

# 2009-10 NYSAA-STUDENT PAGE

## Student Information:

Date of Birth: 4/29/96  
 Last Name: [REDACTED] First Name: Cindy  
 Student ID# (assigned by school district): 12345  
 District of Residence:  
Anywhere School District  
 Name of School Student Attends:  
Smallville Middle School  
 Attending School City/State:  
Sometown, NY  
 Student most often receives instruction in the following setting (check one below):  
 School     Home     Hospital or  Other (specify): \_\_\_\_\_

## 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, 2000—August 31, 2001	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 5	ELA, Mathematics, Social Studies
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1996—August 31, 1997	Grade 7	ELA, Mathematics
<input checked="" type="checkbox"/>	September 1, 1995—August 31, 1996	Grade 8	ELA, Mathematics, Science, Social Studies
<input type="checkbox"/>	September 1, 1991—August 31, 1992	Secondary	ELA, Mathematics, Science, Social Studies

**Administration Period for 2009-10 NYSAA: October 5, 2009–February 12, 2010**

## Supports Required per IEP (check and specify type for all that apply):

Type of Support	Details
<input type="checkbox"/> Assistive technology	_____
<input type="checkbox"/> Communication system	_____

## Test Accommodations Required per IEP (check and specify type for all that apply):

<input type="checkbox"/> Flexibility in scheduling/timing	_____
<input type="checkbox"/> Flexibility in setting	_____
<input type="checkbox"/> Method of presentation	_____
<input type="checkbox"/> Method of response	_____
<input type="checkbox"/> Other	_____
<input type="checkbox"/> Braille	_____

Month in which the last collegial review of this datafolio was conducted Jan.

①

# NYSAA Datafolio Table of Contents

	Page #
NYSAA Student Page .....	<u>1</u>
Table of Contents .....	<u>2</u>
Parent/Family/Guardian Survey .....	<u>3</u>

***The following documents must be included for each content area assessed.***

Data Summary Sheet for the first ELA AGLI (Required component #1).....	<u>12</u>
First Piece of Verifying Evidence* for the first ELA AGLI with VE label .....	<u>13</u>
Second Piece of Verifying Evidence* for the first ELA AGLI with VE label.....	<u>14</u>
Data Summary Sheet for the second ELA AGLI (Required component #2).....	<u>15</u>
First Piece of Verifying Evidence* for the second ELA AGLI with VE label .....	<u>16</u>
Second Piece of Verifying Evidence* for the second ELA AGLI with VE label.....	<u>17</u>
<hr/>	
Data Summary Sheet for the first Mathematics AGLI (Required component #1) .....	<u>18</u>
First Piece of Verifying Evidence* for the first Mathematics AGLI with VE label .....	<u>19</u>
Second Piece of Verifying Evidence* for the first Mathematics AGLI with VE label ..	<u>20</u>
Data Summary Sheet for the second Mathematics AGLI (Required component #2)	<u>21</u>
First Piece of Verifying Evidence* for the second Mathematics AGLI with VE label..	<u>22</u>
Second Piece of Verifying Evidence* for the second Mathematics AGLI with VE label	<u>23</u>
<hr/>	
Data Summary Sheet for the first Science AGLI (Required component #1).....	<u>24</u>
First Piece of Verifying Evidence* for the first Science AGLI with VE label .....	<u>25</u>
Second Piece of Verifying Evidence* for the first Science AGLI with VE label.....	<u>26</u>
Data Summary Sheet for the second Science AGLI (Required component #2) .....	<u>27</u>
First Piece of Verifying Evidence* for the second Science AGLI with VE label .....	<u>28</u>
Second Piece of Verifying Evidence* for the second Science AGLI with VE label....	<u>29</u>
<hr/>	
Data Summary Sheet for the first Social Studies AGLI (Required component #1)....	<u>30</u>
First Piece of Verifying Evidence* for the first Social Studies AGLI with VE label .....	<u>31</u>
Second Piece of Verifying Evidence* for the first Social Studies AGLI with VE label	<u>33</u>
Data Summary Sheet for the second Social Studies AGLI (Required component #2)	<u>36</u>
First Piece of Verifying Evidence* for the second Social Studies AGLI with VE label	<u>37</u>
Second Piece of Verifying Evidence* for the second Social Studies AGLI with VE label	<u>38</u>

***Number all of the pages of the datafolio sequentially, placing documents in the order provided above.***

***\*Place supporting evidence directly behind the corresponding DCS.***

②

Student Name: Cindy

**New York State Alternate Assessment (NYSAA)  
Parent/Family/Guardian Survey**

(Completed by the teacher and parent, family or guardian.)

Alternate Grade Level Indicator (AGLI) (filled in by teacher)	English language arts (ELA) (AGLI #1)	English language arts (ELA) (AGLI #2)
An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.	Compare and/or contrast two comparable subjects using a chart and/or graphic organizer.	Connect details to main idea example(s) using a graphic organizer.
<b>Assessment Task (filled in by teacher)</b>	<b>English language arts (ELA) (Task for AGLI #1)</b>	<b>English language arts (ELA) (Task for AGLI #2)</b>
An Assessment Task is a statement that identifies what the student will know, do, or understand when given an assessment activity to perform.	Compare and contrast 2 comparable subjects by placing words/phrases in the correct section of a Venn Diagram	Connect details to main idea by selecting the main idea and two or more supporting details from a group to complete a graphic organizer
<b>To be filled in by the parent/family/guardian. If applicable, does your child demonstrate this learning?</b>		
1. at home?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A
2. in the community?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> NA
Is your child able to do this without any help?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A

3

<p>What level of support does your child need to do this?</p> <p>Comment Section: Please describe your child's progress and any concerns you might have regarding your child's knowledge and skills. (Continue on back if needed.)</p>	<p> <input type="checkbox"/> None   <input type="checkbox"/> Verbal Direction   <input type="checkbox"/> Physical Assistance </p>	<p> <input type="checkbox"/> None   <input type="checkbox"/> Verbal Direction   <input checked="" type="checkbox"/> Physical Assistance </p>
<p><i>We ask her about stories we have read and some times use the pictures to help her understand.</i></p>		

4

Student Name: Cindy

**New York State Alternate Assessment (NYSAA)  
Parent/Family/Guardian Survey**

(Completed by the teacher and parent, family or guardian.)

Alternate Grade Level Indicator (AGLI) (filled in by teacher)	Mathematics (AGLI #1)	Mathematics (AGLI #2)
An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.	Identify congruent shapes and/or congruent angles	When given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern
<b>Assessment Task (filled in by teacher)</b>  An Assessment Task is a statement that identifies what the student will know, do, or understand when given an assessment activity to perform.	Mathematics (Task for AGLI #1)  Identify congruent shapes by circling the congruent shapes within a group of shapes.	Mathematics (Task for AGLI #2)  Fill in the missing element in a growing or repeating number pattern.
<b>To be filled in by the parent/family/guardian. If applicable, does your child demonstrate this learning?</b>		
1. at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A
2. in the community?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> NA
Is your child able to do this without any help?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> N/A

5

<p>What level of support does your child need to do this?</p>	<p> <input type="checkbox"/> None  <input type="checkbox"/> Verbal Direction  <input checked="" type="checkbox"/> Physical Assistance         </p>	<p> <input type="checkbox"/> None  <input type="checkbox"/> Verbal Direction  <input type="checkbox"/> Physical Assistance         </p>
<p>Comment Section: Please describe your child's progress and any concerns you might have regarding your child's knowledge and skills. (Continue on back if needed.)</p>	<p><i>She can match shapes to put some puzzles together. We sometimes need to help her by showing her where things go or counting the number of pieces.</i></p>	

Student Name: Cindy

**New York State Alternate Assessment (NYSAA)  
Parent/Family/Guardian Survey**

(Completed by the teacher and parent, family or guardian.)

