

2009-10 New York State Alternate Assessment Administration Training

NYSAA Updates and Review
for All Teachers



University of the
State of New York
State Education
Department

Introduction

Because NYSAA procedures are reviewed and revised annually, it is very important for teachers to:

- review carefully the 2009-10 NYSAA Administration Manual (September 2009)
- understand the updates and clarifications provided by the Department
- review any changes made to the procedures

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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
-

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NYSAA Overview

- Refer to the Birth Date Chart to confirm the grade and content area to be assessed
 - Follow the NYSAA Test Blueprints
 - Select one AGLI from each Required Component
 - Demonstrate the AGLI using an assessment task
-

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NYSAA Overview (continued)

- Conduct the task on at least three separate dates during the administration period
 - Record the student's level of accuracy and level of independence
 - Complete one Data Summary Sheet for each required component (refer to document titles)
 - Collect verifying evidence of assessment task
-

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NYSAA Overview (continued)

- Previous Requirement for Verifying Evidence:
 - One piece for each of the LAST two dates documents on the Data Summary Sheet
- Verifying Evidence requirement for 2009-10**
 - **Submit verifying evidence for any two of the three dates documented on the Data Summary Sheet**



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NYSAA Birth Date Chart

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.

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Test Accommodations

- The Department is required to report on the use of test accommodations to the US Department of Education
- Record test accommodations at the bottom of the Student Page in the space provided
- Refer to page 23 of NYSAA Administration Manual (September 2009) and the VESID website for information about test accommodations

(<http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>)

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Three Common Errors

- ❑ Not modifying a sample assessment task from the Frameworks
 - Assessment task indicated a specific student action that was then not evident in Verifying Evidence
- ❑ Verifying Evidence that does not connect to the assessment task
 - Most prevalent when pre-printed worksheets were used
- ❑ Problems with calculation of student performance data
 - Specifically Level of Independence where a notation would be helpful

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NYSAA DATA SUMMARY SHEET Grade 3 - MATHEMATICS **3**

Student's Name: **Alexandra** Date of Birth: **01/06/2000**

School Name: **Elementary School**

List Mathematics Required Component: **Stand - Number Sense and Operations**

Choice Component (select one):
 Band: Number Systems
 Band: Operations

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)
 AGLI Code: **13104**

AGLI Text: **add and/or subtract whole numbers from 1 to 9 using manipulatives**

Assessment task: **The student will solve addition problems using 1 to 9 using tenpoint math.**

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# 13104 on PAGE 23 in the NYSAA Frameworks.
 This is an original assessment task developed by the teacher.

Student Performance		Date 1: 11/10/2008		Date 2: 11/12/2008		Date 3: 11/13/2008	
Level	%	Rating	%	Rating	%	Rating	
Level of Accuracy	100	4	100	4	100	4	
Level of Independence	100	4	100	4	100	4	
Scoring Level	100%-80%	79%-60%	59%-30%	29%-0%			
Rubric 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 response score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

11/12/08

$$\begin{array}{r} 3 \\ 5 \\ \hline 8 \\ 8 \\ \hline 4 \end{array}$$

11/13/08

$$\begin{array}{r} 1 \\ \hline 0 \end{array} \quad \begin{array}{r} + 2 \\ \hline 8 \end{array}$$

Verifying Evidence Label

Date Student Performance: **11/12/2008**

Student Name: **Alexandra**

Content Area: **Mathematics**

AGLI Text:
add and/or subtract whole numbers from 1 to 9 using manipulatives

Task:
The student will solve addition problems using 1 to 9 using tenpoint math.

Accuracy: 100% Independence: 100%

VE label not affixed to Verifying Evidence

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NYSAA DATA SUMMARY SHEET **Grade 5 - SOCIAL STUDIES** **5**

Student: *Angelina* *Task 1*
 School: *11/14*

In which of these states do you live?

Alabama *Georgia*

Task 1
11/14

NYSAA Observer Verification Form

Observer Verification Form is submitted with a Data Collection Sheet on this document must be completed in full or it will not bring evidence and will jeopardize the student receiving a score.

Student Name: *11/14/08*
 Date of Student Performance: *11/17/09*
 Subject: *Social Studies*
 Test Section: Mathematics Science Social Studies
 Location: *a map of New York as his/her state*
of these states do you live?

