

2009-10 New York State Alternate Assessment Administration Training

Overview of NYSAA Administration for
New Teachers



University of the
State of New York
State Education
Department

Purpose of Training Segment

- Intended for
 - Teachers new to administering NYSAA or
 - Teachers who have limited experience with NYSAA
- Provides an overview of the NYSAA administration process
- All teachers must review the 2009-10 Administration Manual (September 2009)

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NYSAA Administration Period



- ❑ Administration begins on October 5, 2009
- ❑ Administration ends on February 12, 2010
- ❑ All datafolios must be completed and turned in to building administrators by February 12, 2010

NYSAA Steps Chart

NYSAA Administration Manual, Page 8

Section One: Steps for Administering NYSAA	
<p>This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.</p>	
<p>Steps for Completing a NYSAA Datafolio Administration Period: October 5, 2009 - February 12, 2010</p>	
Step 1:	Confirm students to be assessed. Prepare to administer NYSAA. Confirm Date of Birth criteria.
Step 2:	Determine Required Components using Test Blueprints
Step 3:	Determine Choice Components using Test Blueprints
Step 4:	Select two AGLIs per content area
Step 5:	Select an assessment task for each AGLI
Step 6:	Meet with Parent/Family/Guardian and complete survey
Step 7-10:	Address first selected AGLI (1 st choice component)
Step 7:	Prepare to collect data
Step 8:	Conduct assessment task
Step 9:	Complete Verifying Evidence (VE) documentation
Step 10:	Complete Data Summary Sheet
<p>Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.</p>	
Step 11:	Complete steps 7-10 for second selected AGLI (2 nd choice component)
Step 12:	Complete steps 7-11 for each content area to be assessed
<p>Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.</p>	
Step 13:	Assemble the datafolio according to the standardized procedures described in this Administration Manual
Step 14:	Submit the datafolio to the building administrator no later than close of business February 12, 2010. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 12 th .
Step 15:	Complete the on-line Teacher Survey http://services.mass.gov/edprograms/NYSAASurvey.asp
<p>Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.</p>	
<p>2009-10 NYSAA Administration Manual (September 2009) 8</p>	

Introduction – Steps 1, 2, 3

- Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student's date of birth and NYSAA Birth Date Chart
- Determine grade and content areas to be assessed
- Review NYSAA Test Blueprints

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Administration Manual Appendices

- Appendix A: Profile™ Software Information and Technical Support Contact Information
- Appendix B: Sample Datafolio Grade 8
- Appendix C: Glossary
- Appendix D: Forms
- Appendix E: 2009-10 NYSAA Planning Tool
- Appendix F: Checklist of Things to Remember
- Appendix G: 2009-10 NYSAA Resources
- Appendix H: NYSAA Frameworks

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New York State Education Department Website:

- NYSAA home page:
 - <http://emsc.nysed.gov/osa/nysaa/home.shtml>
 - Contains resources for teachers (i.e., 2009-10 Administration manual, Frameworks by grade, Tips and Tools page, etc.)
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**Appendix H
NYSAA Frameworks**
ADMINISTRATION MANUAL

New York State Alternate Assessment
(September 2009)

**Appendix H,
NYSAA
Frameworks**

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Appendix H: NYSAA Frameworks

- Introduction
 - Test Blueprint
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - High School
 - ELA Glossary
 - Mathematics Glossary
 - Science Glossary
 - Social Studies Glossary
-

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Flow of Frameworks - Definitions

- Test Blueprints**
 - Outline of required and choice components on which the student will be assessed for each content area
 - Grade Level Frameworks**
 - The individual grade level expectations of the frameworks for each grade/content area
 - Essences**
 - The essences are the “big ideas” of the grade level core curriculum from which instruction and assessment are based
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Flow of Frameworks – Definitions (continued)

- Alternate Grade Level Indicators (AGLIs)**
 - Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents
 - Assessment Task**
 - A statement that identifies what the student will know, do, or understand when given an assessment activity to perform
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Sample Assessment Tasks (SATs)

- SATs provide information about how the student will demonstrate his/her knowledge, skills, and understanding
 - SATs are based on AGLIs
 - All AGLIs have a sample SAT correlated with what the student is expected to do based on that AGLI
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NYSAA Content Glossaries