<b>Alternate Grade Level Indicator (AGLI) (filled in by teacher)</b>	<b>Science (AGLI #1)</b>	<b>Science (AGLI #2)</b>
<p>An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.</p>	<p>Compare the results of investigation (s) using graphs, diagrams, tables, or models.</p>	<p>Identify whether matter is a solid, a liquid, or a gas.</p>
<p><b>Assessment Task (filled in by teacher)</b></p> <p>An Assessment Task is a statement that identifies what the student will know, do, or understand when given an assessment activity to perform.</p>	<p><b>Science (Task for AGLI #1)</b></p> <p>Compare the results of an investigation using a table to show the comparison.</p>	<p><b>Science (Task for AGLI #2)</b></p> <p>Identify whether a substance is a solid, a liquid, or a gas by labeling the item with the appropriate state of matter.</p>
<p><b>To be filled in by the parent/family/guardian. If applicable, does your child demonstrate this learning?</b></p>		
<p>1. at home?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A</p>
<p>2. in the community?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> NA</p>
<p>Is your child able to do this without any help?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> N/A</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A</p>

<p>What level of support does your child need to do this?</p>	<p> <input type="checkbox"/> None   <input type="checkbox"/> Verbal Direction   <input type="checkbox"/> Physical Assistance         </p>	<p> <input type="checkbox"/> None   <input checked="" type="checkbox"/> Verbal Direction   <input type="checkbox"/> Physical Assistance         </p>
<p>Comment Section: Please describe your child's progress and any concerns you might have regarding your child's knowledge and skills. (Continue on back if needed.)</p>	<p style="text-align: center;"> <i>We have done some work on this since you said it was going to be on the test. She doesn't understand the gas very well.</i> </p>	

8

Student Name: Cindy

**New York State Alternate Assessment (NYSAA)  
Parent/Family/Guardian Survey**

(Completed by the teacher and parent, family or guardian.)

<b>Alternate Grade Level Indicator (AGLI) (filled in by teacher)</b> <small>An AGLI is a description of student performance expectations for students with severe cognitive disabilities. AGLIs are used to measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.</small>	<b>Social Studies (AGLI #1)</b>	<b>Social Studies (AGLI #2)</b>
<b>Assessment Task (filled in by teacher)</b> <small>An Assessment Task is a statement that identifies what the student will know, do, or understand when given an assessment activity to perform.</small>	Identify the route taken by an immigrant group that came to the United States	Identify the three branches of government of either New York State or the United States.
	Indicate at least one route taken by an immigrant group to the U.S. by drawing a line on a map or globe to show route.	Identify the three branches of the federal government by selecting a picture that typically depicts each of the branches.
<b>To be filled in by the parent/family/guardian. If applicable, does your child demonstrate this learning?</b>		
1. at home?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A
2. in the community?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> NA
Is your child able to do this without any help?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> N/A

<p>What level of support does your child need to do this?</p> <p> <input type="checkbox"/> None   <input checked="" type="checkbox"/> Verbal Direction   <input type="checkbox"/> Physical Assistance </p>	<p> <input type="checkbox"/> None   <input checked="" type="checkbox"/> Verbal Direction   <input type="checkbox"/> Physical Assistance </p> <p> <i>When we are in the car she can sometimes say this is the way to grandma or aunt Sarah's house.</i> </p> <p> <i>She will sometimes recognize the president on TV or in the newspaper.</i> </p>
<p>Comment Section: Please describe your child's progress and any concerns you might have regarding your child's knowledge and skills. (Continue on back if needed.)</p>	

10

**NYSAA Parent/Family/Guardian Survey--Documentation Page**

Student Name: Cindy [redacted]

School Name: [redacted]

Subjects being tested this year (check all that apply).

- ELA  Math  Science  Social Studies

Parent/Family/Guardian providing survey information about the student:

Amanda [redacted] mother 11-19-09  
Signature Relationship to student Date

Teacher or other school personnel recording answers to survey questions:

MaryBeth [redacted] teacher 11-19-09  
Signature Relationship to student Date

**The Parent/Family/Guardian Survey was completed (please check one):**

- During parent/family/guardian meeting at school
- During parent/family/guardian meeting at home
- During parent/family/guardian telephone conference
- At home by the parent/family/guardian and returned to school
- Other \_\_\_\_\_

Parent/family/guardian was unavailable or unwilling to complete the survey. Teachers document dates and method of attempts to engage parent/family/guardian in the space below

Date	Method (phone call, written communication, home visit, etc.)
10-21-09	Phone call to set up meeting
11-19-09	meeting at school

(11)

<b>Student's Name:</b> Cindy [REDACTED]	<b>Date of Birth:</b> 4-29-96
<b>School Name:</b> [REDACTED]	

**1<sup>st</sup> ELA Required Component: Key Idea - Reading**

Choice Component (select one):

- Standard 1:** Students will read, write, listen, and speak for **information and understanding**
- Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  1  1  1  0  5

AGLI Text: Compare and/or contrast two comparable subjects using a chart and/or graphic organizer

Assessment task: The student will compare and contrast two comparable subjects by placing words/phrases in the correct sections of a Venn Diagram

*The SAT and page information below is not required, however it is helpful for scoring:*

- This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.
- This assessment task is **comparable** to SAT# 11105 on PAGE 5 in the NYSAA Frameworks.
- This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 12-22-09		Date 2: 1-6-10		Date 3: 1-7-10			
		%	Rating	%	Rating	%	Rating		
<b>Level of Accuracy</b>		83	4	100	4	100	4		
<b>Level of Independence</b>		100	4	100	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

