

2008-09 NYSAA—STUDENT PAGE

Student Information:

Date of Birth: 11 / 9 / 1996
 Last Name: XXXXXXXX First Name: Alexandra
 Student ID# (assigned by school district): 12345678
 District of Residence: Somewhere School District
 Name of School Student Attends: Somewhere 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, 1999—August 31, 2000	Grade 3	ELA, Mathematics
<input 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 checked="" 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 type="checkbox"/> Communication system	_____

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

<input checked="" type="checkbox"/> Flexibility in scheduling/timing	_____
<input checked="" type="checkbox"/> Flexibility in setting	_____
<input type="checkbox"/> Method of presentation	_____
<input checked="" 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 January

①

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Data Summary Sheet for the first Social Studies AGLI (Required component #1)	___
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Second Piece of Verifying Evidence* for the first Social Studies AGLI with VE label..	___
Data Summary Sheet for the second Social Studies AGLI (Required component #2)	___
First Piece of Verifying Evidence* for the second Social Studies AGLI with VE label .	___
Second Piece of Verifying Evidence* for the second Social Studies AGLI with VE label!	___

***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: Alexandra Student

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

(Teachers complete this document as part of an interview with parent/family/guardian or by sending it home to be completed by the parent/family/guardian)

Content Area	ELA (Teacher writes one AGLI below)	Mathematics (Teacher writes one AGLI below)
Students targeted Alternate Grade Level Indicator (AGLI), as listed by the teacher. 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.	Alexandra will provide details about events (plot): "who", "what", "where", "when" and/or "how"	Alexandra will find the value of numerical expressions involving whole numbers.
If applicable, does your child demonstrate this knowledge, skills, and understanding:		
1. at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes
2. in the community?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes
Is your child able to do this without any help?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes
What level of support does your child need to do this? Please describe how and if you see your child making progress, at home and/or in the community, toward meeting the AGLIs that the teacher has written above. (Continue on back if needed.)	<input type="checkbox"/> None <input checked="" type="checkbox"/> Verbal Direction <input type="checkbox"/> Physical Assistance	<input type="checkbox"/> None <input checked="" type="checkbox"/> Verbal Direction <input type="checkbox"/> Physical Assistance



Parent/Family/Guardian Survey—Documentation Page

Student Name: Alexandra Student

Person providing survey information about the student:

Susan Student parent 12/11/08
Signature Relationship to student Date

Person recording answers to survey questions:

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.)

④

Student's Name: <i>Alexandra Student</i>	Date of Birth: <i>11/9/96</i>
School Name: <i>Somewhere Middle School</i>	

1st ELA Required Component: Key idea - Reading

Choice Component (select one):

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

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

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

AGLI Code: 1 2 3 4 5

AGLI Text: *identify key details about plot, character(s) and/or setting*

Assessment task: *The student will identify key details about plot, character(s) and/or setting of a text by answering questions related to the text.*

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

This assessment task is the **same** as SAT# *12209* on PAGE *9* 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>12/11</i>		Date 2: <i>12/18</i>		Date 3: <i>12/19</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
Level of Independence	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
Scoring Rubric	Level Rating	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
		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 LAST TWO DATES of student performance documented on this Data Summary Sheet.

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Name: Alex

Date: 12/18/2008

Directions: Student will listen to a story. The teacher will then read the questions and multiple choice selections to the student and then the student will circle the correct answer to the question.

“Unicorn Wings” by Mallory Loehr

1. Who is the story about?

- a. A bird
- b. A butterfly
- c. A unicorn

2. Where does the story take place?

- a. Castle, woods, pond and sea.
- b. School, bus, home, and store.
- c. Lake, woods, camp, and fire pit.

3. What is the story about?

- a. A butterfly and a bird meet and fly to the sea and become best friends.
- b. A unicorn has a magical horn that heals things, and the unicorn wants her own set of wings.
- c. A unicorn flies all over town looking for fiends who will play unicorn games with her.

NYSAA Verifying Evidence Label

Date Student Performance: 12/18/08

Student Name: Alexandra Student

ELA Mathematics Science Social Studies

GLI text: identify details about plot, character(s), and/or setting

Task: Student will identify the details about plot, character(s), and/or setting of a text by answering questions about the text.

Accuracy: 100 % Independence: 100 %

6

Name: Alex

Date: 12/19/08

Directions: Student will listen to a story. The teacher will then read the questions and multiple choice selections to the student and then the student will circle the correct answer to the question.

