

**Note: Use only one date of student performance data per Observer Verification Form**

NYSAA ProFile™ 2016-2017

# Checklist for Collegial Review

2016-17 NYSAA

Student's Name \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Review Date(s): \_\_\_\_\_

<b>1. Student Page</b> – complete ONCE (compare DOB to Age Range Chart on page 6 of the Test Administration Manual)	Yes	No	Reviewer Comments/Recommended Follow-up		
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					
<b>2. Table of Contents</b> – complete ONCE	Yes	No	Reviewer Comments/Recommended Follow-up		
All pages are numbered in the datafolio and match the Table of Contents					
<b>3. Data Summary Sheets (One DSS for each AGLI)</b>	Sci 1	Sci 2	SS 1	SS 2	Reviewer Comments/Recommended Follow-up
Current forms used; all fields complete					Clearly note applicable content area, AGLI and/or date
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					
<b>4. Verifying Evidence</b> - complete for any type of VE	Sci 1	Sci 2	SS 1	SS 2	
<b>TWO</b> pieces of VE for each AGLI (or DCS with minimum 3 dates in chronological order)					Clearly note applicable content area, AGLI and/or date
Connects - <b>each</b> piece of VE connects to task; matches student action in task					
- <b>each</b> 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					
Level of Accuracy - matches what is indicated on DSS					
<b>5. Student Work Products</b> – check <b>EACH</b> piece, if both VEs are work products	Sci 1	Sci 2	SS 1	SS 2	Reviewer Comments/Recommended Follow-up
Preprinted information and/or directions do not conflict with the task					Clearly note applicable content area, AGLI and/or date
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					

<b>6. Data Collection Sheets</b>	Sci 1	Sci 2	SS 1	SS 2	<b>Reviewer Comments/Recommended Follow-up</b> <i>Clearly note applicable content area, AGLI and/or date</i>
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 initialed all dates and wrote name on Staff Key; initials and name match					
Supporting evidence (SE) for <b>each</b> date (baseline and/or final) transcribed to DSS					
If supporting evidence is <b>not</b> an OVF: SE meets all requirements and information matches DCS					
<b><i>If SE is an Observer Verification Form – check EACH OVF used</i></b>					<b>Reviewer Comments/Recommended Follow-up</b> <i>Clearly note applicable content area, AGLI and/or date</i>
Observer - name and title is recorded; signature matches name					
- not supplementary school personnel ( <i>teacher aide or assistant</i> )					
- not the person collecting data ( <i>name is different than the initials on DCS for that date</i> )					
Dates - all 3 match: observer's signature & date of performance on OVF <b>and</b> 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, & initialed					
<b>7. Photographs</b> – <i>check EACH if both VEs are photographs</i>	Sci 1	Sci 2	SS 1	SS 2	<b>Reviewer Comments/Recommended Follow-up</b> <i>Clearly note applicable content area, AGLI and/or date</i>
Does not contain prerequisite or post-activity steps; only steps corresponding to the task					
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 ( <i>last photo may be final project</i> )					
Informed Consent for student and peer, if applicable, signed and on file at district					
<b>8. Digital Video and Audio Clips</b>	Sci 1	Sci 2	SS 1	SS 2	<b>Reviewer Comments/Recommended Follow-up</b> <i>Clearly note applicable content area, AGLI and/or date</i>
Digital Video and Audio Clip Summary Form completed & secured to DVD or CD					
Tape is labeled with names of student, teacher and school					
Arranged in order by content area ( <i>only check once, at END of viewing</i> )					
Informed Consent for student and peer, if applicable, signed and on file at district					
<b><i>Check EACH if both VEs are digital video and/or audio clips</i></b>					<b>Reviewer Comments/Recommended Follow-up</b> <i>Clearly note applicable content area, AGLI and/or date</i>
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: \_\_\_\_\_

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