12

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

*[Handwritten signature]*

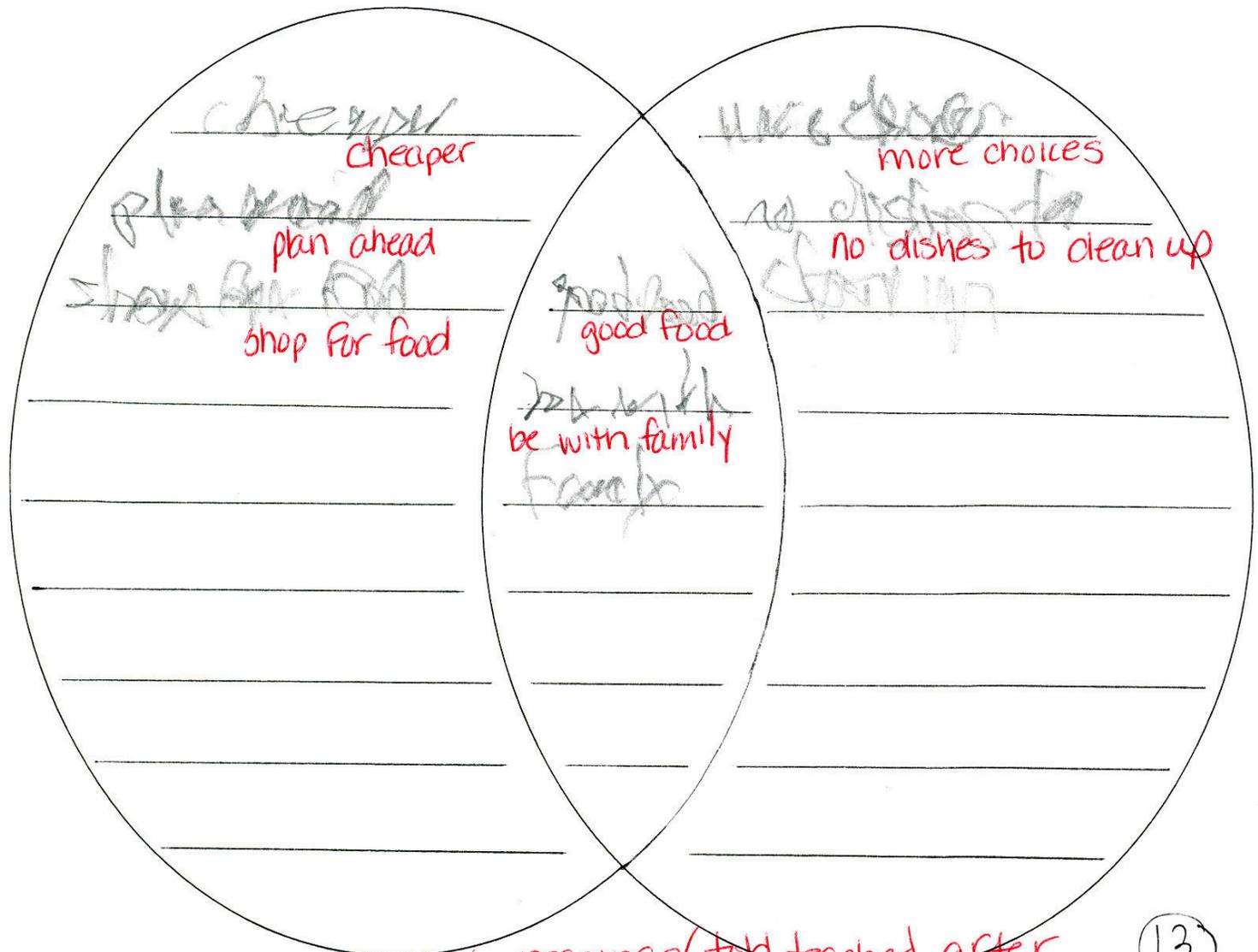
DATE: \_\_\_\_\_

COMPARE AND CONTRAST THE SIMILARITIES AND DIFFERENCES BETWEEN THE TWO TOPICS GIVEN BELOW.

Provide at least two similarities and differences.

Cooking at Home

Going to a Restaurant



Student read each response (told teacher) after writing it.

13

**NYSAA Verifying Evidence Label**

Date Student Performance: 1 / 6 / 10

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Compare and/or contrast two comparable subjects using a chart and/or graphic organizer.

Task: The student will compare and contrast two comparable subjects by placing words/phrases in the correct sections of a Venn Diagram

Accuracy: 100 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

NAME: Candy

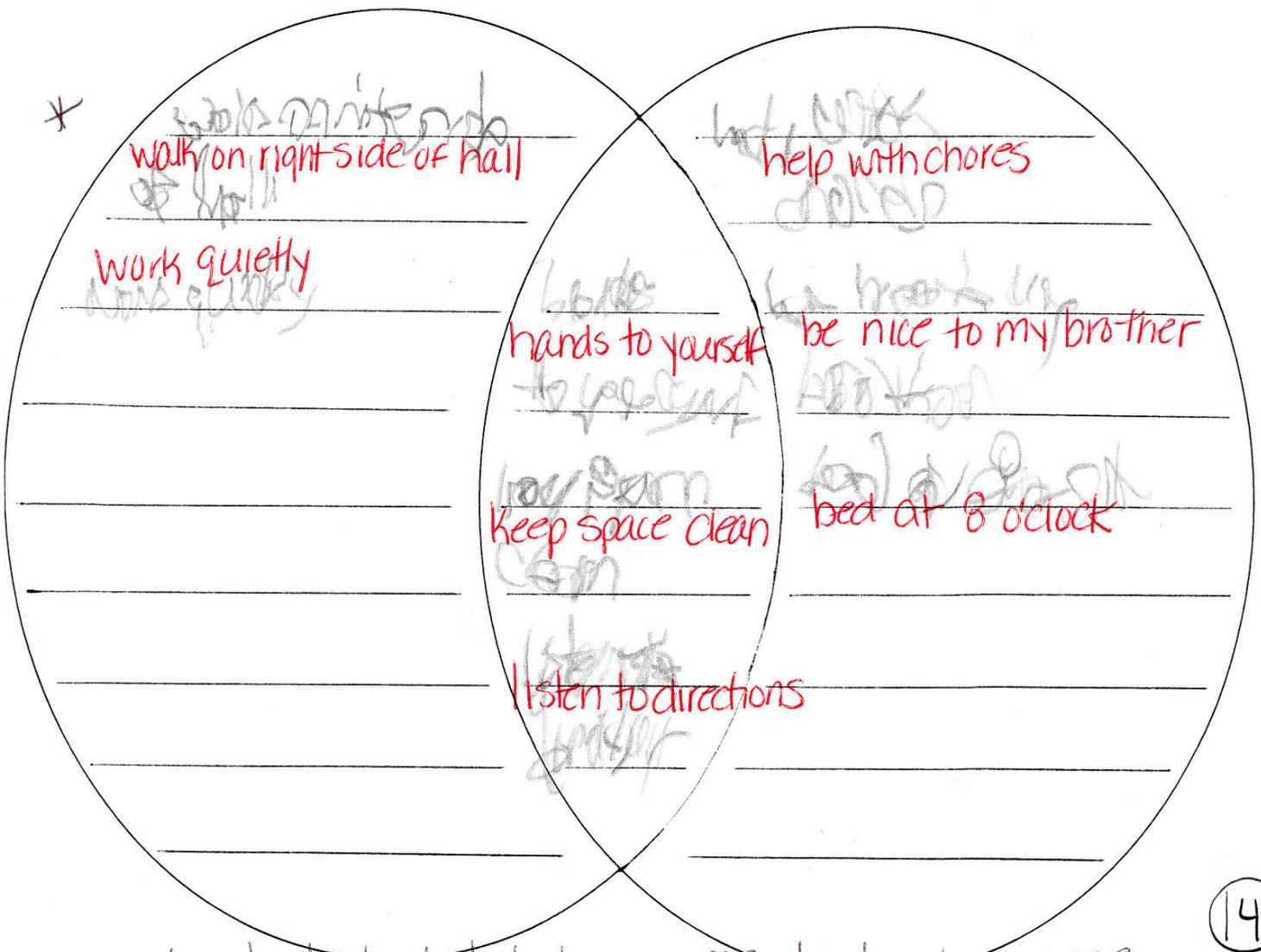
DATE: 5/20

COMPARE AND CONTRAST THE SIMILARITIES AND DIFFERENCES BETWEEN THE TWO TOPICS GIVEN BELOW.

Provide at least two similarities and differences.

School Rules

Home Rules



\* student dictated response to teacher once worksheet was completed. (told teacher what each said)

14

**NYSAA Verifying Evidence Label**

Date Student Performance: 1 / 7 / 2010

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Compare and/or contrast two comparable subjects using a chart and/or graphic organizer.

Task: The student will compare and contrast two comparable subjects by placing words / phrases in the correct sections of a Venn Diagram

Accuracy: 100 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

<b>Student's Name:</b> Cindy [REDACTED]	<b>Date of Birth:</b> 4-29-96
<b>School Name:</b> [REDACTED]	

**2<sup>nd</sup> ELA Required Component: Key Idea - Writing**

Choice Component (select one):

**Standard 1:** Students will read, write, listen, and speak for **information and understanding.**

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  2  1  1  0  1

AGLI Text: *Connect details to main idea examples) using a graphic organizer.*

Assessment task: *The student will connect details to main idea by selecting the main idea and two or more supporting details from a group to complete a graphic organizer.*

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# 2101 on PAGE 13 in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 10/5/09		Date 2: 10/30/09		Date 3: 12/16/09	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	80	4	80 MBH 100	4	100 MBH 80	4
<b>Level of Independence</b>	80	4	100	4	100	4
<b>Scoring Rubric</b>	<b>Level Rating</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

15

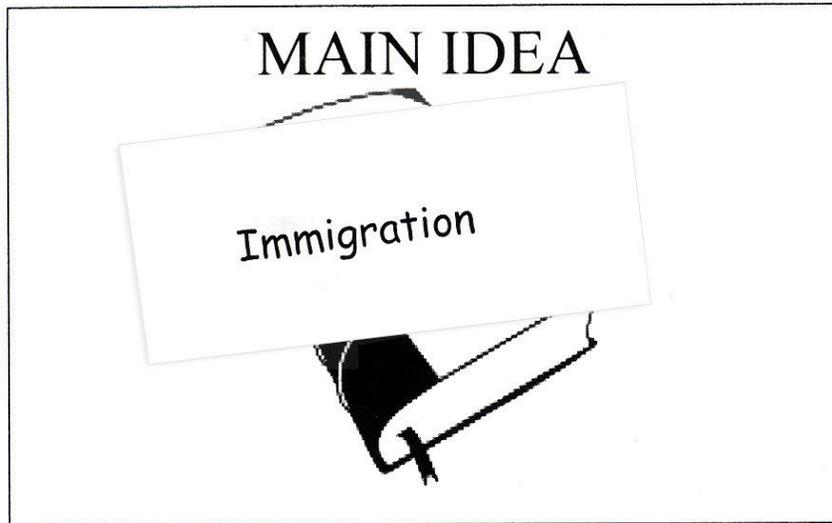
NAME: Cindy

DATE: 10/3/09

Listen to the text. Write the main idea and four supporting details in the graphic organizer below.