Task 1
11/17

Required elements missing from Verifying Evidence, extra OVFs not needed, ignored

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Student Sample: VE Connects to Task – No

- AGLI #31110 – recognize one important symbol of a community around the world
- Task – The student will recognize a foreign nation by selecting a symbol or structure of the foreign nation.
- Verifying Evidence
 - Student work product shows only US symbols
 - Data Collection Sheet only indicates US symbols in the steps

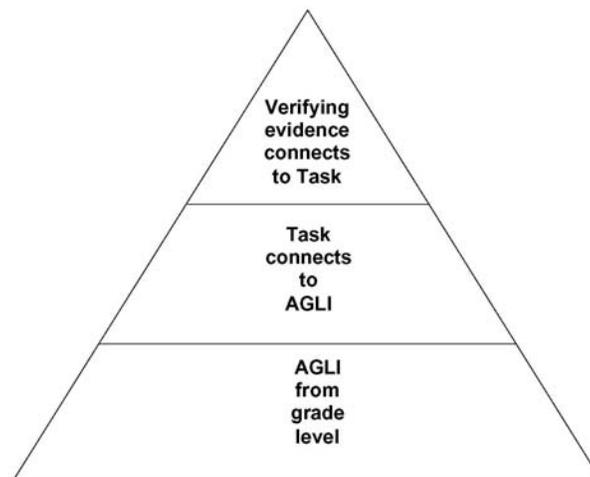
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Student Sample: Re-written Task

- AGLI #31110 – recognize one important symbol of a community around the world
 - Task – The student will recognize a foreign nation by selecting a symbol or structure of the foreign nation.
 - 1.) The student will recognize an important symbol of the United States.
 - 2.) The student will recognize an important symbol of the United States and another foreign nation.
-

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Connection to Grade Level Content



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NYSAA DATA SUMMARY SHEET		Grade 4-SCIENCE		4		
Student's Name: John			Date of Birth: 09/22/1998			
School Name: Somewhere Elementary School						
1st Science Required Component: Standard 1 - Scientific Inquiry						
Choice Component (select one):						
<input type="checkbox"/> Key Idea 1: Develop explanations of natural phenomena						
<input checked="" type="checkbox"/> Key Idea 2: Testing proposed explanations						
Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)						
AGLI Code: 12201						
AGLI Text: identify the purpose of common tool(s) and/or material(s) needed for a simple investigation						
Assessment task: John will identify the purpose of a common tool, when given the purpose and a choice of tools to select from.						
<i>The SAT and page information below is not required, however it is helpful for scoring:</i>						
<input checked="" type="checkbox"/> This assessment task is the same as SAT# 12201B on PAGE 44 in the NYSAA Frameworks.						
<input type="checkbox"/> This assessment task is comparable to SAT# _____ on PAGE _____ in the NYSAA Frameworks.						
<input type="checkbox"/> 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: 11/18/2008		Date 2: 11/19/2008		Date 3: 11/24/2008	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	100	4
Level of Independence	75	3	100	4	100	4
Scoring	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
Rubric	Rating	4	3	2	1	
<small>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 LAST TWO DATES of student performance documented on this Data Summary Sheet.</small>						

Name: John		Date: 11-19-08	
Subject: Science - Scientific Tools			
AGLI: identify the purpose of common tool(s) and/or material(s) needed for a simple investigation			
Task: John will identify the purpose of a common tool, when given the purpose and a choice of tools to select from.			
ANSWER THE QUESTION BY CIRCLING THE APPROPRIATE TOOL.			
Question	Scientific Tools		
Which tool is used to make objects larger?			
Which tool is used to protect eyes during an experiment?			
Which tool is used to tell how hot or cold water is?			
Which tool is used to look at small objects?			
Which tool is used to pick up objects made of metal?			
Accuracy: 100%	Independence: 100%		

Name: John Date: 11/24/08
 Subject: Science - Scientific Tools

AGLE: identify the purpose of common tool(s) and/or material(s) needed for a simple investigation
 Task: John will identify the purpose of a common tool, when given the purpose and a choice of tools to select from.

ANSWER THE QUESTION BY CIRCLING THE APPROPRIATE TOOL.

Question	Scientific Tools		
Which tool is used during an experiment to protect hands?			
Which tool is used to protect eyes during an experiment?			
Which tool is used to time an experiment?			
Which tool is used to look at small objects?			
Which tool is used to look at objects that are far away?			