- ❑ Located at the end of Appendix H - Frameworks document
- ❑ Valuable reference to clarify language used in AGLIs and/or SATs
- ❑ Sectioned by each content area, defining terms specific to that content area
- ❑ Seek input from general education colleagues

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NYSAA Steps Chart

NYSAA Administration Manual, Page 8

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2009-10 NYSAA Administration Manual (September 2009) 8	

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NYSAA Administration Period



- Administration begins on October 5, 2009
- Administration ends on February 12, 2010
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Step 1

- Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student's date of birth and NYSAA Birth Date Chart
- Determine grade and content areas to be assessed


 THE STATE EDUCATION DEPARTMENT • THE UNIVERSITY OF THE STATE OF NEW YORK • ALBANY, NY 12242
 David Abrams, Assistant Commissioner
 Office of Standards, Assessment and Reporting

March 2009

TO: District Superintendents
 Superintendents of Schools
 Special Education Directors
 Chairpersons of Committees on Special Education
 Project Managers for the Level I Data Repositories

FROM: David Abrams *David Abrams*

SUBJECT: Age Ranges for Students with Disabilities Participating in the 2009-10 New York State Alternate Assessment (NYSAA)

NYSAA is a datafolio assessment that measures student progress in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take NYSAA must be tested in 2009-10. Students with severe disabilities are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all the content areas indicated for each grade.

Age Ranges for Testing on NYSAA in 2009-10		
Assessment	Birth Date	Reaches Age Given Between September 1, 2009 and August 31, 2010
Grade 3 ELA, Mathematics	September 1, 2000—August 31, 2001	9
Grade 4 ELA, Mathematics, Science	September 1, 1999—August 31, 2000	10
Grade 5 ELA, Mathematics, Social Studies	September 1, 1998—August 31, 1999	11
Grade 6 ELA, Mathematics	September 1, 1997—August 31, 1998	12
Grade 7 ELA, Mathematics	September 1, 1996—August 31, 1997	13
Grade 8 ELA, Mathematics, Science, Social Studies	September 1, 1995—August 31, 1996	14
Secondary-Level ELA, Mathematics, Science, Social Studies	September 1, 1991—August 31, 1992	18*

*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1991 who have not been assessed at the secondary level must be assessed in 2009-10 before they leave school.

Please contact Cynthia Wilson at 518-474-5900 if you have any questions regarding the age ranges for students participating in the NYSAA.
 © Alan Ray

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Step 2 : Determine Required Components using Test Blueprints

NYSAA Test Blueprint - English Language Arts (ELA)
Effective with 2006-07 Administration

REQUIRED COMPONENT
Two ELA Key Ideas Must be Assessed at each Grade Level
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below

ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing	X	X	X	X	X	X	X
Listening	X	X	X	X	X	X	X
Speaking*							

*Note: Speaking is not assessed on the general education State assessments.

CHOICE COMPONENT
For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below
Choose 1 Standard for Each Key Idea from Standards Marked with an X.

Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading		X	X	X	X	X	X
2	Reading	X	X	X	X	X	X	X
3	Reading		X	X	X	X	X	X
4	Reading	X	X					
1	Writing		X	X	X	X	X	X
2	Writing	X	X	X	X	X	X	X
3	Writing		X	X	X	X	X	X
4	Writing	X	X					
1	Listening		X	X	X	X	X	X
2	Listening	X	X	X	X	X	X	X
3	Listening		X	X	X	X	X	X
4	Listening	X	X					

¹Key Ideas are defined on page 2 of the Introduction of the English Language Arts Core Curriculum (June 2005) on the receptive language skills of listening and reading and on the expressive language skills of writing and speaking.

NYSAA Test Blueprint - Mathematics
Effective with 2006-07 Administration

REQUIRED COMPONENT
Two Mathematics Strands Must be Assessed at each Grade Level
Required Strands Vary by Grade as Marked by an X in the Chart Below

MATHEMATICS STRANDS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X	X	X	X	X
Algebra							
Statistics & Probability					X	X	X

CHOICE COMPONENT
For Each Required Strand, There are Two Possible Bands From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below
For Each Required Strand, Choose 1 of the Bands Marked with an X.