80%

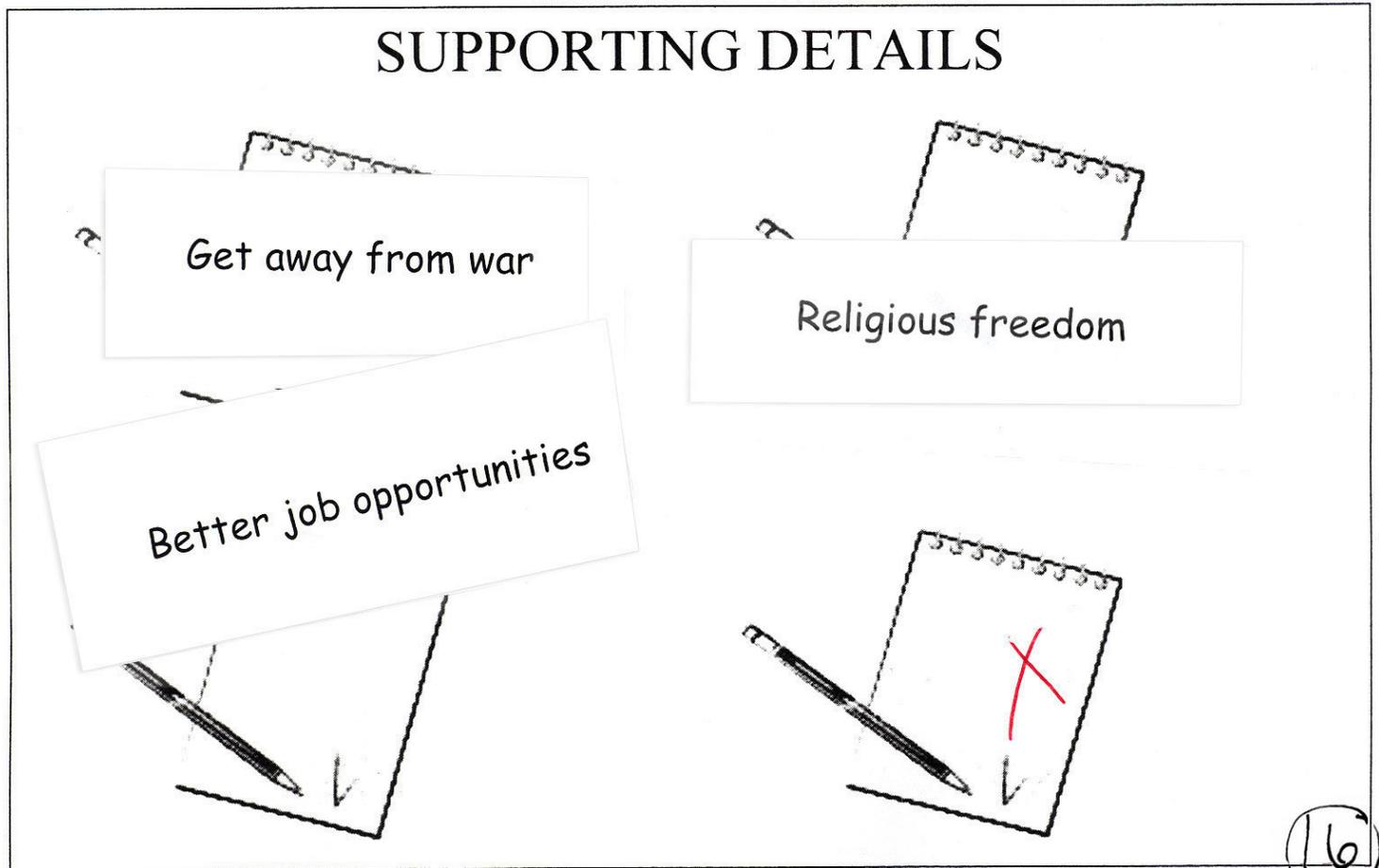
**MAIN IDEA**



Immigration

A graphic organizer for the main idea. It consists of a large rectangular box with the words "MAIN IDEA" at the top. Inside the box is a smaller, tilted rectangular box containing the word "Immigration". Below the tilted box is a drawing of a pen writing on a notepad.

**SUPPORTING DETAILS**



Get away from war

Better job opportunities

Religious freedom

A graphic organizer for supporting details. It features a large rectangular box with the words "SUPPORTING DETAILS" at the top. Inside the box are three tilted rectangular boxes containing the phrases "Get away from war", "Better job opportunities", and "Religious freedom". Below each phrase is a drawing of a pen writing on a notepad. The notepad for "Religious freedom" has a red 'X' drawn on it.

16

**NYSAA Verifying Evidence Label**

Date Student Performance: 10 / 30 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Connect details to main  
idea example(s) using a  
graphic organizer

Task: The student will connect details  
to main idea by selecting the main  
idea and two or more supporting details  
from a group to complete a graphic org.

Accuracy: 80 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

NAME: Bundy

DATE: 10/20/09

Listen to the text. Write the main idea and four supporting details in the graphic organizer below.

**MAIN IDEA**

Civil Rights

**SUPPORTING DETAILS**

Dr. Martin Luther King

Black Americans

Bus boycott

Non-violent protests

**NYSAA Verifying Evidence Label**

Date Student Performance: 12 / 16 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Connect details to main

Idea example(s) using a  
graphic organizer

sk: The student will connect details  
to main idea by selecting the main  
idea and two or more supporting details  
from a group to complete a graphic org.

Accuracy: 100 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

<b>Student's Name:</b> <i>Cindy</i> [REDACTED]	<b>Date of Birth:</b> <i>4-29-96</i>
<b>School Name:</b> [REDACTED]	

**1<sup>st</sup> Mathematics Required Component: Strand - Geometry**

Choice Component (select one):

**Band:** Geometric Relationships

**Band:** Transformational Geometry

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  3  1  1  0  4

AGLI Text: *Identify congruent shapes and/or congruent angles*

Assessment task: *The student will identify congruent shapes by circling the congruent shapes within a group of shapes*

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>10/26/09</i>		Date 2: <i>10/29/09</i>		Date 3: <i>11/3/09</i>	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	<i>67</i>	<i>3</i>	<i>67</i>	<i>3</i>	<i>100</i>	<i>4</i>
<b>Level of Independence</b>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