Accuracy: 100 Independence: 100

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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 of NYSAA Administration Manual (September 2009)

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Kimberly
1-8-09

* Kim attended to a text about community signs and collected fact symbols and words for each of the signs in the text. She then matched them together and pasted them to the worksheet.

NYSAA Verifying Evidence Label
 Date Student Performance: 01/08/2009
 Student Name: Kimberly [REDACTED]
 Content Area: ELA
 AGLI text: attend to or read to collect fact(s) about a topic
 Task: The student will attend to a text and collect facts related to the text topic and paste facts on a worksheet.
 Accuracy: 100% Independence: 100%

100% A
100% I

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Student Performance Percentage-Teacher Rubric

- AGLI #21207 – compose clear sentences to answer literal questions or to present information about explicit informational text
- Task-modified SAT21207: The student will record clear sentences to present information about informational text.

0 clear sentences	1-2 clear sentences	3-4 clear sentences	5-6 clear sentences	7-8 clear sentences
0 %	25 %	50 %	75 %	100 %

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Name: Jeremy 11-16

Locate the route taken by an immigrant group to the United States.
The 7 Continents

NYSAA Verifying Evidence Label
 Date Student Performance: 11/16/2008
 Student Name: Jeremy
 Content Area: Social Studies
 AGLI text: identify the routes taken by any immigrant group that came to the United States
 Task: The student will locate on a map or globe at least one route taken by any immigrant group to the United States
 Accuracy: 100% Independence: 100%

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New York State Map

NYSAA Verifying Evidence Label
 Date Student Performance: 02/03/2009
 Student Name: Jonas
 Content Area: Social Studies
 AGLI text: locate on a New York map where he/she lives
 Task: The student will locate on a New York map the town/city where he/she lives.
 Accuracy: 100% Independence: 100%

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ELA Example - Template

NYSAA Verifying Evidence Label
 Date Student Performance: **11/26/2008**
 Student Name: **Jamie [REDACTED]**
 Content Area: **ELA**
 AGLI Text:
recognize statements of opinion
 Task:
The student will recognize the statements which are opinions by circling, highlighting, underlining, etc. the statements of opinion.
 Accuracy: **100%** Independence: **100%**

NAME: Jamie [REDACTED]
 DATE: Nov 26 08

An opinion tells about:
 What you like
 What you don't like
 How you feel

Mark the statements that are opinions

1. I like cats more than dogs.
 2. I feel like everyone is tired today.
 3. I see it is snowing today.
 4. I don't like to wear sneakers.
 5. We have pizza for lunch on Fridays.

NYSAA Verifying Evidence Label
 Date Student Performance: **11/26/2008**
 Student Name: **Jamie [REDACTED]**
 Content Area: **ELA**
 AGLI Text:
recognize statements of opinion
 Task:
The student will recognize the statements which are opinions by circling, highlighting, underlining, etc. the statements of opinion.
 Accuracy: **100%** Independence: **100%**

An opinion tells about:
 What you like
 What you don't like
 How you feel

ELA Example - Not a Template

NYSAA Verifying Evidence Label
 Date Student Performance: **10/23/2008**
 Student Name: **Brittany [REDACTED]**
 Content Area: **ELA**
 AGLI Text:
recognize statements of opinion
 Task:
The student will recognize the statements which are opinions by circling, highlighting, underlining, etc. the statements of opinion.
 Accuracy: **100%** Independence: **100%**

An opinion is your feelings or how someone else feels about a particular topic.
 Directions: Circle the statements that are opinions.

Directions: Circle the statements that are opinions.

Corn is my favorite vegetable.
 Bread is made from flour.
 Beets taste better than tomatoes.
 I love spinach.
 Beef is meat from a cow.
 Chocolate milk is yummy.
 Milk is a dairy product.
 Strawberries taste so good.