Bands	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations							
Number Systems	X	X	X	X	X		
Number Theory						X	
Operations	X	X	X	X	X		
Measurement							
Units of Measurement	X	X					
Units Estimation	X	X					
Geometry							
Geometric Relationships				X			X
Transformational Geometry							X
Coordinate Geometry				X			
Algebra							
Variables & Expressions					X		X
Equations & Inequalities					X		X
Patterns, Relations & Functions							X
Statistics & Probability							
Collection of Data							
Organization & Display of Data						X	X
Analysis of Data						X	X

See Mathematics Core Curriculum (March 2002) for further information.

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NYSAA Test Blueprint - English Language Arts (ELA) Effective with 2006-07 Administration

REQUIRED COMPONENT
Two ELA Key Ideas Must be Assessed at each Grade Level
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below

ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

*Note: Speaking is not assessed on the general education State assessments.

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NYSAA Test Blueprint - Mathematics Effective with 2006-07 Administration

REQUIRED COMPONENT							
Two Mathematics Strands Must be Assessed at each Grade Level							
Required Strands Vary by Grade as Marked by an X in the Chart Below							
MATHEMATICS STRANDS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations	X	X	X	X	X		
Measurement	X	X					
Geometry			X			X	
Algebra				X		X	X
Statistics & Probability					X		X

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Step 3 : Determine Choice Components using Test Blueprints

NYSAA Test Blueprint - English Language Arts (ELA) Effective with 2006-07 Administration								
REQUIRED COMPONENT								
Two ELA Key Ideas Must be Assessed at each Grade Level								
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below								
ELA Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
Reading	X	X	X	X	X	X	X	X
Writing	X	X	X	X	X	X	X	X
Listening	X	X	X	X	X	X	X	X
Speaking*								

*Note: Speaking is not assessed on the general education State assessments.

CHOICE COMPONENT								
For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below								
Choose 1 Standard for Each Key Idea from Standards Marked with an X								
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading	X	X	X	X	X	X	X
2	Reading	X	X	X	X	X	X	X
3	Reading	X	X	X	X	X	X	X
4	Reading	X	X	X	X	X	X	X
1	Writing	X	X	X	X	X	X	X
2	Writing	X	X	X	X	X	X	X
3	Writing	X	X	X	X	X	X	X
4	Writing	X	X	X	X	X	X	X
1	Listening	X	X	X	X	X	X	X
2	Listening	X	X	X	X	X	X	X
3	Listening	X	X	X	X	X	X	X
4	Listening	X	X	X	X	X	X	X

Key Ideas are defined on page 2 of the Introduction of the English Language Arts Core Competencies (July 2005) on the respective language skills of listening and reading and in the respective language skills of writing and speaking.

NYSAA Test Blueprint - Mathematics Effective with 2006-07 Administration								
REQUIRED COMPONENT								
Two Mathematics Strands Must be Assessed at each Grade Level								
Required Strands Vary by Grade as Marked by an X in the Chart Below								
MATHEMATICS STRANDS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School	
Number Sense & Operations	X	X	X	X	X			
Measurement	X	X						
Geometry			X			X		
Algebra				X		X	X	
Statistics & Probability					X		X	

CHOICE COMPONENT								
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Number Sense & Operations	X	X	X	X	X			
Number Systems	X	X	X	X	X			
Number Theory	X	X	X	X	X			
Operations	X	X	X	X	X			
Measurement	X	X						
Units of Measurement	X	X						
Unit Estimation	X	X						
Geometry			X			X		
Geometric Relationships			X			X		
Transformational Geometry			X			X		
Algebra				X		X	X	
Variables & Expressions				X		X	X	
Equations & Inequalities				X		X	X	
Patterns, Relations & Functions				X		X	X	
Statistics & Probability					X		X	
Organization & Display of Data					X		X	
Collection of Data					X		X	
Analysis of Data					X		X	

See Mathematics Core Competencies (March 2005) for further information.

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CHOICE COMPONENT
 For Each Required Key Idea, There are Two Possible Standards From Which to Draw
 Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below
 Choose 1 Standard for Each Key Idea from Standards Marked with an X

Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

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CHOICE COMPONENT
 For Each Required Strand, There are Two Possible Bands From Which to Draw
 Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below
 For Each Required Strand, Choose 1 of the Bands Marked with an X

Bands	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Number Sense & Operations							
Number Systems	X	X	X	X			
Number Theory					X		
Operations	X	X	X	X	X		
Measurement							
Units of Measurement	X	X					
Units/Estimation	X	X					
Geometry							
Geometric Relationships			X			X	
Transformational Geometry						X	
Coordinate Geometry			X				
Algebra							
Variables & Expressions				X		X	X
Equations & Inequalities				X			X
Patterns, Relations & Functions						X	
Statistics & Probability							
Collection of Data							
Organization & Display of Data					X		X
Analysis of Data					X		X

See [Mathematics Core Curriculum \(March 2005\)](#) for further information.