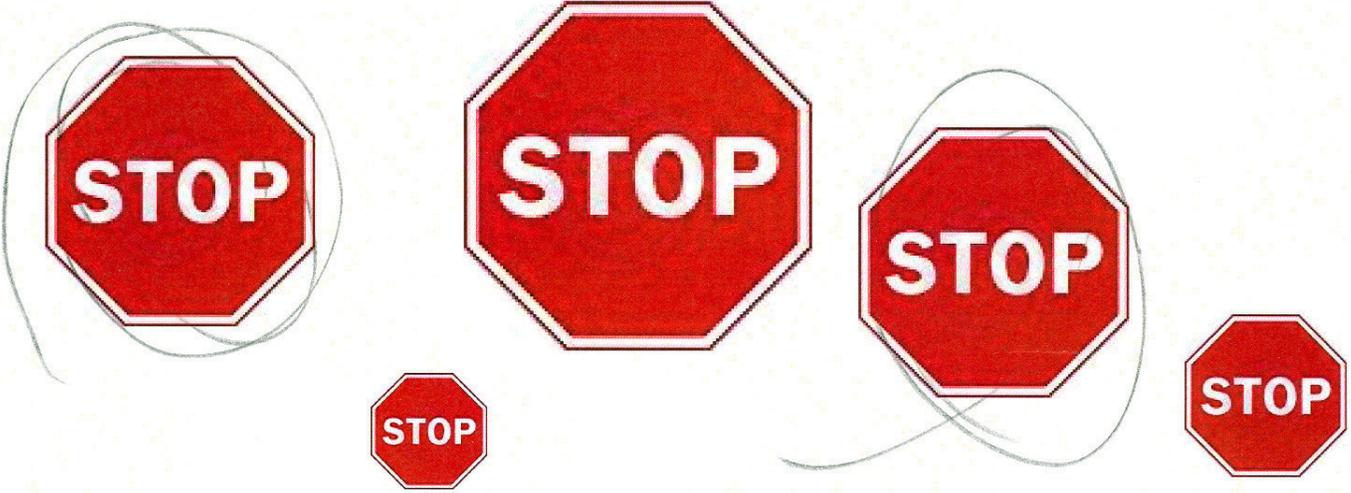
NAME: Crude

DATE: 2/2/09

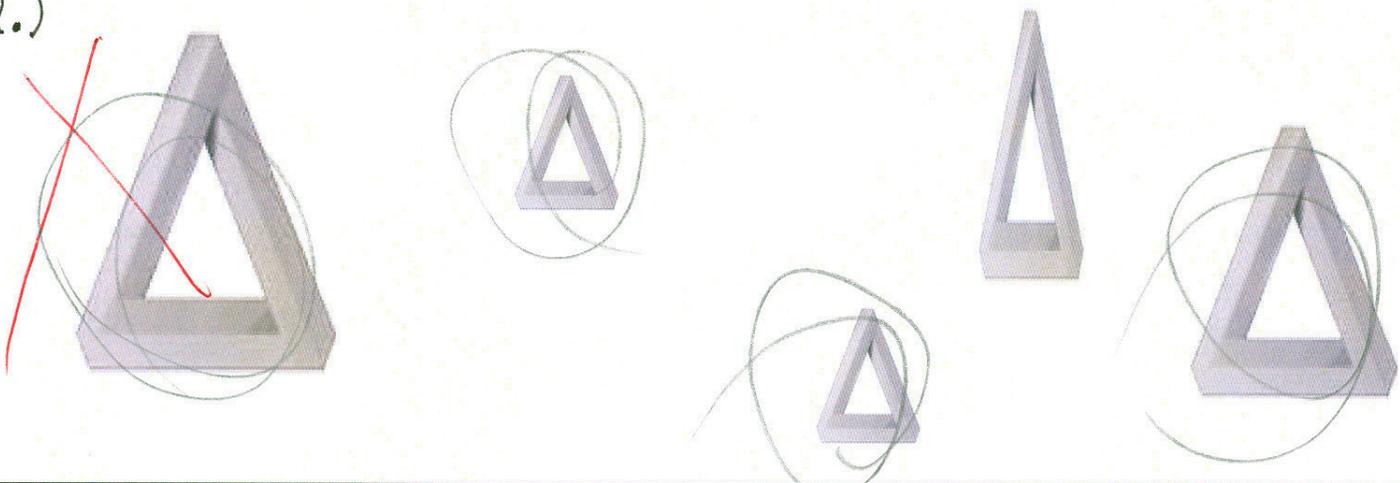
Circle the congruent shapes:

67%

1.)



2.)



3.)



19

**NYSAA Verifying Evidence Label**

Date Student Performance: 10 / 29 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify congruent shapes  
and/or congruent angles

Task: The student will identify  
congruent shapes by arcling the  
congruent shapes within a  
group of shapes

Accuracy: 67 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

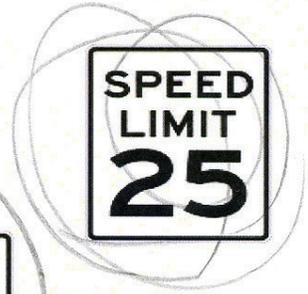
NAME: Abel

DATE: 1/20/09

100%

Circle the congruent shapes:

1.)



2.)



3.)



20%

**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 3 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify congruent shapes  
and/or congruent angles.

Task: The student will identify  
congruent shapes by circling the  
congruent shapes within a  
group of shapes

Accuracy: 100 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

<b>Student's Name:</b> <i>Cindy</i> [redacted]	<b>Date of Birth:</b> <i>4-29-96</i>
<b>School Name:</b> [redacted]	

**2<sup>nd</sup> Mathematics Required Component: Strand - Algebra**

Choice Component (select one):

**Band:** Variables and Expressions

**Band:** Patterns, Relations and Functions

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  4  3  2  0  4

AGLI Text: *When given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern*

Assessment task: *The student will fill in the missing element in a growing or repeating number pattern*

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# *43204A* on PAGE *36* in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

<b>Student Performance</b> (record the last three dates of documented data in chronological order)		Date 1: <i>1/12/10</i>		Date 2: <i>1/19/10</i>		Date 3: <i>1/26/10</i>			
		%	Rating	%	Rating	%	Rating		
<b>Level of Accuracy</b>		<i>83</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>63</i>	<i>3</i>		
<b>Level of Independence</b>		<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>		
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>		<b>79% - 60%</b>		<b>59% - 30%</b>		<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

*(21)*

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

*Cindy*

DATE: \_\_\_\_\_

Fill in the missing numbers in the pattern.

100%

1) 2 5 2 5 2 5 2

2) 3 5 7 9 11 13

*student corrected*

3) 4 6 8 10 12

4) 6 7 8 9 10

5) 2 4 6 8 4 6 8

**NYSAA Verifying Evidence Label**

Date Student Performance: 1 / 19 / 10

Student Name: Cindy

ELA  Mathematics  Science  Social Studies

AGLI text: When given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern

Task: The student will fill in the missing element in a growing or repeating number pattern

Accuracy: 100 % Independence: 100 %

*\*Student dictated response to teacher once worksheet was completed (told teacher what each said)*

22

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

*Cindy*

DATE: \_\_\_\_\_

*63%*

Fill in the missing numbers in the pattern.

1) 8 7 6 8 7 6 8

2) 3 5 7 9 11 13

3) 4 6 8 10 12

4) 6 7 8 9 10

5) 2 4 6 8 4 6 8

**NYSAA Verifying Evidence Label**

Date Student Performance: 1 / 26 / 10

Student Name: Cindy

ELA  Mathematics  Science  Social Studies

AGLI text: When given a repeating or growing number and/or shape pattern, fill in the missing element in the pattern.

Task: The student will fill in the missing element in a growing or repeating number pattern

Accuracy: 63 % Independence: 100 %

23

<b>Student's Name:</b> <i>Cindy [REDACTED]</i>	<b>Date of Birth:</b> <i>4-29-96</i>
<b>School Name:</b> [REDACTED]	

**1<sup>st</sup> Science Required Component: Standard 1 - Scientific Inquiry**

Choice Component (select one):

- Key Idea 2:** Testing proposed explanations  
 **Key Idea 3:** Observations made while testing

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  1  3  3  0  4

AGLI Text: *Compare results of investigation(s) using graphs, diagrams, tables, or models.*

Assessment task: *The student will compare the results of an investigation using a table to show the comparisons.*

*The SAT and page information below is not required, however it is helpful for scoring:*

- This assessment task is the **same** as SAT# *13304* on PAGE *45* in the NYSAA Frameworks.  
 This assessment task is **comparable** to SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>11/16/09</i>		Date 2: <i>11/13/09</i>		Date 3: <i>11/16/09</i>	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	<i>67</i>	<i>3</i>	<i>67</i>	<i>3</i>	<i>100</i>	<i>4</i>
<b>Level of Independence</b>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

*24*

NAME: Cindy

DATE: 11/13/09

67%

Directions: Record the temperature of the classroom at two different times of the day and compare the temperatures to see what happened. Use the chart to record your data.