“The Crocodiles Toothache” by Shel Silverstein

1. Who is the poem about?
 - a. A crocodile and a dentist
 - b. A crocodile and a dog
 - c. An elephant and a mouse

2. Where does the poem take place?
 - a. A school
 - b. The principal’s office
 - c. The dentist’s office

3. What is the poem about?
 - a. A man went to the dentist to have his tooth fixed and cried
 - b. A crocodile was playing at the zoo and made a new friend
 - c. A crocodile went to the dentist to get his tooth fixed and ate the dentist.

NYSAA Verifying Evidence Label

Date Student Performance: 12/19/08
Student Name: Alexandra Student

ELA Mathematics Science Social Studies

AGLI text: identify details about plot, character, and/or setting

Task: Student will identify the details about plot, character(s) and/or setting of a text by answering questions about the text.

Accuracy: 100 % Independence: 100 %

①

Student's Name: <i>Alexandra Student</i>	Date of Birth: <i>11/9/90</i>
School Name: <i>Somewhere Middle School</i>	

2nd ELA Required Component: Key Idea - Writing

Choice Component (select one):

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

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

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

AGLI Code: 2 1 1 0 7

AGLI Text: *arrange events in logical sequence using time-ordered words (e.g. first, next, last, etc.)*

Assessment task: *The student will arrange events in logical sequence by placing time ordered words next to pictures from a text.*

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# *21107* 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: <i>12/5</i>		Date 2: <i>12/8</i>		Date 3: <i>12/10</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>33%</i>	<i>2</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
Level of Independence	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
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.

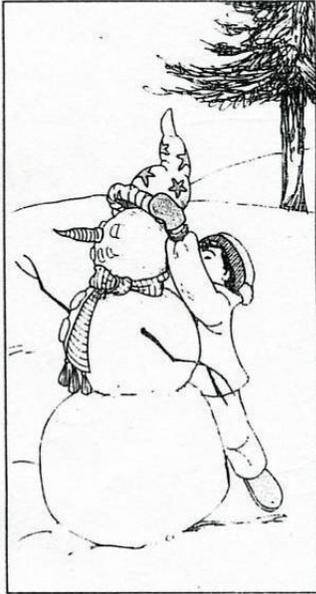
Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

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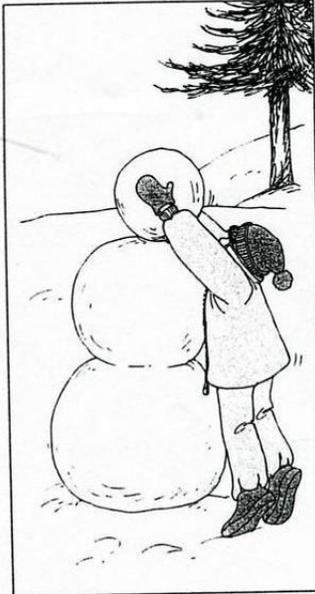
Name: Alex

Date: 12/8/2008

Directions: After listening to the story, paste the correct time-ordered word underneath the correct picture.



Last



Next



First

NYSAA Verifying Evidence Label

Date Student Performance: 12/8/08

Student Name: Alexandra Student

ELA Mathematics Science Social Studies

GLI text: arrange events in logical sequence using time-ordered words (e.g. first, next, last, etc.)

Task: The student will arrange events in a logical sequence by placing time-ordered words next to pictures from a text.

9

Accuracy: 100 % Independence: 100 %

Name: Alex

Date: 12/10/2008

Directions: After listening to the story, paste the correct time-ordered word underneath the correct picture.



Last

First

Next

NYSAA Verifying Evidence Label

Date Student Performance: 12/10/08

Student Name: Alexandra Student

ELA Mathematics Science Social Studies

AGLI text: arrange events in logical sequence using time-ordered words (eg. first, next, last, etc.)

Task: The student will arrange events in logical sequence by placing time-ordered words next to pictures from a text

10

Accuracy: 100 % Independence: 100 %

Student's Name: <i>Alexandra Student</i>	Date of Birth: <i>11/9/96</i>
School Name: <i>Somewhere Middle School</i>	

1st Mathematics Required Component: Strand - 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: 1 3 1 0 6

AGLI Text: *The student will add, subtract, multiply and/or divide integers using one or more strategies*

Assessment task: *The student will add integers using the TouchMath strategy for addition*

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# *13106A* on PAGE *26* 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>11/24</i>		Date 2: <i>11/26</i>		Date 3: <i>12/3</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>100%</i>	<i>4</i>	<i>87%</i>	<i>4</i>	<i>93%</i>	<i>4</i>
Level of Independence	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
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 LAST TWO DATES of student performance documented on this Data Summary Sheet.