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**NYSAA Test Blueprint - English Language Arts (ELA)
Effective with 2006-07 Administration**

REQUIRED COMPONENT
 ELA Key Ideas Must be Assessed at each Grade Level
 Required Key Ideas Vary by Grade as Marked by an X in the Chart Below

ELA Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

*Note: Speaking is not assessed on the general education State assessments.

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 Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below
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1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
Writing								
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
Listening								
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

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Introduction – Steps 4, 5, 6

- NYSAA Frameworks
- Grade Level Performance Indicators
- Essences
- Alternate Grade Level Indicators (AGLIs)

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Alternate Grade Level Indicators (AGLIs)

- Aligned to the core curriculum and the New York State Learning Standards
- Narrow depth and breadth of content for students with severe cognitive disabilities
- Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents

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NYSAA Planning Tool

			Grade 7
2009-10 NYSAA Administration Planning Tool			
Grade Level Assessed: Grade 7			
(Birth Date: September 1, 1996—August 31, 1997)			
Student Name: _____		DOB: _____	
ELA*	Required Components	Choice Components	AGLI Codes
	Key Ideas	Standards** <input type="checkbox"/> 1- Reading for information and understanding, OR	Reading AGLI Code
	Reading	<input type="checkbox"/> 2- Reading for literary response and expression	
	AND		
Listening	<input type="checkbox"/> 1- Listening for information and understanding, OR	Listening AGLI Code	
	<input type="checkbox"/> 2- Listening for literary response and expression		
Mathematics*	Required Components	Choice Components	AGLI Codes
	Strands	Bands** <input type="checkbox"/> Number Theory, OR	Number Sense and Operations AGLI Code
	Number Sense and Operations	<input type="checkbox"/> Operations	
	AND		
Statistics and Probability	<input type="checkbox"/> Collection, Organization and Display of Data, OR	Statistics and Probability AGLI Code	
	<input type="checkbox"/> Analysis of Data		

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AGLIs
Grade 7 – ELA **7**

Required Component 1—Key Idea: Reading

Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex	←→	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) try to locate two or three informational texts in original format(s) (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104) use text feature(s) such as caption, chart, table, and/or map to gather information (11105) attend to or read to collect fact(s) and/or idea(s) about a topic (11106) recognize statements of opinion (11107) re-state or paraphrase collected fact(s) and/or idea(s) (11108) identify main idea(s) in informational text(s) (11109) compare or contrast facts or ideas pertaining to a single topic (11110) 	<p>The student will:</p> <ul style="list-style-type: none"> locate and use the school library or public library to acquire information (11209) attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210) identify the main idea and/or supporting details in informational text(s) (11203) relate facts and/or ideas to chosen topic (11204) distinguish facts from opinions (11205) compare and/or contrast two comparable subjects (11211) use facts to support a main idea (11207) draw conclusion(s) based on explicit information about a topic (11208) 	<p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) distinguish facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306)

- attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)

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AGLIs
Grade 7 – ELA **7**

Required Component 1—Key Idea: Reading

Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex	←→	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) use the school library to acquire information on two more related topics (11111) locate the public library (11103) locate organizational text feature(s) in original format (e.g., titles, page numbers, chapter headings, table of contents, indexes, etc.) (11104) use text feature(s) such as caption, chart, table, and/or map to gather information (11105) attend to or read to collect fact(s) and/or idea(s) about a topic (11106) recognize statements of opinion (11107) re-state or paraphrase collected fact(s) and/or idea(s) (11108) identify main idea(s) in informational text(s) (11109) compare or contrast facts or ideas pertaining to a single topic (11110) 	<p>The student will:</p> <ul style="list-style-type: none"> locate and use the school library or public library to acquire information (11209) attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210) identify the main idea and/or supporting details in informational text(s) (11203) relate facts and/or ideas to chosen topic (11204) distinguish facts from opinions (11205) compare and/or contrast two comparable subjects (11211) use facts to support a main idea (11207) draw conclusion(s) based on explicit information about a topic (11208) 	<p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) distinguish facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306)

- attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)

AGLI text

AGLI code

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AGLIs
Grade 7 – ELA **7**

Required Component 1—Key Idea: Reading

Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) use the school library to 	<p>The student will:</p> <ul style="list-style-type: none"> locate and use the school library or public library to acquire information (11209) attend to or read at least two 	<p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) attend to or read three or more informational texts to collect facts and/or ideas about a single topic (11307) distinguish facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306)

AGLI is plural

- use facts to support a main idea (11207)

AGLI could be singular or plural

- draw conclusion(s) based on explicit information about a topic (11208)

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“And”, “Or”, “And/Or” Statements in AGLI

If the AGLI contains...	The assessment task...
“and”	Must include all parts of the AGLI
“or”	May include one of the two or more elements most appropriate for the student
“and/or”	May include all the elements from the AGLI <u>or</u> one of the more appropriate parts of the AGLI for the student

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Step 4: Selecting an AGLI

- ❑ Locate the grade level at which the student will be assessed
- ❑ Review the grade level indicators
- ❑ Review the essences to understand the “big ideas”
- ❑ Select an AGLI from the first Required Component and the second Required Component

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AGLIs		
Grade 7 – ELA 7		
Required Component 2 —Key Idea: Listening		
Choice Component 2 — Standard 2: Students will read, write, listen, and speak for literary response and expression .		
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)		
POSSIBLE ENTRY POINTS for Listening-Standard 2		
Less Complex		More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to different genres that are read aloud (32108) recognize rhyme and/or rhythm in poetry (32102) identify story elements (e.g., character, plot, setting, etc.) (32107) take part in small group and/or classroom literary discussions to identify the author's purpose or message (32108) recognize the use of literary 	<p>The student will:</p> <ul style="list-style-type: none"> recognize the author's purpose (32205) identify details that imply information about a character (32206) recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203) recognize that the author's message may be explicit (stated) or implicit (not stated) 	<p>The student will:</p> <ul style="list-style-type: none"> recognize how the author's style affects appreciation, interpretation, and/or comprehension by listening to class lectures or small group and/or classroom discussions (32305) begin to interpret text(s) using inferences about character(s) (32302) identify literary device(s) in text(s) to support interpretations of story(s) and/or poem(s) (32303) recognize how the author's use of literary device(s) affects a listener's understanding of literary text (32306)

- identify story elements (e.g., character, plot, setting, etc.) (32107)

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Step 5: Assessment Tasks

- Assessment tasks must:
 - describe student performance for a single activity which takes place in one day,
 - be observable and measurable, and
 - must document both accuracy and independence based on 100 percent achievement levels. Do not include qualifier information in the assessment task (e.g., four out of five trials, with verbal prompts, etc.). Doing this may disqualify the student from receiving a reportable score.
-

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Assessment Tasks

Three options...

- Use a Sample Assessment Task directly from the Frameworks
 - Modify a Sample Assessment Task from the Frameworks
 - Create an original Sample Assessment Task
 - Include the verb or verb phrase and direct object from AGLI
 - Must be specific to what is being assessed
-

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Grade 7 Student Example: ELA-Reading

- **AGLI:** attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)

Sample Assessment Task	Possible Datafolio Products & Verifying Evidence Assessment Strategies
SAT11210A: The student will read or attend to two different informational texts about a similar topic to collect facts and/or ideas about the topic and record them on a chart, in a list, or create a collage of facts and/or ideas. (e.g., topic-taking care of dogs, facts-eat dog food, need fresh water, go to a vet when sick, need exercise, get groomed, etc.)	<ul style="list-style-type: none"> □ Video tape of the student answering “yes/no” questions about the facts or ideas then placing them on a felt board □ Student work product with facts or ideas collected from the topic (e.g., chart with topic, text titles, and the facts or ideas written or affixed to the chart, list containing the facts or ideas collected written in or using pictures, symbols, or representations of the facts or ideas, collage of pictures illustrating the facts or ideas, etc.)