Friday		
TIME	TEMPERATURE	RESULTS
9:30	71°	The morning temperature was <u>colder</u> than the afternoon <u>colder</u> temperature
1:30	68°	

\*Cindy dictated response to teacher once worksheet was completed (told teacher what each said)

**NYSAA Verifying Evidence Label**  
Date Student Performance: 11 / 13 / 09  
Student Name: Cindy  
 ELA  Mathematics  Science  Social Studies  
AGLI text: Compare results of investigation(s) using graphs, diagrams, tables, or models  
Task: The student will compare the results of an investigation using a table to show the comparison.  
Accuracy: 67 % Independence: 100 %

25

NAME: Cindy

DATE: \_\_\_\_\_

100%

Directions: Record the temperature of the classroom at two different times of the day and compare the temperatures to see what happened. Use the chart to record your data.

Thursday		
TIME	TEMPERATURE	RESULTS
<del>1:00</del>	<del>70</del>	The morning temperature was <del>warmer</del> than the afternoon <u>colder</u> temperature.
<del>4:00</del>	<del>70</del>	

\*Student dictated response to teacher once worksheet was completed (told teacher what each said)

**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 16 / 09

Student Name: Cindy

ELA  Mathematics  Science  Social Studies

AGLI text: Compare results of investigation(s) using graphs, diagrams, tables or models

Task: The student will compare the results of an investigation using a table to show the comparison

Accuracy: 100 % Independence: 100 %

26

<b>Student's Name:</b> <i>Cindy</i> [redacted]	<b>Date of Birth:</b> <i>4-29-96</i>
<b>School Name:</b> [redacted]	

**2<sup>nd</sup> Science Required Component: Standard 4 - Living Environment and Physical Setting/Earth Science**

Choice Component (select one):

**Standard 4 - Living Environment, Key Idea 5:** Dynamic equilibrium

**Standard 4—Physical Setting/Earth Science, Key Idea 3:** Particle properties determine observable characteristics of matter and its reactivity

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  3  3  2  0  2

AGLI Text: *Identify whether matter is a solid, a liquid, or a gas*

Assessment task: *The student will identify whether a substance is a solid, a liquid, or a gas by labeling the item with the appropriate state of matter.*

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# *33202A* on PAGE *56* in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: <i>10-7-09</i>		Date 2: <i>10-23-09</i>		Date 3: <i>11-6-09</i>			
		%	Rating	%	Rating	%	Rating		
<b>Level of Accuracy</b>		<i>83</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>83</i>	<i>4</i>		
<b>Level of Independence</b>		<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>		
Scoring Rubric	Level	<b>100% - 80%</b>		<b>79% - 60%</b>		<b>59% - 30%</b>		<b>29% - 0%</b>	
	Rating	<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

*27*

NAME: Candy

DATE: 10/20/17

# STATES OF MATTER

100%

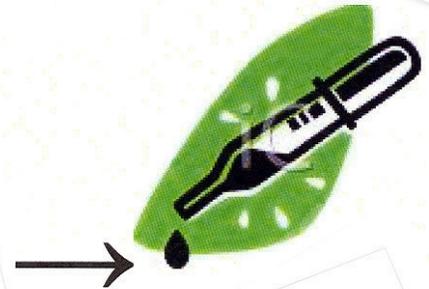
Label each item according to its state of matter  
SOLID, LIQUID, GAS



**GAS**

**LIQUID**

**GAS**



**SOLID**

**LIQUID**

**LIQUID**

28

**NYSAA Verifying Evidence Label**

Date Student Performance: 10 / 23 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify whether matter is  
a solid, a liquid, or a gas.

Task: The student will identify whether  
a substance is a solid, a liquid,  
or a gas by labeling the item with  
the appropriate state of matter

Accuracy: 100 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

NAME: Cindy  
DATE: 1/8/09

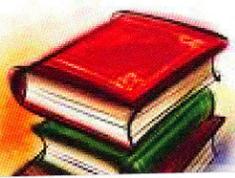
83%

### STATES OF MATTER

Label each item according to it's state of matter  
SOLID, LIQUID, GAS



**GAS**



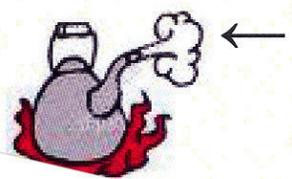
**SOLID**



**SOLID**



**GAS**



**GAS**



**LIQUID**

**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 6 / 09

Student Name: Cindy [REDACTED]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify whether matter is  
a solid, a liquid, or a gas

sk: The student will identify  
whether a substance is a solid,  
a liquid, or a gas by labeling the item  
with the appropriate state of matter

Accuracy: 83 % Independence: 100 %

\*Note to Teachers: in an actual datafolio this Verifying Evidence (VE) label would be attached to the back of the work product.

<b>Student's Name:</b> Cindy [REDACTED]	<b>Date of Birth:</b> 4-29-96
<b>School Name:</b> [REDACTED]	

**1<sup>st</sup> Social Studies Required Component: Standard 1 - US and NYS History**

Choice Component (select one):

**Unit 7:** Industrial Society

**Unit 9:** Between the Wars

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  1  3  1  0  8

AGLI Text: Identify the route taken by an immigrant group that came to the United States

Assessment task: The student will indicate at least one route taken by an immigrant group to the U.S. by drawing a line on a map or globe to show route

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# 13108 on PAGE 63 in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 11-17-09		Date 2: 11-19-09		Date 3: 11-23-09	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	67	3	100	4	100	4
<b>Level of Independence</b>	100	4	100	4	100	4
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

# NYSAA Data Collection Sheet for Discrete Trial Data

Student Name: Cindy Content Area:  ELA  Mathematics  Science  Social Studies

AGLI Text: Identify the route taken by an immigrant group that came to the United States

Assessment Task: The student will indicate at least one route taken by an immigrant group to the U.S. by drawing a line on a map or globe to show route

Key (K#)/Stimuli (S#): K<sup>1</sup> = route taken by Chinese immigrants, K<sup>2</sup> = route taken by French immigrants, K<sup>3</sup> = route taken by English immigrants

ACCURACY (ACC) KEY: (+) correct response (-) Inaccurate/No Response INDEPENDENCE (IND) KEY: (+) Independent (-) Prompted

K#/S#	Date: 11/9/09			Date: 11/12/09			Date: 11/17/09			Date: 11/19/09		
	ACC	IND	K#/S#	ACC	IND	K#/S#	ACC	IND	K#/S#	ACC	IND	K#/S#
K <sup>1</sup>	+	-	K <sup>3</sup>	+	+	K <sup>2</sup>	-	+	K <sup>1</sup>	+	+	K <sup>1</sup>
K <sup>2</sup>	-	+	K <sup>1</sup>	+	+	K <sup>3</sup>	+	+	K <sup>3</sup>	+	+	K <sup>3</sup>
K <sup>3</sup>	+	+	K <sup>2</sup>	-	+	K <sup>1</sup>	+	+	K <sup>2</sup>	+	+	K <sup>2</sup>
# +s	2	2	# +s	1	3	# +s	2	3	# +s	2	3	# +s
# Trials	3	3	# Trials	3	3	# Trials	3	3	# Trials	3	3	# Trials
Fract (%)	2/3	2/3	Fract (%)	1/3	3/3	Fract (%)	2/3	3/3	Fract (%)	5/3	3/3	Fract (%)
Staff Recording Data for each Date (Req'd)	JG	JG	Staff Recording Data for each Date (Req'd)	JG	JG	Staff Recording Data for each Date (Req'd)	MB	MB	Staff Recording Data for each Date (Req'd)	100%	100%	Staff Recording Data for each Date (Req'd)
Setting	C	C	Setting	C	C	Setting	C	C	Setting	C	C	Setting

Name and Initials of Staff recording data (REQUIRED)

Name: <u>Jean</u>	Initials: <u>JG</u>
Name: <u>Michelle</u>	Initials: <u>MB</u>
Name: _____	Initials: _____

Setting Key  
(C) Classroom (F) Cafeteria (L) Library (G) Gym  
(O) Other Specify \_\_\_\_\_