NYSAA Verifying Evidence Label
 Date Student Performance: **10/23/2008**
 Student Name: **Brittany [REDACTED]**
 Content Area: **ELA**
 AGLI Text:
recognize statements of opinion
 Task:
The student will recognize the statements which are opinions by circling, highlighting, underlining, etc. the statements of opinion.
 Accuracy: **100%** Independence: **100%**

2008-09 NYSAA-STUDENT PAGE

Student Information:
 Date of Birth: 10/3/1997
 Last Name: [REDACTED] First Name: Amelia
 Student ID# (assigned by school district): [REDACTED]
 District of Residence: [REDACTED] BOCES
 Name of School Student Attends: [REDACTED] Elementary
 Attending School City/State: [REDACTED]
 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, 1999–August 31, 2000	Grade 3	ELA, Mathematics
<input checked="" type="checkbox"/> September 1, 1998–August 31, 1999	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/> September 1, 1997–August 31, 1998	Grade 5	ELA, Mathematics, Social Studies
<input type="checkbox"/> September 1, 1996–August 31, 1997	Grade 6	ELA, Mathematics
<input type="checkbox"/> September 1, 1995–August 31, 1996	Grade 7	ELA, Mathematics
<input type="checkbox"/> September 1, 1994–August 31, 1995	Grade 8	ELA, Mathematics, Science, Social Studies
<input type="checkbox"/> September 1, 1990–August 31, 1991	Secondary	ELA, Mathematics, Science, Social Studies

Administration Period for 2008-09 NYSAA: October 6, 2008–February 13, 2009

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

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

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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Recap Common Errors

- Verifying Evidence must show the assessment task indicated as student action
- Notations help make a piece of Verifying Evidence clear to an outside person
- Double check all levels of accuracy and levels of independence calculations
- Collegial review is required and is a very beneficial part of the NYSAA process

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NYSAA Scoring Dimensions

- **Connection to Grade Level Content**
 - AGLI from grade level,
 - Task connects to AGLI, and
 - Verifying evidence connects to Task
- **Performance**
 - Accuracy – the number of correct responses
 - Independence – the number of steps/items that did not require prompts or cues

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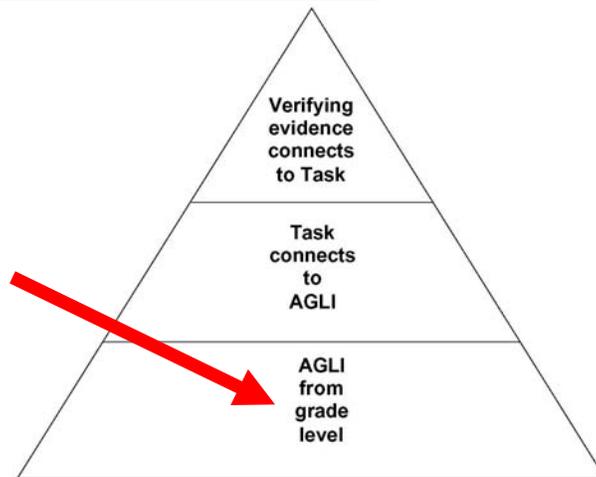
Connection to Grade Level Content

The Connection to Grade Level Content is a progression with three parts

1. AGLI from grade level
2. Task connects to AGLI
3. Verifying evidence connects to Task

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Connection to Grade Level Content



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Connection to Grade Level Content – Assessment Task

- Assessment task describes **how** the student is going to demonstrate the AGLI
- Three Options
 - Choose one directly from Frameworks,
 - Modify one from Frameworks, or
 - Write original assessment task: use the verb or verb phrase and direct object from the AGLI when developing an original assessment task

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Example of No Connection – Original Task – Grade 5 ELA

- AGLI 12108 “recognize literary term(s) (plot, character, and/or setting) in literary text(s)”
- Original Assessment Task: The student will answer simple “wh-” questions.
- Does the assessment task connect to the AGLI? **NO**
 - AGLI is about understanding of literary terms, specifically plot, character, setting and the task needs to reflect this

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Example of Connection – Original Task – Grade 6 ELA

- AGLI 11308 “draw conclusion(s) based on explicit information about a topic”
- Original Assessment Task: The student will access information from the weather website and draw a conclusion of what to wear based on the explicit information posted on the website.
- Does the assessment task connect to the AGLI? **Yes**
 - Contains verb/verb phrase and direct object
 - Meets intent of AGLI

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Connection to Grade Level Content – Assessment Task

- How the student will communicate or demonstrate their responses for the assessment should not be included in the assessment task as what is being measured
 - It should go after the verb or at the end of the assessment task
- Assessment Task: Joe will identify which numbers are prime numbers on a number line from 1 to 10 by pointing to the prime numbers.