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Modifying the Sample Assessment Task

- **AGLI:** attend to or read at least two informational texts to collect facts and/or ideas about a chosen topic (11210)

“Same” Sample Assessment Task (SAT11210B)	The student will read or attend to two or more informational texts or articles about a specific topic to collect facts or ideas relating to the topic by choosing the appropriate facts or ideas given word cards, sentence strips, pictures, etc.
“Modified” Sample Assessment Task (SAT11210B)	The student will attend to two or more informational texts about a similar topic to collect facts and ideas relating to the topic by choosing the appropriate fact and idea cards and placing them in a collage.

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Assessment Tasks **(continued)**

- Communication and/or demonstration information should go at the end of the assessment task
 - “The student will draw a conclusion based on facts or ideas collected about a chosen topic by selecting a conclusion sentence strip most appropriate to the facts or ideas collected.”
-

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Choosing Assessment Task

- Refer to the student’s IEP goal(s)
 - Determine a level of assessment that is challenging and appropriate for the student
 - Assess a single task on three separate dates
 - Submit two pieces of verifying evidence that show what the student did
 - Submit evidence for any two of the three dates of student performance documented on the Data Summary Sheet
-

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Grade 7 Student Example: ELA-Listening

AGLI: identify story elements (e.g., character, plot, setting, etc.) (32107)

Task: The student will identify the story elements character, plot, and/or setting in a literary story.

Possible Evidence:

VE #1 – student work product with questions specific to character, plot, or setting and student marks his/her answer

VE #2 – student work product of a graphic organizer with selected picture cards of character, plot, and setting placed in the appropriate locations

Step 6: Parent, Family, Guardian Survey

- **NYSAA Administration Manual, Appendix D (Forms)**

The image shows several overlapping forms from the NYSAA Parent Family Guardian Survey. The top form is the 'Documentation Page' with fields for Student Name, School Name, and a signature line. Below it is a survey asking 'What level of support does your child need to do this?' with checkboxes for 'None', 'Visual Direction', and 'Physical Assistance'. The most prominent form is the 'New York State Alternate Assessment (NYSAA) Parent Family Guardian Survey'. It includes a letter to parents/guardians explaining the assessment process. Below the letter is a table for recording scores for English Language Arts (ELA) tasks. The table has columns for 'English language arts (ELA) (AGJ #2)' and 'English language arts (ELA) (Task for AGJ #2)'. At the bottom of the form, there is a section titled 'How did your child demonstrate this learning?' with checkboxes for 'Yes', 'No', and 'Sometimes' for three different categories.

NYSAA Steps Chart

NYSAA Administration Manual, Page 8

Section One: Steps for Administering NYSAA	
This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.	
Steps for Completing a NYSAA Datafolio Administration Period: October 5, 2009 - February 12, 2010	
Step 1:	Confirm students to be assessed; Prepare to administer NYSAA, Confirm Date of Birth criteria
Step 2:	Determine Required Components using Test Blueprints
Step 3:	Determine Choice Components using Test Blueprints
Step 4:	Select two AGLIs per content area
Step 5:	Select an assessment task for each AGLI
Step 6:	Meet with Parent/Family/Guardian and complete survey
Steps 7-10: Address first selected AGLI (1 st choice component)	
Step 7:	Prepare to collect data
Step 8:	Conduct assessment task
Step 9:	Complete Verifying Evidence (VE) documentation
Step 10:	Complete Data Summary Sheet
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.	
Step 11:	Complete steps 7-10 for second selected AGLI (2 nd choice component)
Step 12:	Complete steps 7-11 for each content area to be assessed.
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.	
Step 13:	Assemble the datafolio according to the standardized procedures described in this Administration Manual
Step 14:	Submit the datafolio to the building administrator no later than close of business February 12, 2010. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 12 th .
Step 15:	Complete the on-line Teacher Survey http://services.measuredprogress.org/NYSAASurvey.asp
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more info on collegial review.	
2009-10 NYSAA Administration Manual (September 2009)	
8	

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Recap – Steps 4, 5, 6

- Step 4:** Select two AGLIs per content area
 - One from each Required Component
- Step 5:** Select assessment task for each AGLI
- Step 6:** Meet with Parent/Family/Guardian and complete survey

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Introduction – Steps 7, 8, 9, 10

- Step 7:** Prepare to collect data
 - Step 8:** Conduct assessment task
 - Step 9:** Complete Verifying Evidence (VE) documentation
 - Step 10:** Complete Data Summary Sheet (DSS)
-

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Steps 7 and 8: Data Collection

- Step 7: Prepare to collect data
 - Step 8: Conduct the assessment task
 - Document student performance data
 - Consider all needs
 - Materials
 - Equipment
 - Supports
 - Staff
-

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Grade 7 Student Example: Mathematics-Operations

AGLI: add and/or subtract integers from -20 to +20
(13203)

Task-modified SAT13203A: The student will add and subtract integers between -20 and +20 to find the answer.