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date

31

# NYSAA Observer Verification Form

**Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and will jeopardize the student receiving a reportable score.**

## Teacher completes this section:

Student Name: <u>Cindy [REDACTED]</u>	Date of Student Performance: <u>11/19/09</u>
<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	
AGLI text: <u>Identify the route taken by an immigrant group that came to the United States</u>	
Assessment task: <u>The student will indicate at least one route taken by an immigrant group to the U.S. by drawing a line on a map or globe to show route</u>	
Accuracy: <u>100</u> % Independence: <u>100</u> %	

## Observer\* completes this section:

Observer Name: <u>Mary Beth [REDACTED]</u>	
<b>Observer Title/Position (REQUIRED):</b> <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Related Service Provider: <input type="checkbox"/> Occupational Therapist, <input type="checkbox"/> Physical Therapist, <input type="checkbox"/> Speech & Language Therapist, <input type="checkbox"/> Certified Occupational Therapy Assistant, <input type="checkbox"/> Physical Therapist Assistant <input type="checkbox"/> Nurse <input type="checkbox"/> Other certified or licensed professional: _____ (title)	
<b>I hereby certify the assessment task was conducted in my presence.</b>	
<u>Mary Beth [REDACTED]</u> <b>OBSERVER SIGNATURE</b> (cannot be the same person collecting data)	<u>11-19-09</u> <b>DATE</b> (must be same date of student performance noted above)
<small>*An Observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not <b>Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer</b> as described in section 80-5.6 of the Regulations of the Commissioner of Education.)</small>	

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

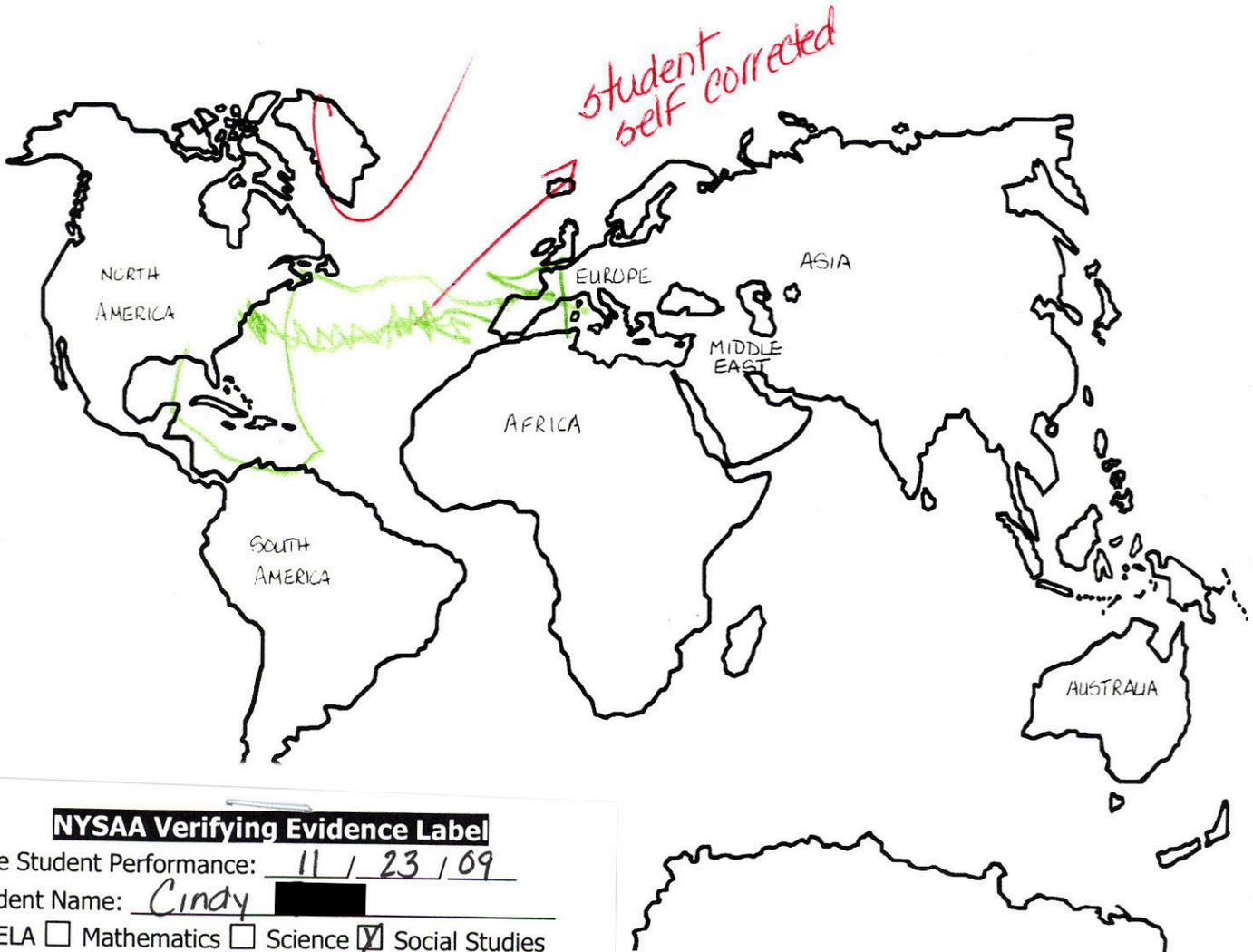
32

NAME: Cindy

DATE: 11/23/09

100%

Draw the route on the map taken by the French to get to America. Put an "X" on the starting point of their journey.



**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 23 / 09

Student Name: Cindy

ELA  Mathematics  Science  Social Studies

AGLI text: Identify the route taken by an immigrant group that came to the United States.

Task: The student will indicate at least one route taken by an immigrant group to the U.S. by drawing a line on a map or globe to show route