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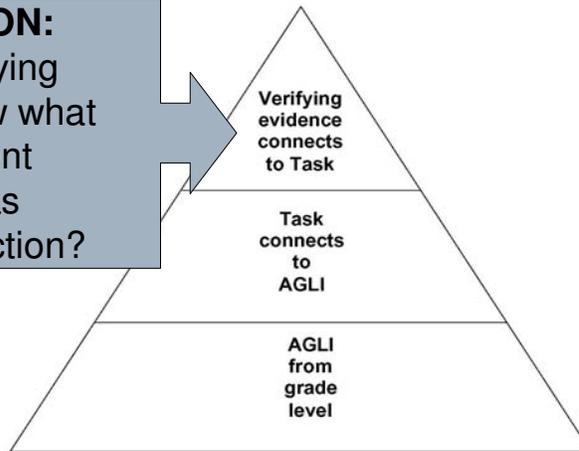
Connection to Grade Level Content – Assessment Task

- Keep assessment tasks simple
- Be aware of when to modify sample assessment tasks
 - Grade 4 AGLI: add and/or subtract one-digit numbers (13106)
 - Assessment Task: The student will add one-digit numbers.
 - Verifying Evidence must show addition of one-digit numbers
- Refer to manual for guidance on “and”, “or”, and “and/or” statements in an AGLI and assessment task

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Connection to Grade Level Content – Verifying Evidence

KEY QUESTION:
Does the verifying evidence show what the assessment task outlined as the student action?



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Data Collection Sheets (pages 18-21)

Data Collection Sheets submitted as evidence

- may be for one or two of the three dates on the Data Summary Sheet,
- must include a minimum of three dates of student performance,
- must include only the data transcribed from the last (most recent) date(s) of student performance,
- must be completed in full,
- requires submission of another type of verifying evidence for the date(s) transcribed to the Data Summary Sheet. Evidence accompanying a Data Collection Sheet is called supporting evidence (see page 20-21)

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Data Collection Sheets (continued)

- Multi-Step Data Collection Sheet
 - a single step task can be documented on this type of Data Collection Sheet
- Time Segment Data Collection Sheet
 - used most commonly when a task relates to attending type skills demonstration
- Discrete Trial Data Collection Sheet
 - can be used for a single step task that is assessed during multiple trials

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NYSAA Data Collection Sheet for Multi-Step Task																	
Student Name: Shanti										Content Area: <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies							
AGLI text: Recognize coins and their value (penny, nickel, dime and/or quarter)										Assessment task: The student will recognize and select a requested coin (quarter, nickel, penny, and/or dime) from a set of coins and match the specific coin to its value.							
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response										INDEPENDENCE KEY: (+) Independent (-) Prompted							
Describe each Step of the Assessment Task:	Date	Date	Date	Date	Date	Date	Date	Date	Date								
	12/17/08	12/18/08	01/06/09	01/07/09	01/08/09					Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Student will recognize and match penny to its value	+	+	+	+	+	+	+	+	+								
Student will recognize and match nickel to its value	+	-	+	+	-	+	+	+	+								
Student will recognize and match dime to its value	+	-	+	+	-	+	+	+	+								
Student will recognize and match quarter to its value	+	-	+	+	+	+	+	+	+								
Total +’s	4	1	4	4	2	4	4	4	4								
Total Steps	4	4	4	4	4	4	4	4	4								
Fraction	4/4	1/4	4/4	4/4	2/4	4/4	4/4	4/4	4/4	/	/	/	/	/	/	/	/
Percent (%)	100%	25%	100%	100%	50%	100%	100%	100%	100%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req’d)	KP	KP	BC	BC	KP												
Setting	C	C	C	C	C												
Name and Initials of Staff recording data (REQUIRED)	Name: Kim F. Initials: KP										SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____						
	Name: Janice A. Initials: JA																
	Name: Bev C. Initials: BC																

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Single Step Task

- Record on a Multi-Step Data Collection Sheet
- Does not provide many opportunities to respond—all or nothing

NYSAA Data Collection Sheet for Multi-Step Task															
Student Name: James						Content Area: <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies									
AGLE text: Identify main idea(s) in informational text for note-taking.						Assessment task: James will identify a main idea for note-taking from an informational text when given three choices.									
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response						INDEPENDENCE KEY: (+) Independent (-) Prompted									
Describe each Step of the Assessment Task:	Date		Date		Date		Date		Date		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
Identify main idea	+	-	+	+	-	+	+	-	+						
Total +'s	1	0	1	1	0	1	1	0	1						
Total Steps	1	1	1	1	1	1	1	1	1						
Fraction	1/1	0/1	1/1	1/1	0/1	1/1	1/1	0/1	1/1	/	/	/	/	/	
Percent (%)	100%	0%	100%	100%	0%	100%	100%	0%	100%	%	%	%	%	%	
Staff Recording Data for each Date (Req'd)															
LR		AB		AB		LR		JK							
Setting															
Name and Initials of Staff recording data (REQUIRED)						Name: Anna Initials: AB Name: John Initials: JK Name: Lisa Initials: LR									
										SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify					