Name Alex

11/26/2008

Directions: Begin with the first numeral, and use a pencil to touch and count the TouchPoints in the correct order. Then write the answer (sum). Say the problem and answer quietly.

$$\begin{array}{r} 0 \\ + 6 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline 17 \end{array} \quad \text{X}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array} \quad \text{X}$$

NYSAA Verifying Evidence Label

Date Student Performance: 11/26/08

Student Name: Alexandra Student

ELA Mathematics Science Social Studies

GLI text: The student will add, subtract, multiply, and/or divide integers using one or more strategies

Task: The student will add integers using the TouchMath strategy for addition

Accuracy: 87 % Independence: 100 %

13/15 Acc.
15/15 Indep.

Name Alex

12/3/2008

Directions: Begin with the first numeral, and use a pencil to touch and count the TouchPoints in the correct order. Then write the answer (sum). Say the problem and answer quietly.

$\begin{array}{r} 0 \\ + 8 \\ \hline 8 \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline 11 \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$
$\begin{array}{r} 5 \\ + 8 \\ \hline 13 \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$
$\begin{array}{r} 7 \\ + 8 \\ \hline 14 \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$

NYSAA Verifying Evidence Label

Date Student Performance: 12/3/08
 Student Name: Alexandra Student
 ELA Mathematics Science Social Studies
 AGLI text: The student will add, subtract, multiply, and/or divide integers using one or more strategies.
 Task: The student will add integers using the TouchMath strategy for addition.
 Accuracy: 93 % Independence: 100 %

14/15 - Acc.
15/15 - Indep

NYSAA DATA SUMMARY SHEET

**Grade 6—
MATHEMATICS
(cont'd)**

6

Student's Name: <i>Alexandra Student</i>	Date of Birth: <i>11/9/96</i>
School Name: <i>Somewhere Middle School</i>	

2nd Mathematics Required Component: Strand - Algebra

Choice Component (select one):

Band: Variables and Expressions

Band: Equations and Inequalities

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

AGLI Code: 4 1 1 0 6

AGLI Text: *The student will compare the term(s) equal to, greater than, and/or less than.*

Assessment task: *The student will compare sets of items on a worksheet by placing the equal to sign between the sets with the same number of items.*

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# *4106A* on PAGE *30* 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>11/18/08</i>		Date 2: <i>11/20/08</i>		Date 3: <i>11/25/08</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>75%</i>	<i>3</i>	<i>75%</i>	<i>3</i>	<i>100%</i> <i>75%</i>	<i>4</i>
Level of Independence	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>	<i>100%</i>	<i>4</i>
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.

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NYSAA Verifying Evidence Label

Date Student Performance: 11 / 20 / 08

Student Name: Alexandra Student

ELA Mathematics Science Social Studies

AGLI text: The student will compare the terms equal to, greater than, and/or less than.

Task: The student will compare sets of items on a worksheet by placing the equal to symbol between the sets with the same number of items.

Accuracy: 75 % Independence: 100 %

$\frac{3}{4} = 75\%$



(15)

11-30
 $\frac{4}{4} = 100\%$

NYSAA Verifying Evidence Label

Date Student Performance: 11 / 30 / 08

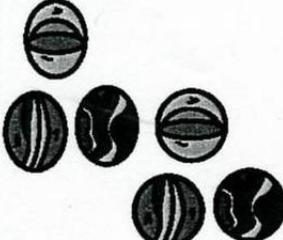
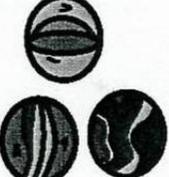
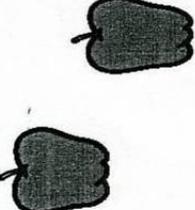
Student Name: Alexandra Student

ELA Mathematics Science Social Studies

AGLI text: The student will compare the terms equal to, greater than, and/or less than

Task: The student will compare sets of items on a worksheet by placing the equal to symbol between the sets with the same number of items

Accuracy: 100 % Independence: 100 %

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