Possible Evidence:

VE #1 – student work product with addition problems

VE #2 – student work product with subtraction problems

OR

VE #1 & #2 – student work products with both addition and subtraction problems

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“And”, “Or”, “And/Or” Statements in an Assessment Task

If the task contains...	The teacher...
“and”	<u>Must</u> include all parts of the task in the verifying evidence (in total)
“or”	May show one of the two or more elements most appropriate for the student in the verifying evidence
“and/or”	May show all the elements from the task or show one or more of the more appropriate parts of the task in the verifying evidence

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Four Types of Verifying Evidence

- Student work product
- Sequence of captioned dated photographs
- Video tape or audio tape clip
- Data Collection Sheet with supporting evidence

See pages 15-21 of the Administration Manual for verifying evidence requirements

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Evidence Do's and Don'ts

- Verifying Evidence and documentation:
 - must be original (no photocopies, in part or whole), and
 - cannot contain correction fluid or tape, "white-out", or "black-out"
 - Errors in documentation must be:
 - crossed out,
 - corrected, and
 - initialed
 - Verifying Evidence documentation must be conducted and dated within the administration period
 - ELA Verifying Evidence must be submitted in English
-

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Seven Required Elements

For all evidence (Data Summary Sheet, Verifying Evidence, Supporting Evidence):

- Student's name
 - Date of student performance
 - Content area
 - AGLI text
 - Assessment task
 - Level of accuracy
 - Level of independence
-

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Recording Required Elements

Record the seven required elements either

- Directly on the Verifying Evidence
 - On a Verifying Evidence (VE) label affixed to the Verifying Evidence
-

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Verifying Evidence Label

NYSAA Verifying Evidence Label
Date Student Performance: ____ / ____ / ____
Student Name: _____
 ELA Mathematics Science Social Studies
AGLI text: _____

Task: _____

Accuracy: _____ % Independence: _____ %

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Performance Scores

Accuracy is a key measure of student performance for NYSAA. The teacher determines the level of accuracy by comparing the student's number of correct responses with the total number of expected responses.

Accuracy Example:

20 correct responses out of 25 possible total responses
 $20/25 = .8 \times 100\% = 80\%$ accurate = Level 4
Document both the percentage and the rating on the Data Summary Sheet
Note: Rounding up is acceptable for a calculation of .5 or above

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Rounding Example

Level of Accuracy:

4 correct responses out of 6 addition problems

$$4/6 = .66667 \times 100\% = 66.667\%$$

rounded to 67% accurate = Level 3

Note: Rounding up is acceptable for a calculation of .5 or above

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Performance Scores

Independence is a key measure of student performance for NYSAA. The level of independence cannot be estimated. It is determined by dividing the number of steps or items not requiring prompts or cues by the total number of steps in the task.

Independence Example:

Student completes a 6 step task with prompts on 2 steps

$$4/6 = .66667 \times 100\% = 66.7\% \text{ rounded up to } 67\% = \text{Level 3}$$

Document both the percentage and the rating on the Data Summary Sheet

Note: Rounding up is acceptable for a percentage calculation of .5 or above

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Calculation Example

Level of Independence:

Student completes a 3 step task with prompts
on 2 steps

$$1/3 = .33333 \times 100\% = 33.33\% \text{ (does not get rounded)}$$

Level of independence = 33% = Level 2

Note: Rounding up is acceptable for a
calculation of .5 or above

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Notations on Verifying Evidence

- A notation should clarify for an outside person any information about:
 - the task, (i.e., how it took place, materials used, choices presented, etc.),
 - the verifying evidence itself, or
 - how the performance data was calculated.
- If a teacher feels that the verifying evidence or its scoring needs an explanation, include a short notation on the verifying evidence. This should be written directly on the piece of evidence.
- Page 16