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Single Step Task Make a Multi-Step or Multi-Trial task

- Provide more opportunities to respond

NYSAA Data Collection Sheet for Multi-Step Task															
Student Name: James						Content Area: <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies									
AGLE text: Identify main idea(s) in informational text for note-taking.						Assessment task: James will identify a main idea for note-taking from an informational text when given three choices.									
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response						INDEPENDENCE KEY: (+) Independent (-) Prompted									
Describe each Step of the Assessment Task:	Date		Date		Date		Date		Date		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
Identify main idea OF TEXT 1	+	-	+	+	-	+	+	-	+						
Identify main idea OF TEXT 2	+	+	+	+	+	-	+	+	+						
Identify main idea OF TEXT 3	+	+	+	-	+	+	+	-	+						
Total +'s	3	2	3	2	2	2	3	3	1	3					
Total Steps	3	3	3	3	3	3	3	3	3						
Fraction	3/3	2/3	3/3	2/3	2/3	2/3	3/3	3/3	1/3	3/3	/	/	/	/	
Percent (%)	100%	67%	100%	67%	67%	67%	100%	100%	33%	100%	%	%	%	%	
Staff Recording Data for each Date (Req'd)															
LR		AB		AB		LR		JK							
Setting															
Name and Initials of Staff recording data (REQUIRED)						Name: Anna Initials: AB Name: John Initials: JK Name: Lisa Initials: LR									
										SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify					

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NYSAA Data Collection Sheet for Multi-Step Task														
Student Name: Amiena						Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies								
AGLI text: Attend to and respond to environmental sound(s) in the story						Assessment task: The student will attend to a story and indicate the environmental sound by vocalizing or moving his/her body each time it occurs in the story.								
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response						INDEPENDENCE KEY: (+) Independent (-) Prompted								
Describe each Step of the Assessment Task:	Date 01/27/09		Date 02/03/09		Date 02/10/09		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Student attends to story about trains	+	+	+	+	+	+								
When student hears train sound, she will say "train", on page 3	+	+	+	+	-	-								
Student attends to story about trains	+	+	+	+	+	+								
When student hears train sound, she will say "train", on page 4	-	-	+	+	-	-								
Total +'s	3	3	4	4	2	2								
Total Steps	4	4	4	4	4	4								
Fraction	3/4	3/4	4/4	4/4	2/4	2/4	/	/	/	/	/	/	/	/
Percent (%)	75%	75%	100%	100%	50%	50%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req'd)	JG		JG		JG									
Setting	L		C		C									
Name and Initials of Staff recording data (REQUIRED)	Name: Jake G Initials: JG Name: Emily B Initials: EB Name: Initials:						SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____							

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NYSAA Data Collection Sheet for Multi-Step Task														
Student Name: Amiena						Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies								
AGLI text: Attend to and respond to environmental sound(s) in the story						Assessment task: The student will attend to a story and indicate the environmental sound by vocalizing or moving his/her body each time it occurs in the story.								
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response						INDEPENDENCE KEY: (+) Independent (-) Prompted								
Describe each Step of the Assessment Task:	Date 01/27/09		Date 02/03/09		Date 02/10/09		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Student attends to the story	+	+	+	+	+	+								
When student hears train/bird/wolf, she will say "train/bird/wolf"-1 st time	+	+	+	+	-	-								
When student hears train/bird/wolf, she will say "train/bird/wolf"-2 nd time	+	+	+	+	-	-								
When student hears train/bird/wolf, she will say "train/bird/wolf"-3 rd time	-	-	+	+	+	+								
Total +'s	3	3	4	4	2	2								
Total Steps	4	4	4	4	4	4								
Fraction	3/4	3/4	4/4	4/4	2/4	2/4	/	/	/	/	/	/	/	/
Percent (%)	75%	75%	100%	100%	50%	50%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req'd)	JG		JG		JG									
Setting	L		C		C									
Name and Initials of Staff recording data (REQUIRED)	Name: Jake G Initials: JG Name: Emily B Initials: EB Name: Initials:						SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____							

