

2009-10 NYSAA Fall Administration Training

Guided Practice #4 – Connection Progression

**EXAMPLE A – RACHEL’S ELA ENTRY**

	1 <sup>st</sup> AGLI			1 <sup>st</sup> AGLI	
	Yes	No		Yes	No
AGLI selected from grade per student’s date of birth	✓		Submit <b>TWO</b> pieces of VE for each AGLI assessed	✓	
	1 <sup>st</sup> AGLI		VE 1 connects to task		
	Yes	No		✓	
Task connects to AGLI	✓		VE 2 connects to task	✓	
Task is written simply without cues, prompts, levels of assistance, or criterion	✓				

**Trainer Points:** The teacher has included a helpful notation to indicate the choices presented to Rachel. Also, point out that the assessment task indicates that the student will put the pictures selected on a graphic organizer and that both pieces of Verifying Evidence show this being done.

**EXAMPLE B – EMILY’S GRADE 8 SCIENCE VERIFYING EVIDENCE**

1.) Does the Verifying Evidence for Emily connect to the assessment task documented on the student work product? **Somewhat connects—hard to tell clearly what the investigations are—appears to be given use of tool rather than the tool that is need for a scientific investigation.**

2.) Why is the Verifying Evidence not clearly connected to the assessment task? What is missing from the Verifying Evidence? **The questions presented to the student do not really relate to scientific investigations. Also, it is hard to tell from the choice items presented if the intent of recognizing tools used for scientific investigations is really being assessed. The questions and choices presented miss the scientific investigations piece.**

**Trainer Points:** The accuracy and independence is well marked to show how the student performed for each of the items.

**EXAMPLE C – GEORGE’S GRADE 5 SOCIAL STUDIES VERIFYING EVIDENCE**

1.) Does the Verifying Evidence for George connect to the assessment task documented on the VE label? **No-not clear**

2.) Why does the Verifying Evidence not connect to the assessment task? What student action is missing from the Verifying Evidence? **The Verifying Evidence does not show a contrast chart. The student is indicating items from colonial times and from modern times, but the assessment task indicates the student action of “creating a contrast chart by selecting pictures...”. This assessment task is the same as SAT12104B, exactly as it is written in the Frameworks.**

**Trainer Points:** Remind teachers of the importance of planning the activity that is going to be presented to the student and how the student is going to demonstrate the assessment task as written within that activity. In this example the sample assessment task should have been modified based on how the teacher planned to instruct and assess the student.

**EXAMPLE D – SAMANTHA’S GRADE 3 ELA VERIFYING EVIDENCE**

1.) Does the Verifying Evidence for Samantha connect to the assessment task documented on the VE label? **Yes**

2.) Does the notation provided by the teacher provide a clear description of what questions were included in the student performance percentages? **Yes, the teacher made the point that the last question was not included as part of the assessment and was therefore not included in the performance calculation.**

**Trainer Points:** Point out the “and/or” statement in the AGLI and the “and” and “and/or” statements in the task and how that is shown in this work product. The performance calculation for accuracy is clearly presented for each question. Also, the teacher included the title of the story. This would not be considered a template, as it does not directly guide the student.

**EXAMPLE E – GERALD’S HIGH SCHOOL SOCIAL STUDIES VERIFYING EVIDENCE**

1.) Do the steps documented provide a clear indication of the classroom rules the student was recognizing? **No**

2.) What could the teacher do to make the student action and classroom rules the student is being assessed more clear? **Indicate the classroom rules for each of the steps and how the student is providing his response (i.e. hands to yourself (Y/N), walk in hallway (Y/N), ask before using others things (Y/N), raise hand before speaking (Y/N), etc.)**

**Trainer Points:** It is very hard to tell where the student performance documentation came from because of the poor step description. Remind teachers that they could also include a notation indicating which classroom rules the student was working on for each specific date either on the Data Collection Sheet or another piece of paper.