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Steps 9 and 10

- Step 9: Complete Verifying Evidence (VE) documentation
 - Include the 7 required elements on Verifying Evidence and Supporting Evidence
 - Confirm the evidence meets the requirements for each type
- Step 10: Complete Data Summary Sheet (DSS)
 - DSSs are grade and Required Component specific
 - Are located in the Forms appendix

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NYSAA Student Page

2009-10 NYSAA-STUDENT PAGE		
Student Information		
Date of Birth: _____		
Last Name: _____ First Name: _____		
Student ID# (assigned by school district): _____		
District of Residence: _____		
Name of School Student Attends: _____		
Attending School City/State: _____		
Student most often receives instruction in the following setting (check one below): <input type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____		
NYSAA datafolio submitted for the following grade:		
<i>(check only one box based on the student's birth date)</i>		
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 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 _____		

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Checklist of Things to Remember

CHECKLIST FOR COLLEGIAL REVIEWS				
Checklist of Things to Remember				
Use 1 checklist for each content area assessed				
<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies				
Reviewed	Reviewer	Comments	Recommended Follow Up	
1. Table of Contents:				
All pages are numbered in the datability.				
All forms in the datability are the 2009-10 versions (old forms cannot be used).				
Table of Contents page numbers match the corresponding pages in the datability.				
2. Student Page:				
Complete all ready TOSS student name and ID number based on date of birth.				
Indicate grade, district of residence, school name, and sample provided.				
List only the test accommodations used in the datability from the current IEP.				
Student's date of birth corresponds to the correct grade and assessed content areas per the birth date sheet on page 5 of the 2009-10 Administration Manual.				
3. Parent/Family/Guardian Survey:				
Parent/Family/Guardian survey is included in the datability.				
If unable to make contact or if parent is unwilling to complete the survey, all dates attempted are documented on the last page and include all three pages in the datability.				
4. Data Summary Sheet (DSS):				
One Data Summary Sheet is included for each ASLJ assessed.				
All fields are complete including the ASLJ code and ASLJ test.				
ASLJ selected from grade per student's date of birth.				
Tasks connect to ASLJ.				
Fields are written timely without typos, omissions, levels of assistance, or criterion.				
Dates match the last three dates of recorded student performance data.				
Dates listed on the DSS are within the administration period and are listed in chronological order with the most recent date in the right column.				
Percentages for accuracy and independence are filled in and match what is documented on the VE.				
Mistakes made during data collection are crossed out, corrected, and initialed - NO erasures, correction fluid, blank out, etc.				
DSS is original, not photocopied.				
5. Verifying Evidence (VE):				
TWO pieces of VE are present for each ASLJ assessed.				
Each piece of VE connects to task.				
WE someone who does not know the student understand what the assessment task was?				
VE confirms data for TWO OF THE THREE DATES of data transcribed to the DSS.				

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Recap – Steps 7, 8, 9, 10

- Review the NYSAA Administration Manual (September 2009) carefully
- Plan before administering the assessment
- Review the Verifying Evidence guidelines (pages 15-21)
- Carefully complete documentation
- Don't take short cuts – you will jeopardize the student receiving a reportable score

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Recap – Steps 7, 8, 9, 10 (continued)

- Data Summary Sheets are grade specific
 - One Data Summary Sheet for each Required Component for each content area
 - Complete the Data Summary Sheets fully:
 - Student demographic information
 - Choice Component
 - AGLI code and text (exactly as written in Frameworks)
 - Assessment task
 - Student Performance data: Level of Accuracy and Independence percentage and rating (last three dates of student performance)
-

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Steps 11 – 15

- Step 11: Complete steps 7-10 for the second selected AGLI (2nd required component)
 - Step 12: Complete steps 7-11 for each content area to be assessed
 - Step 13: Assemble the datafolio using the Table of Contents and Checklist of Things to Remember
-

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Steps 11–15 (continued)

- Step 14: Submit the datafolio to the building administrator no later than close of business **February 12, 2010**. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 12th.
- Step 15: Complete the on-line Teacher Survey <http://iservices.measuredprogress.org/NYSAASurvey.asp>

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Collegial Review

- Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period
- At least one collegial review must be conducted on each datafolio
- Record the month in which the last collegial review was conducted on the bottom of the Student Page

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