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NYSAA Data Collection Sheet for Discrete Trial Data															
Student Name: Juanita								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies							
AGLI Text: Arrange events in logical and sequential order								Assessment Task: Juanita will arrange three or more pictures in chronological order that represent a sequence of events.							
Key (K#)/Stimuli (S#): 1.) Juanita will arrange three pictures in chronological order that represents making an art project. 2.) Juanita will arrange three pictures in chronological order that represents playing basketball. 3.) Juanita will arrange three pictures in chronological order that represents a school fundraiser activity.															
ACCURACY (ACC) KEY: (+) correct response (-) Inaccurate/No Response INDEPENDENCE (IND) KEY: (+) Independent (-) Prompted															
Date: 01/05/09				Date: 01/07/09				Date: 01/08/09				Date:			
K#	S#	ACC	IND	K#	S#	ACC	IND	K#	S#	ACC	IND	K#	S#	ACC	IND
1	+	+		1	+	+		3	+	+					
2	+	-		2	+	+		2	+	+					
3	-	-		3	+	+		1	+	+					
1	+	+		1	+	-		3	+	+					
2	+	+		2	+	+		2	+	+					
3	-	-		3	-	-		1	+	+					
1	+	-		2	+	+		2	+	+					
2	+	+		3	+	+		3	+	+					
3	+	+		1	+	+		1	+	+					
# +s	7	5		# +s	8	7		# +s	9	9		# +s			
# Trials	9	9		# Trials	9	9		# Trials	9	9		# Trials			
Fract	7/9	5/9		Fract	8/9	7/9		Fract	9/9	9/9		Fract	/	/	
(%)	78%	56%		(%)	89%	78%		(%)	100%	100%		(%)	%	%	
Staff Recording Data for each Date (Req'd)				Staff Recording Data for each Date (Req'd)				Staff Recording Data for each Date (Req'd)				Staff Recording Data for each Date (Req'd)			
Setting C				Setting C				Setting C				Setting			
Name and Initials of Staff recording data (REQUIRED)								Name: Brenda B Initials: BB Name: Taylor G Initials: TG Name: Initials:							
Setting Key (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other Specify															

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NYSAA Data Collection Sheet for Documenting a Task by Time Segments																
Student Name: Michael								Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies								
AGLI Text: Attend to text(s) read aloud by others								Assessment task: The student will attend to a text during reading time.								
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted																
Length of Time for each Segment	Date		Date		Date		Date		Date		Date		Date		Date	
	12/04/08	12/11/08	12/18/08	01/08/09												
30 sec./min. (circle one)	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Segment 1	+	+	+	+	-	+	+	+								
Segment 2	+	+	+	+	-	+	-	+								
Segment 3	-	+	+	+	+	+	-	-								
Segment 4	-	-			+	+	+	+								
Segment 5					+	+	+	+								
Total +s	2	3	3	3	3	5	3	4								
Total Segments	4	4	3	3	5	5	5	5								
Fraction	2/4	3/4	3/3	3/3	3/5	5/5	3/5	4/5	/	/	/	/	/	/	/	/
Percent (%)	50%	75%	100%	100%	60%	100%	60%	80%	%	%	%	%	%	%	%	%
Staff Recording Data for each Date (Req'd)																
Setting L L L C C																
Name and Initials of Staff recording data (REQUIRED)								Name: Ellen F Initials: EF Name: Patty W Initials: PW Name: Deb B Initials: DB								
SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify																

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Final Do's and Don'ts

- Double check ALL transcriptions
- Make sure the levels of accuracy and levels of independence are calculated correctly
- Confirm the seven required elements are recorded on DSS, VE, and supporting evidence
- Verifying evidence is required for any two of the three dates of student performance
- Supporting evidence must be included when submitting a Data Collection Sheet
- Data Collection Sheets must be completed in full

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Final Do's and Don'ts (continued)

- Do not omit or skip components—use the Table of Contents to organize
- Confirm grade assessed and only use AGLIs from that grade
- Datafolios must be submitted by close of business on February 12, 2009
 - No further work, changes, additions, etc. can be done after the last day of the administration period
- Never use correction fluid, white-out, black-out or submit photocopies (in part or whole)

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