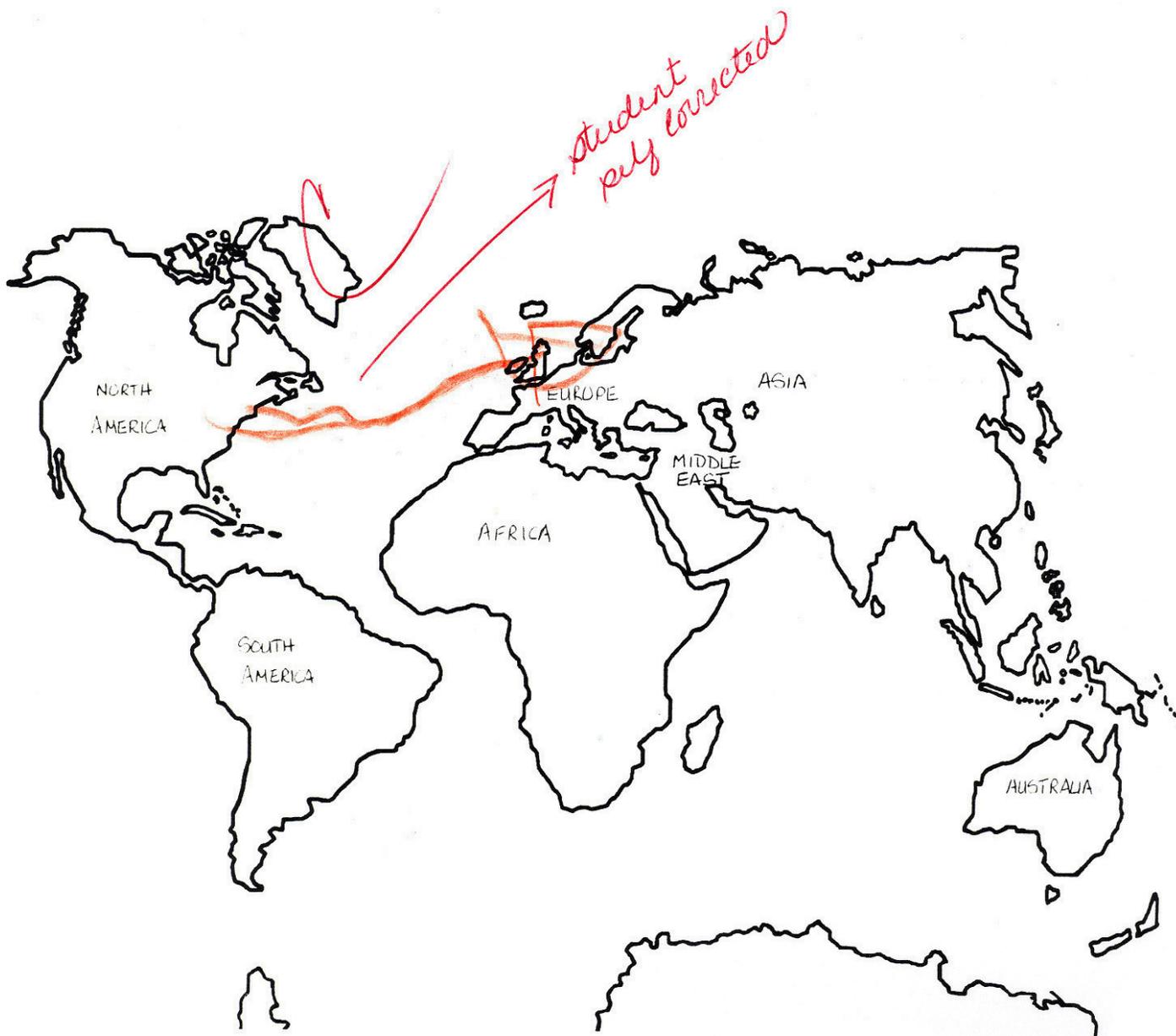
Accuracy: 100 % Independence: 100 %

33

NAME: Conely

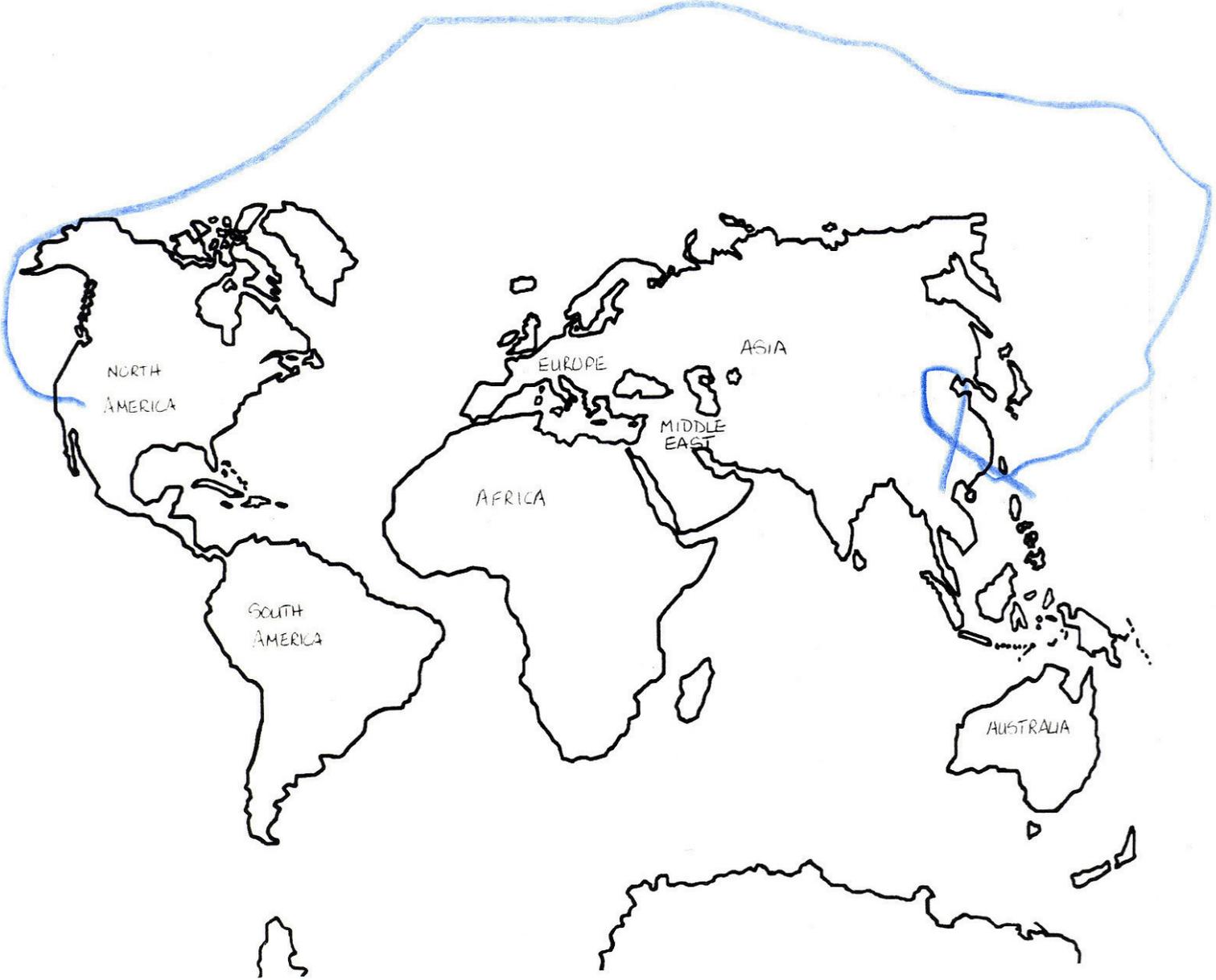
DATE: Nov 2009

**Draw the route on the map taken by the English to get to America.  
Put an "X" on the starting point of their journey.**



NAME: Orin  
DATE: 1/25/09

Draw the route on the map taken by the Chinese to get to America.  
Put an "X" on the starting point of their journey.



<b>Student's Name:</b> Cindy [REDACTED]	<b>Date of Birth:</b> 4-29-96
<b>School Name:</b> [REDACTED]	

**2<sup>nd</sup> Social Studies Required Component: Standard 5 - Civics, Citizenship and Government**

Choice Component (select one):

**Unit 4:** Experiment in Government

**Unit 11:** WWII to the Present

---

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code:  3  2  3  0  9

AGLI Text: Identify the three branches of government of either New York State or the United States.

---

Assessment task: The student will identify the three branches of the federal government by selecting a picture that typically depicts each of the branches.

*The SAT and page information below is not required, however it is helpful for scoring:*

This assessment task is the **same** as SAT# \_\_\_\_\_ on PAGE \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# 323096 on PAGE 74 in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 10/27/09		Date 2: 11/10/09		Date 3: 11/30/09	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	100	4	100	4	100	4
<b>Level of Independence</b>	100	4	100	4	100	4
<b>Scoring Rubric</b>	<b>Level Rating</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
		4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. 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). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

36

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DIRECTIONS: Match each picture with the branch of government it usually represents.



Judicial

*student self corrected*

Legislative

Executive Branch

**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 10 / 09

Student Name: Cindy [redacted]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify the three branches of government of either New York State or the United States

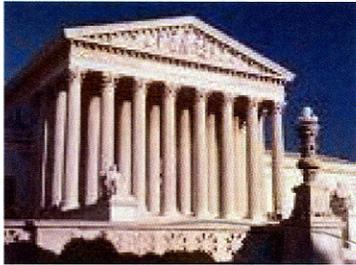
Task: The student will identify the three branches of the federal government by selecting a picture that typically depicts each of the branches

Accuracy: 100 % Independence: 100 %

(37)

NAME: Cindy  
DATE: 11/30/09

DIRECTIONS: Match each building with the branch of government you would typically find there.



Supreme Court Building



Capital Building



White House Building

Executive Branch

Judicial Branch

Legislative Branch

**NYSAA Verifying Evidence Label**

Date Student Performance: 11 / 30 / 09

Student Name: Cindy [redacted]

ELA  Mathematics  Science  Social Studies

AGLI text: Identify the three branches of government of either New York State or the United States.

Task: The student will identify the three branches of the federal government by selecting a picture that typically depicts each of the branches

Accuracy: 100 % Independence: 100 %

(38)